

Developing foreign language skills through songs and educational games-based approaches.

An empirical study

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## Abstract

*“Language is not a genetic gift, it is a social gift. Learning a new language is becoming a member of the club – the community of speakers of that language.”* Frank Smith.

There is no gene that makes learning a language easy. In fact, in the debate concerning nature versus nurture, nurture wins as teaching strategies decide the effectiveness of learning a foreign language. The present study focuses on one of the four language skills, which is listening. According to the common European framework of reference for languages (CEF, 2001) and the Deutsch-Englisch-Schülerleistungen International (DESI, 2003-2004), listening is usually neglected, and pupils find difficulty in learning through it. Indeed, teachers are always more interested in evaluating the outcome of the listening process than teaching its strategies. Therefore, reasons for success or failure in listening are usually not explored. Another essential aspect for teaching and developing listening skills is motivation. Thus, it is very important to know what motivates the pupils to pay attention and listen interactively. Moreover, the principle of connecting the school with life by John Amos Comenius (1669) seems vital: songs and educational games are to be used to increase the pupils' motivation to learn and develop their listening skills. Accordingly, the goal of this study is to measure the effect of songs and educational games on developing listening skills and increasing motivation of pupils in the 6<sup>th</sup> grade in a Montessori school in Jena, Germany, who learn English as a foreign language. Different qualitative and quantitative data collection instruments were used such as interviews, surveys and field observation. In addition, a pre-posttest and a motivational questionnaire were designed to measure how far the pupils made progress after applying the research's project.

### Keywords

English as a foreign language, listening skills, songs, educational games, motivation, Montessori Pedagogy

## Zusammenfassung der Doktorarbeit

Diese Forschung besteht aus neun Kapiteln, die sich auf zwei Abschnitte verteilen: ein theoretischer Abschnitt und ein empirischer Abschnitt. Jeder von ihnen ist in Kapitel unterteilt. Der theoretische Teil enthält sechs Kapitel, in denen die Problemstellung, die Hörfähigkeiten, die Motivation, die Lieder, Lernspiele und die Montessori-Pädagogik behandelt werden. Der empirische Abschnitt enthält zwei Kapitel, in denen die Einstellungen der Studie und die Ergebnisse erläutert werden. Das letzte Kapitel enthält die Schlussfolgerungen, Empfehlungen und Vorschläge für die weitere Forschung.

Ziel der vorliegenden Forschungsarbeit ist es, Möglichkeiten zur Entwicklung von Hörfähigkeiten zu diskutieren, Vorschläge zu machen und die Motivation zu erhöhen, Englisch als Fremdsprache zu lernen. Die praktische und empirische Forschung wurde insbesondere in Bezug auf deutsche Schüler der sechsten Klasse in der Montessori-Schule in Jena durchgeführt. Das Problem dieser Forschung wurde durch zwei Quellen identifiziert; zunächst durch eine Diskussion und Erörterung der hierzu verfügbaren Forschungsliteratur; zweitens durch Interviews mit den Englischlehrern an der Montessori-Schule und darüber hinaus durch eine englischsprachige Hintergrundumfrage für die Schüler der in dieser Studie besprochenen Klasse. Sowohl die Diskussion der EFL-Literatur als auch der befragten Lehrer zeigten, dass die Schüler in Bezug auf die Entwicklung insbesondere von Hörfähigkeit große Schwierigkeiten haben.

Frühere Studien und Dokumente wie die Deutsch-Englische Internationale Organisation für Schülerleistungen (DESI, 2003-2004) und der Gemeinsame Europäische Referenzrahmen für Sprachen (CEFR, 2001) haben gezeigt, dass die EFL-Schüler eher schlechte Zuhörfähigkeiten haben. Es gibt wenig Information und Aufklärung über Hörfähigkeiten, sprich: Das Zuhören ist unterbewertet. Wenn die Kontaktstunden unter Druck stehen, wird häufig die Hörsitzung unterbrochen. Lehrer neigen dazu, immer den integrierten Fertigkeiten-Ansatz zu verwenden, um das Lesen und Schreiben zu messen, da sie dies als besser handhabbare Fertigkeiten ansehen. Daher wird das Zuhören in der Regel isoliert von anderen Sprachkenntnissen behandelt, und die Probleme vieler schwacher Zuhörer werden nicht diagnostiziert (White, 2003). Hörfähigkeiten und ihre

Methodik sind die am wenigsten diskutierten, erforschten oder erorderlichsten der vier Fertigkeiten (White, 2003). Tatsächlich widmen die Lehrer der Entwicklung des Hörens weniger Aufmerksamkeit als den anderen drei Sprachkenntnissen (Vandergrift & Goh, 2012). Außerdem erhält das Zuhören nur begrenzte Aufmerksamkeit und Unterstützung, um die Lernenden durch den Lernprozess zu führen und zu erfolgreichen Zuhörern zu werden. Folglich fühlen sich die Schüler beim Zuhören am unsichersten und ängstlichsten, anstatt zuversichtlich zu sein und es weiter zu versuchen (Vandergrift & Goh, 2012, S. 4). Die Lesungen der Forscher bestätigten, dass die Schaffung von Motivation ein wichtiges Ziel des Zuhörens ist und manchmal vernachlässigt wird (Field, 2008). Die Methodik für das Vermitteln von Hörfähigkeiten und -strategien scheint immer noch etwas unentwickelt und altmodisch (Bone, 1988).

Aus den im empirischen Teil der Studie gesammelten Informationen lässt sich ableiten, dass das Lehren mit Liedern (sowohl mit als auch ohne Musikbegleitung) eine der geeignetsten Methoden ist, um authentisches Sprachmaterial zu verwenden und das Hörverständnis der Lernenden zu verbessern sowie gleichzeitig die Motivation zu steigern. Sowohl die Test- als auch die Kontrollgruppe in dieser Studie entwickelte sich im Hinblick auf ihre Hörfähigkeiten nach dem Projekt. Obwohl jede Gruppe auf unterschiedliche Art und Weise (mit und ohne musikalische Begleitung) Lieder erhielt, erzielten beide im englischsprachigen Fragebogen zum Post-Test und zum Motivationslauf signifikant höhere Bewertungen als beim Vortest und beim ersten Motivations-Fragebogen. Dies kann darauf zurückzuführen sein, dass sich die Schüler motiviert fühlten, wenn sie sich mit authentischem Sprachmaterial beschäftigten. Außerdem korrespondierten das Alter und der soziale Kontext der Lernenden mit den Musikgattungen, die während des Unterrichts verwendet wurden.

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### List of Abbreviations

Abbreviations	Description
AC	Abstract conceptualization
AS	Abstract Sequential
AR	Abstract Random
AE/CE	Accommodator
AMS	American Montessori Society
AE	Active Experimentation
ASCD	Association for Supervision and Curriculum Development
AMI	Association Montessori International
AC/AE	Converger
CEFR	Common European Framework of Reference for Languages
CLTA	Communicative Language Teaching Approach
CE	Concrete Experience
CE/RO	Diverger
CS	Concrete Sequential
CR	Concrete Random
DESI	Deutsch-English Schülerleistungen International German-English International Organization for the Pupil's Achievements
EU	European Union
EFL	English as a Foreign Language
ESL	English as a Second Language
SIL	Summer Institute of Linguistics
ELT	English Language Teaching
FL	Foreign Language
ILA	International Listening Association

Abbreviations	Description
L2	Second Language
LSI	Learning Style Inventory
NCA	National Communication Association
NCME	National Center for Montessori Education
RO/AC	Assimilator
RO	Reflective Observation
SLA	Second Language Acquisition
SBMI	Swassing-Barbe Modality Index
VARK	V = visual, A = aural, R = reading/writing & K = kinesthetic



## Chapter 1

### Aims of the research

The purpose of this research is to discuss and suggest ways of developing listening skills and of increasing the motivation for learning English as a foreign language. Specifically, the practical and empirical research was done with reference to sixth grade German students in the Montessori school in Jena, Germany. The problem of this research was identified through two sources; first, by means of a discussion of research literature; second, through interviews with the English teachers at the Montessori school and, moreover, through an English language background survey for the students of the class discussed in this study. Both the discussion of the literature on EFL as well as the teachers interviewed revealed that students face great difficulties when it comes to developing listening skills.

Previous studies and documents such as the *German-English International Organization for the Pupil's Achievements* (DESI, 2003-2004) and the *Common European Framework of Reference for Languages* (CEFR, 2001) revealed that there are rather poor skills in listening among EFL learners and there is little information and elaboration on listening skills. Listening is undervalued. When there is pressure on contact hours, it is often the listening session that is cut. Teachers tend always to use the integrated skills approach to measure reading and writing because they are regarded as more manageable skills. Therefore, listening is usually dealt with in isolation from other language skills and the problems of many weak listeners pass undiagnosed (White, 2003). Listening skills and its methodology are the least discussed, researched or challenged among the four skills (White, 2003). Indeed, teachers pay less attention to the development of listening compared to the other three language skills (Vandergrift & Goh, 2012). In addition, listening receives limited attention and support to guide learners through the process of learning to become successful listeners.

As a result, pupils feel most insecure and anxious while listening, instead of feeling confident to keep trying (Vandergrift & Goh, 2012, p. 4). The researchers' readings confirmed that creating motivation is an important goal of the listening process and sometimes is neglected (Field, 2008). The methodology for teaching listening skills and strategies still seems somewhat undeveloped and old-fashioned (Bone, 1988).

Based on the information gathered during this study's empirical part, it may be inferred that teaching with songs (both with and without musical accompaniment) is one of the most suitable ways of utilizing authentic language material to develop learners' listening comprehension while increasing their motivation. Both the test and control groups in this study progressed in terms of their listening skills following the project. Although each group received songs in a different way (with and without musical accompaniment), both achieved significantly higher scores on the English-language post-test and motivation questionnaire than on the pre-test and initial motivation questionnaire. This may be due to the fact that students felt motivated when engaging with authentic language materials; furthermore, learners' ages and social contexts corresponded with the genres of music utilized during the lesson component.

This research has nine chapters and they are based upon two sections; a theoretical section and an empirical section. Each one of them is divided into chapters. The theoretical section has six chapters which discuss the problem statement, listening skills, motivation, songs, educational games, and the Montessori pedagogy. The empirical section has two chapters which elaborate the settings of the study and the results. The last chapter presents the conclusion, recommendations and suggestions for further research.

## Introduction

“One language sets you in a corridor for life. Two languages open every door along the way”

Frank Smith, 1990

Learning a new language facilitates understanding among people from different countries and backgrounds and helps conserve linguistic and cultural diversity. Many scholars believe that bilingualism has become dynamically essential as the world is shifting to a global paradigm, where societies, economies and cultures are integrating and connecting in ways that were not possible before. Thus, learning different languages has become a must in order not to be left behind.

Within the last 30 years, crucial economic and political changes have taken place around the world. As a result, the interactions among people across the globe have risen to unprecedented levels, making physical and geographical limitations disappear (Kumara-avadivelu, 2008; Spolsky, 2009; Wright, 2004; Zakaria, 2011). These changes have also affected language education policies and practices, as multilingualism has become a common phenomenon all across the globe. With the advent of globalization, English language continues to grow as a second or third language in many parts of the world. Mohd-Asraf (2005) states that, “[a]s an international and a world language, its influence spans the entire globe, and there is hardly any country today that does not use English in one way or another or that is not affected by its spread” (p. 103). The increasing use of English as a second or third language is making changes in language education in the countries with linguistic minorities and indigenous communities. According to De Swaan (2001), who presents the organization of languages and their relationships in a global context, “[I]t is multilingualism that has kept humanity, separated by so many languages, together [...]. It is this ingenious pattern of connections between language groups that constitutes the global language system” (p. 1).

In line with this thought, the European Union (EU) has called on its citizens to have knowledge of other languages in addition to their mother tongue. Accordingly, most European Union countries now make foreign language learning a compulsory part of the primary school syllabus (cf. Eurydice, 2005; Legutke et al., 2009). In addition, there is an observable trend worldwide for foreign language learning to begin at an earlier age (cf. Edelenbos, Johnstone & Kubanek, 2007; Engel, Grooth-Wilken, & Thürmann, 2009).

The framework conditions governing early foreign language learning are determined to a significant extent by educational and language policy decisions originating outside the learning and teaching institutions of nursery, pre-primary and primary education. Provision made for language learning depends very largely on the country's political, economic, cultural and societal profile, its international links and its degree of involvement in regional and global networks (Ammon, 2003).

These factors strongly influence the chronological order in which foreign languages are learnt. The foreign language that will secure first place in the learning sequence is generally the one seen as most relevant in terms of 'usefulness' – currently English, in its capacity as global lingua franca (Widlok, Petravić, Org, & Romcea, 2010, pp. 5, 7, 12).

Teaching a foreign language means teaching its skills and competences. The traditional four language skills, which are the receptive skills (listening, reading) and productive skills (speaking, writing) must be learned in addition to various competences such as the capability of expressing oneself in interpersonal exchange and understanding written and spoken language in different contexts.

While reading in the field of teaching English as a foreign language, the researcher found out that listening skills and its methodology are the least discussed, researched or challenged among the four skills (White, 2003). Moreover, teachers pay less attention to the

development of listening compared to the other three language skills (Vandergrift & Goh, 2012). For this reason, the researcher had to search for the roots of this problem in two directions; on the one hand consulting the previous studies and literature, and on the other hand analysing the current situation in schools.

The previous studies and literature such as the *German-English International Organization for the Pupil's Achievements* (DESI, 2003-2004) and the *Common European Framework of Reference for Languages* (CEFR, 2001) revealed that there are rather poor skills in listening and there is little information and elaboration on listening skills. White (2003) states

Teachers tend to focus on what the correct answers are to a listening passage, rather than why students fail to get them. We perhaps do not spend enough time looking at how students are mishearing or failing to hear, or whether there is in fact more than one possible answer. If enough students do not get the right answer, my typical reaction is to play that section of the tape once more, and hope that hearing it again will magically help the students to get the answer next time. I do not look at what might be causing the problem. This goes with a tendency for me as the teacher to focus on the product of listening [.....] rather than the processes that are going on while they are actually listening (pp. 5-6).

In addition, listening receives limited attention and support to guide learners through the process of learning to become successful listeners. As a result, the pupils feel most insecure and anxious while listening, instead of feeling confident to keep trying (Vandergrift & Goh, 2012, p. 4). Vandergrift & Goh (2012) explain

While language learners are often taught how to plan and draft a composition or deliver an oral presentation, learners are seldom taught how to approach listening or how to manage their listening when attending to spoken texts or messages. Although they are exposed to more listening activities in classrooms today, learners are still left

to develop their listening abilities on their own with little direct support from the teacher. A possible reason for this is that many teachers are themselves unsure of how to teach listening in a principled manner (p. 4).

The researchers' readings confirmed that creating motivation is an important goal of the listening process and sometimes is neglected (Field, 2008). Field states

This is an important goal of pre-listening, and one that is sometimes neglected. We need to give listeners a purpose for listening. The quality and depth of listening is also enormously enhanced when she has given some forethought to what the listening passage is likely to contain (p. 18).

The activities for listening tasks should be designed to build confidence, provide motivation, entertain, and generally make listening a less stressful activity (White, 2003). A study by Bone (1988) showed that concentration rises above 25 per cent if the listener thinks that what he is hearing is important and he/she is interested in it. In fact, the methodology for teaching listening skills and strategies still seems somewhat undeveloped and old-fashioned (Bone, 1988). Researchers urgently need to tackle the issue of developing effective listening materials, equipment and teaching methodology (Griffiths, 2008).

The principles of connecting the school with life and life-long learning by Jan Amos Comenius (1669) inspired the researcher with their suggestion that songs, which pupils are often exposed to, can be used in learning a new language at school (Lukaš & Munjiza, 2013). Songs have many educational benefits; some of them can improve the pupils' listening skills, and their motivation (Murphey, 1992; Millington, 2011). As one educator asked, "How is it that for most people music is a powerful part of their personal life and yet when we go to work or school we turn it off?" (Brewer, 1995, p. 2). Music and songs are an inseparable part of our lives and every individual's culture. Mario Papa and Giuliano Iantorno (1979) showed

that recent research reveals that students' motivation and interest are among the most important factors for the learning of a foreign language. They have proved to be, in most cases, very effective because they are strongly related to everyday life (Papa & Iantorno, 1979).

However, it is not proven that music in itself increases the capacity to connect with another language. Murphey (1992) stresses that listening to English lyrics did not mean those words will automatically be used. Murphy's observation gave an idea that applying a complementary teaching method besides songs could be considered as an essential part in this research. Games were the option as they are seen as advantageous when it comes to improving students' various skills. As Wright, Betteridge and Buckby (2006) explain, games can give practice in all the skills during all different stages of the teaching and learning process and also for many types of communication. Another advantage of using games is that they can get students relaxed and lead to enjoyment by using the language without being afraid of making mistakes.

According to Stephen Krashen (1982), second language acquisition is influenced by affective factors either positively or negatively. One of the teacher's tasks is to create a situation where students' affective filter is lowered so that the comprehensible input could be taken in. The first aim of using games in class is to create such a situation. In addition, games may help and encourage many learners to see language input as related to their interests (Wright et al., 2006). Games can increase motivation to learn the language as students; especially weaker students, feel a real sense of achievement when they manipulate a game (Hubbard, 1987). Games can also provide quite extensive knowledge input and increase students' communication and co-operation with each other. They can also act as a testing mechanism to expose areas of weakness and the need for remedial work.

Accordingly, the researcher began to investigate the issue at hand in a Montessori school in the sixth grade and to apply the quantitative and qualitative methods to collect the data needed for the present study.

### Theoretical Framework

In order to teach a foreign language, teachers must take into consideration different learner's styles, interests and intelligences. The Theory of Multiple Intelligences by Howard Gardner (1983) is extremely important when it comes to teaching children and young adults. Gardner explains that, "It's not how intelligent you are, but how you are intelligent" (Wise, 2001, p. 1). Gardner hypothesizes that there are eight different intelligences, which included linguistic and musical intelligence. Gardner claims that the intelligences very rarely operate independently. Everyone has strengths and weaknesses and that is why teachers need to be aware of using multiple approaches in the classroom and need to find various tasks that suit more than one intelligence at a time. Students with different strengths need various approaches, although most of the educational systems have put too much importance on mathematic and linguistic intelligences while the equally important intelligences are neglected (Brualdi, 1996).

### The research problem

This research deals with the use of songs and educational games in teaching and learning English as a foreign language (EFL) in Germany. The attention is paid to songs and educational games, mainly focusing on their effect on developing listening skills and increasing the pupil's motivation for learning the foreign language from both the theoretical and practical point of view. Many argue that teachers usually neglect the process of listening as an integral part of learning a language. They focus on testing and evaluating the



comprehension of the pupils rather than teaching them how to listen properly. Thus, the researcher focuses on problems related to listening as a learning factor.

Pupils in the sixth grade in the Montessori school in Jena, Germany (2014-2015), where this research took place, had many problems in learning English as a foreign language. Their English teachers defined the problems during interviews as 1) “Too less speaking situations, especially for spontaneous and small talk, therefore bad pronunciation and no good listening skills”. 2) “Elementary language skills are often missing, e.g. grammatical terms and skills. Pupils tend to translate word by word from German to English”. 3) “no good listening skills and it is hard to practice because they need very different time to understand so it is a hard-manageable process.” (See interviews with teachers A & B).

Consequently, the present study was designed to address the gaps in motivation and listening skills that have resulted from the lack of authentic learning materials such as songs and educational games. Moreover, an important factor in filling these gaps is the students’ individual learning styles, which is also addressed in this study. While songs are utilized to increase students’ motivation and maintain their focus, educational games are also employed to develop their social skills and engage all of their senses in the learning process.

#### Aims and significance of the present research

The main purpose of this study was to explore ways of enhancing the listening skills of sixth-grade EFL students enrolled in the Montessori school, while increasing their motivation for learning English. To achieve this aim, the study employed non-traditional teaching materials such as songs and educational games to test their effects on pupils. These materials were chosen based upon the assumption that incorporating students’ personal interests in their learning processes would achieve this aim.

In response to a dearth of empirical research, the present study was designed to examine two aspects of song and game used in teaching English as a foreign language: their effect on students' listening skills, and their effect on students' motivation. It firstly explores song and game use from the teachers' perspective and investigates teachers' insights as well as their teaching practices involving songs. Secondly, it assesses the listening skills and motivations of the students and other typical characteristics of teaching materials used by language teachers for pedagogical purposes. Thirdly, the present study examines whether songs and games as they are typically used can benefit listening skills and increase students' motivation for learning the English language.

This makes the study significant in several ways. First, it lays some long-needed groundwork regarding a teaching technique that is rarely embraced by teachers and scarcely researched. Second, it is firmly grounded in classroom reality and thus adds a new perspective to the small body of existing research, as other studies have used either an experimental design or a classroom-based design that puts less emphasis on the process of listening and more emphasis on the outcomes. It also tries to direct teachers to different learning styles of students to suit their different needs and also aims at encouraging teachers to create a pleasant and motivating classroom atmosphere where pupils feel safe and happy to communicate and learn. In addition, it provides students with the learning strategies and resources of songs so that they continue learning outside the school and on their own.

#### Limitations of the research

This research was conducted in Germany over the period of four months. It was applied in the first semester of the 2014-2015 as a project for developing foreign language skills, especially listening skills, and increasing motivation through songs and educational games-based approaches. The theoretical framework in which this research is developed corresponds to Howard Gardner's multiple intelligence theory (1983) and Robert Gardner's

motivation theory. Several limitations need to be noted regarding the research on the effect of songs on young learners.

Among the limitations of this study is that the results are non-generalizable to other contexts or populations because the sample is a non-probability sample that is not random in nature and all the subjects come from one school. Nevertheless, it is a significant “first approach” to this subject in EFL teaching in a Montessori school in Germany.

Furthermore, surveys as the one undertaken by the researcher usually have limited data because the participants are young. In consequence, it often proves difficult to gather complex information. The research is limited only to measure the developing of listening skills and does not focus on other aspects of language such as pronunciation or grammar and also the motivation regarding learning the English language.

Another limitation concerns the amount of time and material resources available for this study, both of which may have been increased to ensure more accurate and substantial results. Also, conducting the research project in an inclusion classroom demanded two designs of lessons; the original one and a shorter and easier design of the lessons and games for students with special needs.

Considering all these limitations, there is a need to conduct more research about the use of songs and games with young learners. Regarding the strengths of this study, it was very useful to use triangulation (using both qualitative and quantitative methods) because it allowed deeper insights into the students' topics of interest.

### Literature review

This literature review will consider more general studies first, then focus on publications specifically dealing with the topic at hand.

Grimm, Meyer, & Volkmann (2015) in *Teaching English*, a standard introduction to teaching English as a Foreign Language in Germany, state that the historical developments of global languages show that the spread of English as the world language started with the rise of the British Empire in the 18<sup>th</sup> and 19<sup>th</sup> centuries, followed by the global dominance of the USA in the 20<sup>th</sup> century. English today is the lingua franca of the world and the dominant language of the different aspects of life such as popular culture, the Internet, media, economics, politics, and science.

As a result of the global rise of the English language, it became gradually the second modern foreign language next to French in Realschule, and a third or fourth option next to Latin and Greek in the Gymnasium in the German educational system. After World War II, it became the first foreign language in all secondary schools in Germany (Grimm, Meyer, Volkmann, 2015).

Another development has started in 2005 was teaching foreign languages at the primary school level in all federal states of Germany. While they are obligatory from the third grade, some prefer to start in the first grade (Christiani & Gabriele, 2008; Mindt & Wagner, 2009). Primary schools' pupils have two 45-minute lessons of English a week. Whereas for secondary schools the federal states have agreed on national standards concerning the teaching and learning of languages (KMK competence framework, Kulturministerkonferenz, 2003), which are based on the 'can-do' description of the *Common European Framework of Reference for Languages* (CEF, 2001; Eisenmann, 2012).

The CEF is a document that provides a practical tool for establishing certain standards at successive stages of learning and evaluating language knowledge. It aims at providing the basis for setting common five standards within the EU at an international level and supplies the basis for the mutual recognition of language qualifications within the EU. The framework describes: a) The competences necessary for communication. b) The related knowledge and

skills. c) The situations and domains of communication. It paves the way for a comprehensive definition of teaching and learning objectives and methods and is, therefore, of special interest to the academic community (Segura Alonso, 2011/2012).

The field of English as a foreign language teaching research covers disciplines from general education and pedagogy to psychology, linguistics, as well as the teaching of literature and culture. Teaching languages does not only include the actual language structure but a whole range of other competences, which includes a huge array of methodological options for the foreign language teacher as well as the researcher (Eisenmann & Summer, 2012). These competences represent a multiple challenge to the teachers of English today who are forced to face them and deal with as well.

According to the Summer Institute of Linguistics (SIL) International (1999) the four basic skills (listening, reading, speaking, writing) are related to each other by two parameters: the mode of communication - oral or written - and the direction of communication: receiving or producing the message. Most teachers try to incorporate all four skill areas into their planning, though some classes may focus more on one set of skills or the other, due to the course and learner objectives (Oxford, 2001).

When learning new language material, the order of acquisition is generally the following, for both second language learners and children learning their first language: Listening: The learner hears a new item (sound, word, grammar feature, etc.); speaking: the learner tries to repeat the new item; reading: the learner sees the new item in written form, and writing: the learner reproduces the written form of the item. When teachers are planning to present a new teaching item (sound, grammar point, vocabulary word, etc.,) they should keep the order of acquisition in mind. It is best to expose the learners to the item in that same order, so that they are exposed to it as a listener before they are called on to use it as a

speaker, and that they hear it before they see it in text. The learner will be able to understand the new item for quite a while before he/she is able to produce it and use it in communication (Laubach Literacy Action, 1996).

### Related Previous Studies

Most of the studies related to the topic have shown that songs and games play a crucial role in teaching and learning a foreign language. Based on the gathered information, it seems clear that songs and games can and should be used besides traditional teaching methods. Here is a review of available literature.

A study by Fonda Keskin (2011) about using songs to teach Turkish as a foreign language in Istanbul University shows that songs are an important part of language culture. Keskin (2011) explained that in foreign language teaching, which are created by using songs contribute to the development of a lot of language skills from grammar to pronunciation. Therefore, these activities can be carried out in all classes ranging from very basic levels to advanced ones. Similarly, a study by Mustafa Sevik (2011) with the title “Teacher views about using songs in teaching English to young learners” proves that teachers believe that teaching Turkish students English by using songs is very effective.

Similarly, a study by Beatriz Becerra Vera and Rosa Muñoz Luna (2013) with the title “Teaching English Through Music: A Proposal of Multimodal Learning Activities for Primary School Children” explores the use of music and songs in the teaching of English as a second language to primary school children in Spain. Results show that music enhances linguistic intelligence when multiple ways of learning are practiced in the classroom. Students’ communicative competence and learning autonomy are improved as they are provided with strategies and techniques to continue learning out of school.

In Tokyo, another study by Maggie Lieb (2008) with the title “Listening Activities Using Popular Music” highlights the value of music as a pedagogical tool in English Language Teaching (ELT). The researcher explains that popular music in particular offers promising opportunities to address the issues of second language (L2) listening anxiety and relevancy of listening activities. The study also explains how the use of music in the language classroom could help facilitate effortless processing of prosodic features of language by capitalizing on the well-documented interconnectivity between music and language. Also, she suggests that if more ELT teachers in Japan appreciate the benefits of this “non-traditional approach,” the result could be a more holistic language learning experience.

A study by Luqman Baehaqi (2014) with the title “Improving the Listening Skills through the Discovery Listening Technique Using Podcast in Indonesia” found that students of the English Department of Kanjuruhan University, Malang, lack language proficiency concerning vocabulary, pronunciation, and grammar. To overcome these classroom problems, Baehaqi employed the process-based approach underlying the Discovery Listening Technique combined with podcasts to test whether it would improve the listening skills of the students or not. The technique used requires the students to realize causes of their listening problems in order to find out appropriate ways of improving listening comprehension. The results indicate that the listening skill that was specifically improved was the ability of recognizing words and their meaning in contextual use because it touched the basis of listening comprehension skill in general.

Another study in Indonesia by Lidiyatul Izzah (2014) with the title “Implementing Song in Teaching Listening Comprehension” at Muhammadiyah University of Jakarta found similar results. The paper aims to find the factors influencing English listening comprehension and the strategies to be taken that might improve students’ listening comprehension. The subject of the study was students at sixth semester of Muhammadiyah University of Jakarta.

The activities of the implementation involved the use of song in teaching listening. The paper indicates that the current problems students face in developing listening comprehension skills are speed speech, limited knowledge of vocabulary, and limited knowledge of the song lyric. Analyzing the data collected, the researcher points out that students' listening comprehension based on the use of radio, TV, and tape recorder was very good (60%), good (25%), and weak (15%) respectively. Based on the interviews of the participants, the findings are that 80% of them believe that the use of song in listening class improve their understanding about new vocabularies, new kind of sentences and expand their knowledge about western songs and the way that the singers pronounce the words. 20% of the participant felt confused in understanding new words and getting the meaning of the lyrics. Thus, 20% of the participants needed an extra explanation in catching the meaning of the song. Using songs created a joyful atmosphere for students in the listening class, especially in handling the unknown words found in lyrics. Also, it enhances their involvement in the teaching and learning process as well as their motivation in the listening class. Moreover, it does help the students to be more confident and independent in dealing with learning English. Finally, this strategy encouraged students to point out their ideas, thought and initiative in a manner that they actually found themselves able to infer the meaning of the unknown words which they found in lyrics without simply opened their dictionary or consulting their lecturer.

A study by Veronika Jeřábková (2016) with the title “Using Songs in English Language Teaching at Lower Secondary Schools” in the Czech Republic also proves that songs can be a very suitable tool in language learning and can be very useful in language acquisition. Moreover, the researcher points out the enjoyment appreciated by most of the students and the motivation they get, which is simply much more effective than the motivation ordinary exercises in their textbooks can offer.



As for the use of games is concerned, the literature found supports their effective use in classrooms where foreign languages are taught.

A study by Deguang Zhu (2012) with the title “Using Games to Improve Students' Communicative Ability” in China found that the communicative language teaching approach (CLTA) is one of the most effective methods to keep away from the weaknesses of the traditional English teaching method in developing students' communicative abilities. Using games was proven an effective and efficient methods in improving the students' English communicative abilities.

Along the same lines, a study by Vivian Fabiola Payan Rivera and Robinson Restrepo Montoya (2009) with the title “Games for the Development of the Listening Skill” examines the effectiveness of games and activities in the development of the listening skill in second graders of Canceles school in Pereira, Colombia. The study covered essential factors of the learning process, such as, cooperative learning, motivation and how to give good instructions to children, among others. The findings revealed that students were more confident during the implementation of games, which gave them motivation to use the language, and to listen to the game's instructions carefully.

A study by Mania Moayad Mubaslat (2011/2012) with the title “The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage” in Jordan recommended the use of games since they are very effective especially for the primary stages in teaching a second language and games are helpful for the teacher as an approach to language acquisition.

Another study by Sigríður Dögg Sigurðardóttir (2010) with the title “The Use of games in the Language Classroom” in Iceland focused on the use of games inside the classroom and argued that games can be a good teaching method when teaching foreign

languages. It looks at why games should be used as a teaching method and how to maximize the positive result on language learning.

However, some of the studies indicated that songs and games could not replace traditional methods of teaching as their use has its disadvantages, as some of the studies under discussion next explain.

A study by Alicia Borraz Fabón (2012/2013) with the title “Take It Easy”: Use Songs to Teach English as a Second Language in Primary School” in de La Rioja University, Spain, found that the use of untraditional methods of learning such as songs and music should be accompanied by traditional lessons to help learn a new language. The study maintains that rhythm and musicality are powerful tools in class to improve the memorization of a new language, but they must be accompanied by regular teaching. Fabon concluded that songs should become an instrument to practice listening, speaking, reading and writing, and that they can be instrumental when it comes to teaching vocabulary, grammatical structures and pronunciation.

Sevik (2012), however, suggests that fun activities like using songs in class might not yield positive results. He believes that a teacher’s main responsibility is to teach a language and not to teach a song (Sevik, 2012). He explains, “songs [...]can easily become mere entertainment and pleasurable interruptions in the school day which, in the long term, results in pupils being bored and losing interest” (Sevik, 2012, p. 334). Sevik (2012) suggests there should be a clear reason why a teacher uses songs in class.

Murphey (1992) also criticizes the use of songs, saying that teachers may not be able to keep proper discipline in the classroom as some students may just want to listen to music or sing rather than work. Another issue he mentions is the fact that students may disagree over musical pieces, which may result in a chaotic class. Moreover, many songs may prove difficult for students to understand since they mostly use colloquial expressions and their

pace is too fast (Murphey, 1992). Siek-Piskozub and Wach (2006, pp. 91-97) add that there are songs which present taboo topics. These topics may confuse the learners or embarrass them.

Another study by Carla Casé (2014) with the title “The Pedagogical Value of Games and Songs” propose that some teachers consider it difficult to find songs for each topic discussed in class, while other claim they cannot measure the pupils’ knowledge through songs.

A study by Nova Pravita Rus Diana (2010) with the title “The Advantages and Disadvantages of Using Games in Teaching Vocabulary to the Third Graders of Top Elementary School” describes the using of games in the process of teaching vocabulary and finds out the advantages and disadvantages of the method used. The first advantage it mentions is that students could be more interested in learning the material and the second advantage was that the teacher does not need to explain too many materials. On the other hand, the first disadvantage cited is the noisy condition in which the teacher may find it difficult to control the students. The second disadvantage was by doing games the teacher only has a little time to explain the material and present some new vocabularies items. So, there is no longer time for the teacher to explain more and help students them to memorize all the new vocabularies items.

Considering the published current literature, there is a definite trend to advocate the use of songs and games in foreign language teaching as it is seen to have a positive impact on the learning process. Songs and games are usually perceived as fun activities, which encourage and motivate students to learn a new language. They are also considered soothers of anxieties and fear and thus create a happy, worry-free atmosphere for students to learn.

However, their use has some disadvantages, including the fact that lyrics and game instructions maybe difficult to understand and comprehend if a student is still not fluent in the

new language. And this brings up the subject of listening and the right method of listening. Also, it is criticized that not all topics and subjects are covered in songs and teachers cannot introduce all vocabulary related to these subjects through songs or games.

Reviewing the related literature has been helpful in the attempt to formulate research questions and hypotheses for this study.

### Questions and hypotheses

This study is centered on listening as a fundamental skill involved in a variety of activities performed by individuals on a daily basis. Listening has been described as being essential to inter-person communication and the acquisition of passive knowledge (Feyten, 1991). In a language-learning context, listening is also an essential skill, as it “takes on significant meaning as it is an essential source of language input in second language acquisition” (Chuang & Wang, 2015, p. 1). Based on the recognized significance of listening among language learners, this study raises the following questions:

- 1- How will the use of songs and educational games in EFL classrooms affect the learners’ listening skills?
- 2- How will the use of songs and educational games in EFL classrooms affect the learners’ motivation for learning English differently compared to when readers use just lyrics and educational games?

In response to the above questions, several hypotheses are formulated, as follows:

1. Participants in the test and control groups will earn similar scores on the pre-test regarding listening skills.
2. Participants in the test group will score higher on the post-test than on the pre-test.

3. Participants in the test group will score higher on the post-test than those in the control group.
4. Participant in the control group will earn similar scores on the pre- & post-test regarding listening skills.
5. Participants in the test and control groups (see below, “Methodologies”) will obtain similar scores on the pre-motivational questionnaire.
6. Participants in the test group will score higher on the post-motivational questionnaire than on the pre-motivational questionnaire.
7. Participants in the test group will score higher than those in the control group on the post-motivational questionnaire.

### Methodologies

The present research will be divided into two sections: The theoretical conceptual section and the empirical section. The first will reveal the effect of the research’s project for developing listening skills and increasing motivation through songs and educational games-based approaches in English as a foreign language. This section will also show and explain the relation between language, songs, educational games, listening skills and motivation.

The empirical section will discuss the following points:

#### A. Participants

This study is conducted with two groups of pupils who learn English as a foreign language with the same level of proficiency. They are native German students in the sixth grade in a Montessori school in Germany. Each group consists of 11 pupils. One group is

treated as the control group, and the other as the experimental group. The test group was taught with songs and educational games and the control group was taught with the songs' texts and educational games. They attended their classes 2 days a week for 32 sessions (four months), and each session lasted for 45 minutes. In this project the control group was taught the lyrics of songs without music and the experimental group was taught with songs and music.

## B. Instruments

1- A list of songs, which was compiled chosen on the basis of the following criteria:

- Pupil's age
- Pupil's different learning styles
- Purpose of the study (developing listening skills and increasing motivation)
- Themes and contents regarding songs (lyrics)
- Ability to design different activities and exercises related to the suggested songs

2- Determining the effect of the research's project to develop listening skills and increasing motivation through:

- Creating two exams for measuring listening skills (pre- & posttest)
- Selection of the experimental and control group
- Executing the pretest to determine the pupil's level
- Executing the posttest after applying the research's project to determine the effect of the project on developing listening skills and increasing motivation
- Statistic evaluation of the results

- Conclusion and recommendations

### C. Data collection

The data collection was done by pre- and posttests, English language background survey, pre- and post-motivation questionnaires, Interviews with the English teachers and students, in-class observation and consideration of the curriculum.

### Key words

Foreign language skills – songs – educational games – listening skills – motivation – Montessori pedagogy.

## Chapter 2

### Listening skills in English as a foreign language

#### Introduction

This chapter will present one of the four primary language skills – the listening skill or rather listening skills. It will focus specifically on using listening to learn English as a foreign language. The chapter starts with an overview of listening, including its definition, types, and importance. In addition, the approaches to teaching listening and listening strategies will be explained. Furthermore, the components of the listening process and factors that influence its success will be highlighted. Finally, a discussion of evaluating listening as a process and its outcomes will conclude this chapter.

#### Definition of the listening skills

“The first communication skill humans are engaged in from the moment they are born is listening. It is the way that language is learned and acquired. But, despite being the first communicative process, listening is usually the most underdeveloped and undervalued communication skill” (Field, 2008, p. 1). The reasons behind that may vary and will be investigated throughout this research.

The methodology of proper listening has been little discussed, researched or elaborated. In fact, many times problems of weak listeners may pass undiagnosed, because listening is rarely assessed (Field, 2008).

In class, some teachers prefer to work through well-known routines of teaching (Field, 2008). Even though academic research in the field of listening has produced in the last few decades and in spite of the fact that untraditional methods of learning including listening sessions are being utilized in schools, this young branch of scholarship lacks a theoretical



framework and has been revealed to be in an initial discovery stage of theoretical development (Brownell, 1996; McKenzie & Clark, 1995; Wolvin, 2010).

The first major research in the listening field was Paul T. Rankin's dissertation in 1926, under the title "The Measurement of the Ability to Understand Spoken Language". It was followed by other publications including Ralph G. Nichols (1948) "Factors accounting for differences in comprehension of material presented orally in the classroom". Later, the foundation of the International Listening Association (ILA) in the 1970s, the establishment of the *International Journal of Listening* in the 1980s and the acknowledgement of the definition of "listening" in the 1990s laid the groundwork for research in this area, establishing "listening" as an important topic of study (Adelmann, 2012, p. 514).

In 1996, the International Listening Association (ILA) approved the following definition: "Listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages," (Purdy & Borisoff, 1997, p. 6). The National Communication Association (NCA) also endorsed this definition as a point of departure for defining listening goals in the "K-12 standards and competencies document" (Competent Communicators, 1998).

But there are central problems with this definition. It seems that this definition addresses a communication or information-processing model where the listener is answering when addressed. This transfer model of communication, the so-called conduit metaphor (Linell, 1998, 2011), points to a listener who takes an active role in talking and interacting through an individual psychological perspective (Adelmann, 2012). But listening is much more than an individual psychological process (Purdy, 2009) because the listener is clearly not alone in constructing meaning, but part of the contextual dimension of culture and

society, where he constructs meaning and is all the time influenced by the meaning that is already constructed (Rhodes, 1993; Adelman, 2002; Linell, 1998).

There are other distinct definitions of listening, and there is little agreement about which is the best. Each definition represents a different perspective of listening. Ethel Glenn (1989) in the *Journal of the International Listening Association* lists 50 different ways of describing listening. She indicates that listening is perceived differently depending on how people apply the definition. The concepts most often included in the 50 definitions of listening according to Glenn's analysis were: perception, attention, interpretation, response, and spoken and visual cues (Lundsteen, 1979, p. 6).

The researcher found the following definition of listening skill to be the nearest definition for this study. Rivers (1978) states that listening is a creative skill in as far as the listener understands a sound he/she hears and takes the raw material of words, organization of words and intonation to create significance. Rivers also states that listening has to be with comprehension, attention and appreciation. According to him, the listening activity needs to integrate skills of language such as pronunciation, vocabulary mastery, writing, speaking, and reading.

But even though there are some differences among experts in the listening field, there is also some consensus regarding the definition of listening (Brownell, 1996; Glenn, 1989; Lundsteen, 1979; Wolvin & Coakley, 1996).

Most experts agree on listening as a discrete activity (Spearritt, 1962), similar to but separated from reading, and as a complex process (Brownell, 1996) where there is an important difference between hearing and listening. But the listening process includes hearing, and the listening process is completed with a response, overt or covert, verbal or nonverbal (Bakhtin, 1986).

### Purposes of the listening skills

Mercadal-Sabbagh & Purdy (2015, p. 12) state that listening goals could be applied with three sets of skills that build upon each other: self-monitoring skills, skills for appreciation and informational listening and skills for critical listening. They explain the different skills as: 1) Self-monitoring recognizes barriers to effective listening, such as emotional reaction, defensive responses to unfamiliar or different ideas, and other intrapersonal noise and overcomes them. 2) Informative and appreciative listening skills, meanwhile, are useful for critical/evaluative listening. Informative listening includes tuning in to news, a speech, a lecture or report for example, while appreciative listening is an attitude that leaves the listener open and favorable to a speaker and their message. 3) Skills for critical listening include “notetaking”, visual mapping and mind mapping, or summarizing. These skills are useful for reviewing or recalling information to later remember or evaluate. Visual mapping and mind mapping are a way to visually display information and information relationships, while summarizing is another way to take notes. This method is the interpretation of what the speaker is saying, put into the listener’s own words.

During work on this dissertation, the subjects under observation applied the skills for appreciative, informational, and critical listening. They used these kinds of listening in different stages while listening to a song for different purposes. Appreciation skills were used when listening to the song for the first time for the purpose of enjoyment of the melody and lyrics. The informational listening skills were used while listening to the song and answering the exercises. And pupils used the critical listening skills to criticize the message of the songs, to express their opinions and to identify the different accents and shortcuts in some writing forms in the English language. According to Bakhtin (1986)

“The fact is that when the listener perceives and understands the meaning (the language meaning) of speech, he simultaneously takes an active, responsive attitude

toward it. He either agrees or disagrees with it (completely or partially), augments it, applies it, prepares for its execution, and so on” (p. 68).

### Hearing vs. listening

The terms hearing and listening are often used interchangeably in everyday life. In order to learn how to listen effectively, it is important to understand the differences between both activities. Until quite recently, not very much was known about the process of listening. Hearing, essentially a physiological process, involves three interconnected stages: reception of sound waves, perception of sound in the brain, and auditory association (Brownell, 2006). The mechanics of hearing are a prerequisite to all listening purposes.

Studies conducted in the late 1960s have demonstrated that hearing proficiency is largely unrelated to listening competency. Regardless of hearing levels, individuals can tune out any noise that causes them boredom or discomfort. Individuals with some hearing loss might actually be more competent listeners than individuals with normal levels of hearing (Ross, 1964). On the one hand, hearing has to do with our physiological capacity to receive and process sounds. On the other hand, listening has to do with assigning meaning to the stimuli received by the brain (Lundsteen, 1979).

Though the same series of studies found differences between listening for facts and creative listening, in general, effective listening skills overall were correlated with intelligence. Thus, while hearing is mostly physiological in nature and can be measured with audiometric instruments, listening is a psychological act and is a largely subjective experience (Mercadal-Sabbagh & Purdy, 1996).

### Types of listening

A much greater range of listening types occurs outside the classroom. As a result, a much greater flexibility is demanded of the listener. According to Field (2008), the mark of a

competent listener is the capacity to choose a listening type that is suitable for the input being processed and the assignment at hand. Therefore, it is important for skills practice to take greater account both of the varied nature of the listening situation and of the listener's need to respond appropriately to a particular type of input (Field, 2008, pp. 59-60). While listening, the listener constantly engages in interpretation as he/she listens. This listening engagement relies heavily on the environmental contexts and the listening goals.

However, not all types of listening are equally effective. Active listening, also known as reflective listening, is one of the successful kinds. It is the skill of listening closely and reflecting back the information to the speaker. When it comes to developing the fine art of listening, Hal Ritter Jr. and Patricia Wilson (2006) explain that when people are engaged in active listening, the listener mirrors or reflects the information by re-stating or paraphrasing what the speaker has said, followed by a question to check for the accuracy of what was heard. Such listening behavior greatly reduces miscommunication and errors in perception by clarifying the message and creating common ground (Mercadal-Sabbagh & Purdy, 1996, p. 5).

Researchers describe many different types of listening behaviors. Andrew Wolvin and Carolyn Coakley (1982, p. 9) identified five types of listening: 1) Discriminative listening, which allows individuals to separate fact from opinion through sound. They describe it as "listening to distinguish the aural stimuli". It is the most basic type of listening, whereby the listener distinguishes and understands messages in subtle sounds verbal and nonverbal and identifies the differences between two ways of saying the same thing. 2) Comprehensive listening, which is necessary for individuals to understand the message. This includes differentiating between vocal sounds in order to comprehend the emotional content of the message. 3) Critical or evaluative listening, which is used to evaluate a message before accepting or rejecting it. 4) Therapeutic listening, which allows the individual to listen

without judging to help the speaker change or progress in some way. 5) Appreciative listening allows individuals to listen for entertainment or enjoyment, such as when we listen to poetry or music.

Another way of thinking about types of listening is suggested by Urquhart and Weir's (1998). They distinguish the listener's focus of interest with regard to the categories of "local" or "global" and recognize four levels of attention according to the nature of the task: shallow attentional focus, medium attentional focus, deep attentional focus, and very deep attentional focus. The principle point remains that instructors should aim to ensure that type and depth of listening are appropriate to the text that is being used.

In another approach, Barker (1971) divided listening into active and passive listening. He stressed that different types of listening were required in different situations. Barker described active listening as "involved listening with a purpose", while passive listening as "barely more than hearing" (Barker, 1971, pp. 9-13).

There are several types and approaches of listening skills focused on in this dissertation. First, the experimental group was asked to participate in groups to answer exercises related to the songs they have heard. The exercises were designed in the form of educational games. Second, the control group listened to a reading of the lyrics of the songs without music. They were asked after that to tackle individually the exercises which were designed in a traditional way. Both groups practiced the active listening type to fulfill a certain purpose of every exercise.

They also almost used all the five kinds of listening that are suggested by Wolvin and Coakley (1982). They also integrated them into the types of listening suggested by Urquhart and Weir (1998). When they listened to the song for the first time they used the appreciative listening type with shallow attentional focus because they were not asked to perform any task

while listening. At the second time of listening to the song they used the comprehensive listening type with medium listening focus to understand the general message of the song. The third time, they used the discriminative listening type with deep and very deep attentional focus to identify and differentiate between different sounds, words and verbs of the song, and to answer the different exercises designed to include each part of the song.

Other kinds of listening, such as critical and therapeutic listening were used sometimes by the pupils while listening to songs, while making conversation with their classmates, while negotiating and exchanging opinion about the right answers of the exercises, and while listening to their classmates' opinions towards the messages of the songs or other issues. The pupils became used to listen to their classmates without being judgmental and at the same time they engaged in discussions and expressed their opinions.

### The listener's role

All strategies for becoming a better listener depend on the listener defining goals for listening and becoming self-aware so that the barriers to listening become obvious and can be managed. Some of the more important skills for the listener are the ability to be appreciative, to challenge and to ask constructive questions. Defining a listening goal means being an active and a competent listener and taking responsibility for the outcome of a communicative situation.

Purdy & Borisoff (1997) recognizes that "listening is a 90-90 proposition—that both the speaker and the listener must take responsibility for effective and accurate communication" (p. 22). This means first identifying what the speaker is trying to say and then figuring out the role and purpose of a listener. To achieve this, the listener should begin with setting up listening goals. First, the listener should prepare for the listening situation, by being physically and mentally prepared to listen, including the desire and motivation to listen.

Second, the listener should decide what to listen for; appreciation, information, understanding, and/or critical evaluation of information, evidence, arguments, mode of presentation, and situation (Purdy & Borisoff, 1997).

Judi Bromwell (2006) found that effective listeners “are open-minded and interested in a wide variety of subjects. They tend to like people and have a generally positive attitude” (p. 52). Therefore, the “willingness” to listen is crucial for competent listening, as well as a positive psychological disposition. Conversely, anxiety and stress interfere with the ability to listen (Bromwell, 2006). According to Lindsay and Knight (2006, p. 46), people have four different purposes when they listen depending on the situation: Listening for details, general meaning, the general idea or essence. There is also a difference between listening for information, for enjoyment or social reasons or to learn a new language.

Other listening scholars have also researched the characteristics of competent or effective listeners. Michael Purdy (2009, pp. 2-3), author of *Listening in Everyday Life*, has found that effective listening skills increase individual power as communicators have no significant influence without an audience. He conducted a study of 900 college students aged 17 to 70 in the late 1990s, which highlighted the twelve characteristics of competent and ineffective listeners. These are in order of importance: 1) A competent listener uses eye contact appropriately. 2) Is attentive and alert to a speaker’s verbal and nonverbal behavior. 3) Is patient and does not interrupt, waiting for the speaker to finish. 4) Is responsive, using verbal and nonverbal expressions. 5) Asks questions in a nonthreatening tone. 6) Paraphrases, restates or summarizes what the speaker says. 7) Provides constructive verbal and nonverbal feedback. 8) Is empathic, makes an effort to understand the speaker. 9) Demonstrates interest in the speaker as a person. 10) Demonstrates a caring attitude and is willing to listen; 11) Does not criticize, is nonjudgmental. 12) Is open-minded.



Some of these twelve characteristics of competent and ineffective listeners were demonstrated in this research's project. The researcher encouraged the pupils while they were having conversation or discussing to consider these characteristics, in order to have an effective listening process.

The type of listening demanded by an interactive situation is very different from listening to a recording. Since an important part of this process is the listener's need to formulate, within a tight time frame, an appropriate response to what is heard. The listener's role in this case is non-participatory. Therefore, teachers should abandon any approach to listening that is based upon non-participatory responses to recorded material (Field, 2008, p. 60).

According to the previous concept, educational games were applied in the research project of this study to create communication tasks. It makes the pupils cooperate with each other and listen actively. It was very important to use it after listening to the songs to add life to the English language class and motivate pupils to learn with enjoyment and energy.

The findings also indicate the importance of meaningful output and an integrated skills activity in class by employing the four skills: listening, reading, speaking and writing. Also, it requires learners to employ collaborative skills, which are needed to work with others: asking for reasons, giving reasons, disagreeing politely, and responding politely to disagreement. The technique offers learners opportunities where they work collaboratively in pairs to reach an agreement as well as just listen, write, speak and read (Iwanaka, 2013, p. 46).

## Importance of listening skills in language learning and teaching

Competent listening skills are needed in order to learn. In fact, language learning comes more or less through listening and children who are better listeners are also better learners (Lundsteen, 1979). Listening is the receptive use of language, and since the goal is to make sense of speech, the focus is on meaning rather than language (Cameron, 2001). Sariçoban (1999) states that listening is the ability to identify and understand what others are saying. For learners, listening is how spoken language becomes input (Sevik, 2012, p. 11). Therefore, it is the first stage of learning a new language. In the classroom, this happens by listening to the teacher, to authentic materials, or to other learners. It is the process of interpreting messages from different sources.

Two theories of speech perception portray listeners as having very different roles. According to the first view, listeners play a passive role and simply recognize and decode sounds, and according to the second view, listeners play an active role and perceive sounds by accessing internal articulation rules to decode speech (Crystal, 1997, pp. 130-137). Whether speech perception is active or passive, or a combination of both, Phillips (1993) states that listening tasks are extremely important in the primary school setting, providing a rich source of language data from which children begin to build up their own ideas of how the foreign language works. This knowledge is a rich source that pupils draw on to produce language (Sevik, 2012, p. 11).

Listening is the initial stage in first and second language acquisition. According to Sharpe (2001), the advancement of children's speaking and listening skills lies at the heart of effective learning. Therefore, teachers who teach English as a foreign language have to make the development of children's listening skills a key aim and equip them with the best strategies for effective listening. Linse (2005) also considers the teaching of listening skills as

foundational to the development of other language skills. Teachers, however, have to be aware that any kind of listening comprehension activity needs to be well guided with clear aims.

Ur (1996) argues that a listening purpose should be provided in the definition of a preset task. The definition of a purpose enables the listener to listen selectively for significant information. Providing the students with some idea of what they are going to hear and what they are asked to do with it helps them to succeed in the task. It also raises motivation and interest (p. 108). The fact that learners are active during the listening episode keeps the learners busy and helps prevent boredom (Sevik, 2012, p. 11).

The functions or uses of listening skill are significant. Dance and Larson (1976) explain the functions of human communication saying that, “regardless of the intent, purpose or goal of an individual engaged in any level of human communication—there are always three functions: 1) the linking of the individual with the environment. 2) the development of higher mental processes. 3) the regulation of human behavior” (p. 49).

Listening as a linking function serves to build relationships. Strong links with others are being built by listening to who they are and what they mean. Listening is also a primary means of growth and intellectual development. People impart knowledge when they speak. They also learn when they listen. Listening, therefore, functions to serve basic human needs. More specifically, listening serves the purposes of learning, establishing and maintaining friendships, getting good grades and building relationships as well as carrying day-to-day activities (Purdy, 2009, p. 5).

Teachers need to assess the extent to which the listening task demands the sort of processing that would occur outside the classroom. Therefore, it makes sense to provide “listen and do” activities to accompany oral instructions and to provide an auditory skimming

task to accompany authentic materials. The key is to make the task as appropriate as possible to the text, with real-life processing needs in mind.

For expanding traditional content of listening programs, teachers should introduce greater variety in the types of input offered to the second language listener. Teachers should match the type of listening required of the listener as closely as is practical to what would be expected in a real communicative context (Field, 2008, p. 63).

### Approaches to teaching listening skills

In order to apply the approaches to teaching listening skill, teachers should first think about how their students listen in real life and give them accordingly the opportunity to listen actively providing different accents, useful and different topics, as well as situations that students can use in their real world.

When teachers are teaching listening, it is very important to follow a pattern. Bueno, Madrid & McLaren (2006, pp. 409-441) established the following pattern: Pre-listening would be the first stage, where the context is established. The teacher creates motivation and students do some activities with the purpose of preparing them for what they will hear. The following stage is listening, where learners do tasks or find answers. And the last stage is post-listening, which is the part where students have the opportunity to check their answers and consolidate what they have learnt. It is useful for teachers because it helps to analyze particular difficulties the students could have with the listening activity.

The complexity of the listening process comes from its double psychological and social nature, which needs to be understood in order for teachers to be able to introduce the listening process and subsequently evaluate it. It is a psychological phenomenon, which takes place on a cognitive level inside people's heads, and a social phenomenon, which develops

interactively between people and the environment surrounding them (Bueno, Madrid & McLaren, 2006, p. 282).

A possible approach to teaching listening is to identify the wide range of everyday listening events and then consider how the listener would be most likely to handle the input and how he or she would be most likely to respond. The next list of a number of listening events suggests the types of listener behavior that are most appropriate to each.

Genre	Listener response
Conversation	Listen and respond Eavesdrop
Transmission of information Radio/TV	Locate and retain main points Monitor for interesting items Monitor for previously identified item Listen for main points in item
Song Instruction	Gist; listen for words Listen and do Listen; retain details and their order
Form-filling	Scan and locate relevant points
Lesson & Lecture	Listen for main points and relative importance. Take notes – Show understanding

Table (1): Types of listener behavior (Field, 2008, p. 64)

### Authentic materials approach

Authentic materials, such as films, TV programs and real conversations frequently contain fast speech, redundancy, ungrammatical utterances, which tend to cause students to feel confused, frustrated, and de-motivated. However, this can be solved by choosing appropriate materials, which are challenging and interesting and by assigning tasks, which involve focused listening such as "listening for gist" and "listening for main ideas." In short, as Lund (1990) claims, "difficulty of authentic materials should be considered an attribute of tasks rather than texts" (p. 113). Even difficult materials could be useful for developing listening ability by giving students simple tasks.

In using appropriate materials, three aspects should be taken into consideration. The first is that teachers should make students aware of the importance of not trying to completely understand authentic materials. Teachers should help students predict meaning based on their partial comprehension (Guarientor & Morley, 2001, p. 348). The second is that teachers need to teach students how to listen to authentic materials.

To realize this purpose, the following suggestions and procedure offered by Dunkel (1995) would be effective: The listeners are given needed background information about the general topic to activate their schemata and help them predict some of the content of the message; learners listen to the discourse segments at least four times with varied and focused listening tasks set for each listening; the comprehension tasks proceed from the general to the specific and detailed; and the learners are asked to discuss and react to the information heard after the final listening cycle (Dunkel, 1995, p. 102). By activating students' schemata, doing focused listening, and emphasizing the process of listening, authentic materials can be used for fostering students' listening ability.

The last variable to consider when using authentic materials is that authentic activities are needed as Porter & Roberts (1987, pp. 37-47) claim. Teachers do not ask students for one correct answer but make it easier for students to decide what to do based on listening and learning. This activity enables students to feel they are learning English as real communication and for a useful purpose.

Post-listening activities should be integrated with other skills, such as speaking, reading, and writing as in real life. Listening, speaking, reading and writing are interrelated and interdependent. In light of this point, appropriate classroom activities should be considered to integrate listening with speaking, reading and writing. As Mendelsohn (1994) states, "This post-listening activity is a good opportunity to integrate the listening with work

in other skills, for example, by having students do a piece of writing or oral reporting on what they have been listening to” (p. 57). Furthermore, as Hedge (2000) claims, “Post-listening work can also usefully involve integration with other skills through development of the topic into reading, speaking, or writing activities. If materials follow this route, it becomes important to ensure that new sources of motivation arise for students other than the interest of the original text” (p. 252). Therefore, making good use of post-listening activities leads to developing students' language abilities and motivating students because they can feel they are learning language as meaningful communication.

Students should listen to a variety of authentic materials. Indeed, the purpose of language learning is that the learners can come to make use of the target language in the real world, not just in the classroom. However, if the learners are accustomed to artificial materials, they cannot fulfill this purpose. As Herron & Seay (1991) claim, “Teachers are urged to exploit more authentic text (e.g., video and film, radio broadcasts, television programs) in all levels of foreign language instruction in order to involve students in activities that mirror real life listening contexts” (p. 488). Moreover, as Brown (2001) explains, “Authentic language and real-world tasks enable students to see the relevance of classroom activity to their long-term communicative goals” (p. 258). Namely, authentic materials aid students to become involved in the classroom activity. Furthermore, listening to authentic texts gives learners useful practice to grasp the information needed without necessarily understanding every word or structure (Herron & Seay, 1991, p. 493).

### Role of teacher

Nunan (2001, p. 219) urges teachers to make the learners conscious of what they are doing and of the process of learning and introduces the following eight strategies: listening for gist; listening for purpose; listening for main idea; listening for inference; listening for

specific information; listening for phonetic distinctions; listening for tone/pitch to identify speaker's attitude; and listening for stress.

Basic skills for listening comprehension should be taught and schema-building activities should precede the listening activity. If the students learn strategies for effective listening, their reading and writing skills would improve as well.

The basic skills for listening comprehension include understanding word boundaries and reduced forms by perceiving the differences in intonation and knowing what they mean, perceiving stressed or unstressed words, understanding word boundaries and reduced forms. Dunkel (1986) reports, "Effective communication depends on whether the listener and speaker share a common "semantic field" (p. 103). In short, without common schemata or scripts between the speaker and listener, effective communication will not occur (Mendelsohn, 1994, p. 55). Therefore, teachers should provide listeners with the background information needed to understand the message before asking students to listen to a segment of discourse (Dunkel, 1995, p. 102).

Different researchers give different examples for activating the students' schemata. Richards (1987, p. 234) states that the schema-building activities may take the form of discussion, questions, or a short paragraph to read, which creates the script, providing information about the situation, the characters and the events. Oxford (1993, p. 210) introduces the following suggestions: Pre-listening tasks such as, discussing the topic, brainstorming, presenting vocabulary, sharing related articles must be used to stimulate the appropriate background knowledge and help learners identify the purpose of the listening activity.

Based on these concepts, the researcher divided schema-building activities in the research school project into three categories. The first stage is a pre-listening activity to



determine how much background knowledge about the topic students have by asking some questions, brainstorming and using visual materials. The students are asked to guess and predict the actual content of the listening materials before listening to them. The second stage is a while-listening activity, which is to listen to a song and answer the exercise. The third stage is a post-listening activity. The students test their memory by listening to part of the song and try to answer the questions of the exercise. The students have an opportunity to adjust their first thoughts about the content of the topic according to the actual content of the listening material. These activities result in stimulating students' interest and making them aware of the reason for listening.

### Listening strategies

Robin & Gou (2006) define listening strategies as techniques or activities that facilitate the direct comprehension and recall of the listening input. They describe these strategies as metacognitive, cognitive and socio affective (Robin & Gou, 2006, p. 4). Metacognitive strategies concern what listeners do for managing, regulating, or directing their learning before, during and after the listening. They include planning, monitoring and evaluating. Cognitive strategies are those concerned with handling the input or material or implementing a definite skill or strategy to do a special task in two significant processes of bottom up and top-down (Holden, 2004).

In top down processing listeners recognize the topic of a conversation or make predictions about the listening passages, but in bottom up processing listeners focus on the meaning of vocabulary or the syntax cues of the text. Socio-affective strategies, meanwhile, are defined as the technique's listeners use to collaborate with others, to verify understanding or to lower anxiety (Vandergrift, 2003).

There is a need for effective listening strategies in foreign language listening because most times the learners cannot comprehend all of what the native speaker says. However,

language learners tend to forget this fact. As Ur (1984) explains, "They have a kind of compulsion to understand everything, even things that are totally unimportant, and are disturbed, discouraged and even completely thrown off balance if they come across an incomprehensible word" (p. 14).

According to Mendelsohn (1994), some strategies, such as guessing, should be taught to the learners to compensate for the lack of understanding (Mendelsohn, 1994). Moreover, "through these, students will not only become better listeners, they will also become more effective language learners" (Nunan, 2001, p. 218).

Guo (2007) emphasizes using all types of listening skills and strategies in the first phase in a listening class for acquiring a comprehensive ability to listen effectively in different situations to different types of input, and for a variety of listening purposes. According to Holden (2004) "the limited numbers of studies so far in listening strategy instruction suggest that learners can be instructed in strategy use, and that doing so enhances their performance on listening tasks" (p. 260).

Vandergrift et al. (2006) refer to some researchers as Bolitho et al. (2003), Victori & Lockhart (1995), Wilson (2003) who believe that awareness of strategies and other variables in learning can have positive effects on language learners' listening improvement (see also Marzban & Isazadeh, 2012, p. 2).

The Norwegian researcher Hildegunn Otnes (1997; 1999a; 1999b) points out the importance of relational listening in conversation with concepts like "attention" and "response". Gary (1975) also suggests that that giving priority to listening comprehension, especially in the early stages of EFL/ESL, has cognitive efficiency and affective advantages (Vandergrift, 1999).

<b>Notion</b>	<b>Listening type</b>
Attention	Discriminative listening
Sensitiveness	Comprehensive listening
Criticism	Critical listening
Empathy	Empathic listening
Social appreciation	Appreciative listening
Social devotion	Devotional listening

Table (2): Major notions and listening types (Adelmann, 2009, p. 158)

Researchers classify listening strategies in different ways. H. D. Brown (2001) emphasizes that teaching effective listening strategies improves the chance of students becoming good learners. He presents the following eight strategies: looking for key words, looking for nonverbal cues to meaning, predicting a speaker's purpose by the context of the spoken discourse, associating information with one's existing cognitive structure (activating guessing at meanings), seeking clarification, listening for the general gist and various test-taking strategies for listening comprehension.

Using a different division method, Mendelsohn (1995) separates listening strategies into seven major categories: strategies to determine setting; strategies to determine interpersonal relations; strategies to determine mood; strategies to determine topic; strategies to determine the essence of the meaning of an utterance; strategies to form hypotheses, predictions and inferences; and strategies to determine the main idea of a passage.

The researcher has adopted in this study a simplified classification so that students can learn strategies easily. The researcher has divided the strategies into four kinds: 1) Appreciative listening. 2) listening for the gist (main ideas) or to predict. 3) listening for specific information. 4) listening to make inferences. Appreciative listening is when the students listen to the song to enjoy it without worrying about questions. Listening for the gist

does not involve asking detailed questions; instead students have to grasp the main ideas without worrying about the details. They can guess or predict the meaning of what they cannot understand by using clues such as key words. Also, listening for specific information involves asking the students more detailed questions. Finally, listening to make inference can be done on the basis of evidence and reasoning.

### Components of listening process

Purdy & Borisoff (1997) state that throughout Western history, it was assumed that listening was automatic and needed no attention. People did not concern themselves with studying or training in the art of listening. Listening, however, is not automatic. To be good listeners, people need to understand and work with the components of the listening process. They need to know that listening is an active process, involving mind and body, with verbal and nonverbal processes working together. It is the process that allows them to be receptive to the needs, concerns and information of others, as well as the environment around them. Listening is comprised of seven essential components: volition, focused attention, perception, interpretation, remembering, response, and the human element. These seven components are an integral part of the dynamic and active process of listening.

First, for an individual to be able to listen, he or she must want to listen. Thus, the will to listen is the initial component of effective listening (Nicholas & Stevens, 1957, pp. 51-52). Second, good listening requires focused attention. Third is perception, which is being aware of all of the elements of the message, speaker and context. The fourth component is the capacity to interpret the messages and meanings of others. The process of interpretation includes understanding in terms of the listener's own experience. The fifth component of listening includes remembering through retaining heard information. A sixth component is the need for response. Giving a feedback is essential to completing the process of good listening. The seventh and last component is the human being. In listening one must always

be receptive to the personal element and the information that is colored by his needs and concerns (Purdy, 2009, pp. 3-4).

Different definitions of listening would lead to different models of the listening process. One widely respected and used model is constructed by Judi Brownell (1996, p. 147) and consists of six components in the so-called HURIER listening process. The six components are Hearing, Understanding, Remembering, Interpreting, Evaluating and Responding. According to the HURIER model there are six listening tasks and there are many skills of listening reception associated with each of the six components. These skills either specify or ease every stage.

According to Rubin (1995), “for second language/foreign language learners, listening is the skill that makes the heaviest processing demands because learners must store information in short term memory at the same time as they are working to understand the information” (p. 8). Furthermore, as she explains, “Whereas in reading learners can go over the text at leisure, they generally don't have the opportunity to do so in listening” (p. 8).

When dealing with the listening process, it must be mentioned that there are two possible ways of performing this task: 1) the Top-down listening process and 2) the Bottom up listening process. The former consists of understanding the general meaning of a listening selection without paying attention to specific structures or words. The bottom up listening process, on the other hand, is essentially a linguistic process in which we try to make sense of acoustic signals by using knowledge of language (Bueno, Madrid, McLaren, 2006, p. 286). In real life listening, students use a combination of the two processes, giving more emphasis to one or the other depending on their reason for listening (Segura Alonso, 2011/2012, p. 14).

#### Factors that influence the listening success

“Barriers to effective listening are things that interfere with or get in the way of effective listening. It is called situational thoughts and actions barriers to listening. In any

situation, barriers prevent effective communication. These barriers can be within individuals (psychological), in the communication situation or environment (such as noise or other distractions), or they can be learned from social or cultural associations and influences (like reactions to stereotypical labels or ethnocentric rituals)” (Mercadal-Sabbagh & Purdy, 2015, p. 7).

Without attention or focused reception listening is not very effective. The fact is that when the listener perceives and understands the language meaning of speech, he takes at the same time an active, responsive attitude towards it. He either agrees or disagrees with it (completely or partially), augments it, applies it and prepares for its execution (Bakhtin, 1986, p. 68).

#### Evaluating the listening process and its outcomes

The evaluation of listening is carried out using more than one method and takes place on more than one occasion so as to back up a less than perfect examination system. A common method of assessment is based on The Common European Framework. With this type of evaluation, teachers can know students’ level according to criteria.

Teachers commonly use another suitable method by giving tests which not only involve understanding but also memory and retention. Probably the most reliable tests are those in the Teacher’s Book. For listening comprehension, it is usually carried out with the help of a recording on an audio CD and for tests with the whole class, filling in tables is a common procedure.

However, one of the best ways of assessment is students’ self-assessment in the four language skills, which follows the Common European Framework. The focus in this study is on the first two levels, which are A1 and A2. In A1, the ability to recognize familiar words and very basic phrases concerning oneself, family, and immediate concrete surroundings is

tested when people speak slowly and clearly. Whereas, in A2, what is tested here is the ability to understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (Council of Europe, 2001, p. 5).

From the point of view of Anderson & Lynch (1988), the purpose of listening can be either transactional, where “the main purpose is to achieve a successful transfer or exchange of information”, or it can be interactional, described as “the use of language for establishing and maintaining social contact” (p. 15). Tests are always made for a particular purpose and for a specific set of test-takers.

Feyten (1991) claims that more than 45 percent of our total time communicating is spent listening, which refers to the tremendous importance of listening skills in overall language ability. Oral skills can be tested by including listening in language tests as a substitute for other oral skills. The listening test becomes the de facto test of oral skills.

Assessing achievement by using achievement tests to provide grades is another way for assessment. The results of the tests give credit for course completion and/or are used to determine whether students are ready to proceed to the next level of instruction. Another reason to test listening is to encourage students to practice listening.

Diagnostic testing is another main evaluation tool. There is a strong imperative in education to find out where student knowledge is deficient so that teaching can more effectively target their needs. There are currently few diagnostic tests of listening, because it is still not fully understood what the important sub-skills of listening are nor what information educators need to teach listening better. However, there is a whole range of purposes for assessing listening such as to motivate study or to evaluate achievement (Buck, 2004, pp. 94-95).

### Approaches to evaluate listening in this study

The basic task when it comes to making assessments is to take theoretical notions about a construct and to operationalize those- that is to turn them into actual practice in a set of test items. A test item is the part of the test that requires a scoreable response from the test-taker. Historically, there have been three main approaches to language testing: the discrete-point, the integrative and the communicative approaches (Buck, 2004, pp. 61-62).

For many years, discrete-point testing has been the most common approach to language teaching. The most famous advocate of this approach is Lado (1961), who maintains that language is “a system of habits which operates largely without our awareness” (p. 13). The basic idea of the discrete-point approach is that it is possible to identify and isolate the separate elements of language and test each one of these separately and then assume that knowledge of these is representative of knowledge of the whole language. Lado (1961) considered listening comprehension to be a process of recognizing the sounds of the language. The basic testing technique is “presenting orally to the students an utterance in the goal language and checking to see if the students understand the complete utterance or crucial parts of it” (p. 208).

Ways to test comprehension include phonemic discrimination tasks, where students listen to one spoken word and are asked to identify it; minimal pairs, where two very similar words, but with different meanings, are presented and the test-taker has to distinguish the sound; and paraphrase recognition, where the test takers listen to a sentence and then select the multiple choice response closest to its meaning (Buck, 2004, pp. 63-66).

Another type of testing is integrative testing devised in the early 1970s. Oller (1979) explains that “integrative test attempt to assess a learner’s capacity to use many bits all at the same time” (p. 37). He based his ideas on a pragmatic expectancy grammar, which means



that to know a language it is necessary to know how the relationships between the various elements of the language relate to each other. Also, he claimed that in terms of language use, the whole is greater than the sum of its parts. The main difference from the discrete-point approach is that integrative testing puts the emphasis on assessing the processing of language as opposed to assessing knowledge about the elements of the language.

### Conclusion

The main ideas that were discussed in this chapter were the definition of the listening skill, its purpose, and differences between listening and hearing. Moreover, types of listening skill according to different listening situations, and role of the listener and the teacher were discussed. Also, the listening strategies, components of its process, and factors that influence its success have been explained. Finally, evaluating the listening process, its outcomes, and approaches to evaluate listening in this study have been presented.

The focus in this chapter was mainly on one of the four language skills, which is the listening skill. The reason behind this choice according to the literature review and the empirical study that the researcher carried out is the difficulty of teaching and evaluating the process of the listening skill. In order to show its importance in learning a foreign language, the researcher discussed it in the light of other factors that are related to the whole process of the listening skill.

Furthermore, it needs to be pointed out again that the listening process is driven by an essential factor. This factor is motivation, which should be activated by the teacher for an effective listening process and good results. Therefore, the next chapter will show the importance of the motivation of the listener and how the success or failure behind the listening process in the foreign language depends greatly on it.

Teachers should have the awareness and knowledge of the listening skill and how it is supposed to be taught. Acknowledging the types of listening and different stages of listening is the first step to teach listening skills correctly. Listening skills should get the same amount of attention as the other skills because of its importance as the basis for the development of other skills. In addition, teachers should teach students how to listen instead of only concentrating on the outcomes of the listening process, such as demanded in tests.

As a result, teachers and students will be able to diagnose their problems and barriers of the listening process, which will be helpful in overcoming them. The most important factor is to define firstly the purpose of listening to get the best results of the whole process. Moreover, teachers should create more listening situations in the classroom that increase the motivation of the students by imitating the reality so that students learn to listen actively and consequently are invited to react.

## Chapter 3

### Motivation in learning English as a foreign language

#### Introduction

Motivational topics subconsciously consume much time of people's personal and professional daily communication. These topics usually determine human behavior (see, e.g., Ames 1990). Also, students of foreign languages have their motivational concerns towards learning a new language. Therefore, researchers pay much attention to this area of foreign language education. For example, researchers focus on how to encourage lazy students to work harder, how to make language classes more inspiring, how to develop teaching materials to be more interesting, how to reward students and how to correct their mistakes and measure their progress (Dörnyei & Ushioda, 2004, p. 1).

“There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation,” as Terrell H. Bell states (quoted in Ames, 1990, p. 1). Hence, motivation is a topic of interest to researchers in a variety of fields including psychology, human development, education, sociology, and business. The philosophical orientations of researchers, however, vary even within the field of academic motivation studies. As a result, perspectives vary and therefore, researchers have developed constructs and terminologies that express similar ideas using different terms about motivation (Stirling, 2014, pp. 2-3).

As motivation is crucially important, the researcher will investigate in this chapter the impact of motivation in the context of language learning, especially concerning the listening skill. The researcher will also explain in terms of learners' motivation what it takes to establish an efficient language classroom and a successful listening process. The researcher will investigate how motivation can lead to the success or failure of teaching the listening skill and will present motivation models and theories. Also, the chapter will offer a detailed

discussion of the factors related to motivation in language learning, including its definition and types. In addition, the relation between motivation and the academic field of psychology will be shown. And finally, the last two topic areas of this study, which are songs and educational games, and their effect on the learner's motivation will be presented.

### Definition of motivation

The term motivation is not clearly defined, which led the American Psychological Association to consider replacing the word as a search term in the main psychological database. This is because it has too many different meanings (Walker & Symons, 1997). However, most researchers agree that motivation is “the choice of a particular action, the persistence with it, and the effort expended on it.” (Dörnyei & Ushioda, 2004, p. 8).

The study of motivation is a prominent area both in fields of psychology and education because researchers are interested in human achievement and learning (Dörnyei & Ushioda, 2004, p. 2). For this reason, numerous efforts have been made to define and explain the term both in psychology and in language learning.

### Psychology

Individuals are always motivated; in fact, they are never unmotivated. They may not be motivated to do what others would want them to do, but that does not mean that they are unmotivated (Belyayev, 1963). As psychological research states, motivation is a force that energizes and directs behavior toward a goal (Eggen & Kauchak, 1994). Just as a force moves an object, motivation moves a person. Motives serve three important functions: 1) energizing individuals (turning the key and starting the motivational engine), 2) directing individuals (pointing them in a particular direction), 3) helping individuals to select the most appropriate behavior for achieving their goals (Hamachek, 1989, p. 262). In a nutshell,

motivation is an inner state that arouses the individual's desire for a goal and maintains their efforts in a certain direction.

### Language learning

Motivation is not only an intensive desire for learning and acquiring knowledge of a language, but also an inner cause that pushes students forward to learn a language with enthusiasm and willingness. It can move students from boredom to interest and gives an inner power or drive to achieve their learning goals. Gardner, (2006, p. 243) explains that “if one is motivated he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the task, shows desire to achieve the goal, enjoys the activities”, etc. Gardner indicates that the motivation of foreign language learning contains four aspects: a goal, effortful behavior, a desire to attain the goal and attitude.

Students who have a strong learning motivation take a positive attitude towards studying and make great efforts to master the language with a clear goal and desire. They consequently get better grades than those who are not motivated and who regard language learning as a heavy and boring burden. It is true that motivation is such a basic factor in language learning that no teacher could avoid being concerned with students' motivation (Kong, 2009, p. 2).

In the late 1990s, Murphy and Alexander conducted a literature review of motivation terminology used in studies of academic achievement and academic development. As a result of their analysis, Murphy and Alexander derived 20 terms related to motivation and academic achievement. The first was, naturally, the word motivation itself. Within that category, two more terms, intrinsic and extrinsic, have been derived. Then three subcategories of the broad term motivation were explained: goal, interest, and self-schema. Thus, Murphy and Alexander's review identified six terms under the broad category of goal, in addition to the

category of social goal. In their summary, they narrow this to four terms, citing two as synonyms (Murphy & Alexander, 2000).

<b>Motivation</b>			
<b>Goal</b>		<b>Interest</b>	<b>Self-schema</b>
<b>Goal orientation</b>			
<b>Mastery Goal</b> <b>also: Learning Goal</b>	<b>Intrinsic</b>	<b>Individual</b>	<b>Agency</b>
<b>Performance Goal</b> <b>also: Ego Goal</b>	<b>Extrinsic</b>	<b>Situational</b>	<b>Attribution</b>
<b>Social Goal</b>			

Table (3): A representation of Murphy & Alexander’s findings

(Murphy & Alexander, 2000, p. 34)

There are overlapping areas in these terms. For example, performance/ego goals are driven by concern over what others might think or how others might view one’s abilities, so they could also be considered within the domain of social goals (Murphy & Alexander, 2000, p. 34). It is also worthwhile to note that the terms attribution, self-competence, and self-efficacy relate to one’s evaluation of oneself with respect to particular tasks or goals, not necessarily to oneself in general (Stirling, 2014, p. 4).

There is also another kind of motivation that Pinder (1998) defines as “work motivation” (p. 11). It is a set of energetic forces that originate both within and beyond an individual's being to initiate work-related behavior and to determine its form, direction, intensity and duration. Johnstone (1999, p. 146) considers motivation a stimulant for achieving a specific target. Similarly, Ryan & Deci (2000) report that to be motivated means

to progress or to be in motion to do something. Crump (1995) believes that excitement, interest, keenness, and enthusiasm towards learning are the main constituents of motivation.

The levels and kinds of motivation differ from one person to another. Cook (2000) states that language acquisition is not the same for all learners. There are three main factors, which concern and influence the foreign Language Acquisition, namely age, personality, and motivation. He further claims that motivation is the most significant one among the above three issues in foreign language acquisition.

Ellis (1994) considers motivation to be the attempt learners make because of “their need or desire to learn” a second language (p. 715). Lightbown & Spada (2001) identify motivation in this context as “a complex phenomenon which can be defined in terms of two factors: learners’ communicative needs and their attitudes towards the second language community” (p. 33). They believe that when learners think speaking the new language can help them communicate better with others, they will be stimulated and inspired to master it. Gardner & Lambert (1972, p. 169) name the mentioned situation as integrative motivation and instrumental motivation.

Research has confirmed that the success or failure in second language learning depends very much on these two kinds of motivation (Lightbown & Spada, 2001, p. 33). Further explanation of the types of motivation besides the integrative and instrumental motivation will be shown in the next section.

### Types of motivation

Researchers have discovered many different types of motivation. They have divided them into four types: intrinsic, extrinsic, integrative and instrumental motivation.

#### Intrinsic and extrinsic motivation

In a broad sense, motivation can be described as intrinsic and extrinsic. Intrinsic motivation is a response to needs that exist within the learner, such as curiosity, enjoyment, the need to know, and feelings of competence or growth (Eggen & Kauchak, 1994, p. 428). It exists when someone works because of an inner desire to accomplish a task successfully, whether it has some external value or not (Spaulding, 1992, p. 4).

Students with intrinsic motivation take the initiative to study English. They are inclined to stay with elaborate and complicated challenging tasks and to learn from their mistakes (Walker, Greene, & Mansell, 2006). This allows them to integrate the knowledge they already have and what they are learning in class to enhance their language learning experience.

The Self-Determination Theory that is introduced by Ryan & Deci (2000) is in line with the intrinsic motivation orientation. It categorizes types of motivation in accordance with the different rationales, causes, or targets, which strengthen a deed or an achievement.

In contrast, extrinsic motivation is as an outward force in the form of expectation, praise and rewards. It is when people are motivated by an outcome that is external or functionally unrelated to the activity they are doing (Spaulding 1992, p. 4; Vansteenkiste, Lens, Deci, 2006). When students study hard to win their parents' approval, their teachers' compliments or earn rewards such as presents or money, their motivation is mainly extrinsic. The purpose of learning in this case is not gaining knowledge, but the outward rewards.

The use of rewards as extrinsic motivators has sometimes been found to increase intrinsic motivation. However, excessive use of extrinsic motivation can suppress intrinsic motivation. In conclusion, both intrinsic and extrinsic motivations are important, inseparable and complementary to each other in English learning as recent research points out (Hamachek, 1989, p. 267; Mahadi & Jafari, 2012).



## Integrative & instrumental motivation

According to Gardner & Lambert (1972), concerning foreign language learning, there are two types of motivation: integrative and instrumental. Integrative motivation means learning the language, intending to participate in the culture of its people, while instrumental motivation means that the person learns the language to reach a beneficial purpose such as using the new language in his or her occupation. These two types of motivation can affect and control the procedure and outcome of learning.

Cook (2000) believes that these two kinds of motivation are useful and effective factors for second language learning. Gardner (1985) & Ellis (1994) also introduced the mentioned types of motivation, explaining that the former occurs when the student likes to join or be a member of the certain crowd or culture, while the latter happens when the learner anticipates some benefits from learning this new language.

Comparing these two types of motivation, Ellis (1994) assumes that the best and the most perfect motivation is the integrative, because it leads to more competent and well organized types of learning. Students who do not have instrumental or integrative motivation will face difficulties to learn and gain knowledge of a second language (Cook, 2000).

In brief, motivation could be defined in terms of two factors: learners' communicative needs and their social and educational attitudes (Gardner, 1985; Lightbown & Spada, 1993; Wright, 1987; Spolsky, 1989). When the only reason for learning a foreign language is to gain something outside the activity itself, such as passing an exam, obtaining financial rewards, getting a job or pleasing another person(s), the motivation is likely to be extrinsic/instrumental. When its purpose is to enable one to communicate with the members of a specific community, then motivation is considered to be intrinsic or integrative.

To offer a clear image of the intrinsic-extrinsic dichotomy, Spolsky (1989, p. 124) borrows Harter’s model (1982) and represents it in the following way:

Intrinsic	vs	Extrinsic
Preference for challenge	vs	Preference for easy work
Curiosity/interest	vs	Pleasing a teacher/getting grades
Independent mastery	vs	Dependence on teacher in figuring out problems
Independent judgement	vs	Reliance on teacher’s judgment about what to do
Internal criteria for success	vs	External criteria for success

Table (4): The intrinsic-extrinsic dichotomy (Spolsky, 1989, p. 124)

Following this model, it is obvious that the greater value the individuals attach to the accomplishment of an activity, the more highly motivated they will be to engage in it and to put sustained effort into it until they reach their goal. However, as discussed above, this distinction also points out that both internal and external factors have an important role to play in motivating learners (Veronica, 2008).

### Motivation and psychology

Early research in the field of motivation research postulated that motivation is an unconscious instinct-driven desire to either enjoy pleasure or to avoid pain (Weiner, 1980). According to Eggen & Kauchak (1994), motivation in psychology is a force that energizes and directs behavior towards a goal. More visualized, if individuals were machines, motivation would be the engine that powers and directs individuals’ behavior (Goctu, 2016, p. 2).

Dörnyei (2001) states that “Humans are social beings and human action is always embedded in a number of physical and psychological contexts, which considerably affect a person’s cognition, behavior and achievement” (p. 15). However, the current state of motivation research is not clear. Contemporary motivational psychology is discussed in the

light of controversially competing theories with little agreement among researchers. Hence, motivation is one of the most difficult concepts in social science. Motivation theories attempt to explain the reasons behind people's deeds, but human nature is very complex so there is no final answer to be offered (Dörnyei & Ushioda, 2004, p. 2).

Galloway, Rogers, Armstrong & Leo (1998) described motivation in these words:

“If motivation were a straightforward concept it would be uninteresting. The challenge is to find ways of conceptualizing it which help teachers to understand children's progress and behavior, thereby helping them to evaluate their classroom practice and teaching methods” (p. 42).

### Theories of motivation

There are many theories that revolve around motivation and the next figure brings them all together to explain the big picture:

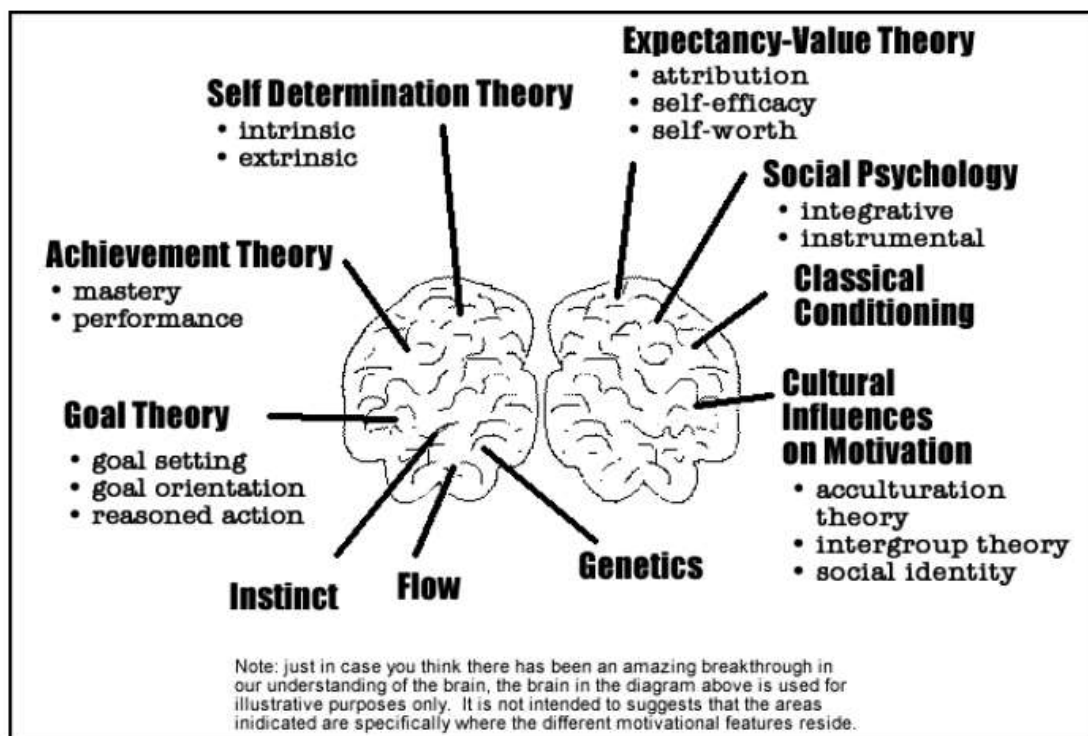


Figure (1): Theories about language learning motivation (Barker, 2004, p. 81)

As mentioned before, there has been a considerable diversity of theories and approaches in the study of motivational determinants of second language acquisition and use. Scholars highlighted different aspects of L2 motivation and just like in the field of motivational psychology, few attempts have been made to combine the various enquiries. Robert Gardner, the founder of this field, has proposed the most influential motivation theory in the L2 field (Dörnyei & Ushioda, 2004, pp. 46-47).

There are three theories related to this study, the first of which is Gardner's (1985) motivational orientations theory. The theory discusses the reason for learning, the desire to attain the learning goal, the positive attitude toward the learning situation and effortful behavior. The second theory is the self-determination (autonomy) Theory by Deci & Ryan (1985). The theory details intrinsic & extrinsic motivation. And the third and final one is the Motivational Construct Theory by Dörnyei (1998). This one explains instrumental and integrative motivations, the need for Achievement and acknowledging past failures (Abisamra, 2003).

#### ARCS Model of Motivation

Keller (1983) presents an instructional design model for motivation that is rooted in a number of motivational theories and concepts (Vroom, 1964; Porter & Lawler, 1968). Keller's well-known and widely applied model (ARCS) suggests a design that encompasses four components of motivation: 1) Attention (stimulating interest in the topic), 2) relevance (to the students' lives), 3) confidence (developing an expectancy of success and feelings of being in control), 4) satisfaction (through intrinsic/extrinsic rewards) (Keller, 1987).

Simple, yet powerful, the ARCS Model, as mentioned, is based on a number of motivational theories (Keller 1983) most notably expectancy-value theory; in this theory, "effort" is recognized as the key measurable motivational product. For "effort" to occur, two

necessary prerequisites are specified: (1) the person must value the task and (2) the person must believe he/she can succeed at the task. Therefore, in an instructional situation, the learning task needs to be presented in a way that is engaging and meaningful to the student and in a way that promotes positive expectations about the successful achievement of learning objectives.

### Motivation and personality variables

While learning occurs in a community-like environment, learners with intrinsic motivation often need their own space in their search for identification. Thus, learners find themselves in the position where they require feeling competent and capable in their interactions and at the same time, they need autonomy in order to fulfill the desire for their “own wishes, rather than external awards or pressures” (Woolfolk, Hughes, & Walkup, 2008, p. 445).

Thus, there is a need to find balance between external expectations and the internal need for identity, otherwise, according to Cook (1996, p. 42), if the learner feels he/she is drained or is fading within his/her efforts to learn a foreign language, they may not succeed (Cook, 1996). This state is known as self-determination and is one of the few primary qualities in the subject of intrinsic motivation.

Harlen (2012, pp. 270-271) argues that students with intrinsic motivation have a higher level of self-determination that leads to deeper learning than those with extrinsic ones. He emphasizes the impact various forms of feedback may have on developing interest and self-efficacy. Cook (1996, pp. 42-43) suggests that some learners have a need for achievement among their society, which may serve as a generator of motivation. Hence, there are also theories that take into consideration a combination of cognitive and behavioral attitudes.

In general, there is an association between personality attributes and the successful acquisition of a foreign language. While a successful student may display characteristics such as extroversion, self-confidence, activeness, and independence, some may display features of passiveness and introversion. However, with the case of unsuccessful students, usually there is a set of traits that characterize them such as shyness, lack of confidence, inability or fear to express opinions and nervousness. Whatever their form of behavior, students who try to adopt a more flexible attitude towards the learning of a foreign language seem to have greater chances of success than those who do not (Veronica, 2008, p. 559).

Rivers (1964) observed that personal ideas such as fear or anxiety may combine with learned social motifs to create a series of reactions that may prevent or encourage progress in a foreign language. For example, an anxious learner may try hard to catch up with the group and acquire proficiency in a language. A friendly/supportive environment may be encouraging, but negative judgment from classmates can be harmful and destructive concerning self-belief.

Fear of negative evaluation may inhibit the learner from the task of attending and remembering new items (Rivers, 1979). Veronika (2008, pp. 559-600) points out to the individual learners' feelings of competence and self-efficacy also influence the motivation to learn. Those who have the confidence are usually eager to take risks, are not afraid of making language mistakes and are ready to adopt some of the identity characteristics of another cultural group. Their affective filter is low, and they are ready to deal with the comprehensible input they are faced with. Such students often are referred to as "mastery oriented". They tend to understand failure in terms of lack of effort and seek to improve their subsequent performance. There are other categories of learners between these two extremes such as those who hide their shyness behind a face of openness and willingness to take risks,

trying to look smarter. This is called the appearance of motivation, rather than the reality of it (Veronica, 2008).

Different personality types of students have driven some researchers to try to find connections between them and receptivity to different aspects of language learning. In a book dedicated to the way in which languages are learned, Lightbown & Spada (1993) do not exclude the possibility of motivation to be more related to particular aspects of language proficiency than others. They base their suppositions on several studies about language proficiency tests. They believe highly motivated students are more successful in the part of the test which measures oral communication skills but not more successful than others in the part assessing grammatical knowledge. Even if students prefer oral practice to written assignments or work on grammatical structure, there is no definite conclusion that motivated students will draw a line between different aspects of a language, accepting some and rejecting others (Lightbown & Spada, 1993, p. 36).

#### Motivation and the foreign language learning

Compared to motivational psychology, the field of motivation research in language learning is a relatively new phenomenon. According to Dörnyei (2001), it began with the work of Gardner in the early sixties. Together with Lambert, Gardner suggests a framework for understanding language-learning motivation in which learners are motivated to learn a target language in differing degrees depending on their attitude toward the target culture (Dörnyei, 2001). The influence of this framework persists today and has shaped much of the existing body of research (Barker, 2004, p. 78).

As has become clear, motivation is an important factor in learning a foreign language (Gardner, 1985b; Scarcella & Oxford, 1992). It is a basic and essential part of learning (Brewer & Burgess, 2005). Gardner (1985) believes that with the intention of being

motivated, the learner needs a reason to reach a certain target. Concerning foreign language acquisition, this intention would be learning. According to Cook (2000) the performance of learners in the context of foreign language learning can improve if they are motivated. Ellis (1994) confirms that the learning process simply occurs when a person is motivated. Relating to this matter, Ellis (1994, p. 508) says “language teachers readily acknowledge the importance of learners’ motivation, not infrequently explaining their own sense of failure with reference to their students’ lack of motivation”.

A number of researchers have stated that it is difficult to be successful in foreign language learning. They considered foreign language learning to be a complicated task affected by external and internal forces. Motivation, however, facilitates the process as it influences the level of dynamic and personal engagement in foreign language learning (Al Othman & Shuqair, 2013). Many factors influencing motivation in language learning such as personality variables, learning styles and different kinds of attitudes might relate to success or willingness to acquire a particular language (Veronica, 2008, p. 561).

The existence of power relationships between languages is one of the reasons why students have favorable or unfavorable attitudes towards learning a particular language. Students who select instrumental reasons over integrative ones often take into consideration the economic and practical advantages of learning a foreign language. A good example in this respect is the present situation in Romanian schools where learners and the parents, faced with the opportunity of choosing between English and French, generally choose the former as it has become a kind of lingua franca, placing those who are able to use it in a more favorable position than those who are proficient in French (Veronica, 2008, p. 561). In the same way, members of a minority group may have different attitudes and motivation when learning the language of a majority group. Immigrants perhaps are the most relevant example.



There have been attempts to integrate various motivation theories into a coherent model, the most prominent of which is that of Townsend (2011). He discusses the impact of goal, personal agency beliefs, and emotions on motivation, arguing that the realization of these three aspects is important to a successful learning process. Among various types of goals, he focuses on mastery and performance goals. Mastery or learning goal refers to an internal need for exploration for they “focus on understanding, personal improvement and accomplishment” (Townsend, p. 121). The nature of performance goals is linked to a behavioral form of motivation and originates in the expectancy of receiving a valuable award (Oxford & Shearin, 1994).

Referring to other researchers, Townsend (2011) argues that students with mastery goals, in general, show higher results in achieving their goals than students with performance goals, since the achievement of their goals is “a result of greater self-efficacy, greater persistence in the face of obstacles, greater appreciation of the value of their personal effort” (p. 121).

In recent times, concerning language teaching and learning a big change has occurred. The focus in education has gone towards learner and learning rather than teacher and teaching. Nowadays, this focus is expressed in the goal to make students less dependent on their teachers and more autonomous on themselves in learning (Ó Malley & Chamot, 1990). In fact, learner self-sufficiency is corresponding to contemporary ideas about the active association and interest of learners, the importance of learner-centered approaches. Moreover, one of the main and important factors in an autonomous approach in language learning and teaching is the learner’s active cognitive processes which are called learning strategies (Littlewood, 1999).

Concerning the mentioned issues, the researchers trying to discover and find out the relationship between learning strategies and the success of language learners. Thus, the teachers are now expected to be knowledgeable and be able to direct or conduct their teaching towards the varying requirements of different learners (Mahadi & Jafari, 2012).

### Motivation, attitudes, and learning styles

According to Gardner (1985) “Motivation in the present context refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (p. 10). Attitudes and motivation are closely related to success in language learning. Therefore, some people have a much easier time of learning languages than others. In the same classroom, some students’ progress rapidly, while others just struggle and never achieve command of a second language.

Krashen (1985) has drawn attention to the fact that variables in second language acquisition derive both from the amount of comprehensible input the acquirer receives and understands and from the strength of the affective filter. When the only reason for learning a second language is external pressure, internal motivation may be minimal and attitudes towards learning are likely negated. On the other hand, if students have favorable attitudes towards the foreign language and its speakers, towards the teacher and the course, they will probably be more attentive in the class. They would take assessments more seriously and achieve more.

Some critics like Gardner (1985) make a distinction between different types of attitudes according to environmental factors or subject characteristics such as age or gender. Experience indicates that girls tend to demonstrate significantly more positive attitudes towards learning languages than boys; a good example in this respect is the overwhelming majority of girls in the faculties of philology and foreign languages.

Though many researchers (Spolsky, 1989; Williams & Burden, 1997) do not believe in an absolute biological basis for learning, there are cases when differences of age may have an important influence upon the process of foreign language learning. The notion that young children pick up foreign languages more easily than older learners is clearly challenged by evidence that the latter do better in some areas. However, given the adults' emphatic capacity and openness to get involved in "real communication", their ego permeability may be lower especially because of external causes (Veronica, 2008, p. 460).

Closely related to the problem of students' attitudes towards acquiring the language is the problem of different learning styles. Researchers and foreign language teachers have gradually become conscious that individual students have preferred modalities of learning. Consequently, when learners are given some freedom to choose one way of learning or another, they might do better than those who find themselves forced to learn in environments where a learning style, which does not suit them is imposed.

One of the views put forward by the initiators of humanistic approaches to learning is that teachers should adjust their teaching styles to the needs, interests and objectives of their students. Though, this might not always be easy, a concern for the students' learning styles might be of great help in motivating them to learn (Veronica, 2008, p. 561).

#### The role of the teacher in all the stages of the motivational process

"You can lead a horse to water, but you can't make him drink" John Heywood (1546). Motivating students is a little like that. It involves not only leading them to English, but also making them thirsty for knowledge and understanding of the language.

English learning has its own characteristics. Its learners need to remember more, practice more and communicate more than those of other subjects. Students' motivation is in fact critical for English learning. English teachers are the organizers or leaders of the class

and thus have responsibility to increase their students' motivation to perform willingly and actively (Kong, 2009, p. 147). Nowadays the role of the teacher is recognized as being highly important in all the stages of the motivational process. Because of the importance of the nature of the interactions that occur between learners and teachers, many studies (Finocchiaro, 1982; Williams & Burden, 1997) have been dedicated to the discussions of the influence of teachers in the process of foreign language learning.

Topping the list of the important qualities of a good teacher is enthusiasm, followed by acknowledgement and stimulation of student's ideas, the creation of a relaxed and enjoyable atmosphere in the classroom, the presentation of activities in a clear, interesting and motivating way, the encouragement of pupils with difficulties and helping students have self-confidence (Veronica, 2008, pp. 560-561).

In an article published in 1983, Mary Finocchiaro focuses on the problem of error correction. It plays a very important role in the process of motivating or de-motivating students. Being constantly aware that all human learning is fundamentally a process involving the making of mistakes may help any teacher in using mistakes and errors creatively during the teaching activity.

External rewards, good marks or simple praise, are also often considered to be excellent ways of motivating underachieving or reluctant learners. Conversely, extra homework or punishment does not only prove ineffective in bringing about positive change, but also has exactly the opposite effect.

Williams & Burden (1997) stress the importance of feedback stating, "feedback actually provides information to learners that enables them to identify specific aspects of their performance (...) it should prove both motivating and helpful to them to move into the zone

of next development. If, on the other hand, the feedback fails to provide this kind of information, it could have entirely the opposite effect” (p. 138).

In reality, teacher’s awareness about learner’s attitude and its relationship with the teaching process provides a framework through which a language teacher can use more effective methods. It is, indeed, important the teacher knows that the two types of motivation, intrinsic and extrinsic, are interrelated. In addition, he/she should understand that personal, psychological, and social factors could increase or decrease student motivation (Mahadi & Jafari, 2012, pp. 232-233). Thus, the teacher can offer some rewards, which could be educational, scholastic or academic as a sort of encouragement. The learner would then know that his/her efforts are valued and appreciated and will be more motivated.

Teachers should also instruct according to each learner’s level by identifying and realizing each student’s placement. They should not punish or blame a learner for mispronouncing foreign words or for hesitating to answer a question; rather, they should correct the mistake and encourage students kindly and lovingly. Teachers should also try to identify and understand the language learners’ social, cultural, economic backgrounds, respecting their differences. They should try to promote students’ knowledge, and curiosity during classes, bearing in mind that learning a foreign language means that the learners should also take advantage of social proficiencies and not just learn grammar rules (Mahadi & Jafari, 2012, pp. 234-244).

Motivation with its two kinds intrinsically and extrinsically play an essential role in the listening process of the students in the foreign language class. As Lile (2002) states that “Motivation is the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by teachers, counselors, school administrators, and parents” (p. 2). Therefore, the next section will focus on the importance of the relation between motivation and listening skills.

## Motivation and listening skills

Good listening comprehension lays the basic part for developing other skills in foreign language learning. However, it is also the most difficult among all the language skills for an amateur to master. While listening to a native speaker the foreign language learner may fail to understand or capture his/her words (Shen, 2009).

According to Thanasoulas (2002), most adult foreign language learners speak with an accent that derives in part from phonological and phonetic differences between their first language and foreign language. Terrible pronunciation results in occasional misunderstanding. Asher (1977) stresses that listening should be the top priority and the first stage of foreign language teaching. Like a human child, whose first skill is listening to his or her parents and then tries to speak, a learner should listen first. Later reading and writing can ensue.

In face-to-face interaction, listening entails complex interpretive processes. An intricate web of situational variables interacts to determine the meaning of a conversation. Filling in gaps and combining what is heard with prior knowledge come into play when processing meaning. This multi-faceted processing is more challenging when the communication is in a foreign language (Keihaniyan, 2013). Theoretical models that attempt to capture the complicated nature of the listening process cannot hope to account for the countless cognitive and external environmental factors that influence reception, interpretation, and response construction. In short, recalling a complex activity like listening into a single construct has proved to be difficult (Dunkel, 1986). Models that have been attempted, however, share one underlying assumption: Listening is not simply a receptive act multiple physiological and cognitive processes are engaged simultaneously.

Until recently, listening activities in foreign language classrooms were limited to testing listening comprehension. The underlying rationale was that if students are

successfully learning the target language, they should automatically be able to decode the messages and use the suitable vocabulary. Success at retrieving information from an aural text was typically measured by correct responses to WH (information) questions. However, listening is now treated as a much more complex activity and one that is the cornerstone of language acquisition (Krashen, 1994).

Recognition of listening as a complex activity and of its critical role in the language acquisition process has greatly influenced contemporary language teaching practice. Listening as an active and interactive process has made the learner more than a passive receiver of aural input (Rost, 1993). Teachers, now, emphasize active discussions with others about instead of asking questions. This process of mutual negotiation of meaning between speakers activates the cognitive and sociocognitive processes necessary for language acquisition to occur (Breen & Candlin, 1980; Pica & Doughty, 1985).

In conclusion, listening has been recast as an activity central to the foreign language acquisition process (Dunkel, 1991; Krashen, 1985; Rost, 1993) and a skill integral to overall communicative competence (Brown, 1994; Savignon, 1991; Meskill, 1996, pp.180-181). The question is how to motivate students to listen in the foreign language class. The next section will answer this question by suggesting using songs to achieve this goal. Also, it discusses how songs are the linking bridge between motivation and listening skills.

### Motivation and songs

This section focuses on the main point of this study, which is listening to songs and its impact on students' motivation for learning English as a foreign language.

As outlined above, motivation is the key to learning a foreign language. Using Woolfolk, Hughes and Walkup's (2008) definition of motivation as "an internal state that arouses, directs and maintains behavior" (p. 438), such a state is possibly reached when a listener of a song becomes interested in the context of the lyrics and takes a deep look into the song. If the song is in a foreign language, the learner should be aware of the language's main features such as words, definitions, pronunciation, idioms, and grammar (Batluk, 2015, p. 6).

Foreign language learners often complain about boring English classes. A good solution to make English classes lively and motivating is by adding songs and music to class. There is strong practical evidence supporting the use of songs in the English language classroom (Schön, Boyer, Moreno, Besson, Peretz, & Kolinsky, 2008). There is also a growing body of research confirming that songs are useful in teaching foreign languages (Wallace, 1994).

According to Ratnasari (2007), songs are a kind of art, which intends to be accompanied by musical instruments or not. Wikipedia (2013) defines songs as a piece of music for accompanied or unaccompanied voice or voices. The casual nature of learning through singing can help promote a productive atmosphere in the class, lowering the affective filter and, in turn, increasing the potential for language acquisition (York, 2011).

There are other advantages why teachers introduce songs in the classroom. According to Papa & Iantorno (1989), "singing is certainly one of the activities which generates the greatest enthusiasm and is a pleasant and stimulating approach to the culture of foreign people" (p. 8). Foreign language learners, indeed, may feel more fluent singing along to a song than they do speaking a foreign language, so this builds confidence. Also, colloquial language and different dialects can easily be introduced through songs. Also, most learners will feel curious to interpret the lyrics and thus regular practice of this may improve prediction and comprehension skills (Ghanbari & Hashemian, 2014, p. 338).



According to Sundqvist (2009), listening to music, among other out-of-school activities, contributes to learners' self-efficacy. It is possible that listeners pursue a mastery goal when learning the lyrics of the songs they like, since it is the desire to learn what the song is about that may strengthen their interest in the lyrics. The value of the task is directly linked to one's desire to fulfil it. According to Townsend (2011), there are four types of values: intrinsic value as "enjoyment experienced in doing a task" (p. 127); attainment value referred to as progress of the performance; utility value defines potential benefits in other tasks; cost belief considers possible loss of effort or time while performing the task. Thus, the belief in these values impacts the motivation and desire to learn a song and understand its meaning. In addition, emotions experienced before, during and after performing the task play a significant role in motivation. Negative emotions may cause anxiety, lack of interest in the subject, and decrease in motivation and vice versa (Batluk, 2015, p. 8-9).

Personal beliefs also play a role in language acquisition. They reflect mental processes known as "self-evaluative thoughts" (Townsend 2011, p. 125). Townsend (2011) explains this as

“[t]he conviction that one can successfully accomplish a specific task; that is, one has the prerequisite skills or can acquire them, has the necessary self-regulatory skills to evaluate progress, can modify goals when necessary, can persist when faced with difficulty, can find solutions to obstacles, and so on” (p. 125).

These thoughts evaluate previous experiences as being successful, less successful or failure and may encourage or discourage one's performance. Analyzing the previous experiences and evaluating the present task, one sets out expectations on possible outcomes of the planned performance (Oxford & Shearin, 1994; Townsend, 2011).

## Motivation and educational games

Educators and researchers need to know more about how to select appropriately challenging tasks and sustain student motivation to engage in cognitively complex tasks over time (Blumenfeld, 1992). Using various and interesting activities with moderate challenges is effective and functional to attract students to arouse their curiosity in English learning in view of intrinsic motivation, arousal and the characteristics of language learning.

Language learning is a little different from other subjects that need students to develop competences in listening, speaking, reading and writing. Mixing recreational activities with learning English can make students more willing to participate in class as they perceive it as interesting and fun. Their involvement in English learning is the key to maintaining motivation throughout a lesson. As Aydan Ersöz (2000) explains:

“Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skill. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.” (p.

1)

Cooperative activities are used optimally to keep students feeling safe and to stimulate their arousal. It decreases the fear of failure while encouraging students to communicate and exchange information in a positive environment. In this case, students who are hesitant or fear expressing themselves in front of their peers can participate and share their ideas.

The most important use of learning English is to communicate with people by using the target language. Accordingly, the more ways teachers can give their students to use English, have fun with English and experience success in English learning, the more likely the students are motivated and successful (Kong, 2009, pp. 148-149). Hamachek (1972) has

concluded after a good deal of research that success tends to encourage students to raise their level of aspiration, whereas failure generally causes them to lower it.

Differences among the methods teachers use in the classroom manifest themselves in the choice of different kinds of learning and teaching activities. For example, activities and games designed to focus on grammatical accuracy may be quite different from those that focus on communicative skills. Differences may also involve different arrangements and groupings of learners; i.e. a method that stresses oral chorus drilling will require a different group of learners from a method that uses problem solving. Different activity types and games could be used in the foreign language classroom, including the primary categories of learning and teaching activity such as dialogue, responding to commands, group problem solving, information-exchange activities, improvisations, question and answer, or drills (Richards & Rodgers, 1986, pp. 22-23).

### Conclusion

This chapter has discussed many aspects of motivation in the educational process of learning a foreign language. The definition and types of motivation were first presented to give a clear image about the topic, stressing that motivation was not separated from other factors related to the educational process. Therefore, there is a tight relation between motivation and psychology, personality variables, learning styles and attitudes of the students learning a foreign language.

This chapter has shown that students express different motivation factors towards listening skills. The findings reveal that there is a relationship between motivation and listening skills. The chapter also highlighted the fact that motivation is a key factor in learning a new language. Thus, language teachers should discover, realize, and pay attention to the personality of their students. Moreover, they should be aware of motivation, its high

importance, and its types. In addition, according to that specific personality type, they should identify and recognize the form of motivation relating to that and include it in their teaching process. In this case, they can have a practical, useful, and effective language classroom in addition to a positive outcome in their teaching context.

Finally, the role of the teacher through all the stages of the motivational process has been proven vital. In order to motivate students, teachers have to improve teaching by employing songs and interactive tasks to lower the students' worries about using the language. This could also result in students building a positive relationship with speakers of the language. Furthermore, teachers should employ a teaching approach that encourages the growth of intrinsic and integrative motivation of students to promote their desire to communicate while enhancing learners' language abilities.

When language is centered on authentic activities like songs, learning itself becomes a motivator and can lead to a strong desire for continuous learning when students become interested and involved in these activities. They are more likely to keep up with the effort that learning demands and increase their language skills.

## Chapter 4

### Songs in learning English as a foreign language

#### Introduction

The previous chapter discussed the students' motivation and how it plays an important role in learning listening skills. The current chapter will explain how to awaken the students' motivation to develop their listening skills in the foreign language class. It will focus on songs as an interesting, motivating activity that paves the way to successful learning of a foreign language. Due to the challenging nature of listening, teachers should find alternative methods of teaching to make the class stimulating and thought -provoking. Thus, the students will be stimulated and not be frightened or worried when they practice listening (Arevalo, 2010, p. 124).

On a daily basis, people hear songs everywhere. Most enjoy listening to music and seek it, making songs the perfect listening exercise teachers can use in the classroom to teach English as a foreign language. This possibility has been actively considered since the last two decades as songs have many values of a language learning (Arevalo, 2010, pp. 124-125).

There has been also an increasing interest among researchers in the impact of out of school activities, including listening, to music on the process of language acquisition and, particularly, in learning modern foreign languages (Falk & Bella, 2014; Mora, Fuentes & Wermke, 2011; Sundqvist, 2009). Besides, there is an urge among scholars (Cook, 1996; Gardner, 2000; Gee, 2004; Legg, 2009; Woodrow, 2006; Woolfolk, Hughes & Walkup, 2008) to consider the learners' needs and interests when choosing the content and methods of teaching in the process of education in order to improve motivation.

Research shows that music education benefits students notably by its positive effects on the brain's functions. Findings point to several educational benefits of music for students

by increasing self-expression, cognitive abilities, language development, and swift responsiveness. Music is unique in its ability to affect more than a single brain hemisphere, incorporating both the right and left sides of the brain. While music listening has marked physiological benefits, playing an instrument or taking vocal lessons offers benefits related to memory, language, and cognitive development (Willimek & Willimek, 2011).

This chapter will discuss in detail aspects of using songs as a teaching and learning method in foreign language class. It will start with a definition of “song”, followed by a discussion of its importance and purpose in the foreign language class. Also, it will tackle the different types of songs and the relation between songs and the brain. Also, the relation between songs, listening skills and motivation will be highlighted. In addition, theories that are linked to the use of songs such as Gardner’s multiple intelligences theory and the VAK theory will be discussed.

### Definition of music and song

It is quite difficult to establish only one definition for this term, as the concept of “music” is something very subjective and can vary from one place to another, from time to time and even from person to person as it is related to their feelings. According to Wynton Marsalis “music is sound organized in time.” (Marsalis, 1995). However, Michael Linton describes music as “the organization of sound and silence into forms that carry culturally delivered meaning”. Luciano Berio, meanwhile, says, “music is everything one listens to with the intention of listening to music” (San Martín, 2013, pp. 6-7).

Dictionary.com (2018) provides seven entries under the headword music. The first says, “music is an art of sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony, and color”. The definition emphasizes music’s role to describe emotions, citing four essential features, which characterize it. The second definition says that music is “the tones or sounds employed, occurring in single line

(melody) or multiple lines (harmony), and sounded or to be sounded by one or more voices or instruments, or both” (Dictionary.com, 2018). In fact, this explanation is all about instruments and voice. Simply put, music is instruments or voices (or both) that people hear (Kuśnierek, 2016, p. 22). Considering these definitions, the researcher would suggest the following definition of music: “Music is the sound that a human being listens to and accordingly moves his emotions positively or negatively”.

It is clear from the previous definitions that music is an emotion shaper. It moves feelings and affects perceptions. Songs in particular play this role effectively as the lyrics provide meaning to music. This is extremely relevant and beneficial to language learning. In fact, a song can be a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. It can also provide a relaxed lesson and form the basis for many lessons.

According to Hornby (1990), a song is a piece of music with words that is sung. He redefines song as a short poem or a number of verses set into music and intended to be sung. There are some other definitions of a song from different sources such as Jamalus (1988, p. 5), who states that songs can be considered as art works if they are sounded (sung) with the accompaniment of musical devices.

The *Encyclopedia of Americana* (1998) defines song as a short musical work set to a poetic text, with equal importance given to the music and to the words. It may be written for one or several voices and is generally performed with instrument accompaniment. From the definitions of song above the researcher concludes that a song is a kind of art that can be sung either with or without instrumental accompaniments and can also be used to address language educational goals.

## Elements of Songs

Listeners usually do not only focus on the lyrics of a song, but rather they enjoy the melody, harmony and expression. According to Jamalus (1988, p. 7), a song is a unity of elements, consisting of different elements: main and expression. The main elements consist of rhythm, melody, harmony and lyrics. Rhythm or tempo is the regular, repeated pattern of sound while melody is the arrangement of these patterns and harmony is the unity of two or more tones playing together. Lyrics, meanwhile, are the words accompanying the musical sentences. On the other hand, expression elements show how musicians express their feelings through sound dynamics and voice color.

## Importance of songs in teaching and learning a foreign language

Music and songs not only provide tools to strengthen and reinforce vocabulary, comprehension, listening, speaking and writing, but also enhance the foreign language learning experience. Along with grammatical variations, songs as auditory stimuli encourage brain activity and the imagination. Learning English through music and songs entails complex interactive roles, positively motivated students to engage and learn. Action research supports a connection between language and song, as well as the propensity of songs to actively engage learners in stimulating activities and discovery (Booth & West, 2015, p. 248).

Utilization of visual and auditory tools is effective in strengthening the learning process. Using these tools in the class environment not only enables students to acquire the desired information more quickly, but also makes the information acquired more permanent. According to Çakır (2006), it is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language. They have positive contributions to language learning as long as they are used at the right time and in the right place. The more the multimedia material appeals to the human senses, the greater the improvement in the level and the quality of lingual skills (Tarcın, 2004), thus leading to a



better quality and more quantity of the language skills output. From this point of view, songs, which are auditory tools, are important resources for students while developing lingual skills (Keskin, 2011, p. 378).

Studying music proves to be advantageous to language learners. Harmer (2000) states that music is a powerful stimulus for student engagement as it speaks directly to the student's emotions while allowing the brain to analyze it. According to a report of Art Education Partnership (2011), music affects capabilities of young students to develop essential skills in academic subjects and may affect further learning processes. It sharpens attentiveness and prepares students for achievements. The report also states, "musical training develops the region of the brain responsible for verbal memory, the recall and retention of spoken words which serves as a foundation for retaining information in all academic subjects" (p. 4).

The interest in the correlation between listening to music and memorization of words has been growing since the last decade, which may be explained by growing numbers of people learning foreign languages. It seems that what attracts the listener primarily is the combination of rhythm, melody and lyrics (Fonseca-Mora, Toscano-Fuentes & Wermke, 2011). According to Ahlbäck (2004), the cue to memorization of the lyrics may lay in the link between the structure and the syntax of the melody and that of the language: "in vocal music, lyrics may easily serve as a more forceful structural cue than pitch and rhythmic structure" (p.468). He compares melody to a language that all people understand but in their own individual ways. That individuality of the perception of music may serve as a key role in the joy of the activity when a person seeks and finds their own identity in connection with a certain community of the target language (Ahlbäck, 2004, p. 469).

The emotional aspect of music turns language acquisition into an enjoyable activity for both children and adults (Fonseca-Mora et al., 2011; Sundqvist, 2009). Beasley & Chuang (2008) investigated the impact of listening to music on learning English in a web-based

learning environment. The results suggested that repeated listening to a song increases motivation to learn English and has a positive impact on the outcome of learning.

Beasley & Chuang (2008) underline the importance of the content of the lyrics, saying that listener's interest in the words of a song will contribute to repeated listening to it. Repetition is argued to be important in incidental second language acquisition as it contributes to deep knowledge (Beasley & Chuang, 2008; Falk, Rathcke & Dalla Bella, 2014; Sundqvist, 2009).

Another interesting aspect are out-of-school activities. Sundqvist (2009, pp. 144, 146) suggests that the participants of the research she conducted spent more time listening to music than other extracurricular activities that helped with English learning. She argues that the respondents had improved their oral proficiency and vocabulary in English as a result of a number of out-of-school activities including listening to music. Similarly, listening to songs in French by teenage learners of French as a modern second language acquisition (SLA) had, according to Legg (2009, p. 10), a positive effect on memorizing words and phrases in context.

The positive effect of repetition on SLA corresponds with the suggestion put forward is by Beasley and Chuang (2008), Falk, Rathcke & Dalla Bella (2014), Sundqvist (2009), Sylvén (2004), Webb, Newton & Chang (2013). Moreover, repetition is also considered important in the methodology of SLA that leads to deep learning (Cook, 1996, Savielle-Troike, 2012, Beasley & Chuang, 2008; Sundqvist, 2009).

#### Purpose of using songs as a teaching method in foreign language class

When designing lessons and teaching materials to further develop listening comprehension skills, students need to be motivated and stay motivated. This is best accomplished by determining the most suitable kind of listening material such as the use of

song as authentic material. The use of song stimulates and motivates students to comprehend the content of materials.

The possibility of using songs in English as a foreign language class has been actively considered for the last two decades. It is considered because songs have many values of language. Orlova (2003) suggests that the use of songs in class has many purposes, namely: Practicing the rhythm, stress and the intonation patterns of the English language, teaching vocabulary and grammar, developing listening comprehension, writing skills, and speaking. For this last purpose, songs and mainly their lyrics are employed as a stimulus for class discussion.

There can be distinguished affective and cognitive rationale for playing a song during a lesson. In fact, affective reasons are connected with Krashen's Affective Filter Hypothesis. It gives an explanation why some learners learn and others do not. The crucial thing is that students need to develop a positive attitude towards learning (Eken, 1996, p. 46). Krashen (1982) stresses,

“For optimal learning to occur the affective filter must be weak. A weak filter means that a positive attitude toward learning is present. Because of the casual learning environment used when singing, songs are one method for achieving a weak affective filter and promoting language learning” (p.228).

Hence the teachers' task is to provide a positive atmosphere favorable for learning. In this aspect music and songs may be one of the methods for obtaining a weak affective filter (Eken, 1996, p. 46). Accordingly, Eken (1996, p. 46) enumerates eight reasons for the use of song in a language classroom. Firstly, a song may be used to present a topic, new vocabulary or a language point. Then, it may also be used as a practice of lexis. Also, songs can be used as a material for extensive and intensive listening. Some teachers may use them to focus on frequent learner errors in a more indirect way. Not to mention that songs are a perfect source

for stimulating discussions about feelings and attitudes. Additionally, songs may arrange a relaxed classroom atmosphere and contribute to fun. Finally, songs may be said to encourage the use of imagination and creativity during foreign language lessons.

Songs also give a chance to develop automaticity, which is the main cognitive reason for using songs in the classroom (Schoepp, 2001). Automaticity is defined as “a component of language fluency which involves both knowing what to say and producing language rapidly without pauses” (Gatbonton & Segalowitz, 1988, p. 473). To put it in other words, songs may help automatize the language improvement process of the students to use the target language in a communicative way.

### Benefits of using music and songs in the foreign language classroom

Some teachers are not aware of possibilities of using songs in the classroom. They may feel that such activities are not appropriate for classes, causing discipline problems. However, many scholars including Stanislawczyk & Yavener (1978, p. 60) are of the opinion that a song is an advantageous tool and a teacher should take advantage of it during linguistic practice. They also emphasize the importance of the engagement learners get when listening to songs or creating their own lyrics.

There are essential benefits of using songs and music in the foreign language classroom such as, increasing motivation, creating positive atmosphere, acquiring cultural and historical knowledge, learning linguistic knowledge, and lowering affective filter. Each benefit will be further explained:

#### 1. Increasing motivation

Fundamentally, popular songs touch the lives of learners, and are connected with their various interests and everyday experiences. Most popular songs tackle the same topics of friendship, love, dreams, sorrow, etc. which are common feelings people experience. Since

most young people are interested in a wide range of cultural forms outside class, songs may be a motivating and unique teaching tool.

Experiencing films, television, computer games and popular music seems to be highly motivating. Accordingly, concentrating on popular music in English foreign language classroom would surely increase learners' motivation as in class tasks which reflect on their knowledge and when there is a focus on the vocabulary they already know from the songs (Baoan, 2008).

## 2. Creating a positive atmosphere

Creating favorable conditions for learning is a very important factor for learning a foreign language. The use of music and song can produce a positive atmosphere, where the learners can flourish and feel secure and comfortable. Murphey (1992) believes "the use of music and songs can 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" (p. 6).

Music, then, can relax students and defuse tensions since some of them may not feel at ease to use the new language. The mother tongue of the students, which is the basis of their communication, is in some classes forbidden to use and learners may feel lost or helpless (Griffiee, 1992, p. 4). Instruments playing silently in the background make students feel more secure when doing the task at the same time.

Songs played in the background when learners read some conversations are typical of 'Suggestopaedia'. Georgi Lozanov (1970) invented this teaching method in Bulgaria. Essentially, the Suggestopaedia method involves playing music in the background of classrooms to help the students get over barriers and negative attitudes such as low self-esteem, anxiety or lack of motivation to learning. Meanwhile, students learn subconsciously

in this positive environment, amusing themselves in the process (Larsen-Freeman, 2000, pp. 73-80).

### 3. Acquiring cultural and historical knowledge

Listening to songs is an excellent way of learning about the culture of a specific country, as well as its language and community. The process of second language acquisition includes learning the culture of the language community. The diversity of the English-speaking community is reflected in the songs that are sung worldwide; hence, the listeners have a possibility to adjust their listening skills to various accents. Learning different dialects and accents may be useful both in communicative skills and academic performance (Cook, 1996; Gee, 2004).

Griffiee (1992, p. 5) remarks that music is not universal, but rather it is a reflection of the time and place that produced it. There are many songs which are culture capsules, including a meaningful piece of social information. The songs of the 1970s, for example, reflect not only the sound technology of the time, but also the hopes and fears of their period. Pieces of music can be used to recapture historical times or to learn about important sights, feelings or sounds of famous cities and even to contrast cultures (Griffiee, 1992). For that reason, playing a song in the classroom means bringing the culture of the song with it.

### 4. Learning linguistic knowledge

A further advantage of using songs in the English classroom is that they include linguistic information, for instance vocabulary items, pronunciation and grammatical rules. Thus, students acquire new knowledge just by listening to songs.

Songs may be considered as representing ‘distortions’ of the normal speech patterns of a language. Yukiko (1975, p. 11) states that normal speech and songs are on the same

range of vocally-produced human sounds. Namely, they both represent forms of communication in a linguistic sense and have melodic and rhythmic content.

As Griffee (1992, p. 4) reports, there is a strong relationship between rhythm and speech. When music and songs are used in the classroom, the students are exposed to the rhythms of the language. Besides, popular songs include a lot of examples of colloquial speech. For instance, in some songs the ‘-ing’ ending is frequently reduced from the full ‘-ing’ to just ‘n’ sound. This is the natural and everyday language of songs as opposed to the artificial language in many course books that is a good way to incorporate living into the classroom (Griffee, 1992, p. 5; Schoepp, 2001).

As expected, most English second language students will encounter informal language outside the classroom. Thereby, using songs may prepare learners for the authentic language they will be confronted with.

##### 5. Lowering the affective filter

Music and song are essential in lowering the influence of affective filters that interfere with language learning. Krashen (1982) suggests emotional variables such as fear, anxiety or boredom can affect ideal learning. These affective filters serve as a screen, blocking the comprehension of language input and preventing information about the second language from reaching the language areas of the mind. The incorporation of music leads to a positive attitude about learning and minimizes the affective filter, eliminating stress and increasing motivation.

##### Other advantages and disadvantages of music and songs in EFL

Not only are songs appealing for students, but also teachers find them quite attractive. Songs are short and self-contained recordings, texts, and films that are easy to use in a lesson. In addition, the supply is almost infinite and there is a broad range of titles and genres to

choose from (Griffiee, 1992, p. 8). Learning a foreign language through music, in fact, can be seen as an informal method of teaching known as 'edutainment'. Application such as games, visual materials and music are all considered edutainment. The principle, mainly, draws learners' attention, keeps them emotionally involved and makes them interested in the lesson. This is why the use of music in teaching is entertaining and enjoyable and facilitates learning (Okan, 2003, p. 255).

When young learners are disruptive the teacher can discipline them with a song. Szpotowicz & Szulc-Kurpaska (2009, p. 196) notice that singing a song is a lockstep activity in which all the students are engaged in the same exercise at the same time. A song may be also a reward for good behavior. They also state that singing is a nice change from language work in class and may provide a break from sameness. Finally, they add that music acts as a trigger to use one's imagination even with many students who think they have no imagination at all.

Although songs have many advantages when it comes to learning English as a foreign language, there are some concerns about their use. Murphey (1992, pp. 8-9) suggests that playing songs loudly may disturb neighboring classes. Another problem he cites is that some learners can get too excited and may forget about discipline. Another issue is the fact that students have dissimilar musical tastes, which may lead to disagreements. More importantly, many songs have a fast pace or colloquial expressions, which may confuse students or prove difficult to understand. Siek-Piskozub & Wach (2006, pp. 91-97) add that there are songs which touch taboo topics like violence and sexism and thus such songs may confuse the learners or embarrass them.

To wrap up, teachers should be aware of the advantages and disadvantages of using songs and music in classrooms for educational purposes. Also, they have to know the needs and skill requirements of their students to apply and invest songs according to these needs. In



addition, finding a balance between the advantages and disadvantages of songs is the most important factor of the teachers' role to gain the best results of this educational tool and at the same time to create a rich learning experience.

### Language and music

As Storr (1992, p. 1) points out, language and music have been present since our ancestors painted people dancing in caves or caverns. In fact, linguistic and musical issues are key disciplines in all cultures. Supporting this connection, Pinker (2002, p. 404) established that there is a strong link between humanity and music when researchers found bone-made flutes in caves in France and Germany (Silva Ros, 2006, p. 25). Music is, therefore, traditionally linked with human ways of expression and language.

Music stimulates certain areas of the brain, which helps enhance language development, namely, language production, text comprehension and vocabulary. From an interpersonal perspective, people form social relationships based on liking music and gather to listen to it together (Failoni, 1993; Silva, 2006). Darwin suggested that communicative abilities among human beings could have been created through a mix of music and modern language (Vera & Luna, 2013). Galilei, Rousseau & Wittgenstein, also found a relationship between these two disciplines. In case of language learning, a class setting can be a favorable one for both socializing and listening to music, enriching cognitive processes that aid learning (Vera & Luna, 2013).

However, further analyses have proven that there exist outstanding differences between language and music. Marin & Perry (1999) and Peretz (2006) believes that music and language are remotely connected. The reason they give is that speech does not have pitch and rhythm as music, while grammar is not present in music. Moreover, other scholars agree that music can hold more emotion than language. Patel (2008) says, "as cognitive and neural systems, music and language are closely related" (p. 417).

Similarly, several studies such as those by Fassbender (1996) and Pouthas (1996) consider that children are born musical but take time to acquire language. According to Trehub (2000) and Trehub & Hannon (2006), children recognize pitch patterns and rhythm very easily, and they prefer “infant-directed singing over infant-directed speech” (Patel, 2008, p. 377). In fact, Gardner (2011) asserts that the musical intelligence is the first one to be overtly shown in children. Thus, the teaching/learning focus shifts from purely linguistic matters towards a multimodal direction: music provides a wide range of semantic and symbolic possibilities through which English is learned.

Other studies have demonstrated that major modes of music make subjects feel happy and minor ones make listeners sad (Dowling, 1999). The modes of music are “different spatial patterns of excitation with different frequencies of oscillation” (Pierce, 1999, p. 10). Gerardi & Gerken (1995) discovered that children by the age of eight are able to identify happy and sad songs with the same criterion as adults. As a result, teachers are encouraged to use music in class by choosing songs, rhymes and chants to promote children’s happiness and well-being. If children are relaxed, they will feel more motivated to learn.

This idea is related to Krashen’s hypothesis: For optimal learning to occur the affective filter must be weak. A weak filter means that a positive attitude toward learning is present. Because of the casual learning environment used when singing, songs are one method for achieving a weak affective filter and promoting language learning (Gerardi & Gerken, 1995).

Taking into account Hill-Clarke & Robinson’s classroom ideas (2003), music is good to increase vocabulary and comprehension skills. In the same way, music fosters “oral language skill development, improves attention and memory, and enhances abstract thinking.

Additionally, music can enhance students' creativity and cultural awareness" (Paquette & Rieg 2008, p. 228).

### Music and the brain functions

Hawkins & Blakeslee (2005, pp. 7-8) explain that music in its basic form uses timing techniques and coordinates musical patterns. It is clear that by just listening to music, many brain functions are activated. As the main theme or chorus of a song repeats, the listener expects specific patterns and feels satisfied when he/she predicts what is next correctly. But after a while it gets boring yet when the musician makes small twists, the listener is pleasantly surprised. These twists should be measured as too little variation will not make a difference, yet too sporadic changes are inexplicable. Variation can be manifested in a variety of independent parameters, such as tempo, timbre and pitch.

The scientific study of human relationship to music is rooted in the analysis of the brain. A growing area of modern research is on the effect of music on the human brain. In a complex context, music has the ability to activate different areas of the brain, in particular those related to internal imagery, auditory perception and motor functions (Maldonado, 2012, p. 1).

Another related area of investigation is how music and songs are stored in the human being's memory. Research found that people remember both the abstract representation describing a song and the specific details about it, like lyrics and tempo. By recalling one aspect of the song, a listener can remember all the other related details. This extremely entangled data structure allows flexible enquiries and data retrieval. Music proves to be a good test tool involving prediction, emotions and grouping information. Grouping information happens by extracting the important details of a song. This is the key to both how the brain can hold such a large amount of information and also how patterns can easily be used for prediction (Hawkins & Blakeslee, 2005, pp. 3, 5).

## The effect of music on the left and right hemispheres of the brain

It is vital to establish the relationship between music and the brain as various theories suggests how music has an impact on the mind. Research on psycholinguistics reveals that songs can activate language acquisition and learning in both hemispheres of the human brain (Carroll, 2000; Larsen-Freeman & Long, 2000; Williams & Burden, 1997). The human brain is divided into two hemispheres. The left hemisphere is responsible for expressing the thoughts in oral or written words. In other words, this hemisphere mostly stores all the concepts that afterwards translate into words. The right hemisphere, on the other hand, is more specialized in the nonverbal faculties, such as feelings, emotions and special artistic and musical abilities (Walker, 1980).

Songs enter the human brain from the left ear and go to the right hemisphere, stimulating language learning. Related to this, Gardner (1985) in his theory of Multiple Intelligences claims that all human beings have musical intelligence and that the use of music is very positive in language learning because it can open an opportunity to learners who have a strong right brain orientation.

Guglielmino (1986) states, “songs bridge the [brain’s] hemispheres, strengthening retention through a complementary function as the right hemisphere learns the melody, the left, the words” (p. 20). Anton (1990) found that “when a learning activity combines both left and right hemispheres simultaneously engaged in a particular activity, an ideal learning situation is established, and the most productive learning occurs” (p. 1170). Activities which engage both sides of the brain at the same time, such as playing an instrument or singing, causes the brain to be more capable of processing information.

Other music research indicates that music education not only has the benefits of self-expression and enjoyment but is also linked to improved cognitive function (Schellenberg,

2005), increased language development from an early age (Legg, 2009), and positive social interaction (Netherwood, 2007). Music listening and performance impacts the brain as a whole, stimulating the two halves, the analytical left and the artistic right, affecting cognitive development. Music research indicates that a musician or composer uses both the analytical traits of the left brain and the more creative aspects of the right brain. The right brain, which is often considered to be more subjective and creative, focuses on the melody in music, while the left hemisphere, which is considered the analytical part of the brain, is responsible for the understanding of musical structure and motor skills, such as playing an instrument (Yoon, 2000).

### Music methodologies

There have been methodologies that consider songs a very important tool in language learning, according to some theories and hypotheses. These methodologies are Suggestopedia, affective filter hypothesis, the contemporary music approach, involuntary mental rehearsal, and theory of multiple intelligences.

In the following I will briefly discuss these theories.

#### Suggestopedia

It is a methodology introduced in 1978 by the Bulgarian psychotherapist and physician Georgi Lozanov. In this method of teaching foreign languages, the atmosphere in a classroom is altered to make the students feel comfortable and confident (Lozanov, 1978). Soft lighting, music, cheerful decorations, comfortable seating, and dramatic methods are used to relax students and heighten their mental activity and concentration. Lozanov (1978) explains that the lesson of Suggestopedia is divided into three phases: deciphering, concert session (memorization) and elaboration.

*Deciphering:* The teacher introduces the grammar and terminology of the foreign text. The pages of the text are divided in two, on the left half of the page the foreign text is written with a translation on the right half.

*Concert session (active and passive):* In the active session, a teacher reads a text aloud at a regular pace, while the students follow. In the passive session, the students relax with baroque music, listening to a teacher reading the text in a calm manner.

*Elaboration:* The students use what they had learned in the session in drama, songs, and games.

Lozanov (1978) states that stimulating the two hemispheres of the brain is of essential importance for learning a new language and suggests that relaxation techniques help learners delve into their subconscious, remembering previously learned vocabulary and language structures. Suggestopedia is thus a holistic method directed at foreign language learning.

#### Affective Filter Hypothesis

This theory developed by Krashen in 1985 states that one of the essentially important bases for learning a new language is to feel comfortable and to have a low level of anxiety to easily acquire input. Krashen (1985) believes that learners who are at ease and have positive attitudes towards the language have their filters set low, allowing access to comprehensible input. In contrast, having feelings of stress raises the affective filter, and consequently, the learners' processing of input is blocked (Krashen, 1985). Thus, using English songs in EFL classrooms can successfully bring about affective learning through providing a comfortable classroom atmosphere, reducing students' stress and anxiety, entertaining their interests and motivating them to learn the language.

#### The contemporary Music Approach

Ronald Anton developed this methodology in 1990. According to it, the use of songs is a very crucial memorization tool. In his approach, Anton suggests, the use of music and rhythms while learning, correlating them to grammar lessons. Anton (1990) believes that certain beats remind students of a song and the song in turn can remind them of the grammar taught while this song played in the classroom. He says that songs provide a lot of repetitive expressions and vocabulary that are easily retained in memory due to the melody (Anton, 1990). This method combines singing and psychology with language learning.

#### Involuntary Mental Rehearsal

Krashen (1983) makes a comparison between language acquisition and language learning, saying that the acquisition involves the things the learners learn without realizing, while the learning is conscious. “Din in the head” or Involuntary Mental Rehearsal is the term used to describe this subconscious learning of the language. The use of music has been suggested as helpful in the process of language acquisition by activating mental rehearsal. Other authors like Murphey (1990) highlight new theories related to this subconscious rehearsal process. The “Song-stuck-in-my-head” refers to songs and tunes that perpetuate in the listeners’ heads and that without realizing are repeatedly rehearsed once and again. It is by this unconscious repetition that the listeners end up memorizing the lyrics of the songs (Murphy, 1990).

#### Theory of Multiple Intelligences

This is the theory proposed and elaborated by Howard Gardner in 1983. Gardner defines intelligence as "the capacity to solve problems or to fashion products that are valued in one or more cultural setting" (Gardner & Hatch, 1989, p. 5). Using biological as well as cultural research, he formulated a list of nine intelligences, including musical, interpersonal, spatial-visual, and linguistic intelligences.

This new list of intelligences differs greatly from the traditional view, which usually recognizes only two intelligences. All of the nine intelligences are interrelated and complementary to each other. Thus, the Theory of Multiple Intelligences implies that teachers should use broader ranges of teaching methods to incorporate the intelligences. Listening to English songs, for example, has a great value for learner's linguistic potentials.

The link between music and language is explained by many researcher (Gardner, 2000; Ahlbäck, 2004). The popularity of music as an aid in second language acquisition may be explained by Gardner's (2000, p. 69) view of music as one of the forms of the innate intelligences. Gardner (2000) suggests that choosing learning material should take into consideration three factors: truth, beauty and goodness. Songs, therefore, may be seen as an element of (a) truth, because its features are authentic; (b) beauty, as it is an art; and (c) goodness, as it is a source of one's development in both cognitive and social ways. Thus, songs awaken an interest in the listener and may improve their motivation for learning (Cook, 1996; Gardner, 2000; Gee, 2004; Townsend, 2011; Woolfolk et al., 2008).

### Songs and learning models

Students learning a new language come from diverse, unique backgrounds and so are their learning styles (Kolb & Rubin, 1974; Myers & Briggs, 1975; Barbe, Swassing & Milone, 1979; Gregorc, 1985; Honey & Mumford, 1986; Fleming, 2001). Accordingly, teachers are expected to develop teaching strategies that would cater to every student (Emmanuel, 2011; Williams, 1999). It is vital that teachers think and reflect upon their teaching approaches to be able to relate to the students (Brookfield, 1995). Teaching all students the same lesson in the same way without offering different teaching styles may prove to be unprofessional (Dunn, 1993; Biedenbender, 2012, p. 2).

A learning style is the preferred way in which an individual retains information (Pritchard, 2005). In the 1970s-1990s, many learning models were introduced to help



individuals distinguish their personal learning preferences and styles (Kolb & Rubin, 1974; Myers & Briggs, 1975; Swassing-Barbe, 1979; Gregorc, 1985; Honey-Mumford, 1986; Fleming, 2001). Some learners prefer using visual materials, while others prefer aural ones. Thus, teachers should introduce the visual like graphs and colored figures and aural like music and songs to cater to both.

### Role of teacher in selecting songs to develop listening skill

There are various ways of using songs in the classroom to improve listening skill. The level of the students, their interests, their age, and the song itself are the main determinants of the procedure. This mainly depends on the creativity of the teacher. According to Brown (2006), the procedure of any listening activity should follow these steps to focus on a listening practice:

- 1) **Activating prior-knowledge:** Previously known information is organized in schemata: abstract, generalized mental representations of the students' experiences. The schemata help the learners understand new experiences based on the knowledge they have. The idea of prior knowledge is one part of the cognitive model of language processing. In that model, one of the processing methods is top-down, which explains that when people listen or read, they process the information, using their prior knowledge and experiences.
- 2) **While-listening:** Having a purpose for listening helps students to listen more effectively. In the listening activities, teachers should explain to the students the purpose of the activity. Students could listen for the main idea, for details, and for making inferences. The idea of knowing the purpose of listening is very effective in teaching as it helps students organize and reflect on their learning experience (O'Malley & Chamot, 1990).

- 3) Post-listening: Teachers use post-listening activities to check and evaluate the understanding of students. A post-listening activity may include reading, speaking, or writing activities (Arevalo, 2010, pp. 125-126). Brown (2006) states that this sort of task is important because it allows teachers to measure the progress the students are making on listening skills.

When the teacher applies songs in her/his teaching learning process, she /he should know what kind of song she would bring to the classroom. Harmer (2000, p. 243) suggests two ways for selecting the songs to be brought into the class: the first is to have students bring their own favorite songs to class. If they do this, however, the teacher has to see if it is suitable for teaching and learning activities. The second way is to use older songs and to ask students whether they like them. Teachers then can choose songs which they like and consider as appropriate to the topic and subject matter.

One of the most famous genres used in foreign language classes is pop music. People of all ages relate to popular music and are enthusiastic about top music artists and bands. Domoney, Harris (1993) and Little (1983) investigated the prevalence of pop music in the lives of EFL students and found that learners use pop music to learn the language external to the classroom. At times, they may not completely understand the lyrics, but comprehension improves over time as they sing and discuss the music with classmates, family and friends.

There should be a clear reason in the language teacher's mind as to why and how to use a song. Songs can be an effective means of developing language skills only when they are well integrated into a scheme of work and carefully selected with a view to the cognitive and linguistic needs of students. Kirsch (2008) states that listening activities should be based on meaningful, appropriate, and authentic texts (e.g., a story, song, or poem) that assist listening and remembering and that match the language and grade level of pupils. Ersöz (2007, p. 20), meanwhile, suggests that teachers should be careful to choose songs that contain simple and

easily understood lyrics, link with a topic or vocabulary that learners are studying in class and contain repetitive lines.

### Conclusion

This chapter highlighted the importance, purpose and benefits of using songs in the EFL classroom. The relation between songs and the human brain has been well established in this study. In fact, music has been found to be very crucial to foreign language learning as it lowers the affective guards and facilitates learning.

Theories and methodologies of music presented in this chapter all pointed to the fact that students have different styles of learning. Some scholars believe that teachers should accommodate their teaching methods to these styles, while others negate this idea, saying that the content is the main determinant of the teaching style and not the student.

Based on the results of the information gathered, it is possible to say that songs are the most suitable type of authentic material to develop listening comprehension skills. This is because students feel motivated when working with this kind of material. Furthermore, the learners' ages and social contexts need to fit the kind of music the teacher selects to work with in class to yield valid results.

To conclude, music and songs for the teaching of a foreign language are not only a valuable resource, but they are also instrumental when it comes to creating a calmed and motivating classroom environment. Songs are the product of a culture and share values, commitment, responsibility, love, history, traditions, customs, and specific characteristics of spoken language and that is why they are popular authentic materials to be used during class time and as external sources of learning. They develop receptive and productive skills, and they encourage language acquisition through a complete, more meaningful learning process.

However, to make the most benefit of teaching a song after listening to it, teachers need another teaching and learning method to have their students practice the expressions, vocabulary and grammar that a song contains. In this study the researcher chose games for this purpose. The next chapter will show how games and songs complete and compliment each other to create a rich educational environment that leads to evoking the students' curiosity and motivation to learn. Moreover, merging songs with games provides an active social learning context that benefits students' skills on both sides, that is regarding language and social skills.

## Chapter 5

### Games in teaching English as a foreign language

#### Introduction

“We do not stop playing because we grow old, we grow old,  
because we stop playing.” Benjamin Franklin.

Most people, young and old, enjoy playing a game. From their first years, children find solace in playing and witness huge developments, experiencing with new games and new methods of playing. As infants, children begin playing, using all their senses. And as they grow older, they change and develop their playing techniques. Children between the ages of six and twelve start playing organized and planned games that usually include rules and objectives (Rixon, 1981, p. 3).

When playing real life games, participants interact and communicate with each other for the game to work. The need for communication during games encourages children to talk freely, which practices their fluency. Many national curricula for foreign languages emphasize the importance of learning languages and the importance of communication. For instance, the curriculum in a European country emphasizes the need to use games to help achieve these goals as games make language learning enjoyable for students (Aðalnámsskrá Grunnskóla, 2007, p. 6). Andrew Right (1984) agrees with this method, stating “Language learning is hard work ... Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work” (p. 2).

Due to the importance of games in learning foreign languages and after introducing songs as a teaching and a learning method in teaching English in the previous chapter, the researcher presents in this chapter how games play a vital role as a complementary teaching and learning method to songs. The most fundamental aspects of games discussed in this

chapter are the definition of games, its importance, and its purposes. Also, its types, its relationship with listening skills and motivation for learning will be addressed. Moreover, the researcher will explore the relation between using games in the foreign language class and different theories such as Gardner's multiple intelligences theory and the VAK theory. Finally, a conclusion will be drawn, summarizing the main points of the chapter.

### Definition of games

There are many definitions of the word "game". Some of them are mentioned by different scholars (Turtledove, 1996; Hardfield, 1990; Haycraft, 1978), while others are defined by dictionaries. For instance, some dictionaries give the following definitions: "An activity or sport involving skill, knowledge, or chance, in which you follow fixed rules and try to win against an opponent or to solve a puzzle" (Collins Cobuild, 1987, p. 596). A second definition is "A form of play or sport, especially a competitive one with rules" (Pocket Oxford, 1992, p. 359). A third definition is "A universal form of recreation generally including any activity engaged in for diversion or amusement and often establishing a situation that involves a contest or rivalry" (Safra, Yannias, & Goulka, 1998, p. 105). The last more specific definition is "Any specific contest, engagement, amusement, computer simulation, or sport involving physical or mental competition under specific rules, as football, chess, or war games" (Webster's New World Dictionary, 1991, p. 554).

Furthermore, some scholars have defined game as "[a] structure that has rules, goals and agreement of players on the surface, and wonderful hidden processes underneath" (Turtledove, 1996, p. 3). Also, Hardfield (1990) defined game as "[a]n activity with rules, a goal and an element of fun" (p. 5). Finally, Haycraft (1978) defines game as "An agreeable way of getting a class to use its initiative in English and as it is gently competitive, it increases motivation. It is also a contrast to periods of intensive study" (p. 94).

With regard to the different previous definitions, the researcher suggests a definition for a game as “an amusing activity that could provide two benefits at the same time; entertainment and education; it could also be designed as a competitive activity in which players follow a set of rules to enjoy playing it in an organized atmosphere to reach the highest benefit of it.” By this way the process of playing a game will not only benefit the student from the academic view point but also psychologically.

#### Importance of games in teaching and learning foreign language

Well-chosen games are precious as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation between students (Ersöz, 2000).

Charles, Bustard & Black (2009) state that educational games can improve student engagement in learning, which in turn increases students’ achievement and rewarding experiences. Educational games help students to a) be interactive rather than be passive learners; b) increase individual motivation and fulfillment; c) adjust to different learning techniques and aptitudes; d) strengthen dominant skills; and e) offer settings, where students can make decisions and interact with others (Charles & McAlister, 2004; Holland, Jenkins & Squire, 2002; Sheffield, 2005).

Although there is a growing body of literature related to the use of educational games in different contexts, the findings indicate that there are mixed results in terms of the effectiveness of educational games (Harris, 2001; Hays, 2005; Pierfy, 1977; Randel, Morris, Wetzel & Whitehill, 1992). Various research have conducted extensive studies on educational games; however, many researchers have not detected any important relationships between achievement and educational games (Dempsey, Lucassen, Gilley & Rasmussen,

1993; Emes, 1997; Kebritchi, Hirumi & Bai, 2010). On the other hand, some research studies give promising results for educational games indicating they have a positive effect on increasing students' engagement and therefore achievement (Echeverria, Garcia-Campo, Nussbaum, Gil & Villalta, 2011; Van der Spek, Wouters, & Van Oostendorp, 2011).

There is difficulty, however, in trying to generalize these findings because of the wide range of methodologies adopted (Hays, 2005). Therefore, research must go a step further for more refined work to be able to understand the various qualities of engagement measured by game play activities. Some researchers suggest that using games in English class can get students relaxed and help them enjoy using the language. It is argued that adult students do not use games as much as children, but they maybe more in need of them. Adults sometimes feel more nervous than children when they face new situations. As a result, they do need games or any other activity that helps to relax and learn the new language without being afraid of making mistakes (Krashen, 1982).

Using games in the English classroom is essentially part and parcel of any communicative method. Games are communicative in essence, and so using them can realize the fundamental idea of the communicative language teaching approach. It is a beneficial way to improve students' various skills, as Wright, Betteridge and Buckby (2006) state that games can give practice in all skills through all stages of teaching and learning and also for different types of communication. Furthermore, games can be used at any stage in a lesson: at the beginning to diagnose students' abilities and problems; during the lesson to practice the language purposes; or at the end as a reward.

In playing language games, students have to know and understand the rules of the games and how to play to compete in the games. Thus, they have to listen to or read instructions and sometimes write – thus they practice their skills of listening, reading and



writing. They also use their speaking skills comprehensively, which are usually less trained in traditional teaching methods. Littlewood (1981) proposed that through games, learners go beyond knowing some vocabulary and grammar to the point where they can communicate their ideas, concepts, thoughts, emotions and feelings in real life situations.

The psychologist Piaget (2001) proposes that movement produces “thought”. In this sense, learning through playing games can be the beginning of learning. In addition, games may help and encourage many learners to support their interest and work (Wright, Betteridge & Buckby, 2006). Games can increase motivation to learn a new language and students, especially the weaker ones, feel a real sense of achievement when they manipulate a game (Hubbard, 1987). Students playing language games are encouraged to express their ideas for a certain purpose, and they can use different types of games at different stages for different types of language learning (Zhu, 2012).

#### Purposes of using games in teaching and learning foreign languages

Games are effective tools for learning because they offer students a hypothetical environment in which they can explore different paths of action without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches people how to choose a strategy, consider alternatives, and to think flexibly (Martinson & Chu, 2008, p. 478). That is why games are good class materials to practice and reinforce a foreign language.

Games provide a constructivist classroom environment, where students can efficiently learn. “Learning through performance requires active discovery, analysis, interpretation, problem-solving, memory, and physical activity and extensive cognitive processing” (Foreman, 2003, p. 16). According to Tyson (2000), “the justification for using games in the classroom has been well demonstrated as benefiting students in a variety of ways. These benefits

range from cognitive aspects of language learning to more co-operative group dynamics” (p. 3).

Students draw their own meaning from these experiences, while learning from their mistakes and also from each other. Students also build upon their previous knowledge and use their new knowledge in a situation separate from the activity in which they learned it. Furthermore, the teacher is able to make observations of each student and see which areas individuals are struggling with or excelling at. Montessori classrooms- for example- are world renowned for implementing constructivism successfully. Their teachers are trained in theories which promote learning through experience and trial and error and they strongly favor a game-oriented praxis (Talak-Kiryk, 2010). “The learning process should be interesting, easy and it should be fun to learn. It also should fit with an everyday task and the working environment in order to achieve optimum results” (Pivec & Dziabenko, 2010, p. 1).

Games allow creativity, independence and higher order thinking. They improve participation, self-esteem, and vocabulary usage. Additionally, it is more like real life, when students are provided with scenarios that are as realistic as possible. Teachers can do this by involving students in finishing a sentence, listing words that begin with a certain letter, answering open-ended questions on a board game or telling a story. Moreover, games stimulate interactivity by working as a team and collaboratively towards a common goal. Through this collaborative effort a spontaneous discussion about the material is promoted, pronunciation is improved, and participation is increased (Talak-Kiryk, 2010).

Games also reinforce learning with regard to many of Gardner’s multiple intelligences. Since individuals receive and process information in very different ways, it is important that teachers utilize different strategies and styles. According to El-Shamy (2001), “games enhance repetition, reinforcement, retention and transference” (p. 10). Therefore, games often incorporate logical reasoning, communication, kinesthetic and visual stimulation

as well as spatial relations. They include analysis and interpretation of new and old material, which makes learning concrete (Talak-Kiryk, 2010).

### Types of educational games

Games used in teaching can be divided into categories in many different ways. One way of dividing educational games is by categorizing them depending on their model. Sigurgeirsson (1995, pp. 19-177) has divided games into the following categories: physical games (children learn new words through movements); scavenger hunt games (children search for clues to answer a question); educational games (designed to teach students a specific subject or a skill); theoretical expression games (with the help of asking questions, children guess a subject); card games; word games (in which players form words according to a set of rules); story games; and question games (to understand something or someone better).

Another way of dividing educational games is by categorizing them into co-operative games and competitive games. Bosworth (1994) states, “one of the obstacles to implementing collaborative activities is that students are accustomed to work competitively, not cooperatively” (p. 25). Therefore, in cooperative games the emphasis should not be on winning and this would lead to better results in the learning process and before the good of the self-confidence of students (Mashed, 1989, p. 1).

Another way to divide games is categorizing them into groups depending on the age group they fit. Another division includes dividing games into writing, reading, speaking, and listening games. Any game will fit into different categories, depending on how the division is made, which makes categorizing games a complex job.

As stated already, the main purpose of using games in English classes is to allow students to practice their language and communicative skills. There are eight concrete types of games used in classes according to the following published sources (Carrier, 1980; Ellis,

1986; Harmer, 1985; Kallsen, 1987; Klippel, 1984; MaCallum, 1980; Porter-Ladousse, 1987; Stern, 2002; Willis, 1982) These are: 1) Guessing games that are useful in helping students practice logical thinking and asking questions. 2) Picture games for considering differences or similarities and possible relationships between pictures. 3) Story telling games involve the learners in free use of all the language, making them practice their speaking and listening, stimulating students' imagination and thinking. 4) Mime games can be done in pairs, groups or even by the whole class. It emphasizes the importance of gesture and facial expression in communication. 5) Fact-finding games deal with the general knowledge of students through questions about historical events, famous persons, or sights, etc. The students can play individually or in pairs or groups. 6) Debate games are based on a topic given to two sides: one supporting the idea and the other opposing it to get the students to talk and stimulate their interest and competitive spirit. 7) Jigsaw games feature different tasks or pieces of a puzzle that if put together hold the solution. These games improve cooperation and mutual acceptance within the group as participants talk a lot to fit the pieces together in the right way. 8) Role plays, which often consist of short scenes that students give a performance of. They can improve their oral performance generally and help them understand material in an easy way.

### Games and listening skill

Listening skills promote the development of other skills such as speaking, which helps students communicate better. By using games in English teaching the theme of the communicative language teaching approach is taken up – “Communicating to learn” and “learning to communicate” (Zhu, 2012, p. 805). For this reason, it is useful to use games while starting the reading and writing process to increase students’ motivation, understanding of the instructions, and group work (Rivera & Montoya, 2009). Therefore, teachers have to keep them interested or their students might get bored. By combining listening with games,

teachers can keep their students interested, increasing the chances of the students to achieve their learning goals (Siguroardttir, 2010, p. 16).

Although teachers generally prefer using games as warm-up activities or at the end of the lesson if time is left to escape from the monotony of the course book, filling extra class time and for reviewing for a test, Lee (1979) states that games should be at the heart of the language learning process instead of being an activity which is just used when the teacher and students have nothing better to do. Besides many advantages, there are some disadvantages for using games in EFL classrooms. Stojkovic and Jerotijevic (2011) and Palánová (2010, p. 8) mention some disadvantages of games as in the following: 1) discipline issues, learners may get excessively noisy or it might take away the time the students can use to be working individually. As a result, it will make it more difficult to concentrate on studying for serious purposes, like exams. 2) Straying away from the basic purpose of the game-play activity, perhaps due to inadequate rules instruction, resulting in playing too much and the lack of real learning. 3) If games are already familiar or boring, students might not get equally involved. As a consequence, some learners, especially teenagers, may find games unnecessary, boring and childish, because it is not challenging enough for them.

Although there are various difficulties in using games in most English classes, it is possible to use them as long as both teachers and students appreciate their value and function. Teaching and learning English by mean of language games is effective and efficient in improving students' communicative ability. This is because they do not sit still listening to teachers introducing new vocabulary and grammatical rules as in the traditional English teaching method. On the contrary, in the communicative language teaching approach they are actively involved in playing games which in turn can arouse interest in learning, promoting their motivation (Zhu, 2012).

### Games and students' motivation for learning a foreign learning

Games are good aids for teachers to create a suitable setting for children, where skills are developed while they are playing. Through games children discover, experiment, distinguish and interact with their environment, if the teacher uses the games properly. Children interact with their surroundings, developing communicative competences and playing with other kids. By means of games, it is possible for the teachers to include a variety of materials that suit each foreign language lesson. Students can be motivated using small incentives when winning a game (Rivera & Montoya, 2009).

For a lot of children who are in ages between 5 and 11 years, to learn a foreign language is not of high motivational value. However, games could possibly stimulate them to learn the target language in a meaningful way. With games, children learn without being aware, just the way they learn their mother tongue (Rivera & Montoya, 2009). Even reluctant and shy students want to participate in the activity. Uberman (1998) refers to games as being “highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings” (p. 118).

Moreover, language games motivate the pupils and offer fun and enjoyment. As Wright et al (2006) states language games are highly motivating. Enjoyment, excitement and relaxation are naturally produced by games. Thus, games ease second language acquisition and motivate pupils to learn in a creative and communicative manner (Yolageldili & Arıkan, 2011).

### Games and Gardner's Multiple Intelligences Theory

Howard Gardner, who theories that humans have eight intelligences, claims that when exploring a certain topic in school it can, and should, be approached in six different ways in order to maximize the chances of reaching all students in the classroom. One of these ways is

“the personal way”, where the ultimate goal is to see if it is possible to approach a specific topic by using, for example, role play, or other interactions (Gardner, 2006, p. 142).

Gardner’s multiple intelligence theorizes that humans have different ways of processing information. He identified eight types of intelligence: logic-mathematical, musical, linguistic, spatial, interpersonal, intrapersonal, naturalistic and bodily/kinesthetic, saying that each person has to be good at something (Gardner, 2006). The aim of the multiple intelligence games is to create a good spirit and that students of different ages work together to tackle projects that test different types of intelligence.

Though Gardner’s view touches upon a wide spectrum of human talent, but it is missing ‘play’ as a type of intelligence. Despite the impact Jean Piaget and Erik Erikson - thinkers who were interested in both development and play - made on Gardner, arguably his theory focuses on adult intelligence, hence it does not make references to play that is primarily associated with children (Eberle, 2011, p. 2). In fact Gardner’s text mentions play only once in its 496 pages.

The term ‘play’ occurs in Gardner’s reexamination of his theory in an indirect manner when he refers to “cultural product”. Even in his renowned study, *Creating Minds* (1994), ‘play’ appears just in the context of Freud’s reflections about creative writing and daydreaming to play. ‘Play’, however, is mentioned in Gardner’s *Intelligence Reframed* (1999) and in *Multiple Intelligences: New Horizons in Theory and Practice* (2006). In the latter Gardner discusses debates, jigsaw, and role-playing as instances of “well-designed group work” (Eberle, 2011, pp. 2-3).

### Games and the VAK theory

Gibb (1978), quoted by Rixon (1992, p. 3), claims that “a game is an activity carried out by cooperating or competing decision-makers, seeking to achieve, within a set of rules,

their objectives”. Applying this to teaching, we know students playing a game are encouraged to use language to reach a target. Language should always be the basis of the game, especially in classes where students are of different abilities.

Looking at the language skills exercised in a game is a good start to decide whether this game will fit the purpose or does not fit the purpose. Other features to consider while choosing a game is whether it is “heavily weighted on the language side” (Rixon, 1992, p. 1) and whether the game is communicative and allows interaction among participants or not. Lee (1979, p. 2) believes that most language games divert the focus from learning linguistic forms to directly using it instead. Thus, the chosen games should engage learners with using vocabulary, grammar, etc. to ensure the learners are experiencing with the language and exposed to its elements.

Language use, however, varies from game to game. Yet, the essence of what students must do to win, is known regardless of the instructions or how a game is played. The game can help to keep up the students’ interest and motivation. Games that involve competing to respond to commands are also popular with the active students and train them to listen (Rixon, 1992, p. 39).

“Two games in language teaching and learning run through everything a teacher does, that is, games whose main focus is on correctness and those in which it is on communicative effectiveness” (Rixon, 1992, p. 22). Different types of game are appropriate for different purposes. The games which depend on players using correct English to answer a specific riddle or question are usually led by teachers, who reward the students who give right answers in the right language structure. These games require the participants to repeat a specific range of language in a correct way so the others benefit from repetition. Players maybe asked to repeat a specific language structure or certain vocabulary as a means of



practicing and challenging memory (Rixon, 1992, pp. 22, 27). Success is usually judged by the outcome of what is said, meaning that the language used by the students may not be perfect, yet if the message is understood then it is considered a win. The students are more motivated and feel successful if they answer efficiently and with speed.

“Games, in the strict sense, have a definite beginning and end and are governed by rules” (Lee 1979, p. 3). A well-designed game has its momentum. The students usually know when a game will be over and that closure is useful as it gives structure to the steps of the game. Knowing the starting and ending points of a game makes it easy to monitor the performance of students and to direct and aid them on the language side (Fu et al., 2009, pp. 21-23).

#### Role of teachers and students while applying games in the foreign language class

Teaching has changed a lot over the past years. Before, students were passive learners sitting and listening in the classroom, but now learners are more active in the classroom, using new learning techniques like playing games (Sugar, 1998, p.3). The national curriculum in foreign languages in many countries talks about the importance of keeping teaching methods diverse in order to arouse and sustain interest amongst students.

Teachers can use a variety of activities to keep students' interest, for example using activities that encourage creativity in thinking and that emphasize individual and cooperative learning. A more specific way that teachers use to use a variety of methods is to implement games as a teaching method along with the traditional ones. According to one national curriculum, “games can be a good teaching method and games, such as role-playing games, imitation games, theatrical expression and problem solving activities are especially fitting for all stages of language learning” (Aðalnámsskrá Grunnskóla, 2007, p. 12).

Finally, using games in the classroom is important because many students do not get enough opportunity to play during their free time, which can be traced to the rapid changes in society. Also, passive activities such as watching television and looking at the computer screen are seen as being more exciting than actually physically playing, so today the sight of children playing various games in groups outside is becoming much rarer than it was ten, fifteen or twenty years ago. This is not a good development, and it can have several bad consequences for society. One possible consequence is the lack of movement, which can cause health problems (Masheded, 1989). Another consequence this change might have is decreased social skills because, according to Piaget, children's games reflect society and by playing games children learn many of society's rules and regulations (Cole, Cole, & Lightfoot, 2005, p. 536).

#### Advantages and disadvantages of using games in the foreign language class

M. Martha Lengeling and Casey Malarcher, writing in 1997, further explored the ways in which students may benefit from games:

They classify the benefits as follows: a) Affective: games lower the affective filter; they encourage creative and spontaneous use of language; they also promote communicative competence; b) Cognitive: games reinforce learning; they both review and extend learning; games focus on grammar in a communicative manner, c) Class dynamics: games are extremely student centered; the teacher acts only as facilitator; games build class cohesion; they can foster whole class participation; games promote healthy competition, d) Adaptability: games can be easily adjusted for age, level, and interests; they utilize all four skills; games require minimum preparation after the initial development stage.

However, some teachers underestimate games and see them as time consuming. For these teachers, it is important to integrate the games into the foreign language teaching

programs to benefit from all the advantages that they can offer to both pupils and teachers. McCallum (1980) suggests that games make students focus on specific structures, reinforcing, reviewing and enriching their involvement with the language (McCallum, 1980). Additionally, games ensure maximum student participation, which motivates them to learn and use their skills better (Case, 2014, p. 10).

According to Lee Su Kim (1995, p. 35), games in the classroom are a welcome break from the normal routine of traditional classes, motivating and challenging the students to use their potential to practice the different language skills they have learned. And according to Harmer (1991), “children’s span of attention or concentration is less than adults. Children need frequent changes of activity: They need activities which are exciting and stimulate their curiosity: They need to be involved in something active (They will usually not sit and listen)” (p. 7).

However, some of the disadvantages may be: “discipline issues, learners may get excessively noisy; straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning; if games are already familiar or boring, students might not get equally involved; some learners, especially teenagers, may find games unnecessary and childish” (Stojkovic & Jerotijevic, 2011, p. 941).

### Conclusion

In this chapter the definition of game, its importance, purposes and types were discussed. Also, the relationship between games, listening skills, motivation, Gardner’s multiple intelligences theory and VAK theory were explored. In addition, the chapter highlighted the role of teachers and students, in the process of applying games in the foreign

language class. Finally, the chapter mentions the advantages and disadvantages of using games in the foreign language class.

This chapter emphasizes the importance of games during the process of teaching/learning as one of the most enjoyable tools for students. Games can lead to freedom, pleasure, experimentation, manipulation, but also teach the necessity of respecting the rules, of problem solving, and of discovering unknown abilities. The teacher should use the methods of using games at any stage of the teaching process because it encourages learning by practicing.

The purpose of using a game in the foreign language class is to facilitate communication and cooperation among students as they are great motivators and fun, making the students interested and involved. The game becomes a teaching tool with great education value.

A successful game is successful for the reason that it is based on a specific time limit. Also, it has to have clear relevance to the material taught in class. The use of games is very beneficial, despite some disadvantages, for a number of reasons that were discussed at the end of the chapter.

## Chapter 6

### Montessori pedagogy and the foreign language education

#### Introduction

After presenting the main points of this study in the previous chapters, the researcher will show in this chapter the environment which this study took place in. This environment is the Montessori school in Jena, Germany. The researcher's choice was based on the fact that Montessori's seven educational principles are suitable and beneficial to this study more than those of other schools. These principles are free choice, order, learning from peers, movement, context and teacher guidance (Lillard, 2005). Therefore, these principles play a vital role in serving the purposes of this study and will be elaborated upon in this chapter.

This chapter discusses the beginnings of the Montessori pedagogy and why it became a global and a recognized educational method. It will also investigate its meaning and its main principles. In addition, the chapter will compare and contrast the Montessori school and the traditional school systems to highlight the different learning outcomes and goals of both of them. Finally, the relationships between the Montessori method and foreign language education, listening skills, motivation, songs and educational games will be discussed.

According to Kramer (1976), the Montessori pedagogy began with the Italian doctor Maria Montessori (1870-1952), who came up with this revolutionary educational method that is still recognized today in many parts of the world. After finishing her medical training, Montessori started taking pedagogy courses at the University of Rome. During a visit to an asylum, she noticed the mistreatment of children there, especially autistic children. Her observations encouraged her to begin a new form of education for unfortunate children that depended on each child's abilities and own progress. In 1907, she opened her first class, the Casa dei Bambini, or Children's House, in a poor area of Rome.

Away from the traditional Italian educational system, Montessori introduced a new system where the teacher was not the center of the educational process, but rather the pupil. Instead of students memorizing information from textbooks and reciting them in tests, they learned in a spontaneous, creative manner (Montessori, 2004). What is most important about Maria Montessori's educational approach is that she redefined the roles of the teacher and the pupil, developing new teaching methods

Montessori emphasized the child's liberty, both externally (as the freedom of movement) and internally (as the freedom of the spirit), the child's aim to grow and the child's need to explore the environment (Montessori, 2004, p. 26). She saw that it was important that children organize their own movements to spontaneously develop sensory skills and other practical skills like reading and writing. Montessori (2004) stressed that children develop a sense of discipline from repeating a task until it is mastered.

The basic of Montessori's theory is what she called the "sensitive periods". During these sensitive periods of a child's development, "manipulative materials are presented sequentially to introduce concepts concretely that would also lead to later abstraction. Four main aims of a Montessori lesson were to encourage independency, movement, order, and confidence of a child" (Chattin-Mcnicholas, 1992, pp. 15-16).

Today, Maria Montessori enjoys global acclaim as one of the world's great educators by her insights to develop a method of education that challenged conventional patterns of education. The Montessori method of education has been successfully assisting in the development of children for more than a century. Because the Montessori method is so global and widespread, there are many centers of Montessori teacher training. The two Montessori training programs worldwide are offered by the Association Montessori International (AMI), based in Italy, and the American Montessori Society (AMS), with national headquarters in New York City (Montessori, 2004). Other teacher training programs include: St. Nicholas, a

correspondence course offered from a London, England base; and, the National Center for Montessori Education (NCME) based in Georgia, USA (Montessori, 2004, p. 59).



Figure (2): World Montessori diffusion

(<https://www.slideshare.net/mkwhi2/montessori-in-america>. Last access: 25.06.2017.)

Looking at education in the United States, progressive educators such as Colonel Francis Parker (1837–1902), John Dewey (1859–1952), and William Heard Kilpatrick (1871–1965) were developing new methods of education. Kilpatrick, a leading progressive, was a severe critic of Montessori, criticizing her method as outdated and inadequate, especially in the areas of the child socialization and creativity. These progressive educators Parker, Dewey, Kilpatrick who would become dominant figures in American educational theory, were taking a different path in early childhood education than that of Montessori. They denied the role of absolute principles and propagated freedom and activity, while the

Montessori's approach to education emphasizes learning in a structured environment with didactic materials (Montessori, 2004, pp. 11-12).

### Montessori and traditional schools' characteristics

Montessori education is founded on the belief that children are individuals with their own strengths, needs, likes and learning styles. It is based on 'multi-modality' instruction that differs from one child to the other. Montessori enthusiasts agree that each student learns differently and that a successful teacher should tune into the needs of each child and notice his or her learning type (Montessori, 2004).

Some argue that the lack of structure in a Montessori classroom means chaos. The concept of freedom in choosing a type of teaching and learning gives the impression the children will play, not work. Lillard (2016) negates this idea, however, saying that if the teacher is organized children are given a work plan and would be required to finish a collection of educational tasks. These activities will be at each child's maximum plane of development, will be offered and practiced in a way that the child understands, and the child will have the freedom to choose which he/she does first.

Research has compared the social and academic benefits of the Montessori method with traditional programs – some academic advantages have been found of both. However, the academic improvements a child makes in traditional prekindergarten programs appear to lessen as the child gets older. Socially, children who have attended Montessori programs appear to enjoy school and have better relationships with peers and teachers than those in traditional programs (Cook, 2009).

A multi-age classroom, filled with teaching materials, characterizes Montessori education. According to Lillard (2016), the classroom is full of shelves that have class materials accessible to the teachers and the students. Usually the teachers join small groups of students



on the floor to have circle time, while the other students are free to work individually or with other children.

With a special set of educational materials, students select to work cooperatively on kinesthetic materials, etc. According to Montessori (2004), these materials allow children to see and correct their own mistakes. More emphasis is placed on the social development of the child and learning is matched to the child's social development (Montessori, 2004). The curriculum is unified and internationally developed with integrated subjects and uninterrupted work cycles. Assessment is based on the process and not necessarily the end result.

On the other hand, in traditional classrooms students use books, pencils and worksheets. Different subjects are taught during a specific time slot, requiring students to be quiet and in their seats. A large emphasis is placed on academic learning with social development being secondary and tests are the main assessment method of students' performance (Cook, 2009).

As opposed to traditional education, Montessori's education system to focus on educating children with special needs by arguing that mental delay is primarily a pedagogical problem, rather than a medical one. Montessori addressed the Pedagogical Congress in September 1898 in Turin on the subject of the education of mentally challenged children. At that time in Italy children with special needs were referred to as "idiots", "laggards", "delinquent", and "emotionally disturbed" children and were confined with adults in asylums, where they were maltreated. She recommended that they should use separate classrooms, where they could proceed at their own pace, without disturbing regular classes or teachers having to cope with their disabilities. Instead, the special classes had the help of psychiatrist and pediatrician specialists to assess the needs of every child and prepare individualized learning programs for each (Montessori, 2004). Montessori concluded: "Methods that aid in the training of children with mental deficiencies could be applied, with great success, to the

education of normal children” (Montessori, 2004, pp. 8, 9).

### Montessori’s education effects on students vs. traditional school concepts

In this section, the researcher discusses a number of studies that assess the different effects of both the Montessori and traditional school systems on students.

The most comprehensive research on Montessori Education in comparison to traditional education was published in 2016, by a psychology professor at the University of Virginia, Dr. Angeline Lillard. Her findings suggest that if correctly implemented, Montessori education will students who have more interest in learning and are more self-disciplined. She reports that foster students in Montessori schools are more creative and independent and performed better in grammar, writing, mathematics and social sciences.

An earlier study by Lillard and Else-Quest in 2006 evaluated the impact of Montessori education on social and academic outcomes for children at the end of Montessori age groups. Results showed superior outcomes for the Montessori students with more positive interaction in the playground, more social cognition and more concern for fairness and justice. The Montessori children exhibited higher social skills and reported a strong sense of community compared to the non-Montessori students.

The third study is by John Robert Fero (1997) from Montana State University. The sample of the study were second, third, fourth, and fifth graders, during the spring of 1996. A total of 120 students were used in the study to test if there was a significant difference between the academic achievement scores of students in grades 2-5, who were taught with the Montessori Method versus those taught with traditional methods. The overall results of this study showed that the Montessori method of instruction and the traditional method of instruction provide students with comparable achievement test scores. A longitudinal study was recommended to examine the long-term effects of academic achievement of those

students taught by the Montessori method of instruction.

Conflicting evidence and assertions limit empirical research, and methodological weaknesses in the existing research illustrate the need for further studies concerning the effectiveness of Montessori schools. A study by Lopata, Wallace, and Finn (2005) from the University of Buffalo, New York, tested the hypothesis that students attending a Montessori school would demonstrate higher math and language achievement compared to traditional school students. Overall, the results were mixed and failed to support the general hypothesis that Montessori students demonstrate superior academic performance (Lopata et al, 2005). While this study did not identify a consistent pattern of performance across grade levels, the lack of significantly higher scores for students in the Montessori school suggests that assertions regarding the academic achievement efficacy of Montessori programs should be viewed with caution.

Current results contradict those of other studies that found that Montessori students demonstrate superior academic growth and achievement (e.g., Daux, 1995; Dawson, 1987). While advocates of Montessori programs support the idea that the method has both social and academic advantages for students, research has not efficiently tested these claims.

The Montessori approach is unique and has benefits for teachers and students that expand beyond academics. The philosophy of Montessori focuses on developing the student as “a whole,” intellectually, emotionally, physically, socially, and academically. Although studies found no significant differences between Montessori and traditional methods, still the reasons for academically achieving are essentially different. Montessori students who score high grades excel as they love learning in an environment of acceptance, while traditional students may score high grades due to parents’ or school’s pressure.

## Montessori and foreign language teaching methods

Montessori (2004, 2007) recognized problems with traditional models of education. Therefore, she created an educational framework based on experiential learning and social justice, believing that practical education can influence and change societies where necessary. The Montessori method was chosen as the basis for EAL - English as an Additional Language program. This method relies on teachers' abilities to listen to each child through observation, respecting the voice of each child, and creating an individualized educational experience for each student.

The Montessori method is not language specific. In fact, it can be applied to different languages as the structures and parts of speech are similar. In this method, language learning and teaching is viewed in terms of development (Montessori, 2007). Montessori's outline for language lessons includes introducing names of objects, testing whether the children know the names and then pronunciation comes last (Montessori, 2004). The role of the teacher is to supervise experiential learning and to observe the children, their interactions with their peers and the learning materials and their behaviors (Montessori, 2006). Using this framework, the students and the teacher's observations determine the suitable teaching method.

Akhsanova & Salyakhova (2016) explain the developmental process used in Montessori classes, saying materials include "pictures, puzzles, maps and flags of different countries and presentations. During the preparation for the classes it is important to find the ability to integrate the foreign language with the visual arts, music and linguistic country study. In its work, significantly expand vocabulary, develop mental outlook, as well as develop the respect for the nature and culture of other countries. Teachers communicate without assessments and penalties, on the basis of respect for a child's personality" (p. 762).

## Effects of Montessori methods in teaching foreign language

Akhsanova & Salyakhova (2016) report that using Maria Montessori's method for preschoolers significantly increased the effectiveness of their learning English. They state that it contributes to the development of their personal qualities, increased their level of motivation to learning, satisfies their educational interests and develops their communication skills. To them, the Montessori method creates a more comprehensive picture of the world, expanding the children's readiness to enjoy school. They praise the creative materials teachers use like music, regional geographic components, graphics and theater approaches.

Montessori paid a great attention to the development of a child's independence. The creative activities of teaching in English classes become memorable for children. The main thing is that the whole process of foreign language learning aims at developing a harmonious personality of a child, who is mentally, physically and emotionally healthy (Akhsanova & Salyakhova, 2016).

### Montessori and listening skills

Madaule (2007) states that the wellbeing, social adjustment and academic achievement are greatly determined by the quality of a child's listening. Listening, in fact, has the power to greatly influence a child's life as it plays a fundamental role in the development of communication, language and learning. In addition, a good attention span is the result of proper effortless listening. If listening necessitates effort, then it will not be sustained for long and will lead to a short attention span. Thus, automatic and effortless listening is at the root of the pupil's focus and an essential component in his or her engagement and motivation.

Montessori believed in using senses like hearing to help with the natural development of the child. She educated children through senses during what she called a child's sensitive period for development (Montessori, 2004). The materials Montessori used adjusted the

stimuli the child receives to support future development such as helping a child to develop listening and language skills (Lawyer, 2004).

### Montessori and developing listening skills through music

Every language has its own rhythm, and through exposure to music, the children can better understand and replicate the rhythm of speech of their culture (Soholt, 2011). This is why Montessori stressed the importance of exposing three to six-year old pupils to music and letting them experience with it to enrich their language (Lawyer, 2004). Montessori believed that the best period for children to begin sensory-motor activities is between the ages of three and six years (Montessori, 2006, p. 317). These are also the years that children should begin singing, according to Montessori.

### Montessori and Music materials

Faulmann (1980, p. 41) explains that sensory educational materials play an important role in the Montessori curriculum. Therefore, she designed six wooden cylinders to develop a child's listening skills. These hollow cylinders contained various materials, and on shaking them the child discovers that the intensities vary from loud to soft. As the child works with the two sets, he or she initially tries to pair the sounds and is eventually able to order the sounds from loud to soft.

Montessori felt a great responsibility to help children develop their aural discrimination skills. She believed that with very young children linguistic education was a necessity and a crucial part of it is listening to all types of sounds (Montessori, 1964, pp. 203-204). She even made children listen to silence with a "lesson in silence." She devoted much space in her various books to describing how groups of children can be led to become completely silent and to keep their bodies as still as possible.

Montessori developed instruments to start a child's sensory training. She believed that

music was an integral part of learning and that using instruments that create musical sounds helps with this experience. The best known of these instruments today is the double set of Montessori bells. Rather than using the bells for pitch discrimination, Montessori initially recommended using a series of small whistles developed by Pizzoli. The bells, however, became quite widely used by Montessori, her immediate followers, and music educators today. In 1917, Montessori described the bells as being a valuable "didactic aid" and recommended this activity for children five years of age and older (Faulmann, 1980, p. 42).

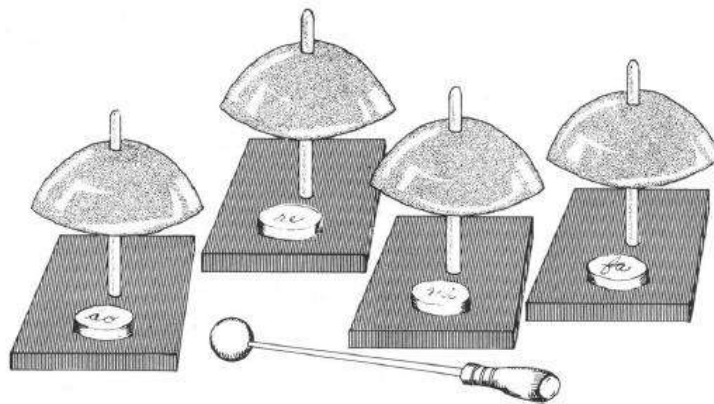


Figure (3): Montessori bells (Faulmann, 1980, p. 42, figure 1)

The other instruments played a less significant role in her music education program than did the bells, but they were important. The Montessori monochord, which resembled a small dulcimer, consists of a slender rectangular box that acts as a resonating chamber (see Figure 2).

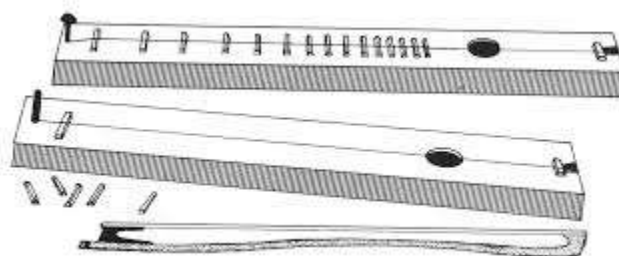


Figure (4): The Montessori monochord (Faulmann, 1980, p. 43, figure 2)

A single string that can be either bowed or plucked is attached to the monochord and

frets are placed in the small holes of the instrument. The child can remove individual frets to produce various pitches or the frets can be completely removed so the child can freely discover the pitches without help. He or she then is instructed to produce scales.

Another instrument that Montessori experimented with looks and sounds like a small marimba. These prisms are movable across a board that resemble the piano keyboard. By playing the prisms that correspond to the white keys on the keyboard, the major scale can be reproduced (see Figure 3).

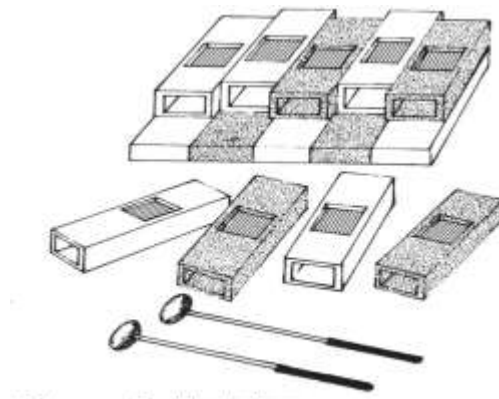


Figure (5): The prisms (Faulmann, 1980, p. 43, figure 3)

Montessori was concerned that the children going through her program should be good listeners. "A child audience is a very special one. It is one in which musical intelligence must be developed. Our object must be the creation not merely of higher and higher grades of understanding but also of higher and higher grades of feeling" She drew up a list of standard repertoire works that had appealed to the children with whom she had worked (Faulmann, 1980, p. 43).

### Montessori and motivation

Student motivation or lack thereof is a popular topic in discussions about the challenges of modern education. Teachers wonder how best to motivate students; parents wonder why their children are not motivated to do well in school; and the popular media lament a general trend towards student disengagement. As pointed out in this study,



motivation is a crucial concept in education because it has been shown to influence interest, excitement, and confidence, which in turn enhance performance, persistence, creativity, and general well-being (Ryan & Deci, 2000).

Because of the crucial role that motivation can play in educational success, research on motivation is productive. Pintrich (2003) contends that “motivational research can appear to be fragmented and diffuse” (p. 667). In fact, several authors have constructed theoretical frameworks by examining empirical results across diverse studies of motivation. Although studies specific to Montessori environments have not investigated motivation directly, much research has addressed the concept of student motivation in other settings.

While Maria Montessori (1989) may not have addressed motivation directly, she focused on fostering children’s enthusiasm for learning. She stated, “Our aim therefore is not merely to make the child understand, but to so touch his imagination as to enthuse him to his inmost core. We do not want complacent pupils, but eager ones” (p. 11). She believed that “the child should love everything he learns, for his mental and emotional growths are linked” (p. 17).

### Linking motivation theory and Montessori elementary educational practice

As a means of demonstrating aspects of the Montessori elementary approach that are consistent with theories of student motivation, the three conceptual frameworks for enhancing motivation discussed previously will be used to organize a discussion of Montessori elementary practices that foster student motivation for each of the four psychological needs (autonomy, interest, competence, and relatedness (see chapter 3).

#### *Autonomy*

Autonomy is a cornerstone of Montessori education at all levels because the philosophy is based on a fundamental belief in providing children freedom within limits

(Montessori, 1967). Montessori students have opportunities to exercise control over many aspects of their daily lives and learn to attribute success and failure to their own actions based on direct experience with the consequences of their decisions. Maria Montessori (1989) expounds, “Our pupils are equipped in their whole being for the adventure of life, accustomed to the free exercise of will and judgment, illuminated by imagination and enthusiasm” (p. 1). Lillard (1996) states that students controlling their educational process and setting their goals are key elements of Montessori education.

Montessori elementary education is based on a schedule with at least one uninterrupted three hour block of work time each day. Students are free during this time to select from among all subject areas and to choose working individually or in a small group at their own pace and level (Montessori, 1965). One of the reasons this degree of freedom is possible is due to the structure of the Montessori curriculum. The materials on the shelves facilitate work because “the whole of [the] child’s path to independent discovery” is available on the shelves (Lillard, 1996, p. 57).

Montessori children move through the materials and curriculum at their own pace rather than according to a teacher’s time frame (Montessori, 1965). Lillard (1996) characterizes the materials as “the means to personal formation for each child.” She says, “Not every child will work with every material to the same extent, and some children will go much deeper in their search for knowledge in specific areas than others” (p. 57-58).

In addition to the autonomy enabled by the curriculum, the Montessori teacher’s role as a guide involves familiarizing children with the curriculum and leaving them to exercise their independent judgment (Montessori, 1965). This often means leaving the children alone to do their independent work-work that is important to them.

### *Interest*

Montessori believed that interest and self-determination go hand in hand in fostering internalized student motivation. One of the ways that Montessori education engages student interest is through linking new knowledge to larger contexts and finding connections that will make material meaningful for students (Montessori, 1965). Furthermore, development of intrinsic motivation is considered a crucial outcome of authentic Montessori education. According to The Authentic American Montessori School, “The motive force for learning in Montessori environment comes from within the individual child. This drive toward competence is fueled by the child’s curiosity and interest. Thus, is the child’s self-initiated activity considered its own reward” (Rambusch & Stoops, 1992, p. 37).

Montessori education is based upon the premise that students “are not satisfied with bits and pieces of isolated information. They want to grasp the whole of knowledge” (Lillard, 1996, p. 45). During each lesson given to small groups of students, the teacher’s task is to provide connections to a larger body of knowledge to establish the meaningfulness of the material (Montessori, 1989).

### *Competence*

Competence is required for intrinsic motivation and can also contribute to greater internalization of extrinsic motivators. Therefore, competence establishes expectations of future success. This expectation motivates effort directed towards meeting new challenges, particularly when students are interested in the material and feel that they have some level of control over the situation.

Montessori education builds on the premise that competence enhances self-confidence, which in turn inspires children to tackle subsequent challenges. The individualized nature of the curriculum, the three year age span, and the evaluation process

all are meant to develop individual student feelings of success in a Montessori elementary classroom (Montessori, 2006). Montessori teachers use records to keep track of students' progress to ensure that they are constantly challenged (Montessori, 1965).

### *Relatedness*

Montessori education influences elementary children's social inclinations as a means of developing motivation. Montessori identified the "shift from individual formation to development as social beings" as the children proceed from preschool to older grades (Lillard, 1996, p. 44). Three components of the elementary Montessori classroom facilitate relatedness. These are: the three year cycle in each classroom, freedom to work in small groups, and class meetings (Murray, 2011).

### Montessori and songs

Elster (2001) stressed the importance of learning through arts as it facilitates the comprehension of crucial concepts. Montessori, in several of her works, describes embracing the arts in the classroom as means of education. Keeping in mind that children have an interest in music and song, it becomes clear that using them in Montessori classrooms can contribute greatly to their passion and enthusiasm to learn, especially in early childhood years (Kolb, 1996). It is clear that music is an important part of culture, thus both contemporary musicologists and Montessori agree that listening to music is essential for development.

In the *Discovery of the Child*, Montessori (1976) wrote,

"success here [developing a genuine interest in music] depends to a great extent upon having a child hear a good deal of music. His environment must be such that it can arouse in him a feeling for, and an understanding of, music" (p. 286).

Children can go to the "listening corner" of a Montessori classroom and select music they wish to hear. There are children who will choose the same selection repeatedly and delight in

hearing it every time. This is a demonstration of their individual taste in music as well as their tendency to repeat satisfying activities. These listening activities are pivotal to their musical development.

In *Music in Childhood*, Campbell & Scott-Kassner (2002) wrote,

“Through directed listening, children will learn a vocabulary of recurring melodic and rhythmic phrases that represent a given musical style or culture and that may reappear in much they perform or in their original improvisations and compositions. Because most children possess the physical capability to hear sounds, they can then be led to listening intelligently to the manner in which these sounds are organized as music” (p. 7).

The Montessori community pays special attention to all the senses and specifically what the children listen to. Montessori teachers are dedicated to aiding the children develop according to their natural tendencies in all aspects from birth on. One of their main tools is to keep the child in touch with music (Stephenson, 2016).

As mentioned earlier, Montessori believed it is important for children to receive exposure and experience with music between the ages of two and a half to six (Lawyer, 2004). Montessori called this period the sensitive period for learning. During this sensitive period, children absorb music fast and acquire some particular knowledge and skills (Montessori, 1966). Don Campbell (2000) also defines sensitive periods or critical windows as periods where development takes place at a more rapid and effortless pace and the information that is learned is less likely to be forgotten. A problem occurs when children do not receive music instruction during these sensitive periods because they lose out on valuable brain growth and development (Montessori, 1966).

### Montessori, music and intelligence

To many in the education field, music is another way in which humans demonstrate intellectual capability. The theory of multiple intelligences by Gardner views humans as having multiple capacities, which demonstrate their intellect. He has identified “musical intelligence” as one of those multiple intelligences, implying its important ramifications for education from the preschool years onward. He advises educators to provide environments where all intelligences are valued and can be acted upon. “It is interesting to note that Montessori environments already provide all these experiences, and Montessorians have been seeing the results of this for the last hundred years” (Soholt, 2011, p. 5).

### Montessori musical environment

Montessori (2006) wrote,

“Every human group loves music. Each creates its own music, just as it does its own language. Each group responds to its own music by bodily movements and accompanies it by words. The human voice is music and words are its notes, meaning nothing in themselves but to which every group attribute its own special meaning” (p. 128).

Having mentioned that, music and reading go together, because singing is a celebration of language. Children’s language naturally has rhythm and melody. Children bring this music naturally with them to the task of learning to read and so using singing to teach reading draws on this natural understanding (Harp, 1988). According to Leto (1988), music is a language. Children learn to speak their native language instinctively as they interact with their parents, family and friends. The language of music can be passed on to children in the same manner as their native language (Leto, 1988). When music is brought into a child’s environment they are encouraged to participate in musical activities, giving him or her the chance to learn musical vocabulary, rhythms and melodies.

The Montessori environment offers many variable musical opportunities that the children could be exposed to in an integrated manner (Montessori, 2004). Assisting the children in their musical development supports other important developments. In the Montessori context, singing with other children is another step toward social cohesion (Soholt, 2011).

### Montessori and educational games

Montessori believed that creative work lifts children up from the earth, so to speak, and transports them into a higher world, which every soul may attain within its individual limits (Montessori, 1967). Singing and singing games are a very important part of the music curriculum in Montessori. They allow children to develop their inner musical ear. As children participate in singing games they are allowed to experience and absorb simple melodies through movement. These singing games can really help shy children to participate and sing along when the focus is on movement instead of just singing in a large group (Getz, 2002).

In Montessori's system the classes should include role-play, cognitive, and linguistic games, because at school age a game is the way of initiation to the adult world (Montessori, 1966). Besides, it is necessary to introduce the children to the cultures and traditions of their countries. This is achieved through playing with costumes, dramatization, music, dancing, and introducing the symbols of a country.

A very popular game played in Montessori classrooms is frame-inserts. The game simply asks the children to insert wooden or metal objects into a frame board. Frame-inserts introduce the child to a sensory world, where he or she is asked to distinguish forms and visually deduct their location on the board. This improves the optical-spatial thinking and teaches children about shapes and colors as well as develops the observation, attention, fine motor skills, and hand-eye coordination (Akhsanova & Salyakhova, 2016).

### The Movement concept

Movement is found all around within a Montessori classroom and lesson. One example is a lesson where a student puts some sandpaper letters across the room on a table, then the teacher asks him/her to make specific sounds for each letter. This activity provides the student the chance to move back and forth across the room for each letter. Another example of movement in class is the continent puzzle map. The various continents puzzle pieces are placed around the room and students are asked to find each one and bring it to the teacher (Akkerman, 2014, p. 5).

Some Montessori classrooms integrate music and movement into the classroom. Some scholars believe that if children learn dance moves or any kind of movement, while learning a new song, it will help them remember it better. Music and movement, in fact, work well together (Akkerman, 2014, p. 11).

“Children retain 24 percent of what they hear, 40 percent of what they see, and 70 percent of what they learn through multisensory experiences” (Collet, 1991, p. 42). Movement in the classroom helps students focus for longer periods of time, have fewer behavioral problems and improve physically, socially, and cognitively. Kids can work in the class, using real-life objects to provide meaningful learning. Lessons with hand on materials enable children to experience with concepts, engaging their senses, and their interests. However, implementing a variety of prepared movement activities within the classroom is beneficial for brain breaks to help students to maintain their concentration during the lesson. These breaks allow students to concentrate more during lesson times and lessen negative behaviors, giving both the student and teacher a more successful learning experience (Akkerman, 2014, p. 5). In an article entitled *Boosting Brain Power, Fighting Obesity*, Reilly & Buskist (2012) suggest that students often misbehave due to periods of sitting too long.



“Physical activity is said to help a child’s brain cells and engages the child to want to learn. So, movement is a positive addition to the classroom. It provides students with the opportunity to move while learning at the same time” (p. 63).

Physical activity and physical fitness are associated with success in schools, through better attendance, attention, and academic achievement. Past studies have shown physically active humans respond faster to simple cognitive tasks than healthy, but inactive humans (Akkerman, 2014).

The article titled *4 Simple Ways to Add Movement to the Classroom* discusses four main ways movement can be added to the classroom. According to Hegleson (2011), these ways are: 1) placing vocabulary cards and notes in different locations in the classroom; 2) giving in class assignments that require the child to move within the classroom instead of sitting at a desk; 3) instead of having circle time discussions where students are seated, they should be asked to stand up to participate then sit down when they are done; 4) a teacher can place different objects in each corner of the classroom then ask the students to go to a certain corner to get the object or answer a question about it. “Adding movement to classroom activities not only engages students, but also may improve the classroom climate and reduce disruptions” (p. 80).

### Playful learning

Montessori discussed many elements of playful learning in her works, including the use of small objects for learning, individualized lessons, free choice, peer involvement, fun, and lack of extrinsic rewards (Montessori, 2004). Critics of the method say that the requirement of specific materials to be used in class makes Montessori education more restrictive than playful learning that may involve simple role playing. On the other hand, having a specified set of lessons and materials can be helpful to teachers and might promote program longevity.

Lillard (2013, p. 163) states that the evidence reviewed here shows that when Montessori programs are of high “originality and quality”, outcomes in social and cognitive realms have been superior to those of conventional and less authentic Montessori programs. The most important aspects of the guided play that helps development are the freedom to choose activities, interactive hands-on lessons, and the ability to involve peers in learning activities.

### Conclusion

This chapter presented some aspects of Maria Montessori’s life, how she established the Montessori Education, and how it spread all over the world. The most important issues that are being discussed in this chapter are the Montessori philosophy and theory, the differences between the Montessori school and the traditional school and their effects on students.

In this chapter the researcher presented how music is an important and integral part of Montessori’s teaching methods to develop the linguistic education of children. On the other hand, Montessori did not address motivation directly, but she believed that a child should love everything he or she learns. Accordingly, she focused on increasing the child’s enthusiasm for learning. In addition, Montessori included games such as singing games, role play, cognitive and linguistic elements in her suggestions for good teaching and learning because she was a strong believer in creative work. To conclude, Montessori was aware of the importance of these three factors in learning – which are songs, games, and motivation. Therefore, they have remained an essential part of the Montessori educational system.

Also, foreign language learning was discussed in light of this non-traditional method and the methods that are being used in the Montessori schools further the process of acquiring foreign languages. In addition, the relation between the Montessori, listening skills, motivation, songs, and games were explained in detail. The next chapter will discuss the empirical study settings and how this is related to the theoretical part of this research.

## Chapter 7

### Methodology

#### Introduction

This chapter presents the design and methodology employed in the present study, including the study's context, sample selection, data collection methods and instruments, and participant demographics. Finally, this study's experimental (lesson) component-including its materials; design and methodology, and learning goals, activities, and strategies-is elaborated.

#### About the Researcher

The researcher is Egyptian. In the context of this study, she is aware of the fact that she is an outsider from a different culture and educational background. Shymaa Hammad graduated with a Bachelor's degree from the philology faculty of Ain-Shams University in Egypt. Her main study areas were German and English-Language Teaching. After subsequently completing a two-year pedagogical program at Cairo University for foreign language educators titled "Education, Methods, and Didactics" of foreign language; the study included a practical training in governmental schools. Hammad obtained her Master's degree in German-Language Teaching at the same university. The researcher usually communicated in English during her study (and at the Montessori school in Jena), occasionally using German (of which she has adequate proficiency)

#### The new approach about the research's method

The next figure will summarize the approach about to this school project.

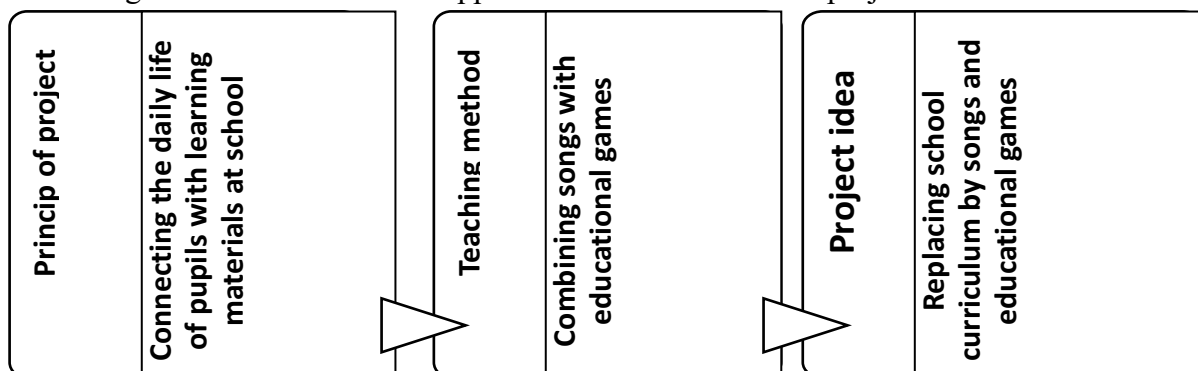


Figure (6): The new approach to this school project

### Principle of project

The new approach of the researcher's method is connecting the life of pupils with the school by adopting some of their daily life aspects, which are songs and games in learning the foreign language. The best 21st century learning environments is like the support systems that organize the condition in which humans learn best – systems that accommodate the unique learning needs of every learner and support the positive human relationships needed for effective learning. Learning environments are the structures, tools, and communities that inspire students and educators to attain the knowledge and skills the 21st century demands of us all (Partnership for 21st century skills, 2009). Experts state 21st century learning must take place in contexts that “promote interaction and a sense of community [that] enable formal and informal learning.” (Cornell, 2002, p. 9). In addition, these support systems are valuable not as ends, but as means to a greater goal – to helping children grow emotionally, socially, physically, and academically. Academic achievement, as research from the Association for Supervision and Curriculum Development (ASCD) shows, is inextricably intertwined with social, emotional, and physical health (Collaborative for Academic, Social, and Emotional Learning, 2007). Thus, 21st century learning environments address the multiple and interconnected learning needs of the whole child.

### Teaching method

In order to apply the principle of the research project, the researcher combined songs with games to get the most benefit of them both to increase motivation for learning and developing listening skills while learning the foreign language. Games and songs are believed effective and motivating techniques to teach and learn English in the young learners' classroom. Martin (2000) argues that songs, rhymes, storytelling, role-plays and game-like activities with high language content are potent characteristics of multiple primary modern foreign language programs which allow children to be able to memorize and reproduce

chunks of language in games, texts in songs and stories and they should be encouraged to do so. Also, communicative language games provide the pupils with significant advantages in the foreign language classroom. Moreover, the language games motivate the pupils and offer fun and enjoyment (Martin, 2000). As Wright, et al (2006) state language games are highly motivating. Enjoyment, excitement and passion are naturally produced by games. Games ease second language acquisition and motivate pupils to learn, especially the young ones, whose concentration span is lower than that of adult learners and they need constant encouragement and motivation.

### Project idea

Learning a foreign language it is not an easy task and dealing with young learners requires methodological and didactic adaptations on the part of the teachers. Wang (2010) suggested that learners can learn a language quite successfully without too many rules explained or patterns practiced (Wang, 2010). Therefore, teachers should look for a broader range of methods and strategies based on the use of the language in a communicative way to ensure meaningful learning.

It is widely known that learning a foreign language is a long process that takes constant effort and practice from the learners, especially from young ones. The term young learners is used to define those children in their first year of formal schooling, that is from 6 to 12 years old. YL are at a stage of cognitive and also emotional development and their concentration span is limited. According to Nedomová (2007) “young learners are not able to pay their attention for more than 10-20 minutes and after that they start to be bored and tired” (p. 17).

Keeping this in mind, the teachers should come up with alternative methods in their classes to grasp the children’s attention, increase their motivation and ensure a significant progress in their learning process. Therefore, the researcher decided to teach one group with

songs and the other with the songs' text without music to compare the results between them instead of teaching one group with songs and the other with the school curriculum. Replacing the curriculum with the lyrics of songs without music for the control group is to find out the effect of music on learning and to make the content for both groups similar as much as possible.

### The research process components

The following graph presents the main research process components that the researcher conducted. Every component will be explained in detail.

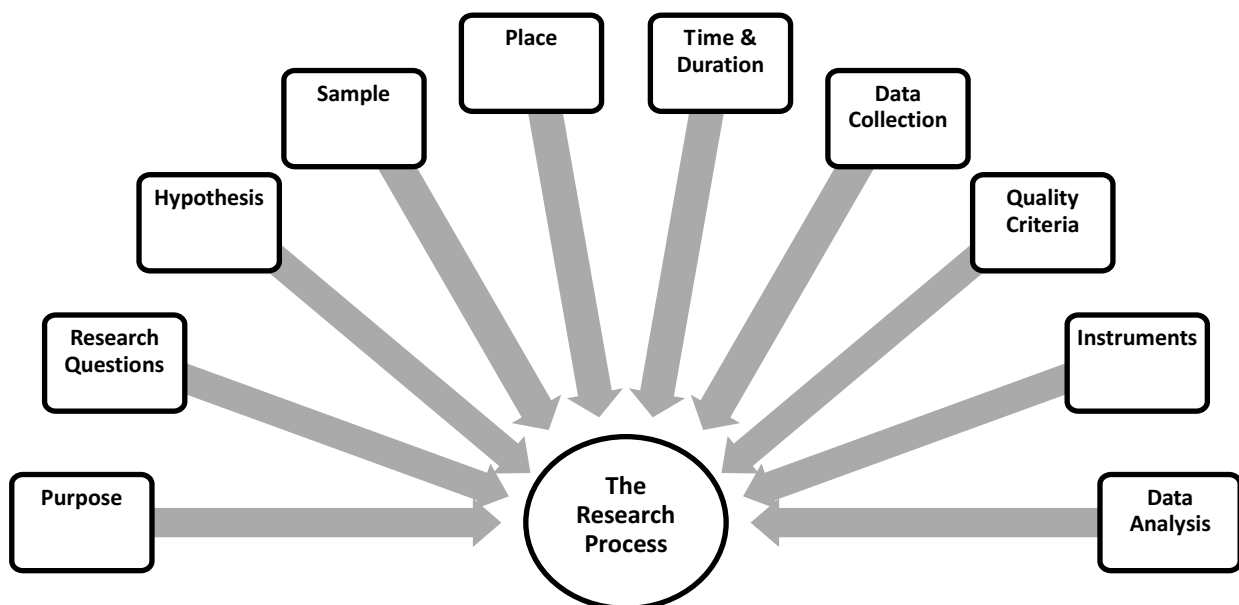


Figure (7): The research process components (own conceptualization)

### Purpose

The main purpose of this study was to enhance the listening skills of sixth-grade EFL students enrolled in a Montessori school while increasing their motivation for learning English. To achieve this aim, the study employed non-traditional teaching materials such as songs and educational games. These materials were chosen based upon the assumption that incorporating students' personal interests in their learning processes would achieve this aim.

A secondary purpose was to exemplify how a song-and-game-based approach could tie in with a visual, auditory, and kinesthetic (VAK) learning model. Finally, it was assumed that non-traditional learning activities based on games and music are more effective than the curriculum utilized by Montessori teachers at the time of this study.

### Questions and hypotheses

This study centered on listening, a fundamental skill involved in a variety of activities performed by individuals on a daily basis. Listening has also been described as being essential to in-person communication and the acquisition of passive knowledge (Feyten, 1991). In a language-learning context, listening is also an essential skill, as it “takes on significant meaning as it is an essential source of language input in second language acquisition” (Chuang & Wang, 2015, p. 1). Based on the recognized significance of listening among language learners, this study proposed the following questions:

- 1- How will the use of songs and educational games in EFL classrooms affect the learners’ listening skills compared to using just song texts?
- 2- How will the use of songs and educational games in EFL classrooms affect the learners’ motivation for learning English compared to just using lyrics and educational games?

In response to the above questions, several hypotheses were formulated, as follows:

1. Participants in the test and control groups will achieve similar scores on the pre-test regarding listening skills.
2. Participants in the test group will score higher on the post-test than on the pre-test.
3. Participants in the test group will score higher on the post-test than those in the control group.

4. Participant in the control group will earn similar scores on the pre- & post-test regarding listening skills.
5. Participants in the test and control groups will obtain similar scores on the pre-motivational questionnaire.
6. Participants in the test group will score higher than those in the control group on the post-motivational questionnaire.
7. Participants in the test group will score higher on the post-motivational questionnaire than on the pre-motivational questionnaire.

### Design and methods

A study's design refers to a systematic plan leading to valid outcomes (Reis & Judd, 2000). Similarly, Polit & Beck (2008) have described the research design as the "overall plan for obtaining answers to the questions being studied and for handling some of the difficulties encountered during the research process" (p. 66). This includes the contexts (time, place, duration) and methods (instruments) of data collection and analysis as well as information regarding participant demographics and selection.

A component of research design, research methodology denotes generalized and established ways of approaching a study's research questions, and methodology selection is based on the aspects and type of the research problem (Noor, 2008). This study combined theoretical knowledge and empirical data, following a theory-based approach known as the "research-then-theory" method (Frankfort-Nachmias & Nachmias, 1996). Thus, this study was inductive in nature, generating theory from specific facts. This method was chosen to test the effect of songs and educational games on developing students' listening skills and motivation, including the extent to which these materials corroborate or contrast with existing theories regarding their use in language-learning contexts. It should be noted that most



existing studies concerning this topic confirm the positive effects of songs and games on students' foreign language skills.

The following subsections detail the design of the present study and include an explanation of the methodology applied. Moreover, in congruence with Ader (1999), who suggested researchers should clearly outline their research plan in order to avoid mistakes in design, an illustration of this study's plan is included below.

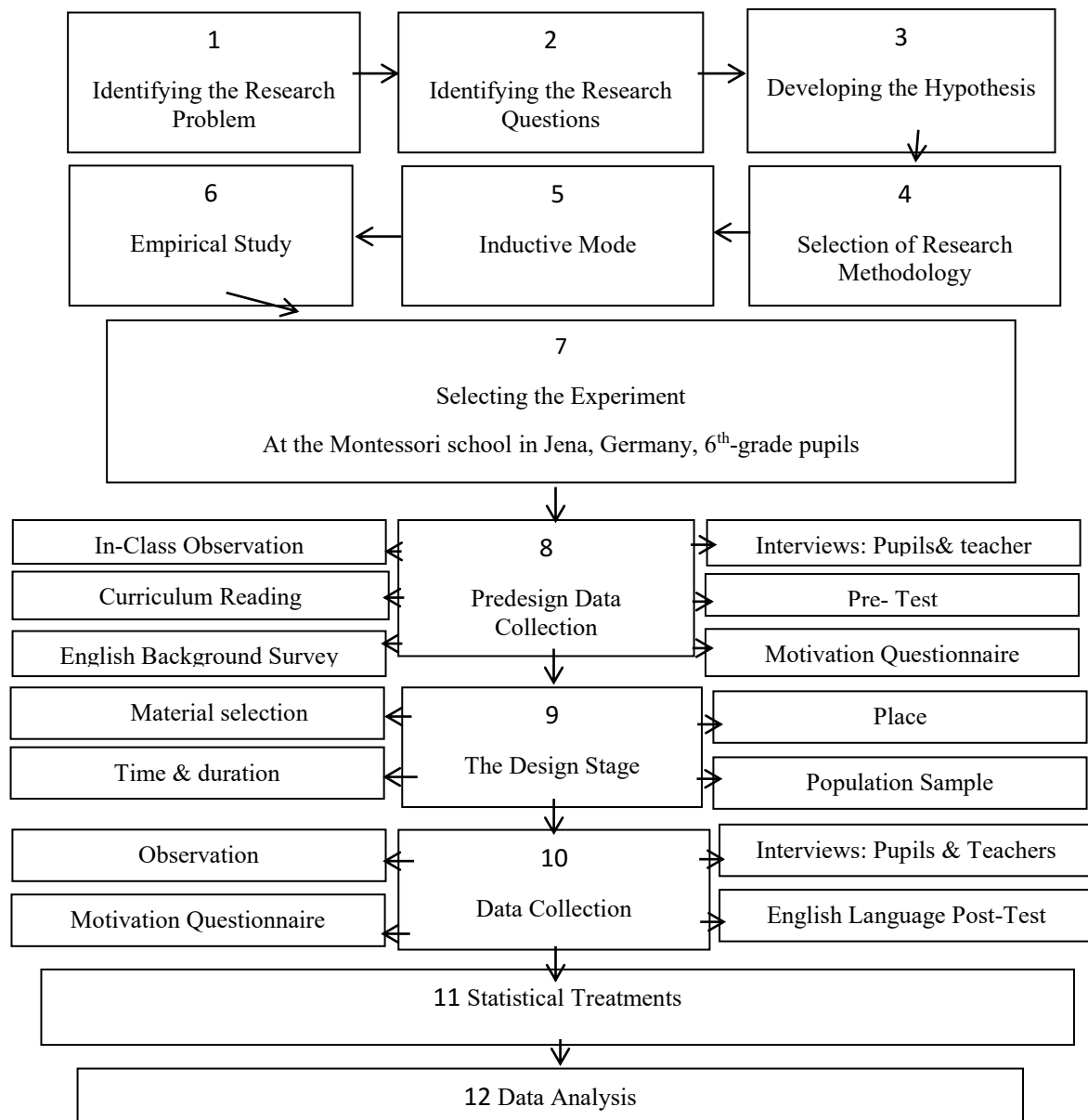


Figure (8): Illustration of the research plan (cf. Ader, 1999)

## Context

This study was conducted during the first semester of the 2014-15 academic year over the course of four months (March/17-June/17). Both participant groups engaged in 32 lessons. The total duration of the study was 24 hours, with each group completing 12 hours of activities. The duration of each English lesson at the participants' school was 45 minutes, but as the school followed a block schedule, the lessons sometimes were combined into a 90-minute block. Moreover, English lessons occurred twice weekly.

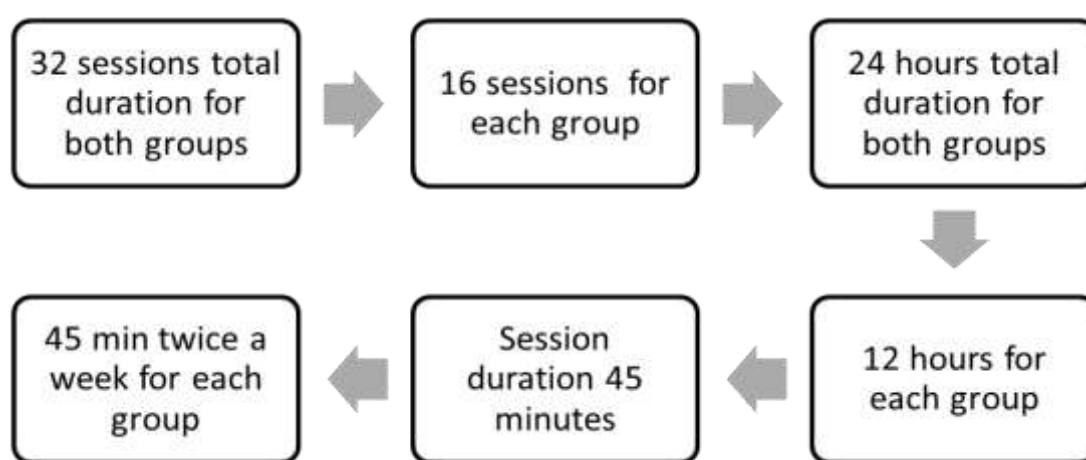


Figure (9): Duration of the research project at school

## Sample selection

This study was conducted among twenty-two sixth-grade EFL students and their teacher at a Montessori school in Jena, Germany. Two of the participants exhibited special needs (one Down Syndrome and the other a slow learning disability). There were fourteen girls and eight boys, all aged between 12-14 years. For the purposes of this study, the students were divided into two groups (control and test) based on learning level. This meant that each group consisted of eleven students. In addition to having an equal number of participants, each group also possessed an equal variation in learning level.

This particular student sample was selected for this study because of their loosely structured school environment in a Montessori setting, which encourages students to learn

and enjoy more fully through various activities including movement in education, sensory education and music, and intellectual education. In addition, this type of learning environment assists, as Montessori pedagogy claims, students in improving their physical health as well as spiritual life and in becoming autonomous learners. At the Montessori school, learners are meant to be the center of attention throughout the educational process and supported in developing basic capacities such as the ability to control movement (motor development); to use senses (perceptual development); to think (cognitive development); to intend (volitional development); and to gain conscious awareness and control of emotions (affective or emotional development); to use language (language development); to belong, have friends, and be a contributing member of a group (social development); and to distinguish between appropriate and inappropriate behavior (moral development). In this way, Montessori schools aim at the goal of learners becoming competent and in developing independence as well as responsibility (O'Donnell, 2007).

In light of the above information, the Montessori school in the current study was selected because the teachers, students, and school system were supportive when it came to experimenting with creative learning activities such as songs and games. Moreover, the English teachers informed the researcher of the many language problems their students experienced and that they were behind their actual level. Thus, it was hoped by teachers that the current study could improve students' language learning. While it might be assumed that songs and educational games already exist within the Montessori concept, realistically their implementation in classrooms differs from teacher to teacher. The sample of the current study had not experienced exposure to in educational games during their language learning. Moreover, at Montessori schools these materials often are separated from language classrooms; for example, music is taught in a separate lesson.

### Data collection methods and instruments

Both quantitative and qualitative methods of data collection were utilized. Whereas quantitative research examines facts, statistics, and trends derived from surveys, experiments, and structured interviews, qualitative research seeks to understand attitudes or events through observation, more loosely formatted interviews and the researcher's own assumptions (Myers & Avison, 1997). This study combined elements of both, as mixed approaches have been known to produce a more thorough and reliable understanding of the research problem than either method alone (Cameron & Molina-Azorin, 2010). The following data collection instruments were employed: an English-language background survey, a motivation questionnaire, an English-language pre-test, semi-structured interviews, in-class observation, and an assessment of the school curriculum.

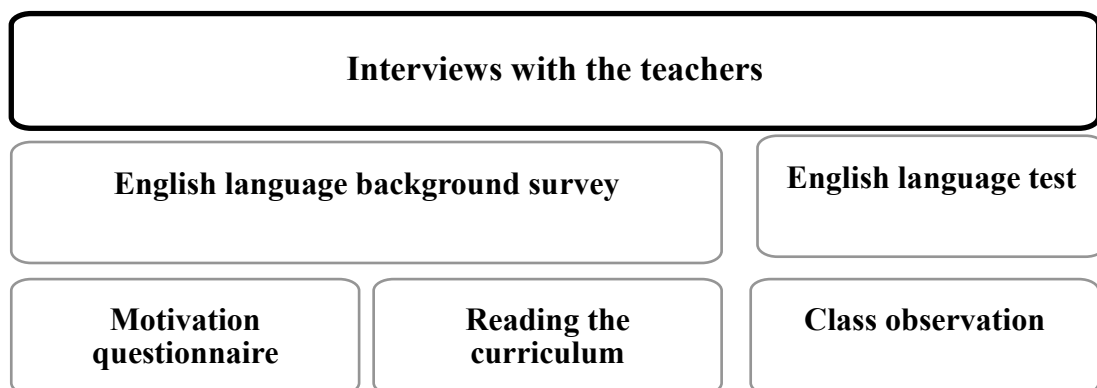


Figure (10): Data collection techniques (“mixed methods approach”)

To explain in more detail, prior to initiating the study's in-class observation component, the researcher conducted a 90-minute introductory session with the participants. This session involved three components. Firstly, the researcher described all aspects of the study, including its purpose, content, procedure, and duration. Secondly, a survey was administered which assessed students' English language backgrounds, including their strengths and weaknesses in the four language skills (reading, writing, speaking, listening) as well as their opinions regarding the use of songs and educational games as an EFL learning/teaching method. Finally, after the researcher had explained the instructions on how

to complete a listening pre-test and motivation questionnaire, both were administered to students.

In combination with the above data collection methods, semi-structured interviews and in-class observations aided the researcher in establishing the experiment design and selecting appropriate materials. The following sections detail the data collection methods employed in this study.

#### *English-language background survey*

The purpose of this component was to investigate the English-language backgrounds of students, their prior knowledge and experiences, their musical backgrounds, their difficulties in learning English, their preferred learning forms and methods, and their perceived importance of English both momentarily and in the future.

This survey contained twenty-five questions comprised of probes and prompts (Dowling & Brown, 2010). It also contained both multiple-choice and open-ended questions to which students were asked to respond. The responses of this survey served as the main basis for the design of this study's experimental component.

#### *Motivation questionnaire*

This questionnaire, both in English and in German, was administered and presented to students in order to determine their motivation and gauge their enthusiasm for learning English. It was administered twice during this study, both pre- and post-experiment and included the scaled response mode derived from Tuckman (1972). This type of response is structured by means of a series of gradations requiring participants to record their responses to a given statement by selecting from a number of alternatives such as "strongly agree," "agree," "neither agree nor disagree," "disagree," and "strongly disagree." The questionnaire utilized a five-point Likert scale alongside seventeen questions. The benefit of using this

scale was to assess participants' preferences and degrees of agreement with the statements there in as well as to measure their motivation in a more standardized way.

Questionnaire responses were analyzed via the Mann-Whitney test as well as the Wilcoxon signed-rank test (Cohen et al., 2011). First, the responses of both groups (test and control) together were arranged according to their timing as either pre- or post-experiment and test. This stage of analysis utilized the Mann-Whitney test. Then, the results were analyzed internally within each group according to pre-or post-test timing via the Wilcoxon signed-rank test. The following components were examined by means of the questionnaire:

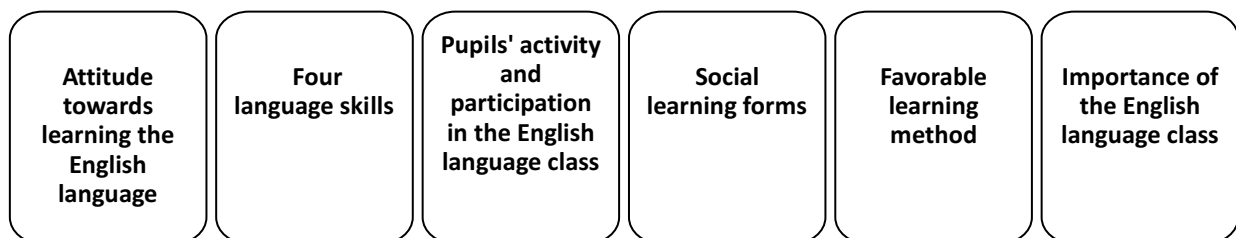


Figure (11): Components of the motivation questionnaire

#### *English-language pre- and post-tests*

The main purpose of the pre-test was to assess the students' English levels prior to the experimental component. A secondary purpose was to detect their learning difficulties regarding listening as well as spelling and memorization. The pre-test consisted of two written questions associated with two different songs (see "Materials" for song choice). The first question regarded the Justin Bieber song "Never Say Never." The students were asked to listen to the song and fill in the missing words on a lyrical script provided to them. To assist students, a picture of the missing word accompanied each blank. The second question concerned the song "Maps" by Maroon 5. Again, students were asked to listen to the song, but this time the questions employed both a fill-in-the-blank and a multiple-choice form (students could choose between two similar words). Also, the blanks were not accompanied by pictures.

The English-language pre-test was administered to both the test and the control groups. The only difference between the test's administration was that the control group listened to the researcher reading the lyrics rather than to the original artist singing the lyrics to music. The responses of each student were analyzed according to criteria regarding word-recognition skills (fill-in-the-blank alongside images) (Buck, 2004) and knowledge and recall skills (multiple-choice) (Wesolowsky, 2000; Paxton, 2000; National Center for Fair & Open Testing, n.d.). Moreover, the pre-test was designed to test the following:

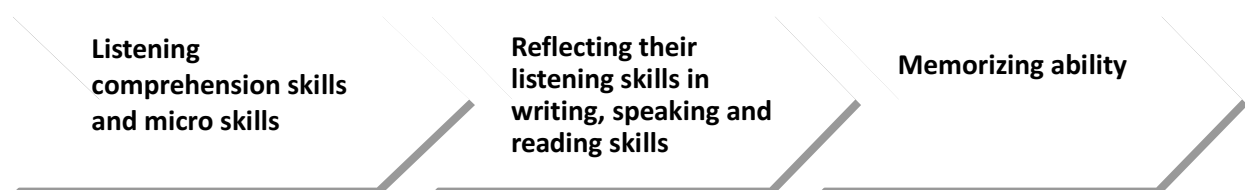


Figure (12): Skills assessed by the English-language pre-test

At the end of the study, an English-language post-test was administered in order to assess the impact of the experimental component on students' listening skills and motivation. The songs in the test were chosen because they were modern, their high tempo would increase the students' motivation, and their lyrics are suitable to the students' age. In addition, their lyrics are good material for different language activities and grammar rules could be taught through the songs' sentences. Its design was different from that of the pre-test in that it consisted of four sections. In the first section, students were asked to fill in the gaps in lyrics to the song "Rather Be" by Clean Bandit. In the second part, they were asked to unscramble the words in brackets throughout the lyrics of the song "Maps" by Maroon 5. The third question asked students to choose the correct word from three similar words after hearing them pronounced in the song "Hall of Fame" by The Script. Finally, in the fourth questions, students were asked to fill in the blanks with the help of accompanying images for the song "Never Say Never" by Justin Bieber. As with the pre-test, the post-test administration differed between the test and control groups in as much as the test group

completed the questions while listening to the appropriate song, and the control group listened to a verbal dictation of the lyrics without musical accompaniment.

The purpose of Question 1, the fill-in-the-blank task, was to assess students' listening and word-recognition skills (Buck, 2004), while the reasoning for Question 2, the word scramble, was to exercise students' brains in a fun way while boosting their vocabulary knowledge. Question 3, the multiple-choice question, tested students' knowledge and recall ability (Roberts, 2006). Finally, Question 4, fill-in-the-blank with image help, was again to assess students' word-recognition skills (Buck, 2004).

### *Semi-structured interviews*

In designing the interview component, the researcher utilized an interview guide approach, and topics to be covered were planned in advance (Patton, 1980). The interview design component involved six stages: thematization, design, interviews, transcription, analysis, and verification.



Figure (13): Stages of the interview component

Thematization ensured that every group of interview questions would focus on a specific experimental aspect, namely listening, motivation, songs, and educational games. Following thematization, the design of the interview questions was determined, and both close- as well as open-ended questions were chosen in order to derive sufficient and thorough feedback. The interviews were conducted at the Montessori school in Jena during the school day in one of the teachers' offices to ensure that there would be no interruptions or loud voices, as these sessions were audio-recorded to ensure accuracy during the transcription stage to follow. After responses had been transcribed, the transcriptions were then analyzed



and verified according to Kvale's (1996) assertion that all six stages of an interview-based investigation must be meticulous and that all research questions must be linked logically to theory. Verification also entailed that the data were accurate, reliable, and valid; that the transcribed responses were as identical as possible to the actual ones; and that the numerical data would be presented in tables and graphs whereas the qualitative data entail verbal description (Kvale,1996). The above-mentioned six stages are described in a more detailed manner in the following paragraphs.

The thematization stage commenced with outlining the theoretical basis of the study, describing its aims and significance, and rationalizing the use of interviews as a data collection technique. This stage also comprised defining the general as well as specific study objectives in an effort to ensure that the collected data would be sufficient to answer the main research questions (Cohen, et al., 2011).

The design phase of this study commenced with specifying the study's variables and content to be measured (Tuckman, 1972). The dependent variables included listening skills and motivation, while the independent ones were songs and educational games. Moreover, the content measured included students' listening skills and motivation levels both before and directly following the experimental component of this study.

Subsequently, the interview questions were constructed. The twenty-three questions were both close- and open-ended in nature, and all were specific and direct. The close-ended ones involved fixed-alternative items allowing participants to choose from two alternatives such as "yes" or "no" as well as scaled items requiring participants to respond to given statements by selecting from a number of alternatives (Tuckman, 1972). On the other hand, the open-ended items were intended to supply a frame of reference for these fixed-alternative responses while placing minimum restraint on responses and their expression (Kerlinger,

1970). These were both unstructured in nature-allowing participants to answer to whichever extent and in whatever manner they preferred-and structured, meaning that the response mode was limited in some way (Tuckman, 1972). Supplementing both main types of questioning were probes, which refer to questions utilized for obtaining further information and/or clarification and for determining underlying causes for a particular response (Dowling & Brawn, 2010).

In addition to the questions delineated above, interview questions were arranged sequentially from general to more specific, and this choice of format derived from the following factors: the objectives of the interviews; the nature of the subject matter; the combination of factual, opinionative, and attitudinal feedback; the participants' level of education; the specificity and depth anticipated of feedback; an assessment of the participants' motivational level; and the extent of the researcher's personal insight into the participants' situation (Cohen, et al., 2011).

Finally, several kinds of questions were asked to participants. For example, some were descriptive in nature, thus encouraging participants to express their opinions about different topics, while others were experiential in an attempt to gain insight regarding participants' EFL learning and teaching experiences. Still, some questions were behavioral and interrogated participants' in-class social behaviors as well as personalities, and others were knowledge-based questions, aiming at determining learning levels. Finally, some questions investigated the participants' attitudes and backgrounds in order to link their previous knowledge with newly acquired information and to design new materials accordingly (Spradley, 1979; Patton, 1980).

### *Teacher interviews*

The teacher in this study was chosen primarily because of her educational setting (Montessori) and the grade level of her students (6<sup>th</sup> graders aged 12-14 years). To be specific, their level in English was A2 according to CEFR standards, meaning that they possessed a background and basic understanding of the language prior to the study. I went to the Montessori school and met the principal of the school in February 2015. I introduced myself and provided her with information about my project in order to have her permission to conduct the research project in the school. She informed me that usually they do not agree on conducting studies there but I had to contact the English teacher and if she was interested in my project and agreed on it then I could apply and be granted permission. Accordingly, the teacher was contacted through the school's principal. She was subsequently contacted directly via email to establish future in-person contacts. An interview was conducted with the participating English teacher both prior to and following the study. The initial interview entailed establishing rapport with teacher in order to ensure the authenticity of her feedback (Kitwood, 1977). To schedule the interview, the teacher was first contacted via e-mail by the researcher, who introduced herself and the proposed study. Also, via e-mail, an interview date was scheduled in order to discuss the study's details and establish a plan corresponding with the school's existing schedule of English lessons. This initial interview session was conducted in order for the researcher to develop a general idea and impression about the teacher, students, and school. All responses were recorded. There were three main purposes of conducting this interview: 1. to gather information regarding the teacher's professional history, curriculum, and teaching methods; 2. to assess her opinions concerning the English levels of her students within each language skill; and 3. to evaluate the teaching/learning context (Cohen et al., 2011).

Upon the study's completion, another interview was conducted with the teacher, whose responses were subsequently transcribed. Again, conducted at the school, this interview lasted for about half an hour. To verify the responses, the teacher was asked to confirm the transcriptions and make any changes or further comments. The purpose of this interview was to evaluate the experimental component by obtaining the teacher's feedback, to assess whether or not the hypotheses had been verified, to gather data concerning the study's effect on both groups of students, and to obtain the teacher's overall opinion of the study (Cohen, et al., 2011). This interview utilized an open-ended questionnaire so that the teacher would be able to express her opinions about the research project freely (Kerlinger, 1970). It also included close-ended questions with fixed-alternative items such as "yes" or "no." Both close-ended and open-ended questions were included in order to gather the most accurate and thorough information and feedback about the project. Furthermore, close-ended questions with fixed-alternative items were not always sufficient; thus, open-ended questions were used to gather further explanation and to understand the reason behind the "yes" or "no" answers.

#### *Student interviews*

The purpose of the student interviews was to obtain feedback regarding the project including its impact on students' learning and language ability; thus, they were semi-structured in nature (McBurney, 1994). Other objectives included assessing students' language level, testing the research hypotheses, and assessing students' opinions concerning the use of songs and educational games in their EFL classroom (Cohen, et al., 2011). Qualitative data were collected from student responses while the following three conditions were ensured: 1. a pure information transfer occurred, meaning that the researcher's own opinions did not affect the responses of the participants; 2. potential bias from interpersonal transactions was recognized and controlled; and 3. the conversations were authentic (Kitwood, 1977; Lincoln & Guba, 1985; Woods, 1986). To further guarantee the reliability of

the collected data as well as the depth of responses, the interviews were comprised of standardized, open-ended questions, the wording and sequence of which were determined by the researcher in advance. In other words, all students were asked the same basic questions in the same order (Patton, 1980).

The interviews were conducted at the Montessori school at an agreed upon time (10:00 a.m.) on December 22, 2016, among eight participants from the two groups (four from the control group and four from the test group), all of whom were chosen randomly after parental consent had been obtained. Prior to the interview component, the students' English teacher described its content and structure so that all students would be prepared, if selected. The teacher commented to the researcher that the students were excited about the interview component. After receiving letters of parental consent from eight students and only one refusal, the researcher commenced the interview process.

Sequenced randomly, the interviewees individually participated in this process. Participants included 3C, 5C, 9C, and 10C from the control group and 4T, 5T, 9T, and 11T from the test group. The interview was highly structured, consisting of twenty-seven questions, some of which were combined so as to avoid repetition and boredom among the interviewees. In addition to standardized, open-ended questions, some questions were created spontaneously according to the nature of the answers of each pupil and the researcher's interest in obtaining follow-up information. At the same time, some questions were left unanswered when interviewees lacked further information or details. It was estimated that the interview would last from twenty to thirty minutes, but this duration changed with each student depending on the amount of follow-up questions they were asked and the length of their responses. Finally, all participants were given the option of responding in English or in German during the interview, and all chose German. Prior to the interview component, the researcher had prepared the interview questions in both languages.

Each interview began with a “warmer” session during which the researcher asked interviewees general questions about life, school, their plans for the upcoming holiday, etc. Then, the researcher reiterated the purpose and significance of the interviews and that they would be voice-recorded. The purpose and significance of the interviews were explained: to collect the teachers’ and students’ opinions, feedback, and suggestions about the research project to help the researcher evaluate the effectiveness of the project. She also explained that it was acceptable if the interviewee did not remember a particular detail and that he/she should feel free to express personal opinions, whether positive or negative, about the study. Overall, the interview process ran smoothly as a result of the trust and friendship established between the researcher and students during the four-month experimental component.

#### *In-class observation*

Observation has been described as the systematic process of looking at and recording information and thoughts about people, events, behaviors, settings, artifacts, routines, and so on (Marshall & Rossman, 1995; Simpson & Tuson, 2003). The main benefit of observation is that it enables researchers to gather authentic data from naturally occurring social interactions. Furthermore, observation provides researchers the opportunity to notice things that otherwise might have been missed and to discover information about which participants otherwise might not have discussed openly in interviews or via surveys (Cohen; et al., 2011).

The present study consisted of semi-structured observation (Patton, 1990), and the researcher played the role of “observer-as-participant,” meaning that she both engaged in the experimental component and recorded information regarding its content (Gold, 1958). This observational role enabled the researcher to better understand the context of data collected via questionnaire-, test-, and interview-form (Patton, 1990). The researcher attended English lessons to observe classroom routines and to record notes pertaining to students’ learning, thinking, participation, and behaviors, particularly how they responded to the teacher’s

instructions, the learning strategies they employed, and the materials they used. Prior to observation, the teacher explained to students that a researcher would be attending their class and described the reason behind this participation. She mentioned to them that my presence in the class to observe the English session was part of my research project. Also, she added that it would be beneficial to me to have an idea how the normal daily English language session went before starting my project.

The observation component of this study was semi-structured, which means entering into a given situation and allowing the elements of the situation to speak for themselves (Cohen, et al., 2011). The observation was also responsive rather than a pre-specified/pre-ordained one and descriptive so that the researcher would be able describe the entire situation and learning environment. It was also direct, meaning that participants were aware of its scope and purpose. Furthermore, no external preparation was required.

The main observation method entailed note-taking about teaching styles, pedagogical methods, interactions with students, and student behaviors (Lincoln & Guba, 1985). Moreover, the notes centered on themes such as space, physical setting, participants, activities, events, goals, attitudes, and expression of feelings (Spradley, 1980).

### Validity and reliability

The measurement of the accuracy and consistency of research instruments (especially questionnaires) is known as pertaining to the categories of validity and reliability. Messick (1988) defined validity as “an overall evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment” (Messick, 1988, p. 5). In other words, validity expresses the degree to which a measurement measures what it purports to measure (Bolarinwa, 2015). On the other hand, reliability refers to the degree to which the

results obtained by a measurement and procedure can be replicated. There are three aspects of reliability, namely equivalence, stability, and internal consistency (homogeneity).

In the present study, the validity of the data collection methods was confirmed by the researcher’s supervisor, who assessed how well the theoretical basis of this study was represented in an operational measure. The supervisor is a professor of didactics of teaching English as a Foreign/Second Language. He also specializes in cultural studies and transcultural learning, literary studies, and media studies.

In addition, a validity test was applied to confirm the validation of the data collection methods. Relating to the validity of a measurement scale state that validity tests how well an instrument measures the particular concept it is supposed to measure. As stated earlier, after developing the questionnaire, a pilot study was conducted prior to data collection from study participant. These participants were two classes in the 6<sup>th</sup> grade in the *Integrierte Gesamtschule „Grete Unrein“ Jena*. The number of participants in the pilot study was 46 students between 12-14 years old.

*Reliability: Cronbach's Alpha Coefficient*

This study uses Cronbach's Alpha Coefficient to examine constructs reliability. Table (5) describes the Cronbach's coefficient alpha values of the study. We can notice that the highest value is (0.766) and for the re-test (0.757).

The domain	No of items	Cronbach's Alpha	Re-test
All items	17	0.766	0.757

Table (5): Reliability analysis for the study domains



The table indicates that the Cronbach alpha for the study main items is 0.766 and considered acceptable therefore it is suitable for the purpose of this study.

#### Internal consistency

Also the researcher verified the internal consistency of items by computing the Pearson correlation between the items and its domain, and the results as shown in the following table:

Items	Attitude towards learning the English language
I like learning English language	.937**
I like English language class	.938**
Attitude towards learning the English language	1
	Preferences of the four language skills
I like speaking in English class	.911**
I like reading in English class	.691**
Preferences of the four language skills	1
	Participation in the English language class
I like participating and doing activities in English class	1.000**
Participation in the English language class	1
	Social learning forms
I like learning alone in the English class	.716**
I like learning in a group with my class mates	.607**
I do my homework regularly	.562**
Social learning forms	1
	Favorable learning method
I like learning English by using songs	.853**

I like learning English by educational games	.790**
Favorable learning method	1
	Importance of the English language
I always look forward to the English classes	.518*
I wish we had more English classes	.710**
My English classes is very important to me	.373*
English classes will help me in my life	.776**
Learning a foreign language is an advantage for me	.728**
Importance of the English language	1

Table (6): Pearson correlation between the items and its domain

(N= 46)

\* Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).

The table showed that there is a significance correlation between the items and its domains and correlation were from (0.373-1.00) at ( $\alpha < 0.05$ ) and this indicates that the items of the survey were suitable to achieve the study objectives.

#### Participant demographics

The characteristics of each group based on the results of the English-language background survey – including name, gender, pseudonym, years of English-language learning, learning level, personal contact with English-language speaking cultures, most difficult/easiest/favorite language skill, favorite learning method, preference for either watching or listening to songs, favorite genre of music, and perceived importance of learning English – are displayed in the following two tables:

Question	Description	Student Name (Test Group)												
		1T	2T	3T	4T	5T	6T	7T	8T	9T	10T	11T		
1	Gender	F	F	F	M	M	F	M	F	M	F	M	F	F
2	No. of Years	5-7	5-7	3-5	5-7	5-7	5-7	5-7	5-7	5-7	5-7	5-7	5-7	5-7
3	Learning level	Special needs	Slow	Fast	Special needs	little slower, still good	Fast	Slow	Fast	little slower, still good	Fast	Fast	Fast	Fast
4	Practice Medium	School	Radio	USA /school	England	School	Bali	School	School /radio	Dominican republic	School	School	School	school
5	Hardest skill	Reading	Speaking	Listening	Speaking	Listening	Reading	Listening	Writing	Listening	Listening	Listening	Listening	Listening
6	Easiest skill	writing	Writing	Speaking	Listening	Speaking	Listening	Reading	Listening	Reading	Listening	Listening	Reading	Speaking
7	Favorite skill	writing	Reading/Speaking	Reading / speaking	Listening /writing	Speaking	Listening	Speaking	reading/listening/speaking	Writing	Reading/writing	Reading/writing	Reading/writing	All
8	Method	Songs	Songs	Read /translate	Education games/songs	Education games	Education games	Education games /songs	Education games/songs	Songs	Education games, songs, movies	Songs	Education games, songs, movies	Songs
9	Social form	With partner	With partner	Alone / with partner	Alone	Alone	In group	With partner	With partner	In group	With partner/in group	In group	With partner/in group	In group
10	Watch or listen to songs	Listening	Watching	Watching	Watching	Listening	Watching	Watching	Both	Both	Listening	Both	Listening	Watching
11	Difficulties	Specific words	Specific words	Specific words	Specific words	Specific words	Specific words	No answer	Specific words/dialects	Dialects	Vowels	Vowels	Vowels	Specific words
12	Mistakes	No	Yes	Yes, some words	No	Yes, don't know	Yes, writing	No	Yes	Yes	No	Yes	No	Yes
13	Key player	No answer	Songs/friends	Teachers	Teachers/Grandma/grandpa	Teachers	Movies	Teachers/songs	Teachers/songs/friends	Teachers	Foreign friends	Teachers	Foreign friends	Teachers
14	Usage	No answer	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Daily	Weekly	Daily	Weekly	Daily
15	Music	All	Pop	Pop/classic	Pop/Hip hop	Classic	Rock	Rock	Rock	Pop	Pop	Pop	Pop	Pop
16	Like singing?	No answer	No, alone	Yes, with choir	No, alone	Yes, alone	No, with choir	Sometimes, alone	Sometimes, friends/ choirs	Yes, alone/friends	No	Yes, with friends	No	Yes, with friends
17	Importance	studying	work/travelling	work/studying /travelling	studying/travelling	personal life	work/travelling	work/travelling	work, travelling/studying	personal life	studying	personal life	studying	travelling/holidays

Table (7)

Question	Description	Student Name (Control Group)												
		1C	2C	3C	4C	5C	6C	7C	8C	9C	10C	11C		
1	Gender	F	F	F	M	M	F	F	M	M	M	M	F	F
2	No. of Years	> 7	3-5	5-7	5-7	5-7	3-5	5-7	5-7	5-7	5-7	5-7	5-7	5-7
3	Learning level	Fast learner	Little slower, still good	Slow	Little slow, still good	Special needs	Little slower, still good	Fast	Little slower, still good	Special needs	Fast "the best"	Special needs	Fast "the best"	little slower, still good
4	Practice Medium	School / radio	In an exhibition	In the radio	school/ teacher	School	School / music / radio	School	School, teacher	School, teacher	School	School, teacher	London	school
5	Hardest skill	Writing	Writing	Speaking	Listening	Listening	Listening	Listening	Listening	Reading	Reading	Reading	Reading	Reading
6	Easiest skill	Reading	Listening	Reading	Speaking	Reading	Reading	Speaking	Writing	Writing	Writing	Listening	Writing	Writing
7	Favorite skill	Reading / Speaking	Writing	Speaking	Speaking	Reading/ listening/writing	Reading/writing	Writing/speaking	Speaking	Reading/ listening/writing	Writing/speaking	Listening/speaking	Writing / speaking	Speaking
8	Method	Education games	Education games	Songs	Education games	Reading/ listening/writing	Songs/ movies/writing	Songs	Education games	Education games/songs	Education games/movies	Education games/songs	Education games/movies	Education games/writing
9	Social form	Alone /with partner	In group	With partner/ in group	With partner	Reading/ listening/writing	Alone/with a partner	With partner/ in group	With a partner	Alone /with a partner	Alone/ with partner/ in group	Alone /with a partner	Alone/ with partner/ in group	With partner/ in group
10	Watch or listen to songs	Both	Listening	Listening	Listening	Alone / with partner	Watching	Watching	Listening	Watching	Watching	Listening	Watching	Watching
11	Difficulties	Specific words / dialects	Specific words / dialects	Specific words / dialects	Specific words	Dialects	Specific words / dialects	Nothing	Vowels & dialects	Dialects	Nothing	Dialects	Nothing	Specific words
12	Mistakes	Yes aware	Yes, sentence structure	No	Yes, noted difference	No, not aware	Yes	Yes, writing	No	No	Yes, words order	No	Yes, words order	No
13	Key player	Teachers/songs / friends	International friends	Songs / friends	Teachers	Movies/songs/ friends	Teachers / songs	Teachers / songs	Teachers	Teachers / songs	Teachers, movies / friends	Teachers / songs	Teachers, movies / friends	Teachers / songs
14	Usage	Daily	Daily	Weekly	Weekly	Daily	Weekly	Weekly	Weekly	Weekly	Daily	Weekly	Daily	Weekly
15	Music	Rock / classich	Nothing	Pop	Club/Haus	Pop / rock	Pop / hip hop	Pop	Rock	Pop	Pop	Pop	Pop	Rock
16	Like singing?	No	No	Yes, alone	No	Sometimes, alone	Yes, alone / with choir	Yes, alone /with friends	No, alone	Yes, with friends	alone/ with friends	Yes, with friends	alone/ with friends	Yes, with friends/choir
17	Importance	Work & travel	Work, & travel & games	Work & travel	Personal life & fluency	Personal life, work & travel	Personal life, Work, studying & travelling	For personal life, studying & travelling	Travel & interactive with people	Work, travel, school & songs understanding	Travel to England/ USA, personal life & studying	Work, travel, school & songs understanding	Travel to England/ USA, personal life & studying	World language, studying & travelling

Table (8)

The following sections present information regarding the participants' age, English language-learning background and CEFR level, and learning ability as well as style.

#### *Age*

The participants were aged 12-14 years. Thus, in order to maintain their interest in the study activities, the researcher included visuals, constant movement, and regular changes in activity as well as theme-based learning, classroom routines in English, and the use of the native language, when necessary (Shin, 2006). To achieve this same purpose, the researcher utilized technology, non-traditional teaching strategies, imagination-invoking activities, and music and games as well as continually linking the students' previous knowledge to that which was newly acquired (Ara, 2009).

#### *English-language learning background and CEFR level*

In general, teacher preparation for a given class depends on that teacher's prior knowledge and expectations of students, including students' learning styles, level, and behaviors. Based on these, teachers design their teaching materials and methods (Grimm, et al., 2015, p. 28). Based on the results of the English-language background study, eighteen out of the twenty-two students had already been learning English for the past five to seven years; three had been studying English for the past three to five years; and only one had been studying English for more than seven years at the time of this study. These findings are displayed in the table below:

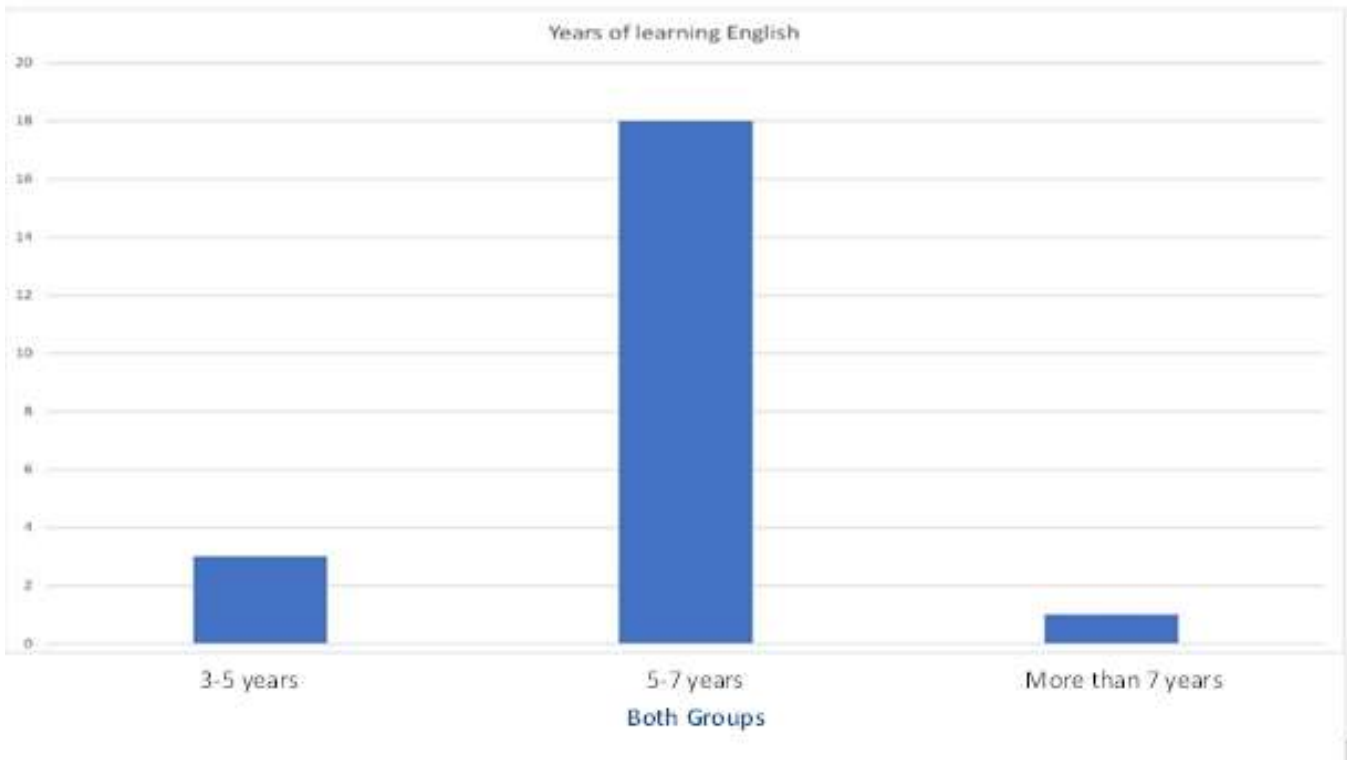


Figure (14): Extent of English-language learning (in years)

In addition to a knowledge of students' learning histories, teachers should also understand their students' foreign language (FL) competence levels in order to ensure an easy transition between students' prior knowledge and newly learned content (Grimm, et al., 2015, p. 28). A standard measure of assessing FL level is the Common European Framework of Reference (CEFR, 2001), which is comprised of six proficiency levels: A (divided into A1 breakthrough and A2 waystage), B (divided into B1 threshold and B2 vintage), and C (divided into C1 effective operational proficiency and C2 mastery).

Based on CEFR standards (2001), students aged 12 years such as those in the present study should possess A2-level FL knowledge. As indicated above, students at this level possess basic user knowledge of a language. For example, they can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, and employment); they can communicate within simple and routine tasks requiring a direct exchange of information on familiar and routine matters; and they can describe in simple terms aspects of their personal

background, immediate environment, and matters of immediacy. Regarding listening skills, they can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance. Moreover, they can grasp the main points of short, clear, and simple messages as well as announcements (CEFR, 2001, pp. 24, 26, 32, 74).

After students' individual learning levels were determined based on the results of the English-language pre-test; they were divided equally in terms of number, eleven in the control group and eleven in the test group, and in terms of level. There were four categories for identifying level: "fast," "slow, but still good," "slow," and "special needs." The number of pupils in each category are indicated below:

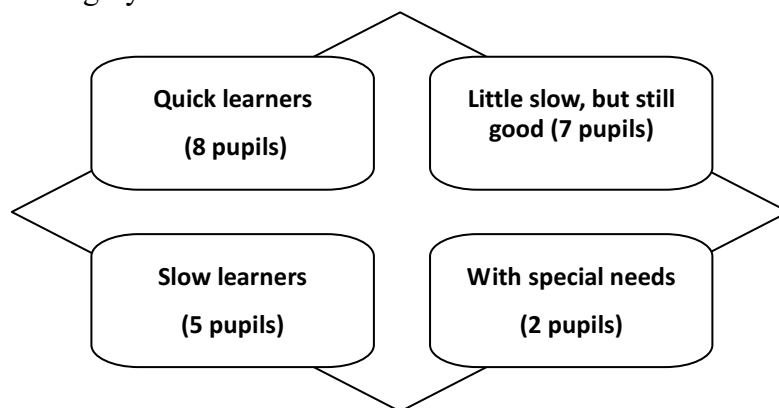


Figure (15): Four categories of learners according to level

These statistics are also represented in the following chart:

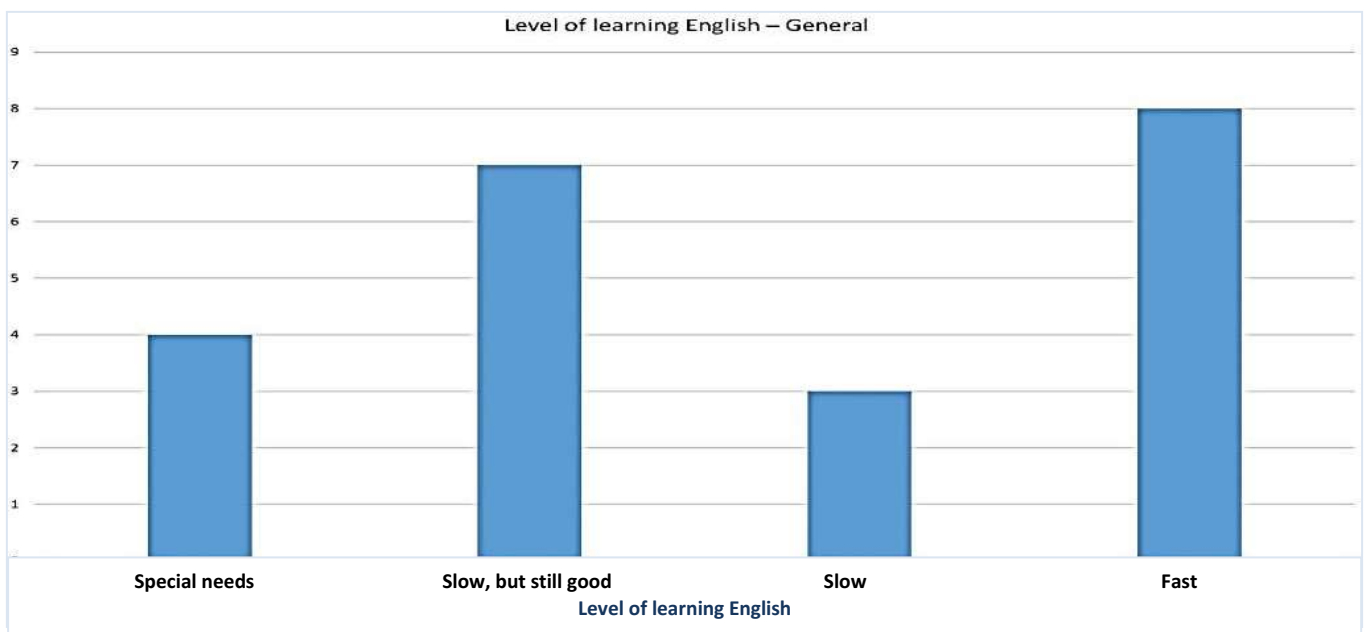


Figure (16): Bar chart representation of the categories of learners based on level.

### *Learners' expectations*

Learners' expectations for the study were assessed via the English-language background survey and interview component. These included students' perceptions of the usefulness of learning English and their ideas regarding how they would use English in the future. Expectations also concerned students' visions for the project, opinions regarding its content, and the ways in which it would be implemented.

### *Learning ability and style*

This study involved a mixed class of learners in terms of ability. Therefore, tiered tasks based on a multi-level approach were employed to encourage students' equal participation and comfort (Grimm, et al., 2015, pp. 141-143). All materials and tests in this study were designed specifically for addressing the special needs of students. In particular, the tests and activities involving special needs students were easier and shorter; moreover, these students were provided additional time for completing tasks.

In addition, the participants were also mixed in terms of learning style. Accordingly, tasks were based on a multi-style approach to support all types of learners (Grimm, et al., 2015, pp. 141-143). Concerning learner style, Rosenberg (2013) has established three categories of learners: visual, auditory, and kinesthetic (VAK). Each type of learner differs in terms of how information is internalized, stored, and recalled (Rosenberg, 2013). Thus, to accommodate all types of learners, the researcher utilized the following materials: a list of songs and educational games (visual), a laptop to download the songs (partly kinesthetic), and sound speakers so that students could hear the songs clearly (auditory) Additionally, the researcher used colored paper for the different games and activities to attract the attention of visual learners, while a small rubber ball was incorporated into activities to engage



kinesthetic learners, especially those who were shy or possessed a special learning need. To further accommodate visual learners, the researcher displayed pictures, song lyrics, and video clips on a large screen.

In addition to the VAK learning types established by Rosenberg, students also differed in their preference for working alone versus in groups. Thus, the researcher employed differentiated instruction to address these differences (Eisenmann & Summer, 2012, p. 299). To assess the students' preferences for individual or group work, the motivation questionnaire asked students to identify which social learning form they preferred. While some identified more than a one social learning form, the majority chose working with a partner. Some preferred group-work, while a few preferred working individually. These results are displayed below:

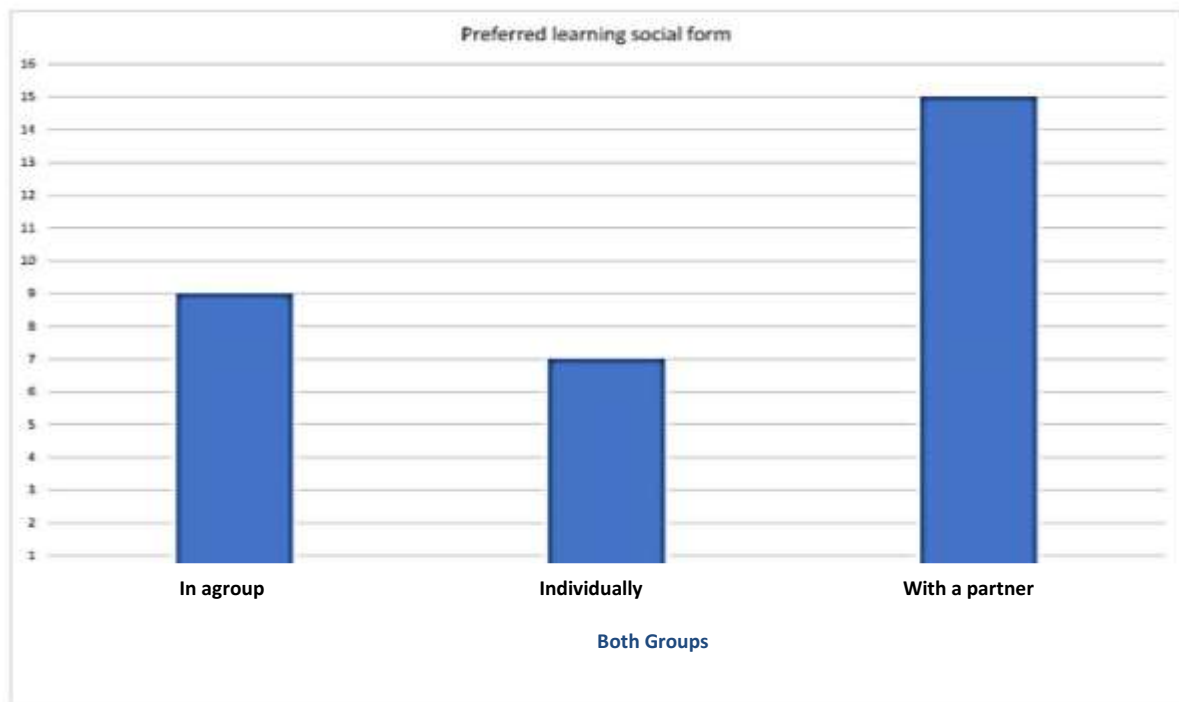


Figure (17): Preferred social learning form

Based on the above findings, it was determined that participants in the control group would engage both in individual and in pair work, whereas the test group participants would work in groups. For example, the test group students always sat in circles while listening to

songs and completed the post-listening games together. On the other hand, students in the control group also sat in a circle during the dictation of song lyrics; however, each student individually read a part of the lyrics as well. They completed the post-listening exercises either individually or in pairs. During the lessons, students in the control group engaged individually during the listening exercises involving the song-based cloze activities, in pairs during role-play and dialogue exercises, and in groups during the educational games. The groups were arranged this way because one concept adopted by the Montessori education system is individual learning. Therefore, the researcher did not want to change the system which is familiar to the students. Instead, individual learning was mixed among pair- and group-work to make the change gradually.

### Experimental component

This section explains the choice of materials and methods utilized in the experimental component of this study. These were designed based on the results of initial interviews with the teacher and students; an assessment of the Montessori curriculum, and existing teaching methods; observation sessions; and the administration of an English-language background survey, motivation questionnaire, and English-language pre-test. Moreover, special needs students were taken into consideration.

### *Design and methodology*

Each lesson was designed with a set of objectives and divided into three sets of activities: pre-listening, listening, and post-listening. The learning indicators for assessing students' progress in listening were determined according to age, level, background, expectations, style, and ability (Eisenmann & Summer, 2012, pp. 126-127), as outlined in the following figure:

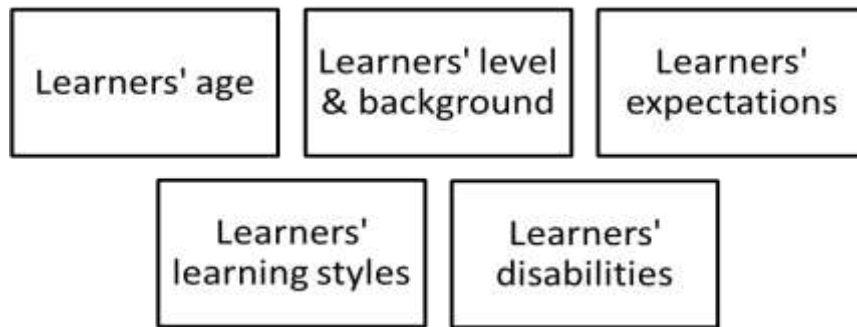


Figure (18): Learning indicators for assessing students' progress in listening

The following table demonstrates the design of the first lesson, which was based on the actual level of the students as well as their target level according to CEFR (2001) listening standards. Each question as well as its purpose is displayed along with the students' responses. The designs of the remaining eight lessons are outlined in the appendix to this paper.

1. Lesson "Rather be" song

		Actual Level		Target Level
Task	Learning Outcomes/ Objectives	Test Group 90 min Through listening to a song	Control Group 90 min Through listening to the plain text	Range A2 level (Soll/level) Can catch the main point in short, clear, simple messages and announcements
"Remember me?" game	Memorize text and fill in gaps after listening	Accuracy: the word "thousand" was written correctly. The verb "continues" was written correctly after two trials. The word "exalted" was written correctly. The rest of the gaps were correct.	Accuracy: The word "thausend" was written sometime "tausend" & the word "travelled" was written sometime in the wrong grammatical tense "travel" or "travelling" & sometime it was written "trawel" by replacing the letter "w" instead of "v" because of the interference of the German mother language. The word "see" instead of "sea" & almost all the pupils wrote the word "exalted" wrong. "I'll" instead of "I am".	Can use basic sentence patterns with memorized phrases, in simple everyday situations
"The twins" game	identify twin/similar word	All pupils were able to identify the right word.	All pupils were able to identify the right word.	Can use groups of a few words, try to identify false friends (which are very evident at this level)
"The right companion" game	match parts of phrases accordingly	Parts of the phrases were matched correctly.	All pupils found the right companion but only one pupil didn't answer this exercise.	Can use some simple structures correctly, but still systematically makes basic mistakes.
"The right place for me" game	put in chronological order	All pupils have put the verses in the correct order in this exercise.	All pupils have put the verses in the correct order in this exercise.	Can use basic sentence patterns with memorized phrases and formulae in order.
"Karaoke" tool	A helpful tool to teach reading & pronunciation, to let off extra energy and express emotion, is ideal for visual learners, improve the ability to recognize words, improve self esteem and confidence.	They sang together and enjoyed it. They were shy to sing individually & felt encouraged while singing together.	They read the text of the song individually as if it were a poetry. They did not seem to enjoy it that much.	
Observations	(fostering /impeding factors) (subjective)	Appealing music caught the pupils' attention to the lyrics. Simple lyrics enhance the pupils to answer the activities faster. Team-work created an encouraging atmosphere to participate and suggest answers to the activities. Interference of the mother language "German language" confused the pupils while writing the lyrics. New and difficult words took longer time to understand and learn how to spell it and write it correctly.	Listening to the song with the test group required playing it more than one time because the first time the pupils were attracted to the melody but in the second time they concentrated more in the lyrics. With the control group they listened to the lyrics "text of the song" while the researcher read them or from their classmates so they concentrated from the first time on the text. They had also the same mistakes liked test group, such as the interference of the mother language which appeared in the spelling or while reading the text or some new difficult words. Individual work made them answer the activities but they didn't seem to enjoy it.	

Table (9): Design of the first lesson

## Materials

Materials included nine songs and various educational games. The lessons were song-based as the motivation questionnaire revealed that most students preferred this learning form. Songs were selected according to many criteria, the most important are being the students' music tastes as revealed by the English-language background survey. These included pop (ten students), rock (six students), classical (three students), hip-hop (two students) and club music (one student). Only one student expressed a disinterest in music. These results are indicated by the following chart:

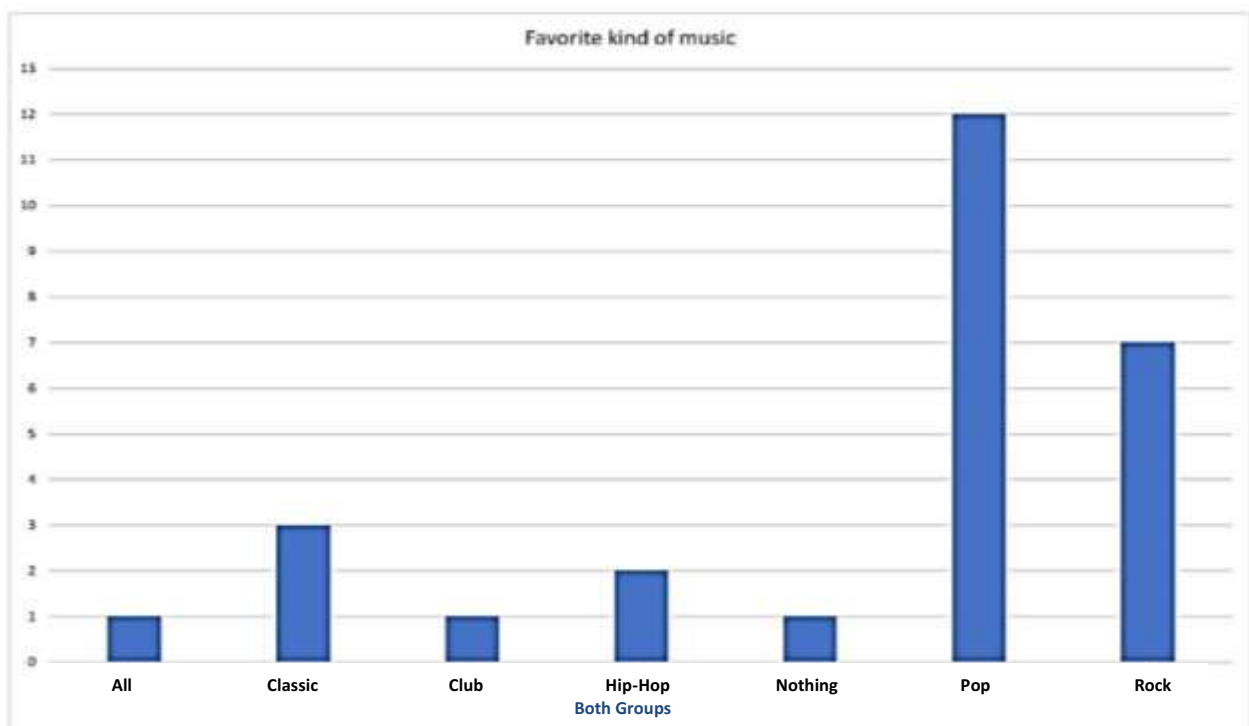


Figure (19): Favorite genre of music

Other factors influencing song selection were popularity (Monreal, 1982), simplicity, repetition of words/phrases, age-appropriateness, genre, and theme. These song aspects were important for enabling students to experienced variety and, thus, avoid boredom. Moreover, these criteria ensured that songs were both meaningful to the students and slow as well as clearly enunciated enough to accurately test comprehension (Monreal, 1982; Urbancic & Vizmuller, 1981; Zola & Sandvoss, 1976). The researcher based these criteria on the

research of Terroux (1982), who suggested that “the song be catchy, easily remembered and age-appropriate” (p. 70). The “catchiness” factor was interpreted to mean that a song contains simple phrases that are strongly linked to the musical characteristics of the song as a whole and repeated throughout.

In terms of genre, Murphey (1992) claims that pop songs are particularly appropriate for language learning because they include simple, effective language with riskless communication qualities, a high verb count, and familiar vocabulary. Moreover, they are authentic texts produced by the native language culture; thus, they are more engaging among students. Moreover, regarding the “catchiness” factor proposed by Terroux, pop songs contain melodies that are more easily remembered due to the quality of the melody and the text (Harrison, 1997; Murphey, 1992; Wallace, 1994). In sum, pop songs are considered to be well suited as a classroom learning activity.

In addition to songs, educational games were also incorporated into classroom learning activities. This inclusion was based on the recommendations of previous studies mentioned in the literature review. Also, the results of the initial in-class observation, interviews, motivation questionnaire, English background survey, and pre-test were considered. All games were integrated with song, meaning that the researcher arranged the games according to their suitability with each song. The researcher chose both songs and games because of their positive motivational effects among young learners. Martin (2000) argued that songs, rhymes, role-plays, and game-like activities with high language content are potent characteristics of multiple primary modern language programs. These programs allow pupils to be able to memorize and reproduce chunks of language in games, texts, and in songs.

Other materials included the researcher’s laptop and sound speakers, which were used to play the songs; a dry-erase board and marker, magnets, colored paper, and a small rubber ball. A comprehensive list of materials can be found in the appendix of this paper.

### *Lesson goals*

The pedagogical aim of the lesson component was to enhance students' listening skills with the use of games related to song lyrics experienced auditorily with musical accompaniment; to increase students' vocabulary size by exposing them to new words and meanings derived from the lyrics; to teach new phrases and informal expressions to students; and to introduce students to new grammar constructions and their use, e.g. the conditional "if" and grammar items, such as "as long as." These goals were based on the results of the students' English-language pre-test and motivation questionnaire.

### *Lesson activities*

The first lesson involved five educational games focused on pre-listening, listening, and post-listening skills. The game "Remember Me?" involved memorizing a text and subsequently completing a fill-in-the-blank task; "Twins" involved differentiating between similar words; "The Right Companion" entailed constructing meaningful phrases from mismatched parts of phrases; and "The Right Place for Me" encouraged students to place lexical items in chronological order. This lesson also incorporated the post-listening game of karaoke, which asked students to practice reading aloud in the control group and singing aloud in the test group to learn the correct pronunciation of words in song lyrics. This activity was beneficial especially for visual learners and for all students' public speaking skills.

### *Lesson skills/learning strategies*

The lessons incorporated the following learning strategies: brainstorming, mind-mapping, and visualization; association with previous knowledge; teamwork; note-taking and dialogue preparation; picture- and video-use as aids; guessing meaning from context; and asking questions for further explanation. These strategies were based upon the various types of learners involved in this study in an effort to increase their autonomy. They also reflected

the three categories of learning strategies: metacognitive, cognitive, and social/affective (Oxford, 2002, p. 121).

As indicated by the wide range of learning strategies involved, these lessons were designed not only to improve listening skills but also to enhance students' writing, reading and speaking ability. In other words, an integrative approach was employed.

### Conclusion

This chapter summarized the design and methodology components of the present study, including its context, sample selection, data collection methods and instruments, and participant demographics. Finally, the experimental (lesson) portion of this study was described in detail. The first lesson that was mentioned in this chapter was a sample lesson. The rest of the lessons in the research project are described in detail in the appendix. The following chapter presents an analysis of the collected data.



## Chapter 8

### Results of the empirical study

#### Introduction

This chapter presents the results of the empirical study, including the pre- and post-design research phases. The pre-design research phase included interviews with two English-language teachers, an English-language background survey for students, an English-language pre-test, a motivation questionnaire, in-class observation, and an analysis of the English-language curriculum utilized at the Montessori school. The post-design research phase included follow-up interviews and interview questionnaires with both teachers and students, an English language post-test, and a motivation questionnaire.

#### Results of the pre-design phase

This study's pre-design research phase was conducted by using various data collection methods for gathering sufficient information regarding students' language levels and backgrounds. The first method involved interviews with two English language teachers at the Montessori school; the administration of an English-language background survey, English-language pre-test, and motivation questionnaire among the students; in-class observation; and a review of the English language curriculum being employed among the 6<sup>th</sup>-grade students at the school.

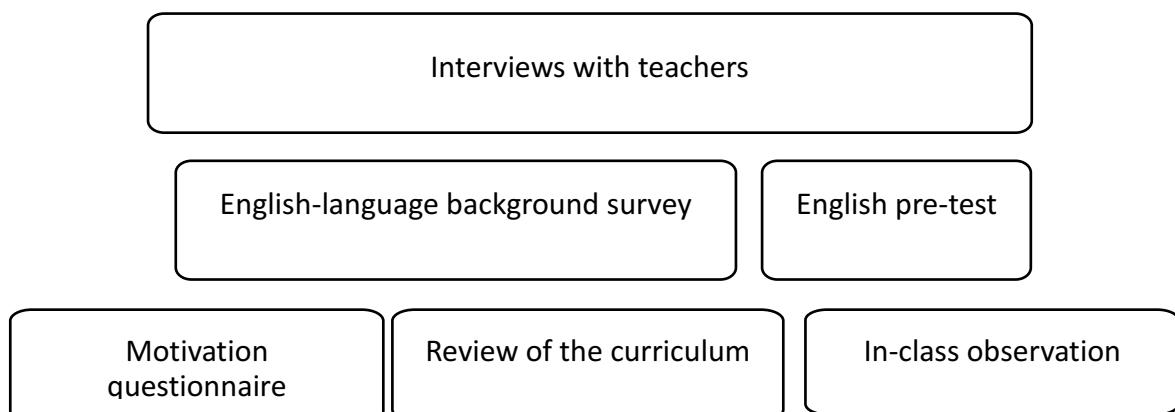


Figure (20): Pre-design components

### *Interviews with English-language teachers*

The data obtained from the teacher interview component was subsequently analyzed quantitatively and included an in-depth content analysis of the interviewees' responses as well as unexpected points that sometimes arose during the interviews. The method of triangulation utilized for this purpose was first proposed by Denzin (1978) and Patton (1999) as a means of evaluating the consistency of findings generated by different data collection methods (i.e., qualitative and quantitative), of elucidating complementary aspects of the same phenomenon, and of providing the most sufficient amount of insight regarding the collected data.

After the interviews had been recorded, they were then transcribed by the researcher, who reviewed the audio recordings at least three times in order to ensure accurate transcription. Prior to transcription, the researcher recorded details regarding the interview specifics and the environment, e.g. where and when it had been conducted, impressions and observations pertaining to the interviewee's personality and body language, and the content of the interview. The researcher also transcribed the "small talk" that had been facilitated with the interviewee both before and after the interview in order to document the entire interview process in a thorough manner. Finally, in order to verify the interview responses, these were e-mailed to the interviewees following transcription in order to confirm information and make additions or comments.

The interviews were analyzed in three regards: content analysis, discourse analysis, and relational analysis, as depicted below:

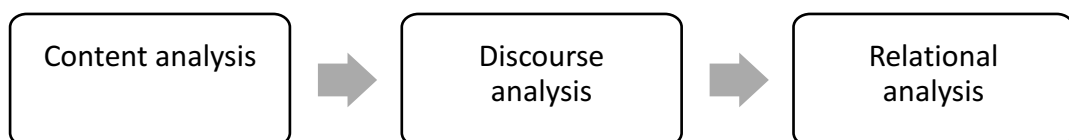


Figure (21): Interview analysis methods

Content analysis involved the keywords, paragraphs, and themes of each interview response such as the following: “a whole-day school system,” “free work,” “project work,” “teachers’ minutes,” “self-explanatory materials,” “the teacher as a helper,” “common mistakes in grammar,” “group work” and “listening is the most difficult skill to develop.”

Discourse analysis involved the identification of main themes and an examination of the ways in which they had been expressed during the interviews. The main themes of the teacher interviews were the differences between a traditional curriculum and that of the Montessori school, teaching and assessment methods, the number of classroom pupils and class atmosphere, inclusion, teaching challenges, the teacher’s role, students’ learning difficulties, common mistakes among students and methods of correction, social learning forms, the easiest and most difficult language skill, the role of motivation and factors affecting it, the research project’s advantages and disadvantages, and feedback as well as recommendations.

Finally, relational analysis was used to identify concepts and explore relationships between concepts. Throughout the interviews, both teachers acknowledged that their school implemented a whole-day system, which is unique to the Montessori school and enables students to complete all of their homework assignments during the school day. The concept of free work was also cited as being particular to the Montessori school and as enabling students to select topics of interest, work partners, and materials. The teachers viewed free work as beneficial to students in that it assists students in building their personality and teaches them to be independent learners. In terms of assessment methods, the teachers explained that their students are evaluated by grades, as is the case with traditional educational settings; however, students with special needs are evaluated via reports. The maximum number of students per class is 25, and the classrooms are inclusive in terms of student demographics, as is the case in schools throughout Germany.

In terms of the challenges facing them during their English lessons, the teachers explained that their students sometimes do not realize the importance of English and, thus, are often unmotivated. Moreover, Teacher A insinuated that part of this situation may owe itself to students' age:

A5: Pupils, little ones especially, say they do not need English [because they] can speak German, [which] is much easier. So, they do not understand that every language is hard for foreigners to learn. They cannot see that. The horizon is sometimes so narrow. [They also wonder], "Why do we pronounce it like that and not in our way?" so they cannot see the motivation.

Teacher B: Well, I think English is not that challenge, because English is around us. So they listen to songs, they watch videos and YouTube and I have got lots of students, who are listening to English very often. They do very well in tests so it's not that challenge, but for students who are with special needs that's a little bit difficult, because they have problems in the German language and in Mathematics and then English yes it's important, but not that important like Math and German. And that's my opinion too.

Teacher A also speculated that a de-motivating factor pertains to students' mixed abilities as a group, commenting the following:

A10: Pupils have very different skills and competencies concerning language-learning, such as vocabulary, speaking skills, writing skills, reading skills, and understanding. Some are able to write long and coherent texts, whereas others, especially pupils with special needs, are only able to learn very easy vocabulary, e.g. animals' names or easy words related to daily activities.

Teacher B: Mostly that's the case when they can talk and work on their own topics. Topics they are connected with teenage life for example. Cultures of teenagers, fashion, music, these are the points they love to work on. Points like politics or technology or science that's hard because normally they don't like science, chemistry, mathematics and something like that. That's hard of course. I can talk about things I like, I am interested in and I can't talk about the latest inventions in medicine or something like that ("the teacher laughs") because I don't know the facts so I can't write or speak about that.

Similarly, the teachers explained that facilitating speaking and listening activities among a group of 25 students can be difficult and that each student requires a different amount of time when it comes to listening. Teacher A also mentioned that she felt unprepared to address the students with special learning needs during these activities and explained the situation in the following way:

A14: With around twenty-five pupils, it is hard to create speaking situations and a speaking atmosphere...They do not dare speaking, and many of them do not raise their arms because they have a fear of speaking. Also, listening is hard to practice because they need very different amounts of time to understand...[Moreover,] I did not learn how to cope with pupils with special needs since my training at university concerned only higher levels, but then the community schools came up, where pupils of every level learn together. This is a big challenge.

The challenge is amplified by the fact that authentic English language use can be fast and differently accented, e.g. Indian or American accents, while students are used to the diction British tempo and accent.

A13: Regarding students' language difficulties, the teachers explained that their students experienced problems in pronunciation, listening, and grammar. One cause of the grammatical mistakes was seen as connected to the fact that students compose their English sentences using the same word-order of German syntax. Regarding this matter, Teacher A explained the following:

Pupils have bad pronunciation and poor listening skills. Elementary language skills are often missing, e.g. grammatical skills, and pupils tend to translate word-by-word from German to English. Most mistakes are grammatical mistakes [because] they just take the German syntax and translate it to English.

Teacher B: Well, I think students have got a good base of vocabulary because they listen and read in English and so on. Mostly they do mistakes in Grammar, but in our time when I studied grammar was very very very important. You have to know all the rules of grammar, but nowadays grammar is important too but it has not such high level of value like vocabulary. Nowadays scientists say and that's my opinion too students have to know the words to express themselves, so if you have no words and you know the grammar so what ("the teacher laughs"), what can you do with the grammar, you need the words. So, and if you have some mistakes, that's not a problem, everybody can understand you and that's my opinion too. So well, somethings are important to me for example prepositions, be interested in, be proud of, that's sometimes difficult. Present perfect is difficult ("and what about the pronunciation? Is there's something they mix with the German language? I asked") No, not so often. We listen to CDs and tapes and we speak together the words and I think it's not such a problem.

Regarding students' language skills, Teacher A described her students' tendency to directly translate from the native language into the target language as an indicator of their insufficient grammar knowledge. Another indicator which she continued to describe was the students' lack of grammatical knowledge in their native language. She explained this situation in the following way:

A13: All the things they do not know in the German language or in German grammar they cannot put into English. For example, in the dictionary it says *Substantiv*, so *nomen* or *noun*, but they do not know the meaning of a noun, so they cannot choose the right word.

One specific grammatical error that the teachers observed in their students was their inability to distinguish between the simple past and past perfect forms, as they are used to employing the past perfect in German but unfamiliar with how to use the past simple, which is required in English. Teacher A stated the following regarding this matter:

A13: They are not able to use the past form because in German we do not use the past tense very often, just in writing. But still the past tense is just in their mind because I have the feeling it disappears from the German language and that is why they cannot form that in English because they do not know it.

In addition to the issue described above, the teachers expressed that students also have difficulties in comprehending preposition use and difficulties in reading. Teacher A gave the following example of a reading problem:

A8: I think reading is easy because you can say, "yes, I can read that," but still they read something and they do not know how to pronounce it or how it sounds. That is why sometimes they do not know how to imagine what it is and what it means in German.

Teacher B: For my students speaking is the easiest because I practice speaking very often and I think speaking is the most important thing in learning a language so that's my opinion. Well, the hardest skill or a skill that's very hard to learn and hard to practice is listening, for me too I didn't like it at all, in French too that's listening, I see that in examination in the 10<sup>th</sup> class, you can get all in all 15 points for that examination only for listening part and there are only a few students who can manage that. They are mostly between 10 and 12 points, but that's difficult for them. "What do they say to you? What is difficult for them about listening?" I asked. "It's too fast for example and books and people who created the examination love the American or Indian speak English or I don't know Australian so there's different accents and there's another slang and we don't practice that too often. Normally we have British English so that's the base. Of course sometimes if we talked about American English and we listen to some examples, but normally that's hard. We are used to British English so then it's too fast and the accent and well sometimes the students are used to see question one and that's should be the first point in the conversation, when they listen to a conversation and question 2 that should be the second point. So they follow that order but they can answer question 1 and then well they talk about what that question 6, it's hard for the students because they want to follow that order.

On the other hand, the teachers described what they perceived to be their students' strengths in English language use. Teacher A explained her students' strengths in each language skill:

A8: In speaking, students can make easy sentences. In listening, they can understand slowly spoken texts and dialogues quite well when they have the



chance to listen more often. In reading, more complex texts are understandable than with listening. In writing: short and easy sentences are okay, but as I said they tend to translate the very complex German sentences word-by-word, which most of the time is wrong. They lack the grammatical skills needed to form sentences.

A6: The correction methods utilized by the teachers were dictionaries, explanations, repetition, revision, structural comparison between English and German, and “learning by doing.” Group work was cited as being the main social learning form. Teacher A explained that she found group work useful when “solving grammar tasks together” and engaging in creative tasks such as “posters, dialogues, theatre plays, etc.”

Teacher B: Normally I have got different exercises. When I know that’s a very shy child or a child with a special needs so they need to do all exercises. They have got help with words and so on. Well sometimes they are shy and they don’t say a word because they are other students that they want to always raise their hands and normally you see these students. You see them more often than shy students so of course I go to them, if the students are working, if they are writing something or reading something, I go to them but not every hour ...I’m honest (“the teacher laughs”) sometimes it’s hard. But if I see that there’s a problem and the students are thinking about a problem, sometimes you see that on their face, so I go to that student and I ask do you need a help and sometimes when clever students, they already when they have more time, I say ok can you help him, can you help her, but not in every lesson, I’m honest.

A7: During group work, Teacher A also explained that she divided students into categories based on their learning speed. Regarding learner motivation, the teachers explained that it increases when their students engage in group work or song translation

activities, mobile phone use, and online dictionaries/Google. Teacher A explained that she enjoyed “working with videos or subtitled movies and with songs.” She also described her preferred teaching method as collective and/or individual listening activities, during which she would utilize small speakers, audio texts from the main course book, the Internet, and songs. Other individual work included workbook activities, as “every pupil needs more or less time, and they have to finish the tasks later during study time or at home” (Teacher A).

Teacher B: Pair work, work in groups, and single work. In my lesson I always start with a little oral exercises, a little brain storming to warm them up, to do some exercises speaking about the week or some vocabulary exercises to find the odd word in the line and why is that the odd word, noun and verb, find the noun to the verb and vice versa so I start only with an all exercise then I continue with the topic.

A9: Finally, the teachers mentioned that their students derive motivation from selecting their own topics, which they connect to their teenage lives and cultural aspects such as fashion and music.

Teacher B: Mostly that’s the case when they can talk and work on their own topics. Topics they are connected with teenage life for example. Cultures of teenagers, fashion, music, these are the points they love to work on. Points like politics or technology or science that’s hard because normally they don’t like science, chemistry, mathematics and something like that. That’s hard of course. I can talk about things I like, I am interested in and I can’t talk about the latest inventions in medicine or something like that (“the teacher laughs”) because I don’t know the facts so I can’t write or speak about that.

A10: On the other hand, their students become demotivated during difficult assignments or those related to topics such as politics, science, mathematics, chemistry, and

technology. Finally, the teachers expressed that their more advanced students play an active role in class, as they assist their peers in problem-solving after they have completed their own tasks early.

Teacher B: About the methods of teaching and learning: there is the normal way of learning, teachers, students, you know that. But mainly we do the following we tell the students what the subject is, we say ok these are the difficulties, be attention. And then we let the students work alone in little groups to practice the new things. That means we don't stand for 60 min or 90 min in front of the class. We give a short introduction, that is our topic, these are the exercises, please do that and then they can work in pairs or groups and they can work on themselves. So that's one thing, the second thing is the practical work, we do a lot of practical work, work with hands, we have got special labs or special rooms for art and practical work, where they can work with their hands and yes we have got longer projects for example in class 9 it starts in February, everybody chose a special topic, they have to produce a model that means students have to plan all the processes by themselves for example class 9 they are working on so called GPA - "Grosse Praktische Arbeit" - they must pick up a project, and they have to work on that project, they have to complete forms for example, how do they work or the next steps and so on. And it lasts 8 weeks and that's a longer project and at the end they have to present. We always or we very often have exercises and tasks, where the students must present the results in front of the class or larger audience and so on.

#### English-language background survey

The purpose of this component was to investigate several aspects of the (22 students) including their English-language backgrounds, prior knowledge and experiences, musical backgrounds, difficulties in learning English, preferred learning forms and methods, and

perceptions regarding the importance of English both at the moment and in the future. This survey contained twenty-five questions comprised of probes and prompts (Dowling & Brown, 2010). It also contained both multiple-choice and open-ended questions to which students were asked to respond. The responses of this survey served as the main basis for the design of this study's experimental component. Some of the most important questions and responses from the survey are outlined below, and the remainder are placed in this study appendix.

Students' learning histories were assessed by means of the questions, "How long have you been studying English?" and "When you began studying English, where did you most frequently hear spoken English?". To these, most students (18) replied that they had been studying English for five to seven years, while three had been studying for three years. Only one student had been studying for more than seven years. Moreover, the majority (15) cited school as the place where they had most frequently heard spoken English, while four students cited the radio and four more cited an exhibition.

In terms of the easiest and most difficult language skills (listening, reading writing and speaking), the majority (7) of the students expressed that reading was the easiest, while writing (5), speaking (5), and listening (5) were cited by the remaining students. At the same time, the majority (11) of the students replied that listening was the most difficult skill, while five cited reading and three cited speaking.

When asked which learning method students preferred the most in acquiring English, most (25) students chose either educational games (13) or songs (12). As detailed in the following chart, three students preferred movies and three preferred writing, while only two students favored reading and one favored translation.

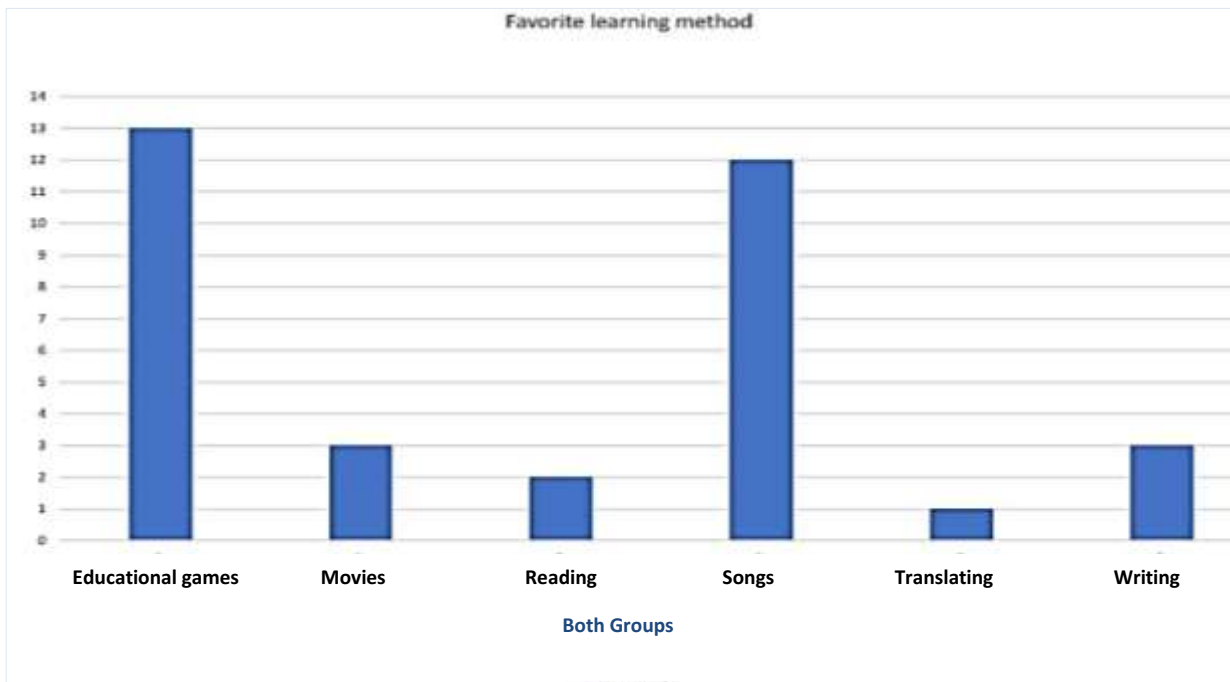


Figure (22): Favorite learning method

In a similar effort to assess students' interest in learning activities, students were asked whether they preferred watching music videos produced in English but without musical accompaniment or simply listening to the songs without video accompaniment. Most (10) students preferred watching videos, while eight preferred listening to songs. Four students preferred both videos and songs.

Several questions on the English-language background survey investigated aspects related to students' pronunciation of English. One question asked students which of the following they perceived to have the greatest influence on their pronunciation: teachers, movies, songs, friends, international friends, and other things. The results are presented in the chart below:

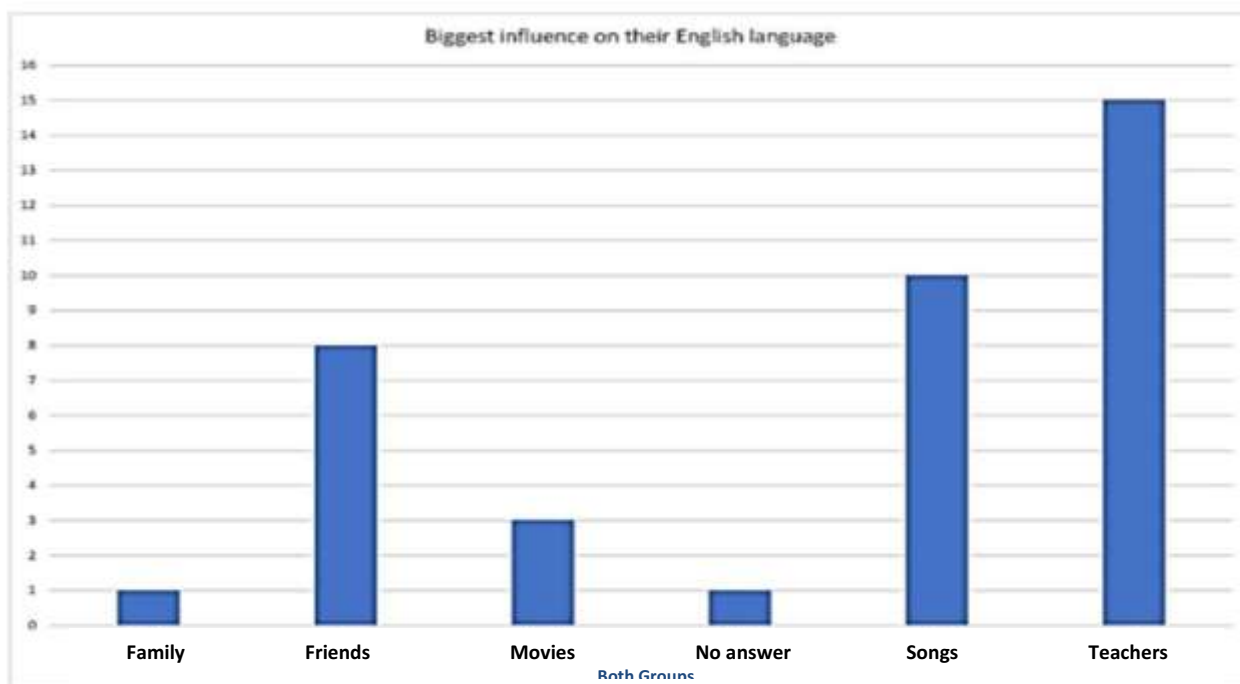


Figure (23): Greatest influence on English language

As indicated above, the majority (15) of students perceived teachers to be most influential in terms of their pronunciation, while ten found songs to be most influential and eight chose friends. Only three students felt that movies affected their pronunciation, while one cited family and another felt that nothing influenced their pronunciation.

Another survey question regarding pronunciation asked students which aspects of pronunciation they found to be difficult – vowels, consonants, specific words, dialects, or others. A large number (14) of students mentioned that they experienced difficulty in pronouncing specific words, while nine expressed difficulty with dialect. Three students felt that no pronunciation aspects were difficult for them, while two mentioned vowels.

In another survey component, students were questioned regarding their awareness of the mistakes they made in English class. First, they were asked whether they were aware of some of the mistakes they made; then, they were asked to identify a few of the types of mistakes as well as any word/words they always mispronounced. The results are displayed in the chart below:

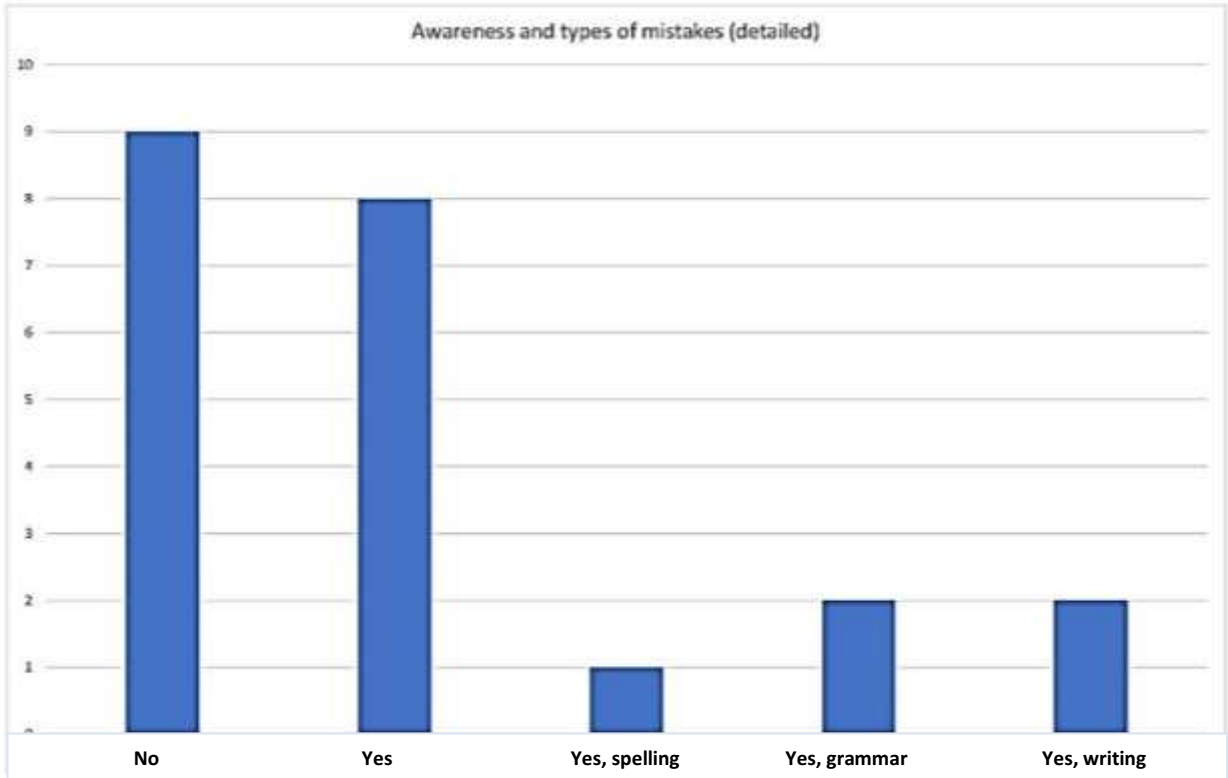


Figure (24): Awareness and types of mistakes

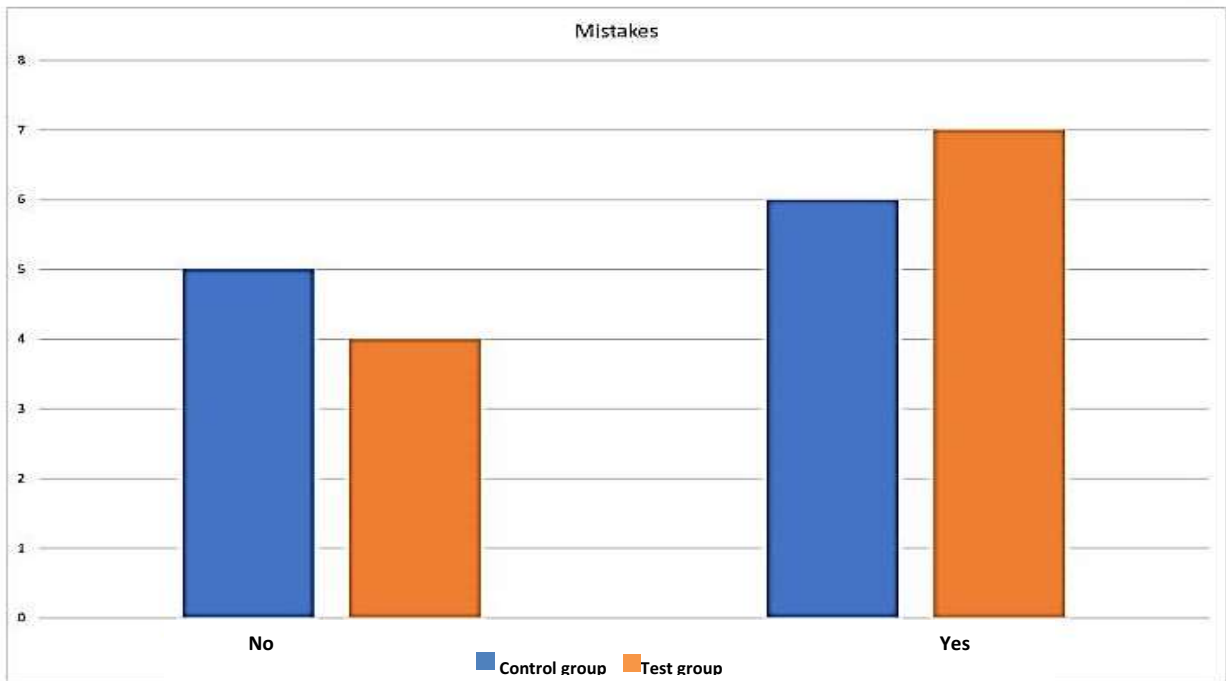


Figure (25): Mistakes

As seen above, the students were relatively divided in terms of their awareness of their English mistakes. While eleven students stated that they were aware of their mistakes in spelling, grammar, and writing, the remaining nine students expressed that they lacked

awareness regarding their mistakes. An equal number (2 in each group) of students cited grammar and writing mistakes as their most common types of mistakes, while only one student cited spelling.

Other survey questions involved students' musical preferences. The first question in this regard assessed students' preferences for musical genre – pop, rock, hip hop classic, blues, and others. The majority of students (12) preferred pop music, while seven preferred rock. The least preferred (1 student) genre was classical music, while one student preferred no music at all. Only one student preferred all genres of music. Additional details regarding students' musical preferences are displayed in the following chart:

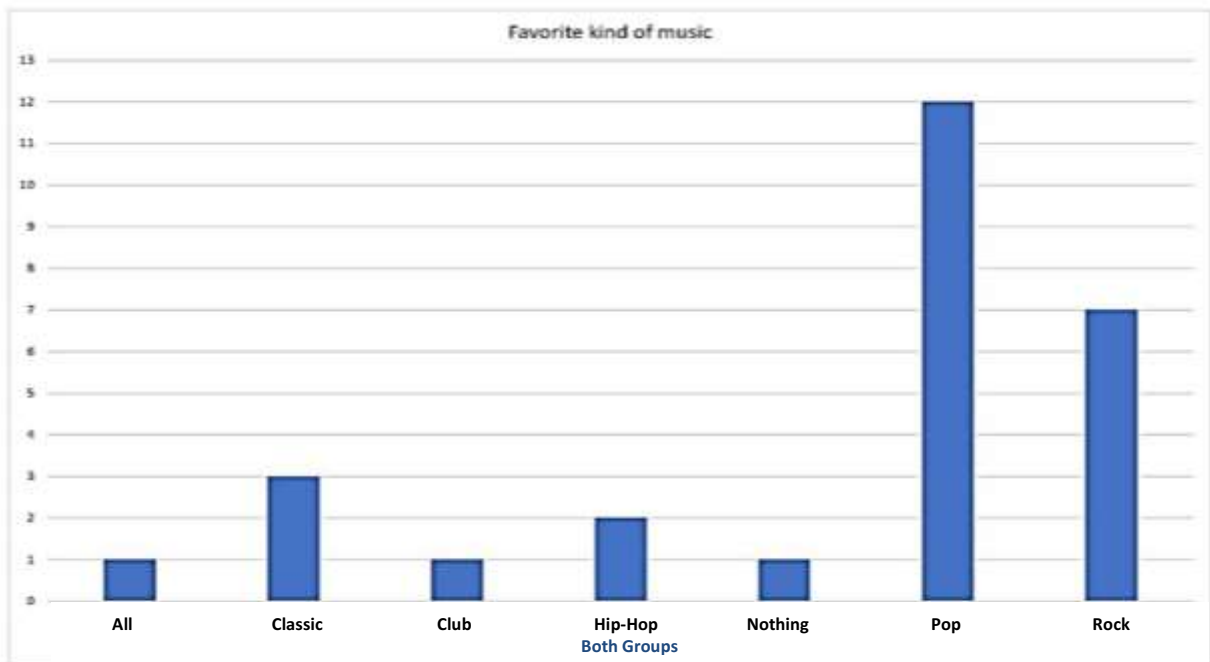


Figure (26): Favorite kind of music

After being asked about their genre preferences, students were asked whether or not they enjoyed singing. As a follow-up, those who answered “yes” were further asked if they preferred singing along, with friends, or as part of a choir. The results are presented below:



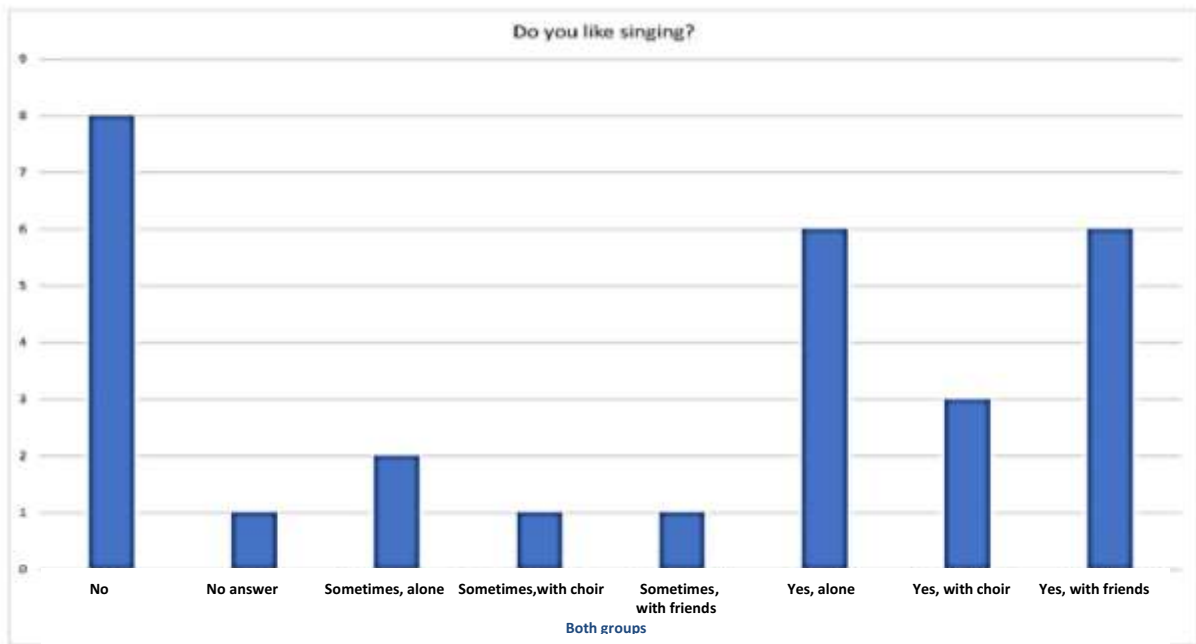


Figure (27): “Do you like singing?”

As seen above, most (18) students stated that they enjoyed singing. Of these, eleven mentioned that they preferred singing with others, while eight preferred singing alone and another eight did not enjoy singing. Only one student left this question blank.

Finally, another set of questions in the English-language background survey assessed the students’ English language-learning habits, expectations, and preferences. In response to the first of these, which asked whether students thought it was important for them to learn English, an overwhelming number (19) answered “yes,” while only one answered “no” and two didn’t answer. For those who had answered “yes,” a follow-up question was asked regarding their expectations for using English in the future – whether in personal life, work-related activities, studying, travelling, or other areas. The results are illustrated in the chart below:

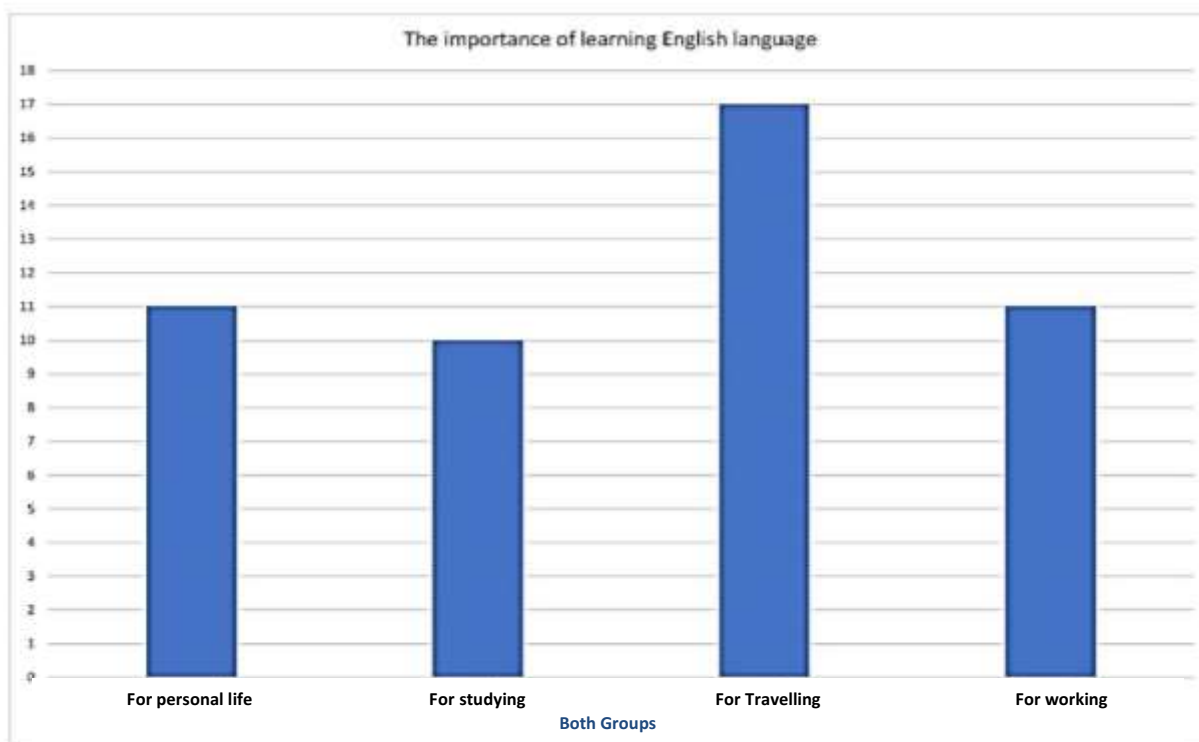


Figure (28): Importance of learning English

As indicated above, the majority (17) of students expected to use English for travel purposes, while eleven expected to use it in their personal lives and another eleven thought they would use English for work-related activities. Ten students expected to use English for study purposes. When questioned about the frequency (daily, weekly, or monthly) of their current English language use, a relatively even number of students stated that they use English either weekly (11) or daily (10), while one student did not respond. Regarding learning preferences (alone, with a partner, in a group), most (15) students stated that they preferred working with a partner, while nine preferred working in a group and seven preferred working alone. Moreover, when asked to choose the skill (reading, listening, writing, or speaking) perceived as being most important to them, students expressed the following:

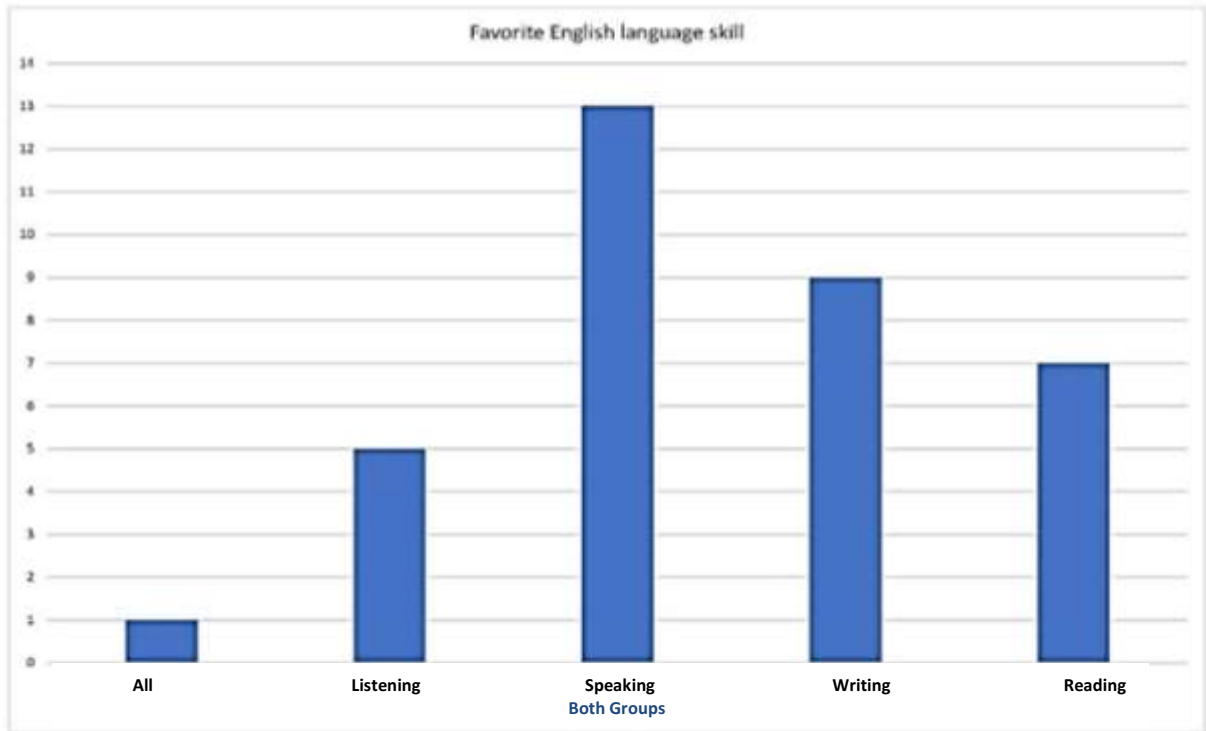


Figure (29): Favorite English-language skill

The majority (13) of students expressed that speaking was most important of the four language skills, with nine students choosing writing, seven choosing reading, and five choosing listening. Only one student expressed that all four skills were equally important.

#### English-language pre-test.

This assessment was administered to the control and test groups prior to the experimental (lesson) component. Its aim was to gauge students' learning difficulties in terms of listening, spelling, and memorization.

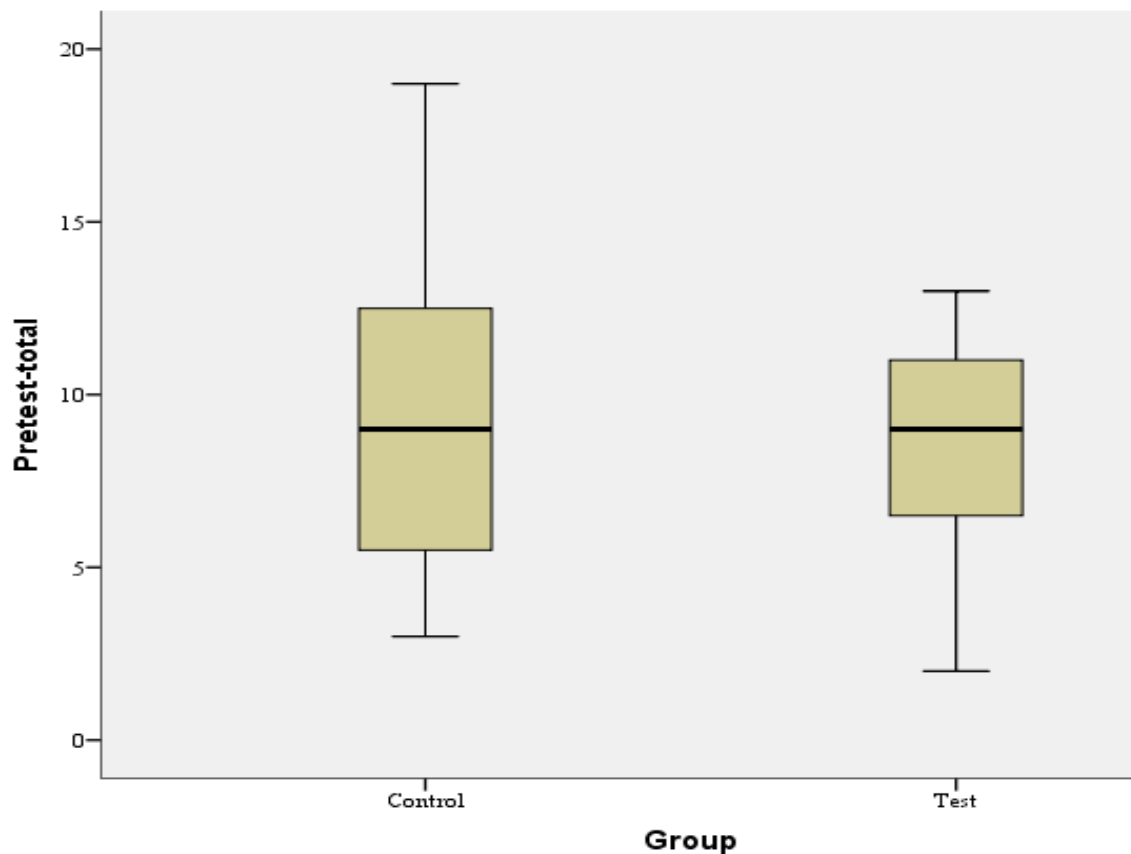


Figure (30): Pre-test total

Figure 31 above displays the distribution of the total pre-test scores. The mean for the control group was 9.82, with a standard deviation of 5.4. On the other hand, the mean for the test group was 8.73, with a standard deviation of 3.4. There were no statistically significant differences between the scores of the two groups, as revealed by the Mixed ANOVA test illustrated at the end of this chapter.

### Motivation questionnaire

The motivation questionnaire administered to students prior to the experimental (lesson) component was subsequently analyzed using the Mann-Whitney test. After comparing the responses of the test and control groups, it was determined that no statistically significant differences existed between the two groups.

Comparing pre and post-test surveys within each group alone by using Wilcoxin signed-rank test which is based upon the medians.

Group	I like learning English language	I like English language class	I like speaking in the English language class	I like the listening section in the English class	I like the writing section in the English class	I like the reading section in the English class	I like to participate in the English class	I like to learn individually	I like learning in a group	I like doing homework
Control	4.00	4.00	4.00	4.00	4.00	4.00	5.00	3.00	5.00	4.00
Test	4.00	4.00	4.00	4.00	4.00	4.00	5.00	3.00	4.00	4.00
Total	4.00	4.00	4.00	4.00	4.00	4.00	5.00	3.00	4.00	4.00

Group	I like learning by songs	I like learning by games	I look forward to English class	I wish we had more English classes	English classes are important to me	English classes will help in my life	Learning a foreign language is advantageous to me
Control	4.00	4.00	3.00	3.00	4.00	4.00	4.00
Test	4.00	5.00	4.00	3.00	4.00	4.00	4.00
Total	4.00	4.50	4.00	3.00	4.00	4.00	4.00

Table (10) Medians for pre-motivation questionnaire between control and test group

### In-class observation

On March 23, 2015, the researcher initiated the in-class observation component of this study by attending a 6<sup>th</sup>-grade English class at the Montessori school. The purpose of this observation was to understand the classroom routines and processes. It was observed during this class that the teacher stood in front of the students, who remained seated at desks. She began class by asking students to open their books to a certain page, which revealed the title of the daily lesson, “A Perfect Weekend.” The teacher facilitated a brainstorming session by asking students questions about their previous weekend, for example what time they had woken up, what they had eaten for breakfast, which places they had visited, and which activities they had participated in throughout the day. The students then worked in pairs to prepare their responses and subsequently raised their hands to share their answers aloud. As

the students responded, the teacher recorded some of the key vocabulary terms and corrected some grammar mistakes on the board. She then asked students to read individually a set of related questions in the book and afterward played an audio recording. After students had listened to the recording, the teacher read aloud the questions in the book and allowed students collectively to provide their answers. Whenever an answer was provided, the teacher recorded it on the board. At the end of this question-and-answer session, the teacher asked students to describe what they perceived to be the perfect weekend. Again, the students individually conceived their answers and collectively shared them aloud. The teacher would ask follow-up questions and discussion for each answer, afterward asking other students for their opinions on the topic.

Having described the general atmosphere and class activities, the researcher will now analyze and interpret the data collected during in-class observation. This analysis will focus on the following aspects derived from Cohen, Manion, and Morrison (2011):

- 1) The physical setting (i.e., the physical environment and its organization).
- 2) The human setting (i.e., the organization of people as well as the characteristics and makeup of the groups or individuals being observed, e.g. in terms of gender and class).
- 3) The interactional setting (i.e., the interactions that are taking place, whether formal, informal, planned, unplanned, verbal, or non-verbal).
- 4) The program setting (i.e., the resources and their organization, pedagogic styles, and curricula and their organization).

The following visual depicts how each of the above aspects related to the current study:

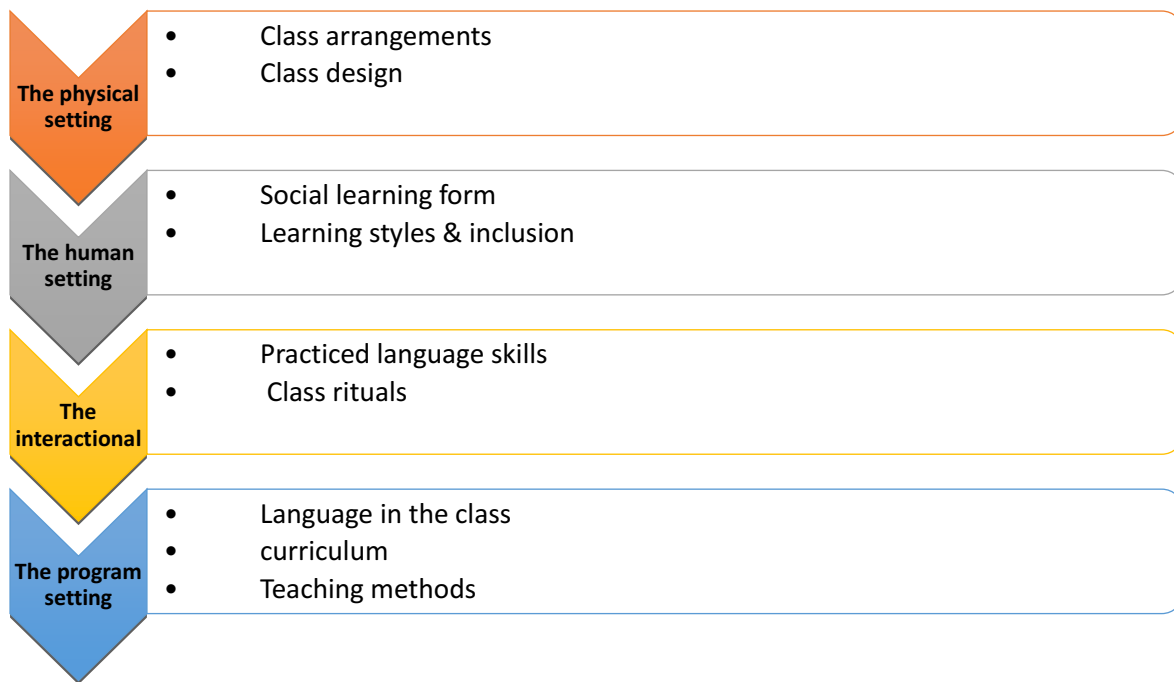


Figure (31): In-class observation analysis components

*The physical setting (class arrangements and design)*

There were twenty-two students in the class, including eight boys and fourteen girls. Two of the students had special learning needs. The seating of the students was a mix between a horseshoe or semicircle and group pods. A horseshoe or semicircle seating arrangements involves all participants facing each other while the instructor can move throughout the empty inner space (most of the room). On the other hand, and group pods may be comprised of rectangular, circular or trapezoidal tables, or individual desks. Regarding stations, instructors can place several tables together to form student groups (with 3-4 students per group).

In terms of classroom design, the classroom contained bookshelves, coat hangers and shelves for students' bags. One wall of the classroom was made of glass, through which the school's garden and schoolyard were visible. This was sometimes distracting for the students, especially when their peers from other classes were outside engaging in a sports activities.

*The human setting (social learning form, learning styles, and inclusion)*

Students completed activities individually, in pairs, and collectively. Moreover, the teacher utilized a laptop during activities to play downloaded songs and audio texts to which students were asked to listen. Pertaining to students' learning styles, it was observed that students remained seated throughout the entire 45-minute class duration. Thus, it was concluded that the lessons did not address kinesthetic learners. On the other hand, visual and auditory learners were accommodated. It was also observed that the classroom environment was inclusive, as students with special learning needs were integrated with normally abled students. They were usually accompanied by a social worker who would aid them in completing classroom assignments. Moreover, the teacher ensured that these students understood the lesson content and instructions by individually explaining these aspects when necessary.

*The interactional setting (practiced language skills and classroom rituals)*

It was observed that students were able to practice all four language skills (listening, reading, writing, and speaking) during the lesson time. Moreover, it was observed that students with higher proficiency in English always seemed confident and enthusiastic to answer, but those with less adequate language skills were relatively passive and simply listened to their peers' answers in order to record them on paper. In terms of classroom rituals, it was observed that upon entering the classroom, students immediately removed their shoes and exchanged them for slippers. They hanged their coats and jackets. They took out of their bags the subject book they are going to learn in this session and they put back their bags aside on the shelves beside the wall. Every one of the students sat in their places and were ready for the session.



### *The program setting (language in the class, curriculum, and learning methods)*

The teacher spoke predominantly in English but sometimes gave instructions and clarification in German. Moreover, students always conversed with peers in German and sometimes answered or commented to the teacher in German. The textbook utilized during class was from the Cornelsen Publishing's *Lighthouse* (2013) series, which employed an integrated approach toward English language learning as it engaged students in all four language skills simultaneously. The series also aims to increase students' intercultural competence by including content derived from the target-language culture. For example, the book's six units address various cultural topics such as neighborhood, festivals, chores, food, illness, and weather. The grammar content includes topics such as simple present, simple past, present progressive, present perfect, future, and past progressive verb tenses as well as the verb "to be," "some" versus "any," adjectives of comparison, and adverbs of manner. Some skills that students derived from this series were vocabulary acquisition, the use of study tools such as dictionaries and mind maps, composition including letter-writing, description of photos and pictures, improving test performance, and oral presentation. It was accompanied by a workbook, which students also utilized to complete additional practice individually. The teacher used the board, a CD player for conversations in the book, and the English language textbook.

### Analysis of the English-language curriculum

The Montessori school of the present study was utilizing Cornelsen Publishing's *Lighthouse* (2013) series, which employs an integrative approach for enhancing listening, reading, speaking, writing skills alongside intercultural competence, as mentioned above. In a given level, students were assigned a coursebook as well as a workbook, both of which contained six units addressing various topics such as neighborhoods, festivals, chores, food, illness, and weather. The grammar topics included learning the verb "to be"; the simple

present, present progressive, present perfect, future, past progressive, and simple past verb tenses; “some” and “any”; and comparative degrees of adjectives. Other skills included vocabulary, dictionary use, the construction of mind-maps, the composition of various texts including letters, the correction of mistakes, the description of pictures and photos, test-taking, and oral presentation (Cornelsen, 2013).

While the integrative as well as interactive structure of the school coursebooks may have seemed appealing, especially in the variation in topics, nevertheless these texts lacked authentic resources such as songs, news excerpts, short films, and others. Thus, students lacked the opportunity to listen to a native speaker and distinguish among the different dialects and accents of the English language. Similarly, they were unable to gain familiarity with informal as well as slang expressions, which they are encounter in reality. In essence, they were unable to enhance their listening skills significantly.

Aside from the lack of authentic resources in the *Lighthouse* (2013) texts, the books also omitted activities which would have encouraged students to move while learning or to work in groups. Rather, these texts demanded that students think and solve problems individually; as a result, they were not able to develop their social skills while learning. Likewise, students were not able to engage in exercises that incorporate a variety of visual, auditory, and kinesthetic components. A direct consequence of this for the students could be that they lose their motivation for learning English.

A third weakness of the curriculum utilized among the Montessori students was the coursebook’s lack of comparison between English grammar and vocabulary and that of the students’ native language (German). As observed during this study, students often became confused when attempting to translate meaning across the two languages.

Finally, due to systematic constraints placed on teachers at the Montessori school by the Ministry of Education alongside the density of the coursebooks, teachers lacked the opportunity to implement creative teaching strategies among their students. As observed

during this study, the teachers did not deviate from the book's topics or exercises to engage with students, as they were rushed to complete the curriculum according to dates established by the Ministry. As a result, teachers felt stressed and focused entirely on meeting pre-set outcomes for students' progress instead of attending to the learning process and making it enjoyable for students.

All of the above issues negatively impacted the students' motivation for learning English. They felt uninterested in the curriculum because it did not address their daily activities or interests such as sports and songs. Moreover, the lack of differentiation between words and concepts in English and those in students' mother tongue played a role in decreasing their motivation as well as concentration. Finally, the language content of textbooks did not address authentic language use, especially for beginners and intermediate learners.

After applying the pre-design research phase and presenting its results, the researcher will show in the next part the results of the post-design research phase to show the impact and differences between both phases.

#### Results of the post-design research phase

The post-design research phase included the facilitation of a follow-up interview and questionnaire with both the teacher and the students as well as the administration of an English-language post-test and motivation post-questionnaire with students.

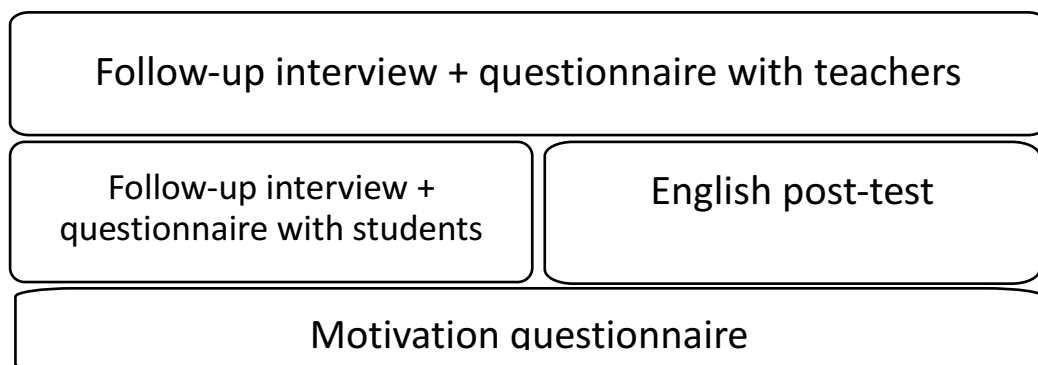


Figure (32): Post-design components

Follow-up interview and questionnaire with English-language teacher

The following thematic network derived from Attride-Stirling (2001) illustrates the main themes and subthemes of the teacher interviews:

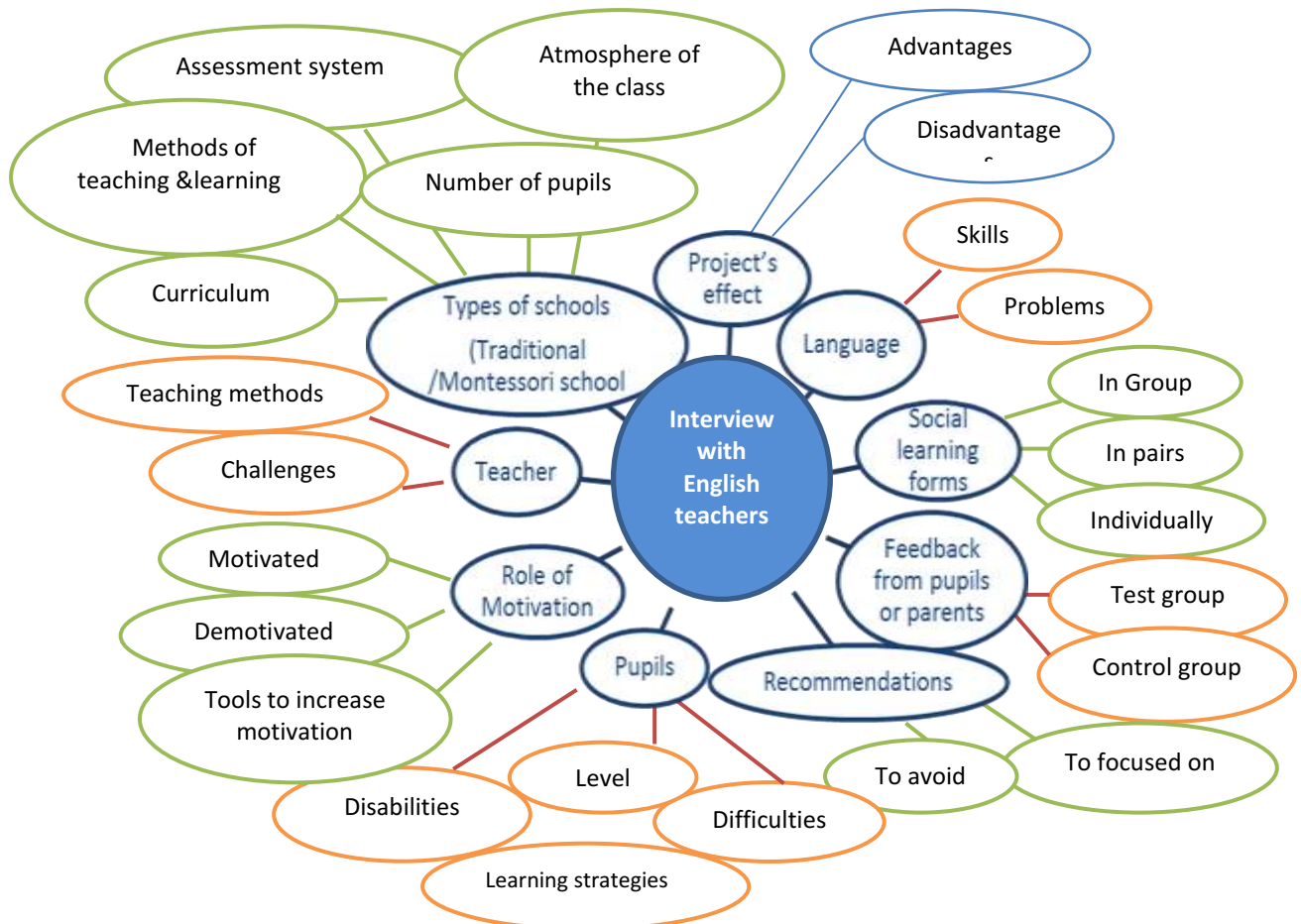


Figure (33): Thematic network of teacher interviews (Attride-Stirling, 2001)

During the follow-up interview with the teachers, they provided feedback regarding the experimental (lesson) component, including its advantages and disadvantages, as well as suggestions for further development. One advantage that was mentioned regarded students' increased interest in the lesson. Teacher A explained that students "liked working with and listening to nice songs because they love music, in general." She also mentioned that students were able to "learn many new words" and had more opportunities for speaking. Teacher B "it's a very good project and I think children and students like it. I think it's appropriate for each age. It gave me a new inspiration."

Nevertheless, one challenge arose from students' different abilities. Teacher A explained that "for the pupils with special needs and for some others, it was sometimes too hard to understand and the working speed was too high." The teacher also expressed the following:

[Although] the two groups were happy to participate in the program [and] the test-group students were always excited about it and talking to their classmates about it, the control group students were a little bit disappointed [because they were not able to work directly with the researcher] and sometimes bored, even asking why they could not listen to the songs like the other group.

Finally, overall, some students "found it boring to do the same thing every lesson." In this regard, Teacher A suggested varied methods in each lesson to maintain the students' interest. She also suggested singing the songs in addition to listening to them.

The researcher explained at the beginning of the research project to the students that the project was based on using songs and educational games to develop their listening skills and in order to apply the project they would be divided into two groups. However, it was not possible to prevent both groups from talking with each other about their experience after each session. As a result, the control group felt that there was something missing – which was music. The purpose of dividing the students into two groups was not revealed to the students.

In another part of the interview, the teachers elaborated the social learning forms they adopted in class, their teaching approaches, and how they dealt with shy students as well as those with special needs. A7 & A11: Teacher A explained that group work was her social learning form of preference because it increased her students' motivation. She explained that in her particular class, the students worked "very, very well together. They [had] these little groups and [did] not argue...[She] would just say 'group work' and they [were able to

realize] ‘I will work with him, and I will work with him,’ and they were very easy with that.” Here, the teacher is referring to the fact that students in her class quickly recognized the protocol for group activities and transitioned into groups with ease. In terms of Teacher A’s teaching approach, especially among shy or special needs students, she explained that, usually, she “did not force them to speak in front of the whole class.” Instead, she would “go in a different room or speak with them [one-on-one] or in little groups.” Especially, for the shy students, she would “try to give them easier tasks” and assure them that it is okay if they are unable to manage a particular task, advising them “try this and this and this” and “take a dictionary.” On the topic of dictionary use, Teacher A explained that “sometimes they are allowed to use their mobile phones to [access] and online dictionary,” and she viewed this as increasing students’ motivation.

A7: Teacher B: Pair work, work in groups, and single work. In my lesson I always start with a little oral exercise, a little brain storming to warm them up, to do some exercises speaking about the week or some vocabulary exercises to find the odd word in the line and why is that the odd word, noun and verb, find the noun to the verb and vice versa so I start only with an all exercise then I continue with the topic.

A8: Yes, I use different approaches, but there are days when I teach in a very normal way. (“the teacher laughs”) So if I got good ideas and I’m interested in that idea so I think that would be nice for my students. Then I work on my little desk and prepare everything but there are normal days that is very normal.

A11: Normally I have got different exercises. When I know that’s a very shy child or a child with a special needs so they need to do all exercises. They have got help with words and so on. Well sometimes they are shy and they don’t say a word because they are other students that they want to always raise their hands and normally you see these

students. You see them more often than shy students so of course I go to them, if the students are working, if they are writing something or reading something, I go to them but not every hour ...I'm honest ("the teacher laughs") sometimes it's hard. But if I see that there's a problem and the students are thinking about a problem, sometimes you see that on their face, so I go to that student and I ask do you need a help and sometimes when clever students, they already when they have more time, I say ok can you help him, can you help her, but not in every lesson, I'm honest.

At the end of each interview, the teachers expressed their opinions regarding the project as a whole as well as recommendations for improvement. Teacher A expressed that the project had impacted her students, who were "getting better in English," and that she "noticed a change in all of them." She gave the example of a student in whom she noticed a significant change, explaining that following the project, "she was very motivated...hardworking...more active and doing more. She tried to solve all the tasks." Teacher A also described another student whose writing had improved alongside his motivation. In terms of repeating the project, Teacher A expressed the following:

A4: Yes, I would recommend repeating the project, but only in the way with the test group, of course. What I would improve is that they can sing [the lyrics], as well...You can do a music English project or something so that they can also sing [in order to] pronounce [the words]...Maybe [incorporate] more movement and singing, maybe clapping or something and not so much reading and writing.

Teacher B: it gave me a new inspiration. Of course, I do that sometimes but mostly I have got no time. I have got our plans by the ministry, we have our book and I have to do that and that.... unfortunately. it's a very good project and I think children and students like it, but you have to think about it, today yes I have to do or I can take this

song, it's a good topic, it's connected with the topic, but mostly you forget it and you have a daily routine at school, but normally it's a great project. And I think for each topic if you have time you can search for a song. I'm sure you can find for each topic, that would be a nice project ("the teacher laughs"). ("to connect it with the curriculum") I added. You take all the things, you have to look at the plan of the ministry, and then you say ok, that's science and technology ..let's have a look. What's modern song for that topic? Pollution and the environment. I'm sure you can find one two songs. I like always that all things are connected. If the topic is politics, then it should be a song about political things and maybe there are some words you need for politics for example like vote and things like that.

During the follow-up interview 6 months later, Teacher A also cited the most difficult language skills among her students as being speaking and listening. She explained that this was partially due to the limited practice time they received both during and outside of class.

Teacher B: For my students speaking is the easiest because I practice speaking very often and I think speaking is the most important thing in learning a language so that's my opinion. Well, the hardest skill or a skill that's very hard to learn and hard to practice is listening, for me too I didn't like it at all, in French too that's listening, I see that in examination in the 10<sup>th</sup> class, you can get all in all 15 points for that examination only for listening part and there are only a few students, who can manage that. They are mostly between 10 and 12 points, but that's difficult for them. "what do they say to you? What is difficult for them about listening?" I asked. "it's too fast for example and books and people who created the examination love the American or indian speak English or I don't know Australian so there's different accents and there's another slang and we don't practice that too often. Normally we have British



English so that's the base. Of course sometimes if we talked about American English and we listen to some examples, but normally that's hard. We are used to British English so then it's too fast and the accent and well sometimes the students are used to see question one and that's should be the first point in the conversation, when they listen to a conversation and question 2 that should be the second point. So they follow that order but they can answer question 1 and then well they talk about ..what that question 6, it's hard for the students because they want to follow that order

The teachers also discussed the motivating and de-motivating factors among their students. One motivating factor mentioned by Teacher A was translation from the native language into English. "When I have a German sentence, I just translate it into English because, I do not know why, maybe because they understand that quite well. Translating motivates them," she explained. She also mentioned songs as a source of motivation because they relate to students' daily lives and are thus more interesting to translate.

Teacher B: Mostly that's the case when they can talk and work on their own topics. Topics they are connected with teenage life for example. Cultures of teenagers, fashion, music, these are the points they love to work on.

A de-motivating factor mentioned by Teacher A was activities which became "too hard to understand" and thus "overwhelming" for students. She elaborated that "If they feel like [they] cannot do [something], they ask, 'Why do I need it and I do not understand. I do not need English.'"

Teacher B: Points like politics or technology or science that's hard because normally they don't like science, chemistry, mathematics and something like that. That's hard of course. I can talk about things I like, I am interested in and I can't talk

about the latest inventions in medicine or something like that “the teacher laughs” because I don’t know the facts so I can’t write or speak about that.

As in the pre-design phase, the teacher interviews of the post-design research phase were analyzed in terms of content analysis, involving keywords, paragraphs, and themes; discourse analysis, which involves the identification of main themes and an examination of their expression; and relational analysis, which concerns the identification of concepts and exploration of relationships between concepts.

In terms of content analysis, the keywords and phrases again included “a whole-day school system,” “free work,” “project work,” “teachers’ minutes,” “self-explanatory materials,” “the teacher as a helper,” “common grammatical mistakes,” “group work,” and “listening is the most difficult language skill among students.”

Discourse analysis revealed the main themes to be the differences between the traditional education curriculum and that of the Montessori school, teaching and assessment methods, the number of students in each classroom, the classroom atmosphere, inclusion, teaching challenges, the teachers’ role, students’ learning difficulties and common mistakes, methods of correction, social learning forms, the easiest and most difficult language skill, the role of motivation and factors affecting it, the project’s advantages and disadvantages, and feedback as well as recommendations.

In terms of relational analysis, similar to the pre-design interview component, it was observed in the post-design interview component that both teachers recognized the whole-day school system as being unique to the Montessori school, as it allows students to complete their homework assignments at school. The concept of free work was also perceived as being unique to the Montessori school, as it enables students to choose a topic of their interest, their work partners, and their materials. Its perceived benefits are that it builds students’

personality and teaches them to be independent. Students at the school are evaluated by grades, as is the case in a traditional school; however, students with special learning needs are evaluated by reports. The maximum number of students in a Montessori classroom is 25, and classes are inclusive of all types of learners. A teaching challenge cited in the interviews was learner motivation, and it was observed by the teachers that sometimes their students do not realize the importance of English. Aside from motivation, another challenge specified by teachers involved the facilitation of speaking activities among a group of 25 students. Listening activities were mentioned as being difficult, as well, since each student requires a different listening time and all students experience difficulty in comprehending authentic English audio texts, which may be fast and differently accented (i.e. in Indian or American accents rather than the British one they are familiar with). In terms of learning challenges, the teachers explained that their students had problems in pronunciation and grammar, including preposition use. One specific difficulty mentioned was that students tend to structure their English sentences using the same word-order of their native language and that they are unable to use the simple past form as German relies upon the past perfect. The correction methods described by the teachers were dictionary use, explanation, repetition, comparison between language structures (English and German), and hands-on practice. Group work was considered to be the main social learning form. Finally, regarding learner motivation, teachers claimed that students became more motivated while working in groups, translating songs, and using their mobile phones for online dictionaries and/or Google. Their motivation was also increased while working on topics of their own interest, which they were able to connect with their teenage lives and culture, including fashion and music. The teachers mentioned that students became demotivated when tasks became difficult or dealt with topics such as politics, science, mathematics, chemistry, and technology. Nevertheless, more

proficient students played an active role in class, as they assisted their peers in problem-solving follow-up the early completion of their own assignments.

In the final interview, the teachers expressed that the project had impacted all of their students in a positive way. Some students improved their English, and some became more motivated, diligent, and active. However, the control group was less motivated than the test group because they were not able to listen to the songs with musical accompaniment. In terms of recommendations, the teachers suggested repeating the project but basing its design upon that of the test group, meaning that all students would be able to listen to songs and engage less intensely in reading and writing. They also recommended more singing, movement, and clapping as well as adding a component that focused on enhancing students' pronunciation through singing. Other recommendations included designing a new project in which the course curriculum topics were connected with songs about the same topic. For example, if a course topic were politics and voting, the researcher would select a song containing related vocabulary items.

Overall, the teachers considered the experimental (lesson) component as being successful because it was age-appropriate and its duration (4 months) was ideal, as this time frame was not too long or too short. In addition, the quantity (9) and choices of songs were acceptable to the teachers, as they varied in genre and were popular among the students.

In addition to the follow-up interviews with teachers, an interview questionnaire for students was administered at the end of the study. The questionnaire questions were divided into five categories: motivation; listening, pronunciation, and grammar skills; teaching method; social learning form; and recommendations. Moreover, each question was accompanied by a scale of four response alternatives: strongly disagree, disagree, agree, and strongly agree (see appendix).

The first five questions of the interview questionnaire concerned learner motivation. When asked about the extent to which they agreed with the statement, “songs and educational games increased the pupils’ motivation for learning the English language,” Teacher A indicated that she agreed while Teacher B indicated that she strongly agreed. Moreover, Teacher A agreed that the project had influenced pupils to listen to more English songs during their free time, while Teacher B did not respond. On the other hand, Teacher A disagreed with the assertion that students had gained more confidence in speaking English in front of their peers, while Teacher B agreed with this statement. Again, Teacher A disagreed that students participated more in different class activities following the project, while Teacher B agreed. When asked whether they thought that songs and educational games had increased their students’ concentration, Teacher A agreed, while Teacher B strongly agreed. Overall, both teachers favored the use of songs and educational games in order to increase students’ motivation, while they were in disagreement regarding whether the project had increased students’ confidence in speaking or class participation.

The questionnaire component which focused on students’ listening skills revealed that both teachers felt the project had improved their students’ listening comprehension ability, with both teachers “strongly agreeing” with this assertion. Similarly, both teachers strongly agreed that the project had assisted students in developing learning strategies such as “concluding the meaning of new vocabulary from context, note-taking, etc.” The teachers also agreed that students had learned new vocabulary and expressions during the project, with Teacher A agreeing and Teacher B strongly agreeing with this claim. On the other hand, the teachers differed in their responses to the statement that the project had improved students’ learning strategies such as “listening for the main idea, predicting meaning, listening for specific details, recognizing word-order patterns, etc.” Teacher A disagreed with this statement, while Teacher B strongly agreed. Finally, both teachers agreed that students had

learned new grammar rules during the project, and Teacher A agreed that students had also learned the pronunciation of new vocabulary while Teacher B strongly agreed.

Regarding teaching methods, the questionnaire results indicated that the teachers generally were in agreement with the questionnaire statements. Both agreed that the project was useful for students with special learning needs (Teacher A agreed while Teacher B strongly agreed) and that the project had created a cheerful atmosphere for the test group (both strongly agreed). At the same time, the teachers revealed different responses to the statement claiming that the project had addressed the different learning styles of pupils, with Teacher A disagreeing and Teacher B strongly agreeing. They also differed in their responses to the claim that the project had created a cheerful atmosphere for the control group, with Teacher A disagreeing and Teacher B strongly agreeing. The teachers were in agreement with the statements that students preferred listening to songs with musical accompaniment rather than reading the lyrics aloud without music (Teacher A agreed and Teacher B strongly agreed). Moreover, they both strongly agreed that their students preferred learning with educational games.

When questioned regarding social learning forms, both teachers responded that they disagreed with the statement that their students preferred individual learning activities following the project. However, the teachers were in disagreement regarding the statement that students preferred learning in pairs following the project, with Teacher A disagreeing and Teacher B agreeing. Their responses also differed when asked about the extent to which they agreed with the statement that students preferred group learning following the project, with Teacher A disagreeing and Teacher B agreeing.

The final interview questionnaire component assessed the teachers' recommendations for future study. Both teachers agreed that they would recommend this project for other

classes (Teacher A agreed, while Teacher B strongly agreed). Moreover, both teachers agreed that they would participate in this project again if it were to be repeated.

To sum up, teacher A and teacher B expressed their opinions about different issues while interviewing them regarding their teaching methods, research project, its impact on students, and their recommendations in case the research project were to be repeated. In addition, while answering the interview questionnaire they agreed on some points and disagreed about others. However, the points they agreed on were more than the controversial points. Also, providing the researcher with the student's language background, their weaknesses and strengths regarding English language skills was instrumental in determining the design of this study. Moreover, recommendations of the teachers will help other researcher to redesign and develop the research project when applying it again for other purposes.

#### Follow-up interview and questionnaire with students

As with the teacher interview component, the thematic network of Attride-Stirling (2001) illustrates the main themes and sub-themes of the students interview component.

These are depicted in the figure below:

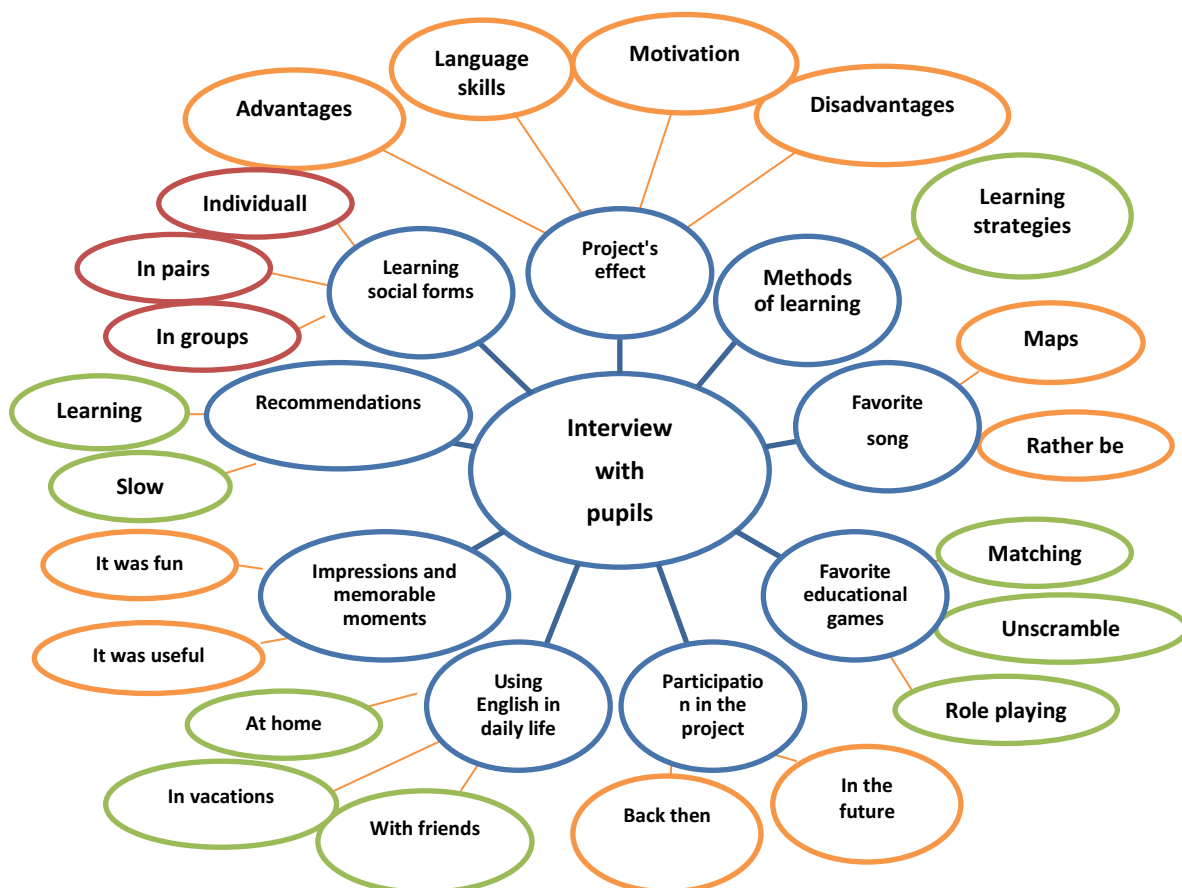


Figure (34): Thematic network of student interviews (Attride-Stirling, 2001)

The analysis of the students' interview responses was divided into two categories: the control and test groups. Within each category of participants, three types of analysis were employed: content analysis, discourse analysis, and relational analysis.

### *Control group*

Content analysis of the control group responses revealed the following keywords and phrases: "better understanding of texts and songs," "it was fun," "translation of the texts from English to German," "learning by songs and educational games is better than the curriculum," "motivated and confident after project," "learning in pairs and in groups," "willing to participate in the project because it was fun and interesting," "willing to recommend it to others," "with songs it is easier to understand texts," "the project was new and difficult in the beginning," "talking about the project with family and friends," "family noticed my progress



in the English language,” “‘Rather be’ is a favorite song,” “using English while on vacation,” and “favorite educational game fill-in-the-gap with visual aids.”

Discourse analysis revealed the main themes of the student interviews to be the project's effect on the development of language skills and motivation, preferred learning social forms, the project's advantages and disadvantages, learning methods, social learning forms, participation in the project, recommendations, impressions and memorable moments about the project, using English language in daily life, and favorite songs as well as educational games from the project.

In terms of relational analysis, it was determined that combining songs and educational games in enjoyable learning activities was an interesting way of learning for students. They commented that “it was fun and we were able to understand texts easily” (3C), “it was fun and I have learned a lot from it” (9C), and “with songs, I notice now more of what is being said” (3C), among other things. Moreover, group and pair work supported students in making progress during activities, as they were able to seek help from classmates when something was difficult or not understood. Likewise, they were able to offer help to peers in order to solve tasks faster. Regarding this situation, some students stated the following: “in a group, you could exchange ideas and when someone does not know something, someone else could help” (5C) and “with more than one, it is better because it makes [learning] fun, and you can help others and they can help you” (10C).

In analyzing the control group's interview responses, three main themes were considered: ordinary themes, unexpected themes, and suggestions.

The ordinary themes of the students' responses regarded students' enjoyment of learning through songs and educational games and this project's impact on their daily lives, during which they told parents and friends about their experiences, utilized the new

vocabulary acquired during the lessons, and engaged in increased activity in English such as commenting on YouTube videos through writing. One student expressed, “I wrote a comment in English on a video on YouTube. Writing is better because I have a chance to correct what I have written” (5C). Another example of extracurricular activities in English involved translating song lyrics from English to German in order to understand the song’s vocabulary. Regarding this matter, some students commented the following: “I used to translate the texts into German” (3C) and “I translated the texts of songs from English to German” (10C). A final common theme involved utilizing the native language (German) to explain the meaning of certain lesson components. One student noted that he preferred the teacher to utilize “maybe a little bit of German when we need an explanation” (3C).

One unexpected theme emerging from the student interviews was that some students considered the present curriculum and songs to be equally useful as teaching methods. One student expressed, “Both are okay for me, as they are the same to me” (10C). Another unexpected theme was that some students preferred learning alone, explaining “I prefer learning alone because I can concentrate better” (4T). A final unexpected theme was that some students found it easier to understand song texts without musical accompaniment as opposed to interpreting them alongside a melody. One student commented, “It is fun to listen to songs, but it is easier to understand them without a melody because I can pay closer attention to the text” (3C).

Finally, in terms of suggestions, the control group offered the following:

3C

- . “Using the German language sometimes in the English language class for explanations”

10C

- . “Repeating the project with new songs”

5C

- . “Using songs with a slower rhythm”

Figure (35): Control group suggestions

### *Test group*

Content analysis of the test group responses revealed the following keywords and phrases: “better understanding,” “better listening skills,” “better pronunciation,” “newly learned vocabulary,” “new grammar rules such as sentences structure,” “practicing English with family members or on vacation,” “‘Maps’ as the favorite song,” “favorite game is re-ordering words and filling in the gaps with visual aids.”

Discourse analysis revealed that the main themes were the same in both the control and test groups. These included the project’s effect on the development of language skills and motivation, preferred social learning forms, the project’s advantages and disadvantages, learning methods, participation in the project, recommendations, impressions and memorable moments about the project, using English in daily life, and favorite songs and educational games from the project.

In terms of relational analysis, it was noted that student 11T emphasized the importance of the teacher’s attitude for increasing learners’ motivation, also known as

external motivation. Moreover, student 4T cited the importance of learning through songs as well as the difference between songs and books as learning materials. She explained that when learning by song, students not only hear what is said but also learn how it is pronounced. Students also noted that songs had a positive effect on their English language competency, which they themselves, their family members, or their teacher noticed.

As with the control group, the test group responses were analyzed in terms of types of themes, including ordinary themes, unexpected themes, and suggestions.

One of the ordinary themes emerging from the interview component with test group students was vocabulary acquisition. Students commented the following: “I learned the meaning of certain words that I did not know before, like ‘lake’ and ‘sit down’” (4T) and “I learned a lot of new words that I didn’t know” (5T). Pronunciation was also a theme, with students 4T and 9T claiming they had “learned English language pronunciation.” Students also expressed that they had developed better listening skills, as evidenced by the following responses: “I learned especially listening because every time I understand more” (5T) and “my listening skills were developed because of the listening tasks so I could understand what was being said” (11T). The use of the native language in explaining some tasks was also a theme, with students expressing things such as “maybe it is better if you explain something in German” (9T). A final common theme was the project’s perceived difficulty in the beginning. For example, student 5T expressed, “In the beginning, it was a little bit difficult, but with time I could manage it.”

An unexpected theme of the test group responses was that motivation had increased not only because of songs and educational games but also because of the researcher’s attitude. One student expressed, “You have motivated me a lot and made me feel like I can make it” (11T). Another unexpected theme was that students were able to learn subconsciously. For example, student 11T also stated, “With tasks and games, we did not

notice that we were working actively, but it was saved in our brains and that is better.” A similarly positive theme that was unexpected was the impact the project had on students’ language level later on. One student commented, “My English teacher noticed that I was better in English and my grades were, too. Now, I received [a higher grade] on my certificate” (9T). Students also commented that new vocabulary gleaned from the project was eventually known by heart: “I learned new vocabulary that I didn't know before and now I know it by heart” (5T). A final theme which was unexpected concerned students’ increased English activity at home, particularly through technology use: “We can learn English in different ways, not only at school and with books but also by using computers and listening to songs” (11T).

As with the control group, the test group offered valuable suggestions for the project’s improvement. Some of these are displayed in the figure below:

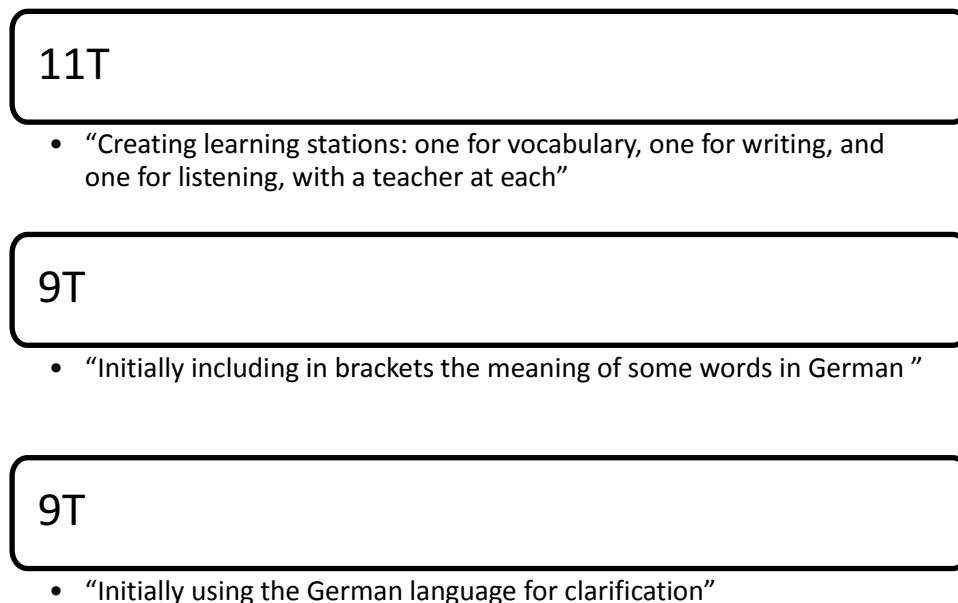


Figure (36): Test group suggestions

In addition to the interviews with students, the interview questionnaire revealed several insights. A randomly selected sample of eight students from both groups completed

this questionnaire: four from the test group and four from the control group. The four students from the control group were labeled as 3C, 5C, 9C, and 10C, whereas those from the test group were known as 4T, 5T, 9T, and 11T. The questionnaire questions were divided into the following five categories: motivation; listening, vocabulary, and grammar skills; teaching method; social learning form; and recommendations. Each question was accompanied by a scale of five response alternatives: strongly disagree “Trifft nicht zu”, disagree “Trifft eher nicht zu”, agree “Trifft eher zu”, strongly agree “Trifft völlig zu”, and neutral (see appendix).

In terms of motivation, five questions were included. Overall, the responses indicated that students in the test group responded more positively to the motivation statements, while responses from the control group were not as unanimous. The first question, “Songs and educational games increased my motivation for learning English,” received an overwhelming amount of agreement from both the control and test group, as displayed in the chart below:

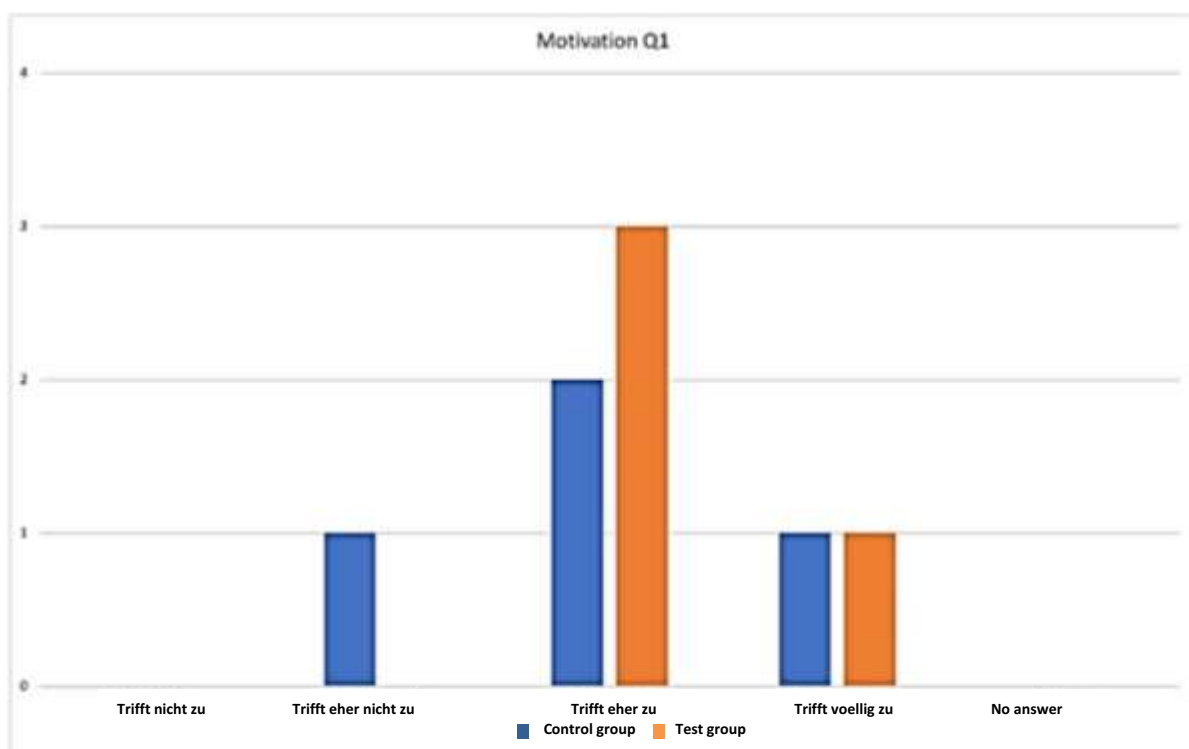


Figure (37): Motivation Questionnaire Item 1

While the majority (3) of the test group agreed with this statement, one member strongly agreed. Likewise, the majority of the control group agreed, with two students agreeing and one student strongly agreeing. Only one student from the control group disagreed.

When the test group was asked whether the project had influenced them to listen to more English songs in their free time, two students strongly agreed, one agreed, and only one student disagreed. On the other hand, the control group responded negatively, as two students disagreed, one strongly disagreed, and only one strongly agreed. The results are displayed below:

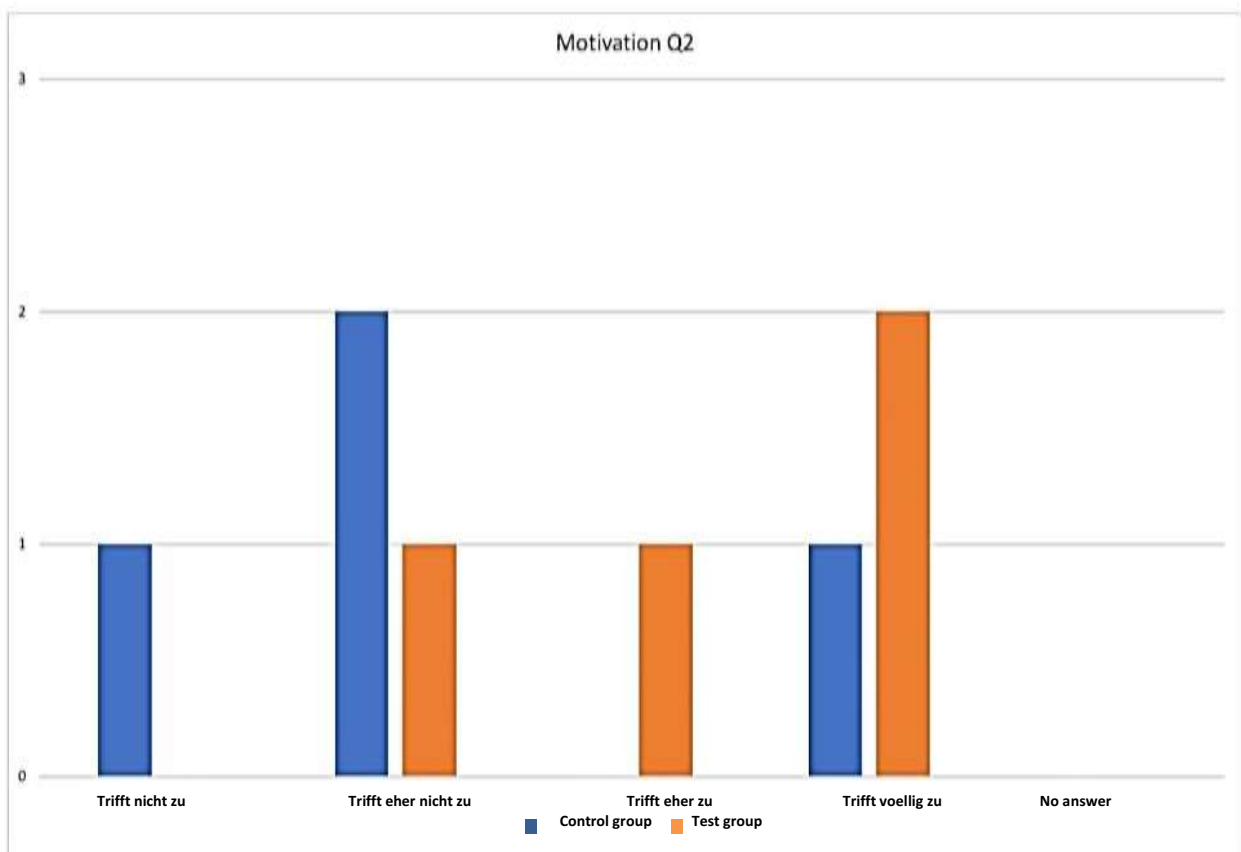


Figure (38): Motivation Questionnaire Item 2

In comparison with the above item, similar results were obtained from each group regarding whether the students had gained confidence in speaking in English in front of their peers. The graph below displays the results in detail:

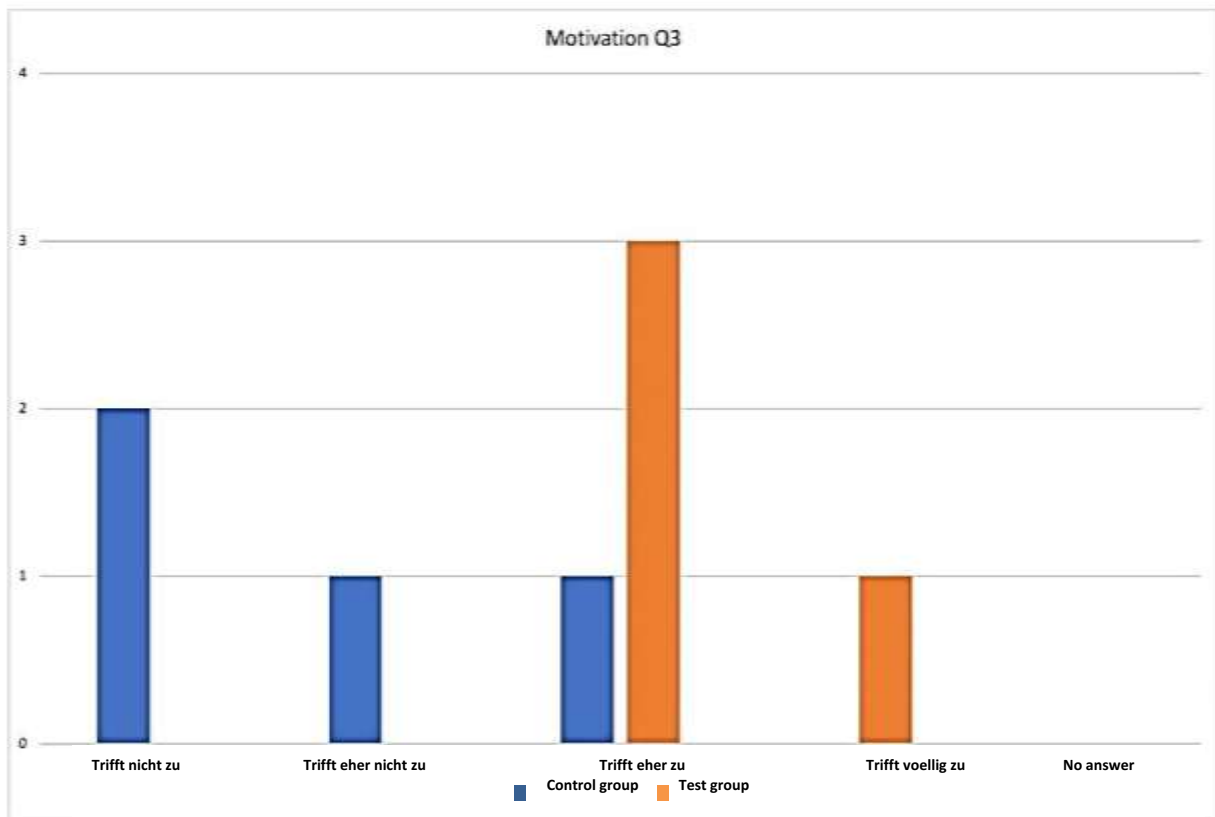


Figure (39): Motivation Questionnaire Item 3

As seen above, the majority (3) of the test group agreed and one strongly agreed, the majority (3) of the control group either strongly disagreed (2) or disagreed (1), while only one student agreed.

In response to the statement that following the project, students participated more frequently in various activities during the lesson, all of the test group agreed, with two students agreeing and two students strongly agreeing. The control group was torn on this matter, with two students disagreeing, one student agreeing, and one student strongly agreeing. These results are represented in the graph below:



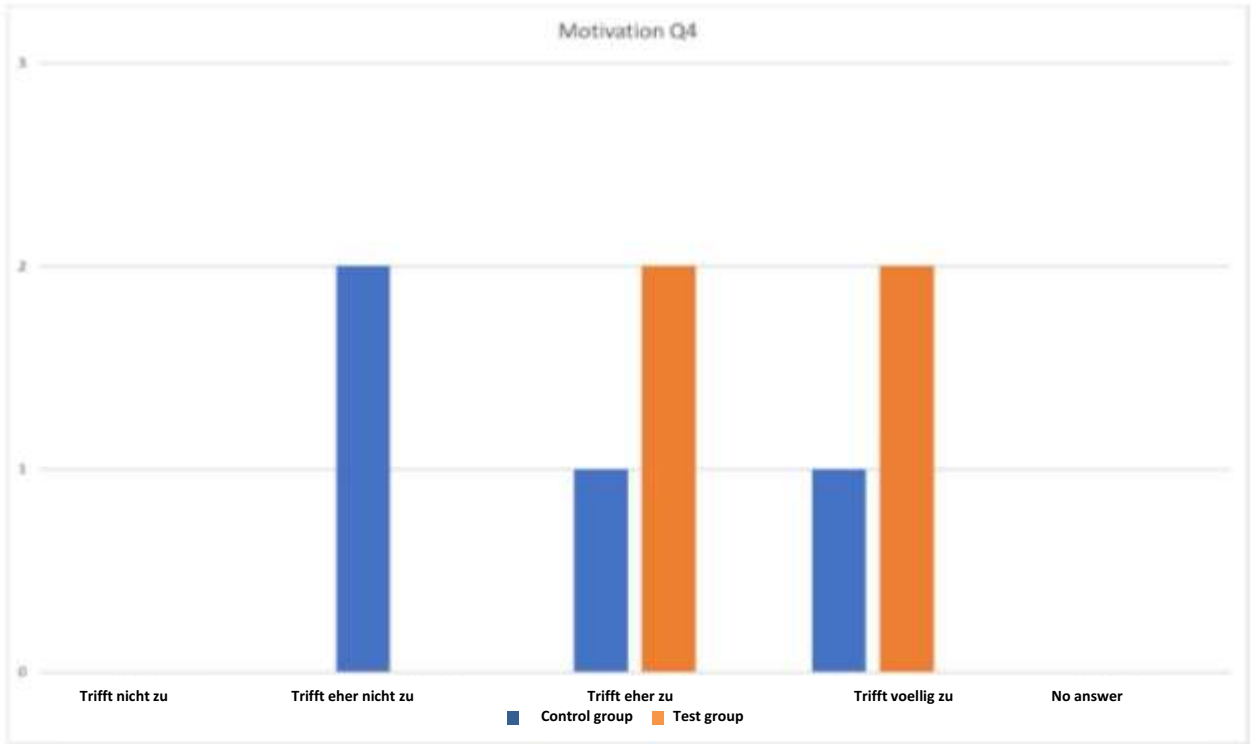
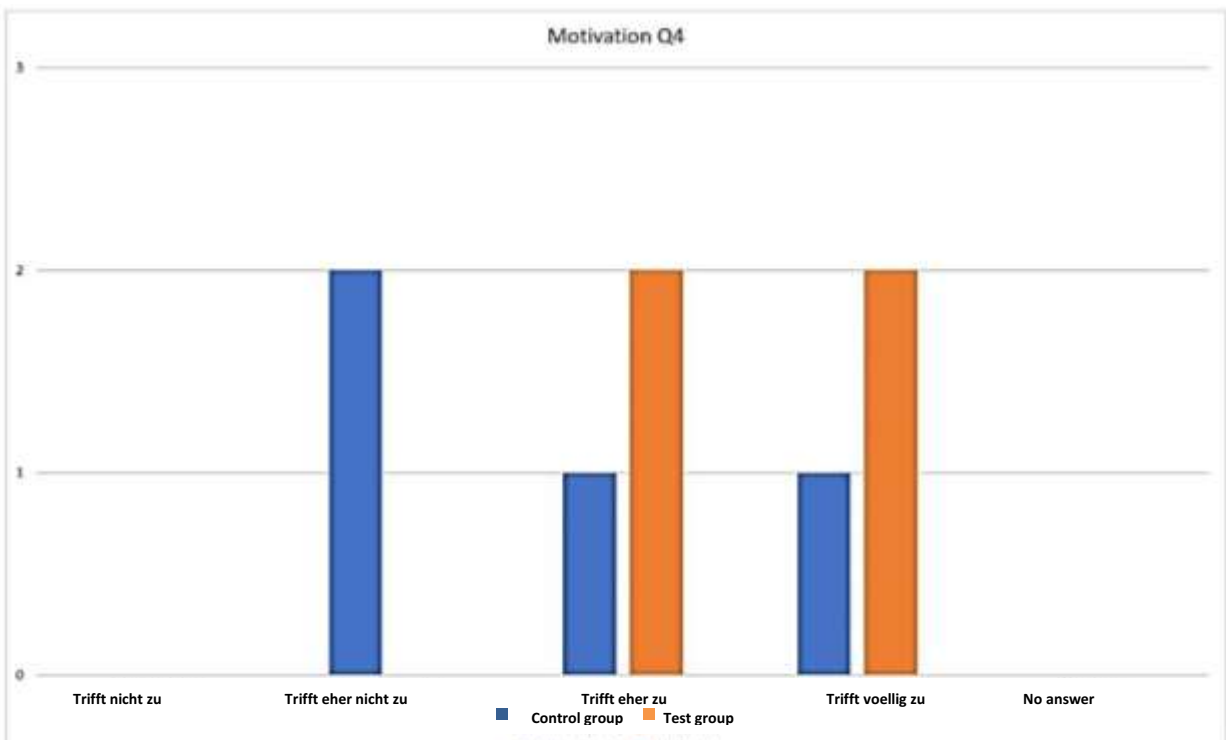


Figure (40): Motivation Questionnaire Item 4

The final motivation statement involved the extent to which students agreed with the claim that songs and educational games had increased their concentration during the lesson. These results are presented in the following graph:



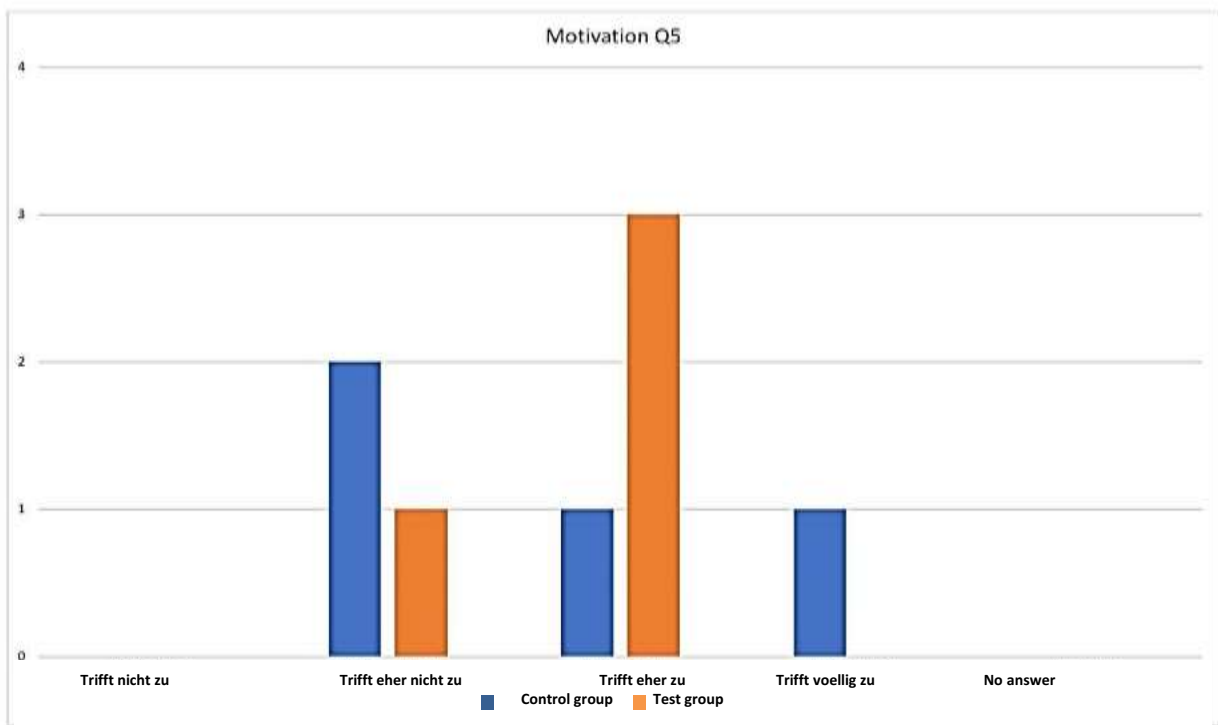


Figure (41): Motivation Questionnaire Item 5

As indicated above, the majority (3) of the test group agreed, while only one student disagreed. On the other hand, two of the control group students disagreed, while one agreed and another strongly agreed.

The listening skills component of the interview questionnaire was comprised of six questions. The first regarded whether students felt the project had improved their listening comprehension. The responses are illustrated below:

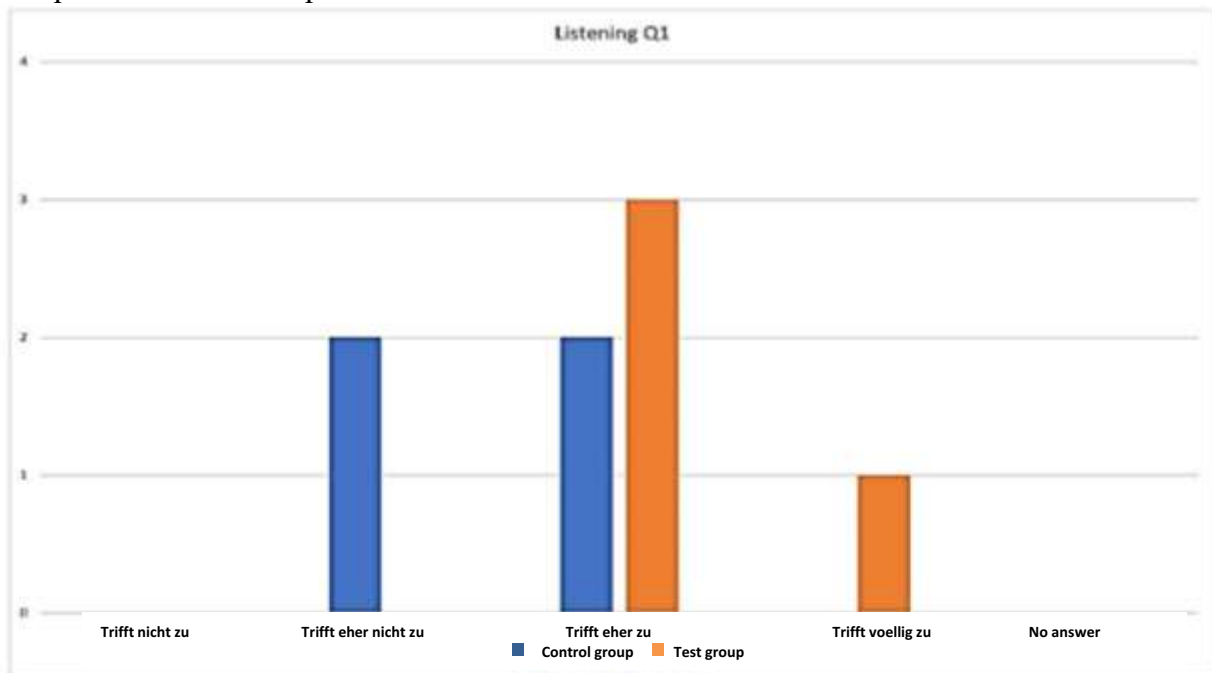


Figure (42): Listening Questionnaire Item 1

As displayed above, all of the test group students agreed that their listening skills had improved, with three agreeing and one strongly agreeing. However, the control group was divided on this issue, with two agreeing and two disagreeing.

Regarding the question of whether the listening component of the project had aided students in developing learning strategies such as determining vocabulary meaning from context and note-taking, the majority (3) of the test group agreed, with two agreeing, one strongly agreeing, and only one disagreeing. Again, the control group was divided on this issue, with two students

agreeing and two disagreeing. These results are displayed below:

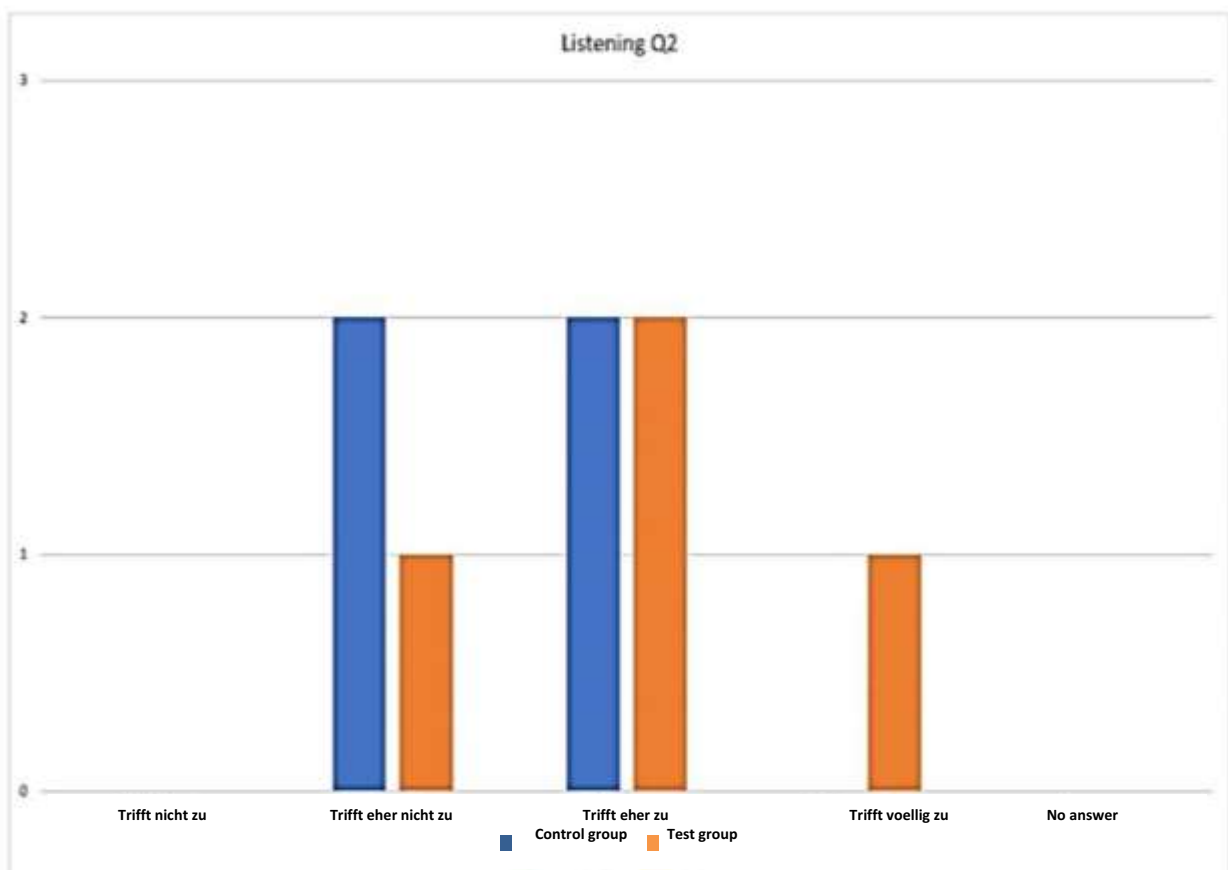


Figure (43): Listening Questionnaire Item 2

Similar to the above trend, the majority (3) of the test group agreed that the project had improved listening strategies such as listening for the main idea, predicting meaning, listening for specific details, and recognizing word-order patterns. Three students agreed

while only one student disagreed. Similarly, the majority (3) of the control group agreed, while only one student disagreed. These results are depicted below:

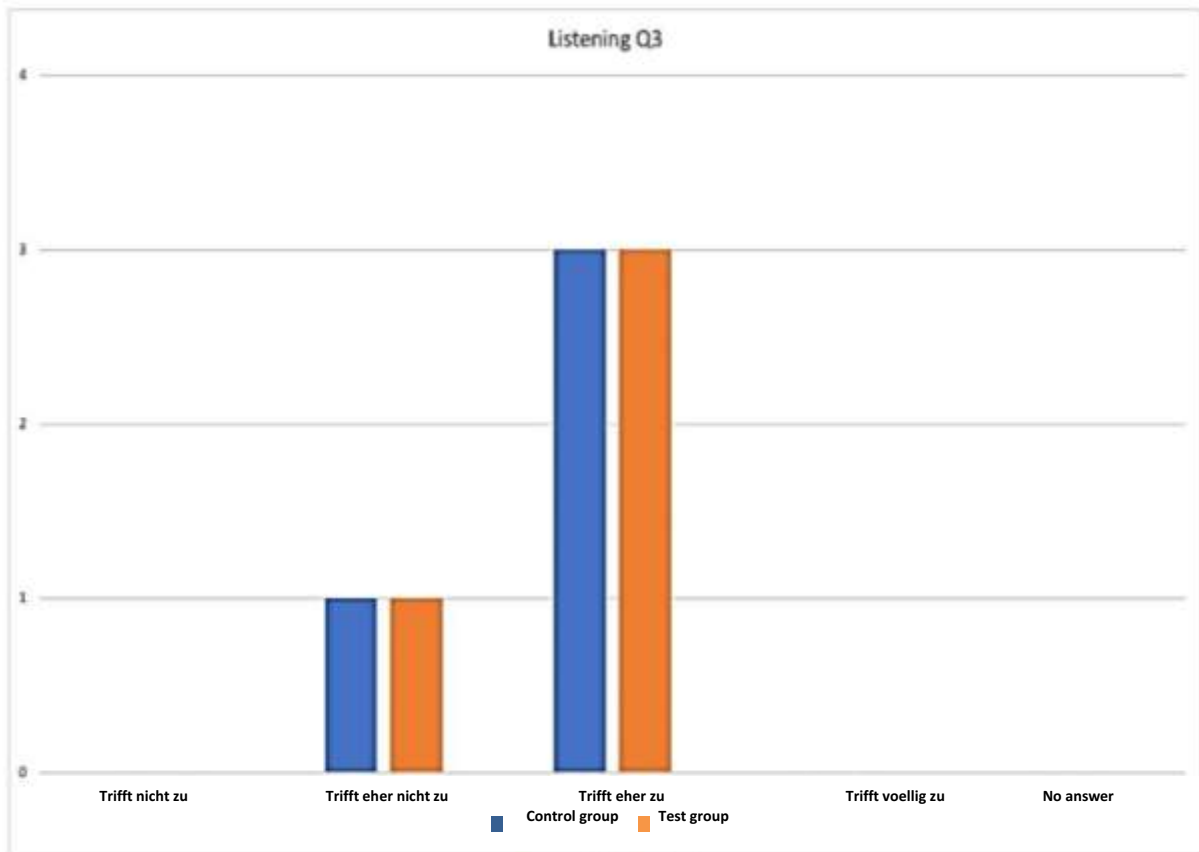


Figure (44): Listening Questionnaire Item 3

Both groups were divided regarding the statement that they had learned new vocabulary and expressions in English, with two members of the test group agreeing and the other two disagreeing. Likewise, two members of the control group agreed, while the other two disagreed. These responses are illustrated in the following graph:

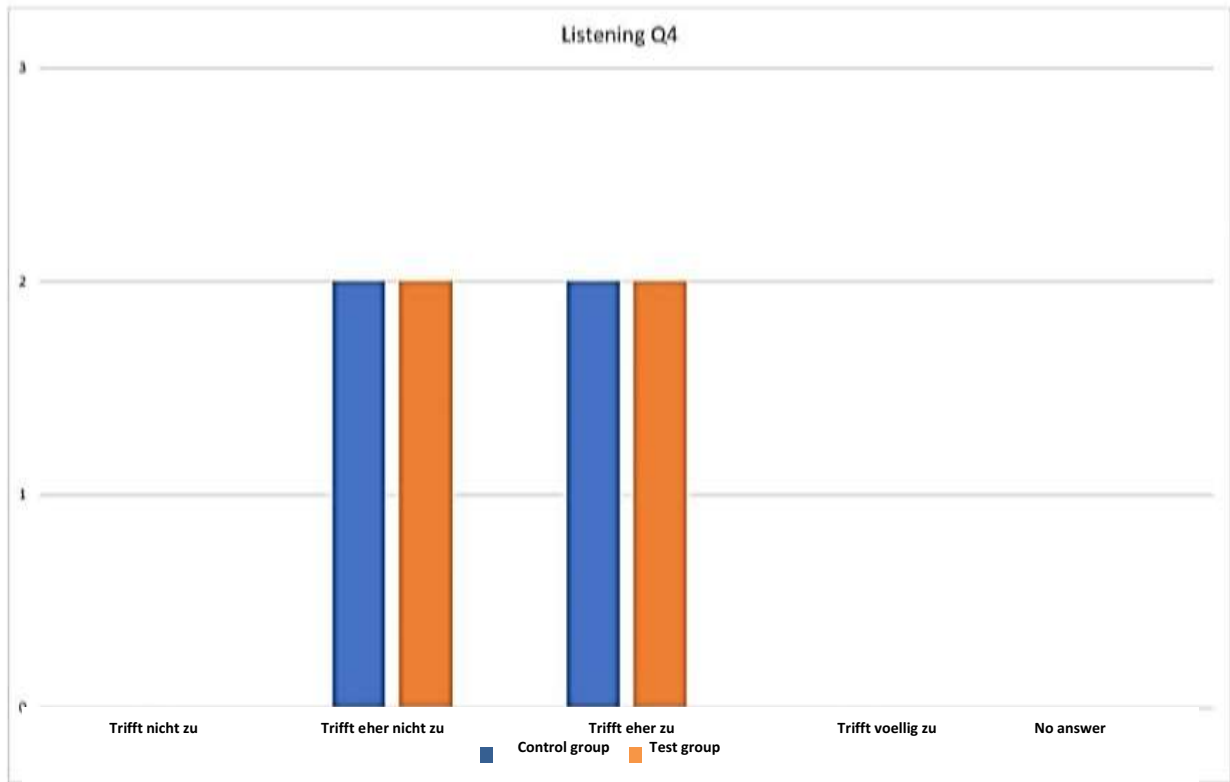


Figure (45): Listening Questionnaire Item 4

In contrast to the above questionnaire responses, more negative responses were elicited by the statement that students had learned new grammar rules during the project, as indicated below:

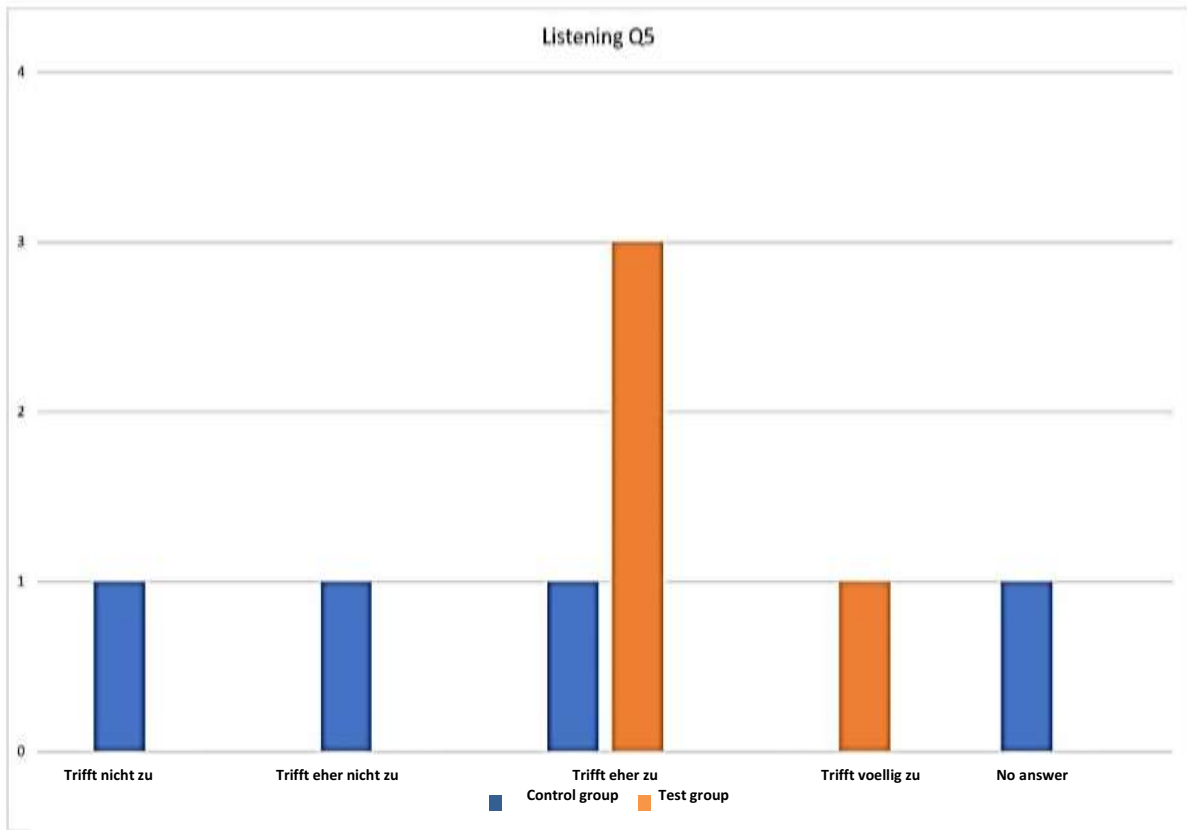


Figure (46): Listening Questionnaire Item 5

As seen above, the majority (3) of the test group disagreed and only one student strongly agreed. One member of the control group strongly disagreed, one disagreed, one agreed, and the remaining student chose “neutral.”

On the other hand, the test group responses were overwhelmingly positive regarding whether they had learned the pronunciation of new vocabulary, with two strongly agreeing and two agreeing. The control group responses were mixed, with two students disagreeing, one student

agreeing, and one student choosing “neutral.” These results are displayed below:

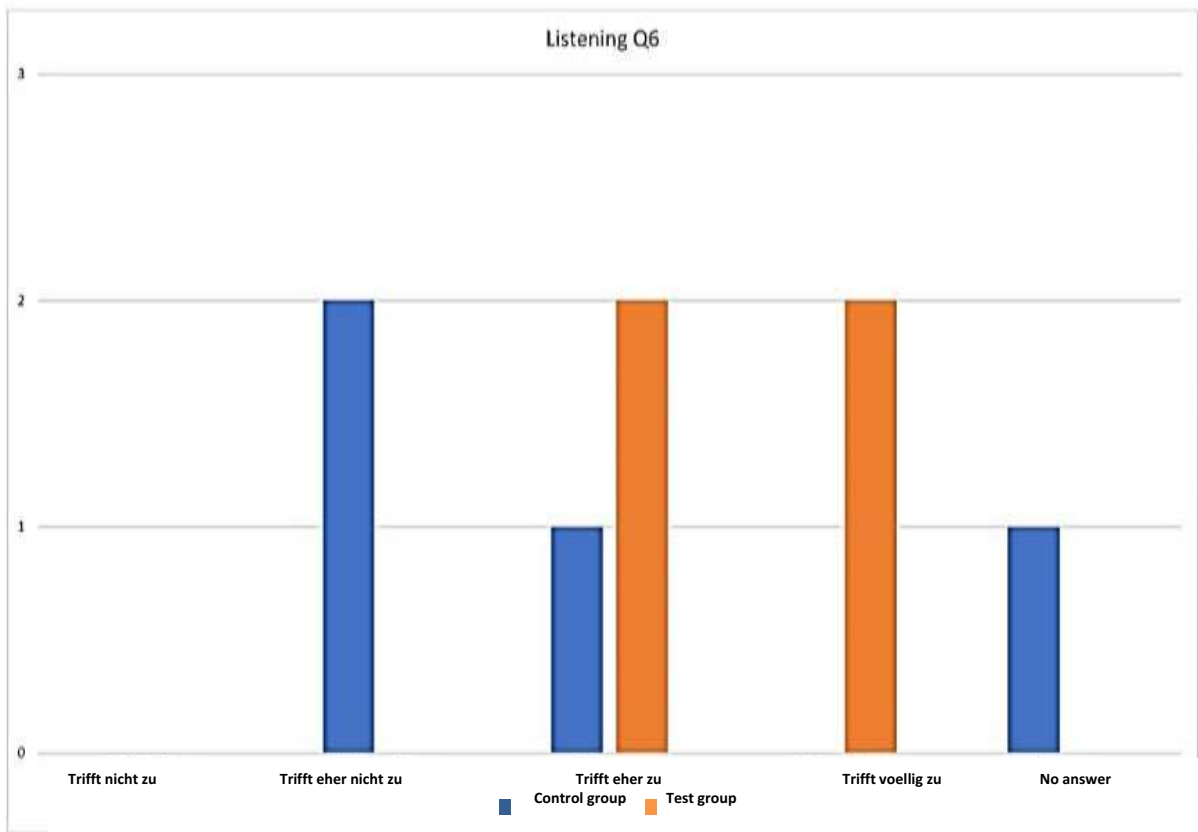


Figure (47): Listening Questionnaire Item 6

Similar to the listening component of the interview questionnaire, the teaching method section was comprised of six questions. The first statement claimed that the project had addressed the different learning styles of students. The responses to this claim are displayed in the following graph:

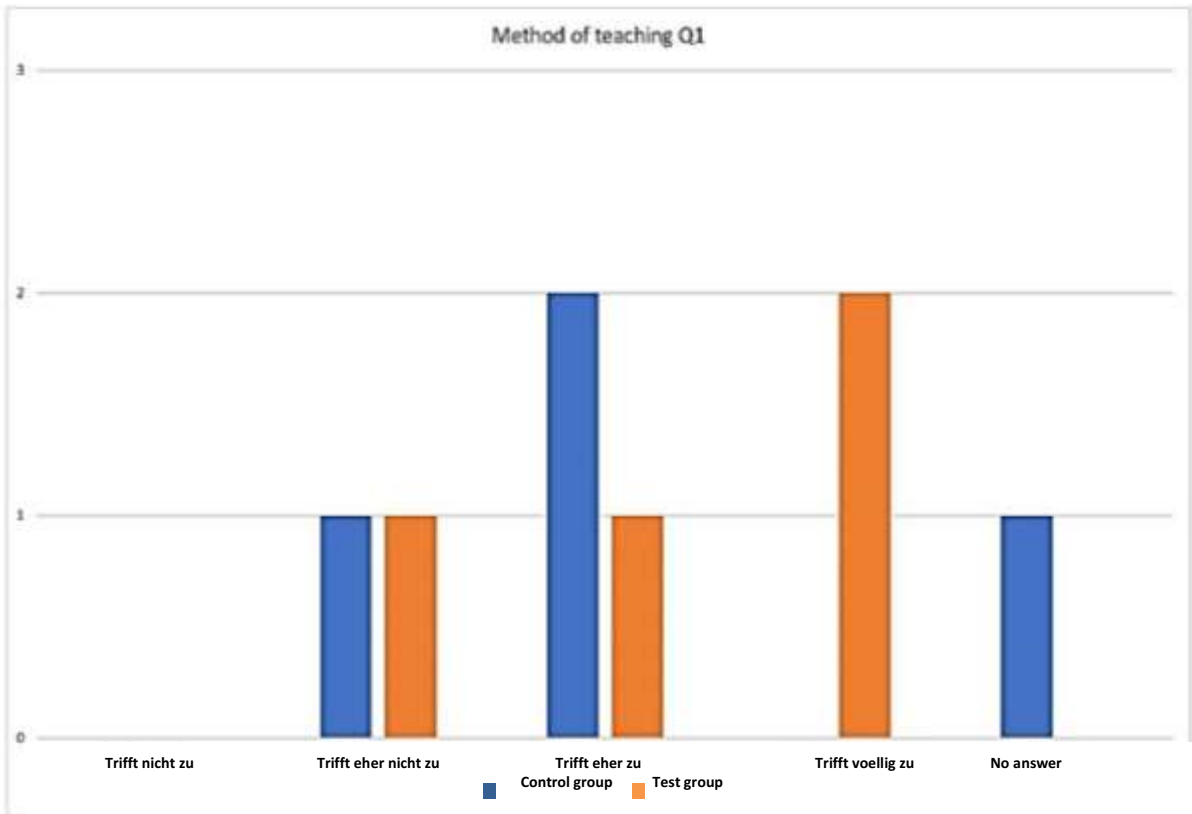


Figure (48): Method of teaching Questionnaire Item 1

As illustrated above, two of the test group students strongly agreed, one agreed, and one disagreed with the first questionnaire item concerning teaching method. At the same time, two of the control group students agreed, one disagreed, and one chose “neutral.”

In a statement similar to the above, students were asked the extent to which they agreed with the claim that the project had been useful for students with special learning needs. The results are displayed below:



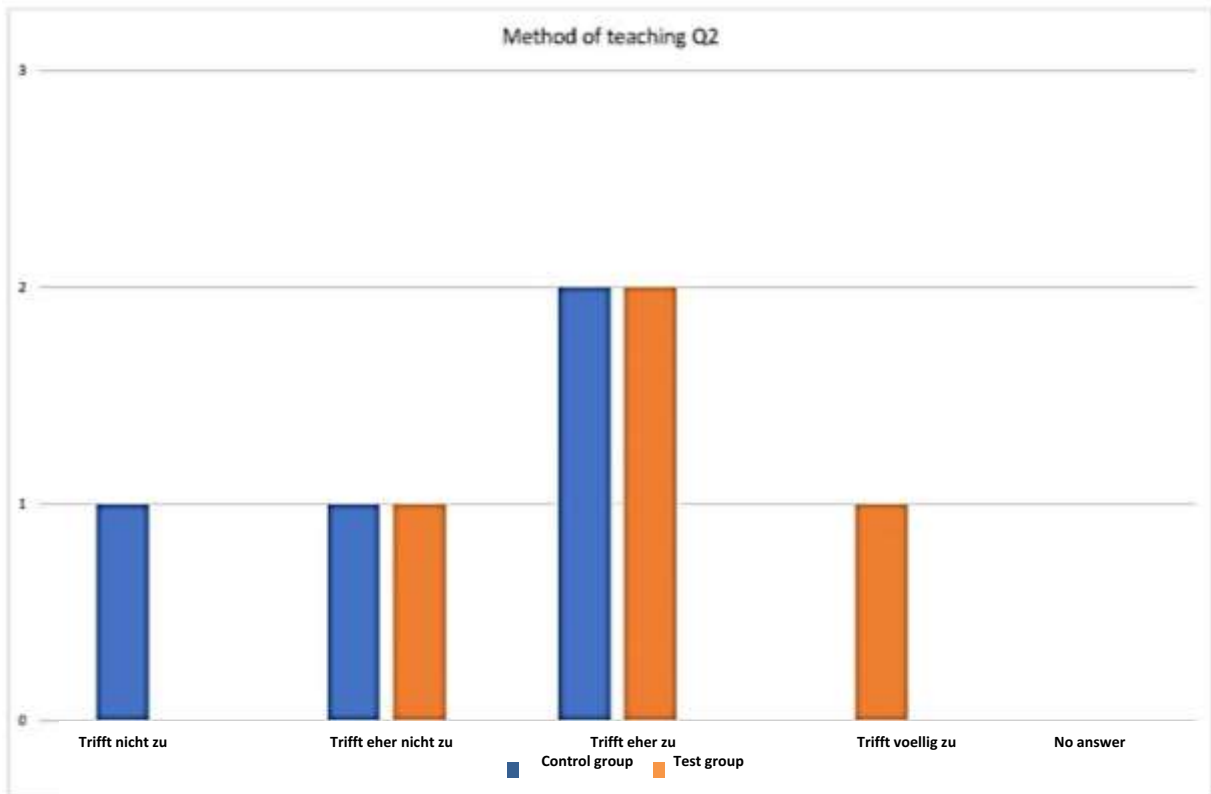


Figure (49): Method of teaching Questionnaire Item 2

As seen above, the majority (3) of the test group agreed, with two students agreeing and one student strongly agreeing. Only one student disagreed. On the other hand, the control group students were divided, with two students agreeing, one student disagreeing, and the remaining student strongly disagreeing.

The next two statements concerned the issue of whether the project had created a cheerful atmosphere for the test group and for the control group. The majority (3) of the test group agreed that the project had created a cheerful atmosphere for them, with two students agreeing, one student strongly agreeing, and only one student disagreeing. Two of the control group students agreed, one disagreed, and one was neutral regarding the statement that the project had created a cheerful atmosphere for the test group. These results are depicted below:

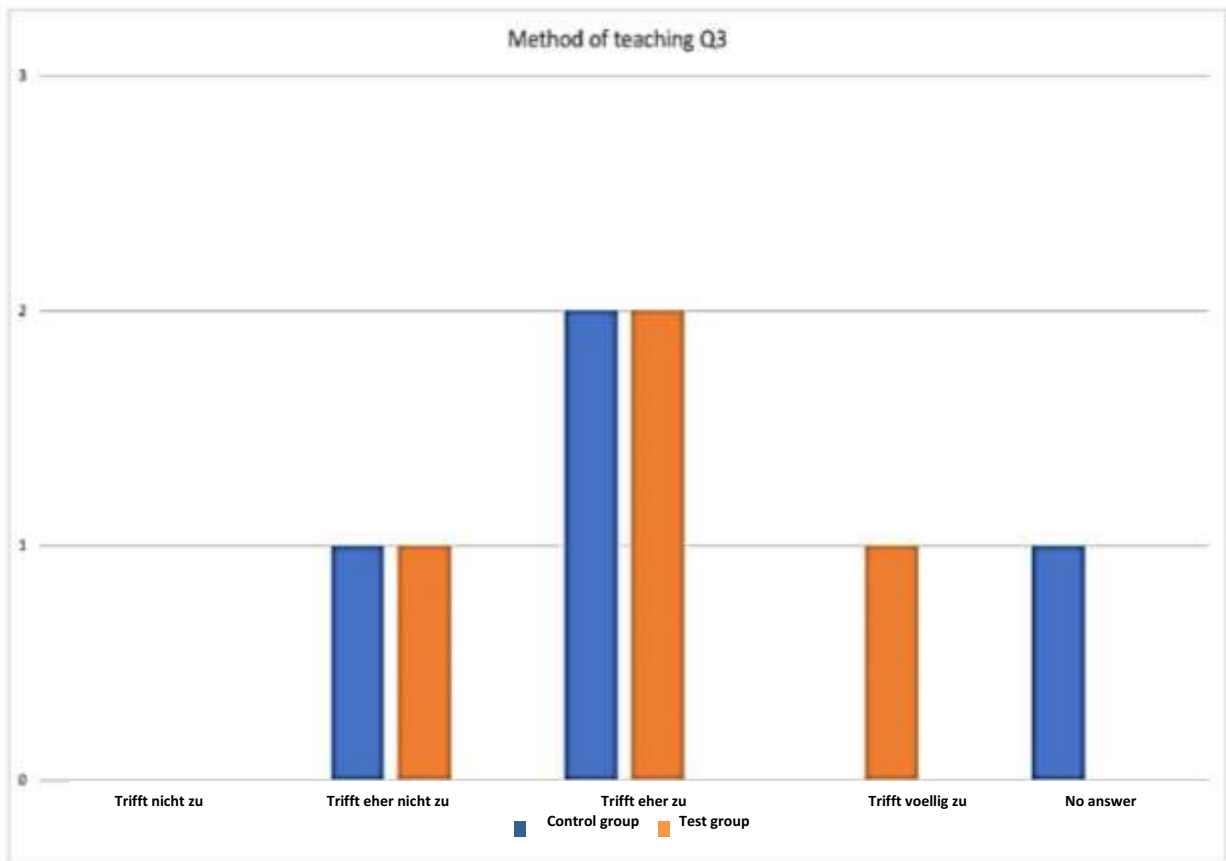


Figure (50): Method of teaching Questionnaire Item 3

Regarding the issue of whether the project had created a cheerful atmosphere for both groups, all of the test group agreed, with two students agreeing and two strongly agreeing. On the other hand, two of the control group students disagreed, one agreed, and one remained neutral. These results are illustrated in the following graph:

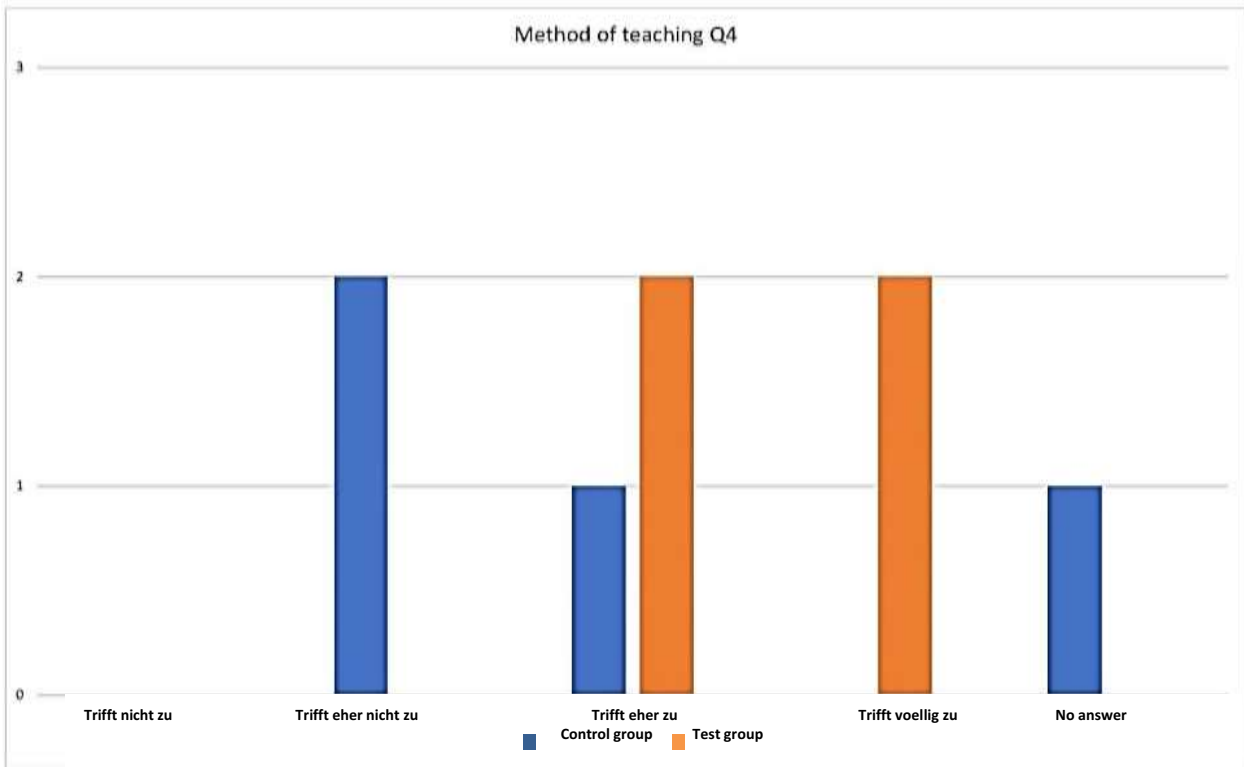


Figure (51): Method of teaching Questionnaire Item 4

Finally, students were asked whether they preferred listening to songs with musical accompaniment rather than listening to the lyrics without music. All of the test group students strongly agreed, while the majority of the control group agreed as well, with two students agreeing, one student strongly agreeing, and only one student disagreeing. These results can be viewed below:

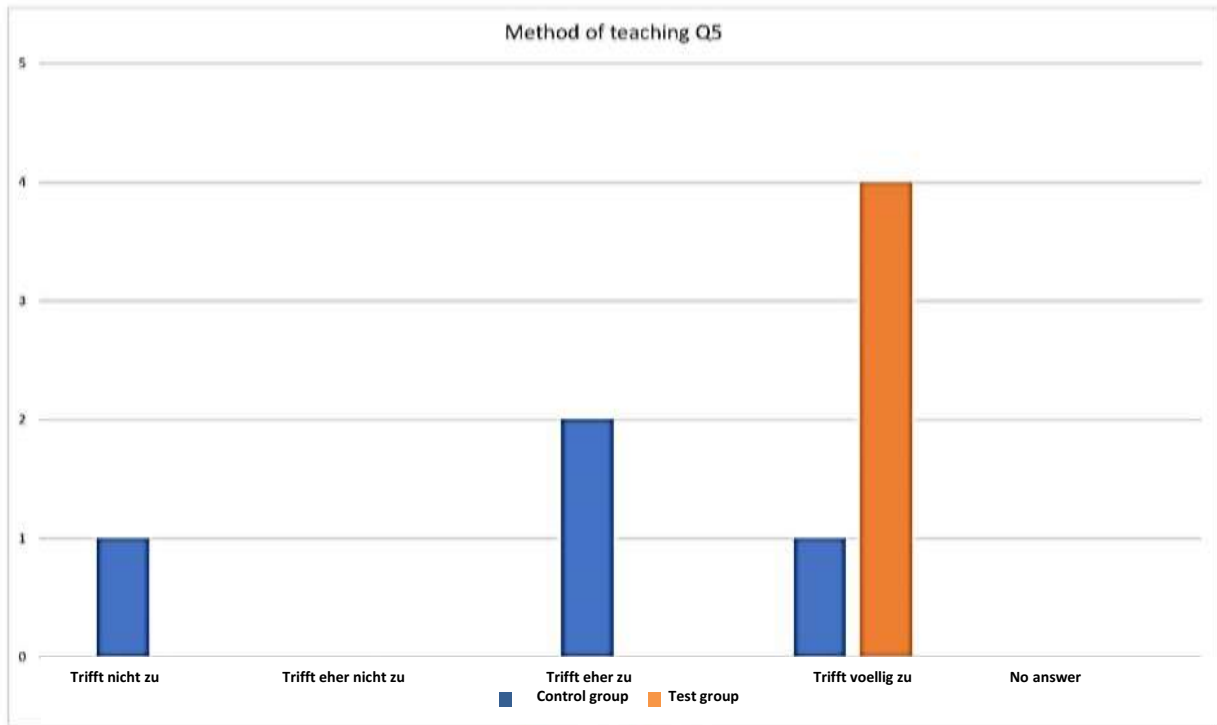


Figure (52): Method of teaching Questionnaire Item 5

Only three questions concerning social learning forms were included on the interview questionnaire. The first statement claimed that following the project, the students preferred learning individually. The responses to this statement are represented in the following graph:

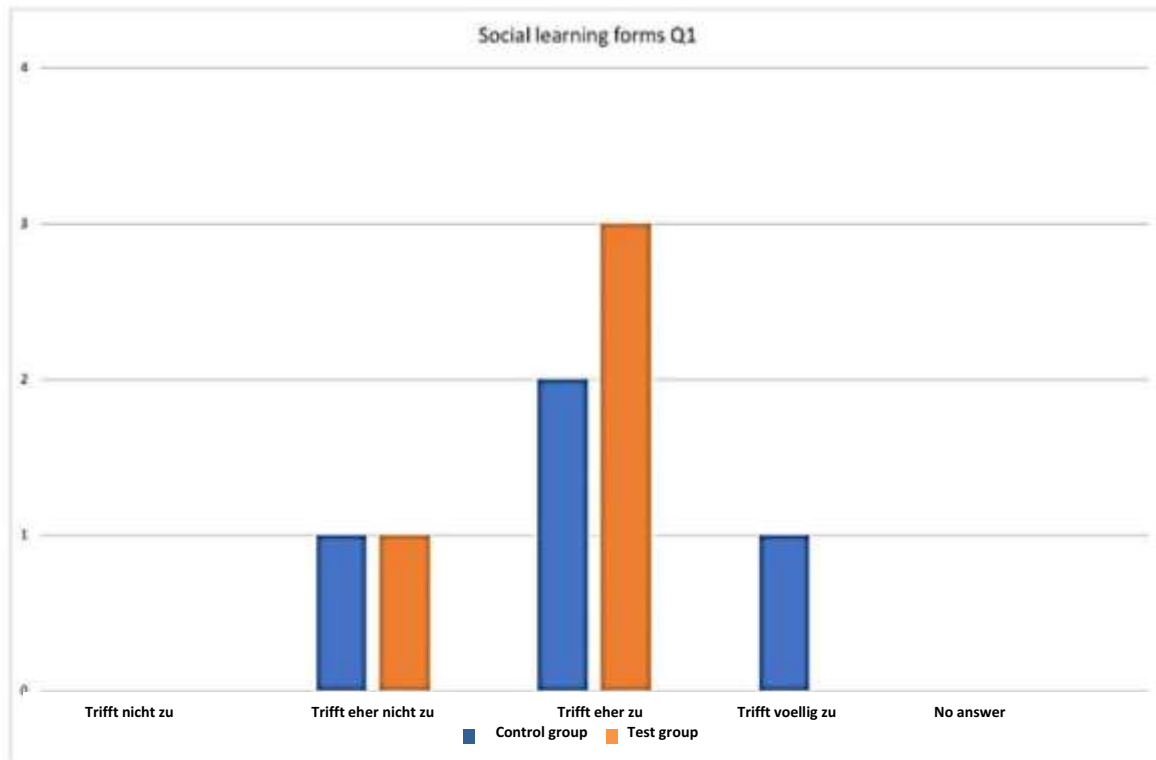


Figure (53): Social learning forms Questionnaire Item 1

As seen above, the majority (3) of the test group agreed with Questionnaire Item 1 concerning social learning forms, while one disagreed. Similarly, two of the control group students agreed, one strongly agreed, and only one disagreed.

The second statement concerning social learning forms claimed that following the project, the students preferred learning in pairs. The responses are visualized below:

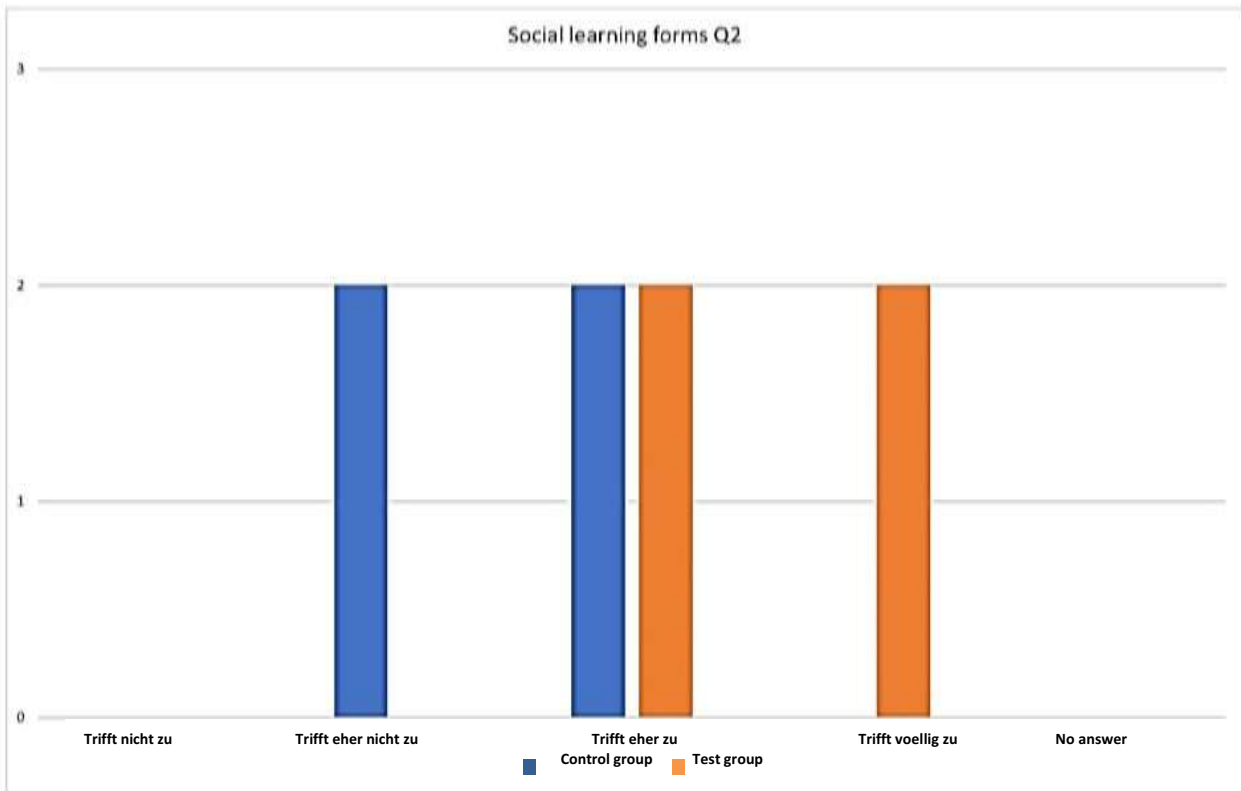


Figure (54): Social learning forms Questionnaire Item 2

As indicated above, all of the test group agreed with this statement, with two agreeing and two strongly agreeing. On the other hand, the control group was divided, with two students agreeing and two disagreeing.

The final statement regarding social learning forms claimed that following the project, the students preferred learning in groups. The responses are displayed below:

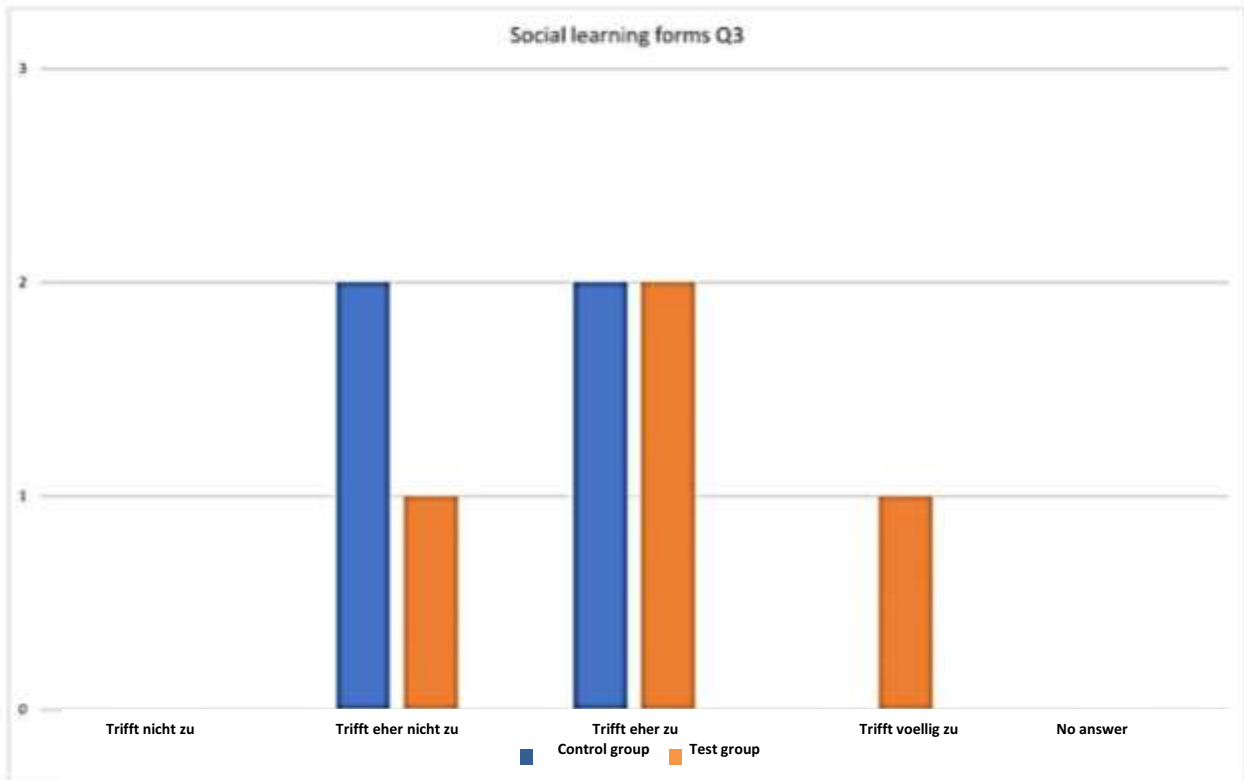


Figure (55): Social learning forms Questionnaire Item 3

Again, most (3) of the test group agreed, with two agreeing, one strongly agreeing, and only one disagreeing. Similar to the responses regarding pair work, the control group responses to the group work statement were divided, with two agreeing and two disagreeing.

The final component of the interview questionnaire with the students assessed their recommendations for the project. The responses to both statements were overwhelmingly positive from both groups, as illustrated in the following two graphs:

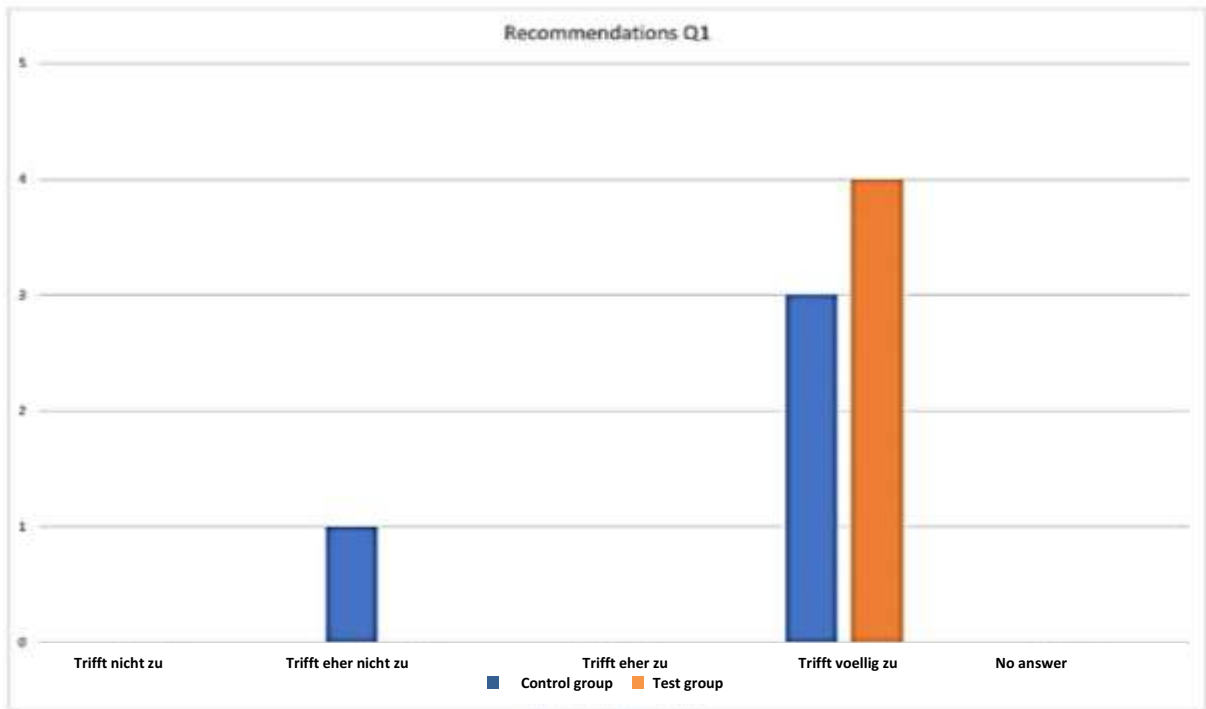


Figure (56): Recommendations Questionnaire Item 1

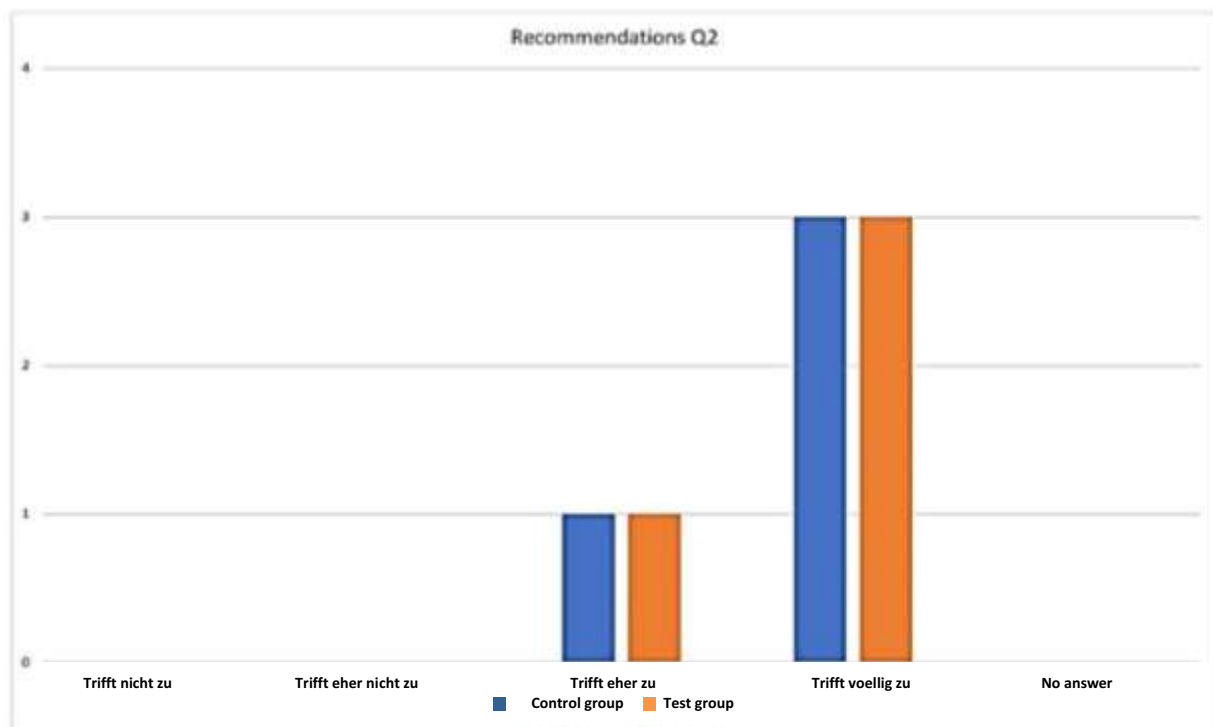


Figure (57): Recommendations Questionnaire Item 2

The first statement read, “I recommend this project for other classes.” As indicated by the first chart above, all of the test group students strongly agreed, while the majority (3) of the control group strongly agreed and only one disagreed. The second statement read, “I will



participate again in this project if it is repeated.” The second graph above indicates that, again, all members of the test group agreed, with three strongly agreeing and one agreeing. Similarly, all members of the control group agreed, with three students strongly agreeing and one agreeing.

### English-language post-test

In order to assess whether students’ language ability had improved as a result of this study’s experimental (lesson) component, an English-language post-test was administered. The post-test again measured students’ listening, spelling, and memorization skills, and scores were analyzed using mixed ANOVA software.

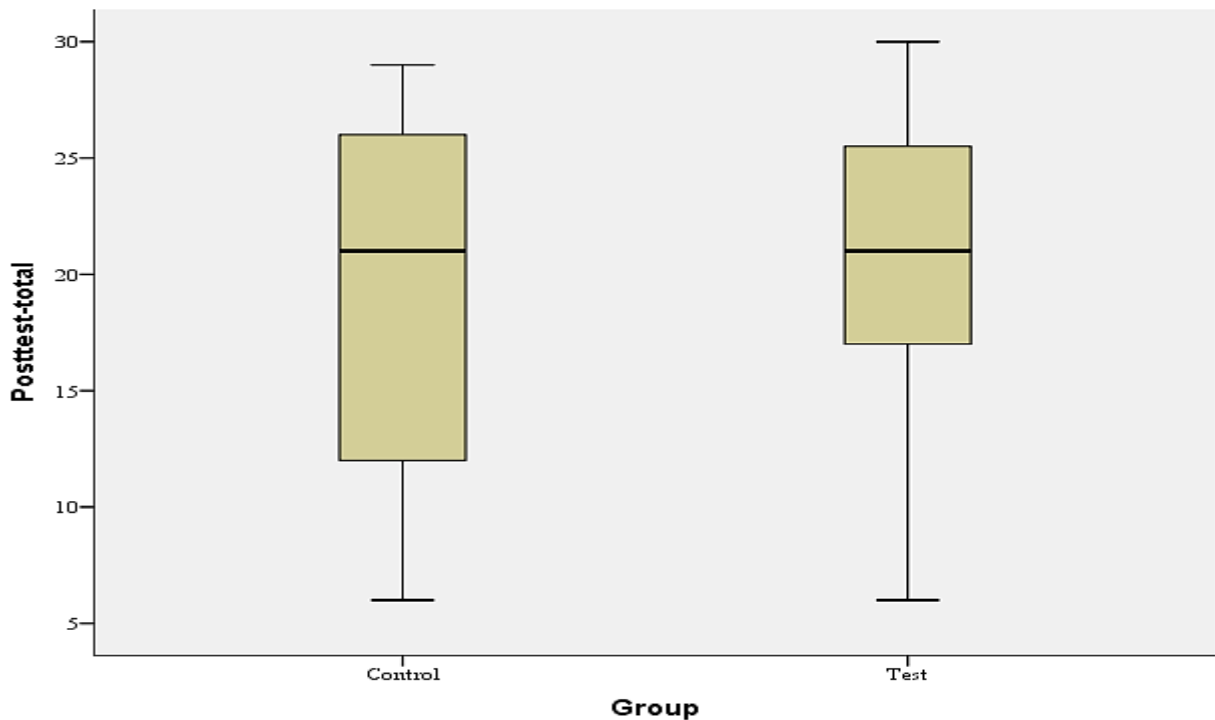


Figure (58): Post-test total

The box plot above displays the distribution of the total post-test scores. The mean for the control group was 19.36, with a standard deviation of 8. The mean for the test group was 20.36, with a standard deviation of 7.2. There were no statistically significant differences

between the scores of the two groups, as indicated by the Mixed ANOVA test results at the end of this chapter.

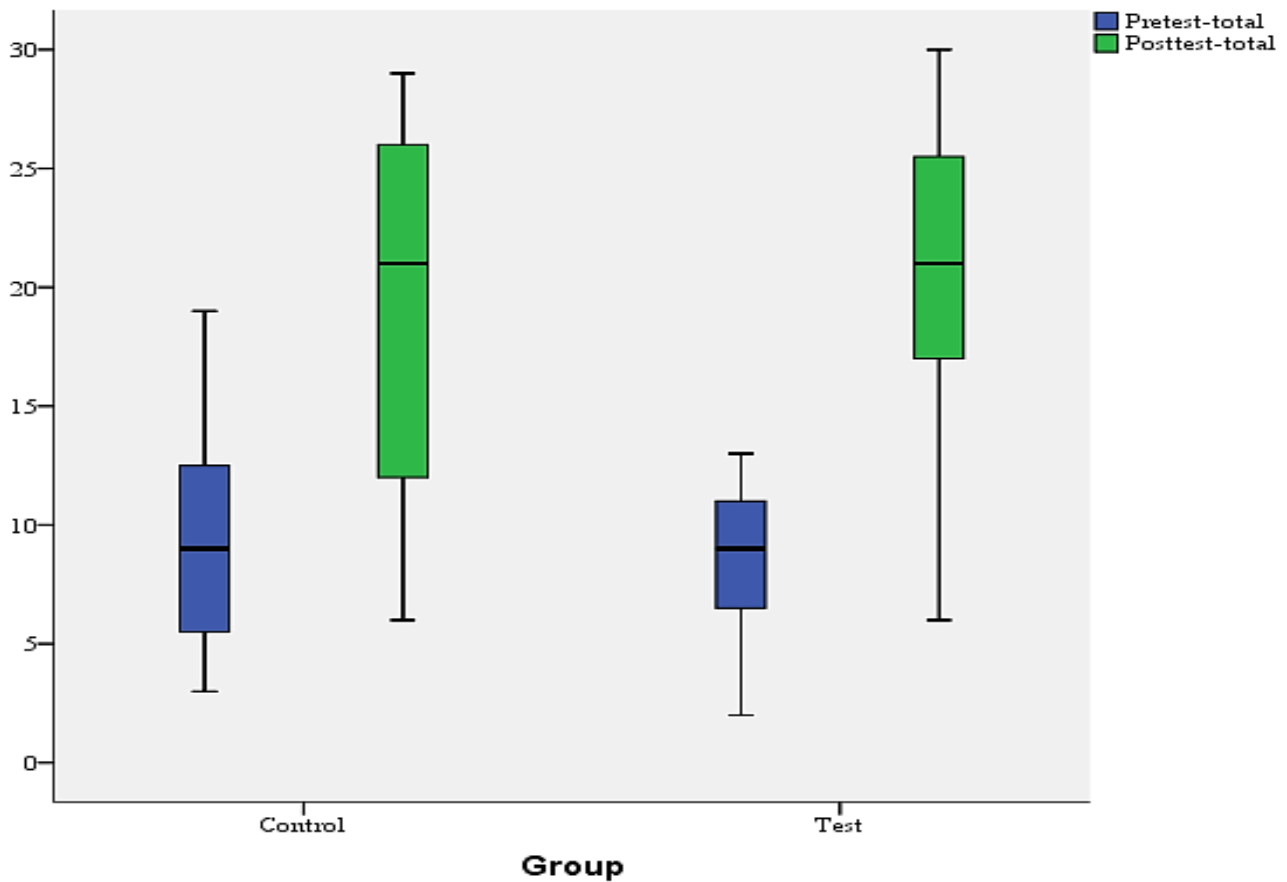


Figure (59): Comparison of pre- and post-test totals

The box plot above displays the pre- and post-test totals together. It is clear that within each group, the post-test scores were significantly higher than those of the pre-test. At the same time, the differences between the groups for each test is much less clear (see ANOVA results at the end of this chapter).

### Motivation questionnaire

The purpose of this questionnaire was to assess whether students' motivation for learning English had changed throughout the course of this study. The results were analyzed via Wilcoxin signed-rank test, and it was found that no statistically significant differences existed between the control and test groups in terms of motivation. Some of the questionnaire item results are presented below.

Comparing pre and post-test surveys within each group alone by using Wilcoxin signed-rank test which is based upon the medians.

Medians for post-motivation questionnaire between control and test group

Group	I like learning English language(post-test)	I like English language class(post-test)	I like speaking in the English language class(post-test)	I like the section in the English class(post-test)	I like the writing section in the English class(post-test)	I like the reading section in the English class(post-test)	I like to participate in the English class(post-test)	I like to learn individually(post-test)	I like learning in a group(post-test)	I like doing homework(post-test)
Control	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	3.00
Test	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	3.00
Total	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	3.00

Median

Group	I like learning by songs(post-test)	I like learning by games(post-test)	I look forward to English class(post-test)	I wish we had more English classes(post-test)	English classes are important to me(post-test)	English classes will help in my life(post-test)	learning a foreign language is advantageous to me(post-test)
Control	4.00	4.00	4.00	3.00	4.00	4.00	4.00
Test	5.00	4.00	4.00	4.00	4.00	5.00	4.00
Total	4.00	4.00	4.00	4.00	4.00	4.50	4.00

Table (11) Medians for survey questions

The motivation questionnaire administered to students prior to the experimental (lesson) and after the experimental component was subsequently analyzed using the Mann-Whitney test. After comparing the responses of the test and control groups, it was determined that no statistically significant differences existed between the two groups. The following charts demonstrate the responses of both groups:

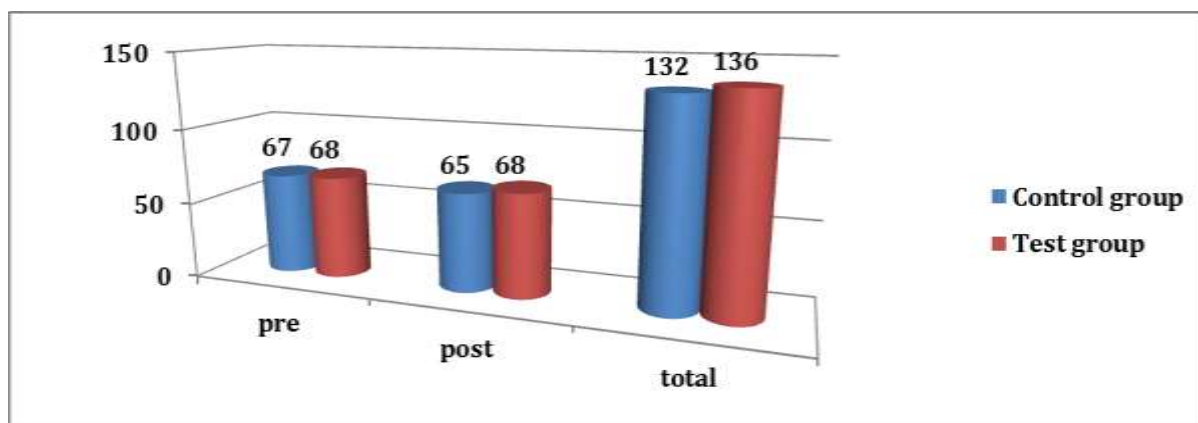


Figure (60): Pre-and post-motivation questionnaire results of the control and test group

### Conclusion

In this chapter the researcher presented the results of the pre-design study and post-design study. The pre-design study included interviews with teachers, English language background survey, English pre-test, motivation questionnaire, review of the curriculum, and in-class observation. The post-design study included follow-up interviews, questionnaire with teachers, follow-up interview, questionnaire with students, English post-test, and motivation questionnaire.

The motivation questionnaire which was administered to students during the pre-design and post-design research phases was subsequently analyzed using the Wilcoxon signed-rank test (Cohen, Manion, Morrison, 2011). Regarding the control group, only the questionnaire item “I like doing homework” showed mildly significant difference ( $p:0.3$ ); however due to the statistical problem of multiple hypothesis testing, this result-being mild- was ignored, and the difference was considered non-significant. All other questionnaire questions showed no significant difference between pre- and post-test administration. Similarly, regarding the test group, the “I like doing homework” variable showed only trivial significance ( $p: 0.46$ ), and again this result was considered non-significant. All other variables showed no significance.

Regarding the English-language test, a mixed ANOVA test was used to compare the score differences between the pre- and post-test results (Cohen, Manion, Morrison, 2011, p. 645). The following table represents the pre- and post-test scores for the control and test groups:

Variable	Control (Mean ± SD)	Test (Mean ±SD)
Pretest-total	9.82±5.419	8.73±3.438
Posttest-total	19.36±8.016	20.36±7.159

Table (12)

*Comparison of Pre- and Post-Test Scores*

The table above displays the total scores for the two groups of students before and after the project. Scores are presented as means ± SD. The mean for the pre-test total for the control group is 9.82±5.419 and for the test group is 8.73±3.438. While the mean for the post-test for the control group is 19.36±8.016 and for the test group is 20.36±7.159). These results are also displayed graphically in the figure below:

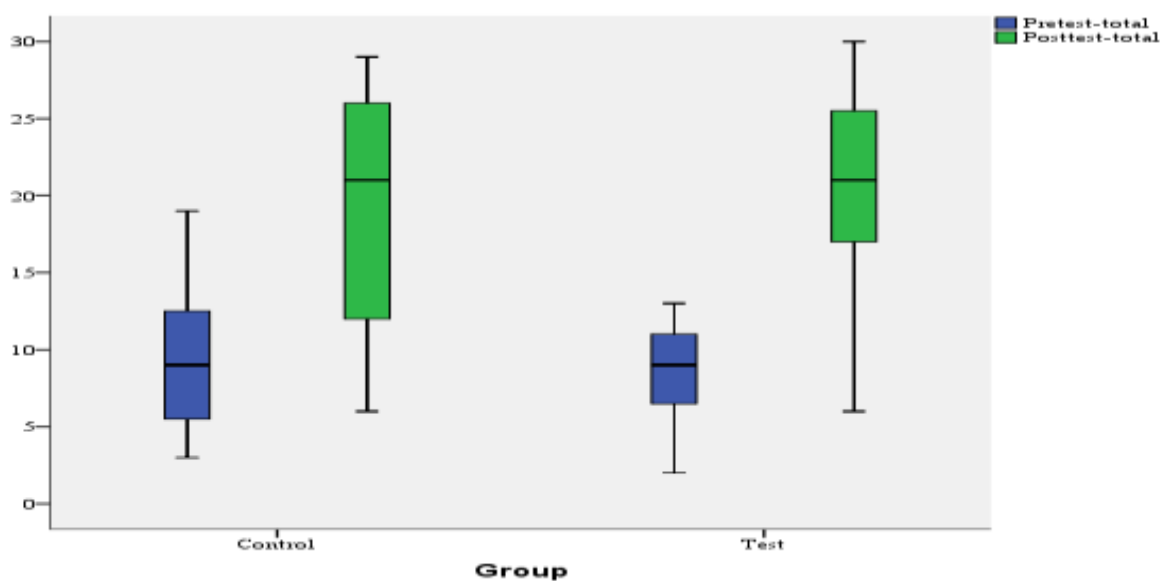


Figure (61): Box plot displaying pre- and post-test scores for both groups

For the mixed ANOVA test, assumptions of normality, equality of variances, homogeneity of co-variances, and sphericity were taken into consideration, and analysis proceeded accordingly. The results are displayed in the following table:

Variables	p-value
Time * group interaction	0.464
Time	< 0.00005
Group	0.984

Table (13)

*Mixed ANOVA Results of Pre- and Post-Test Variables*

As indicated above, there was no significant interaction between time and group (p: 0.464). Additionally, there was no significant difference between the two groups (p: 0.984). On the other hand, the difference between the pre- and post-test scores showed highly significant results. (p < 0.00005).

After presenting the results of the empirical part of this study in details in this chapter, the researcher will discuss these results and its implications in the next chapter. Moreover, recommendations and conclusions will be drawn from these results.

## Chapter 9

### Discussion, Recommendations, and Conclusion

#### Introduction

Throughout this study, the researcher has investigated the impact of songs and games on the development of listening skills and motivation among sixth-grade German EFL students at a Montessori school in Germany. This study was divided into theoretical and empirical components. The theoretical part elaborated the study's design, conceptual background, and its methodology. It also demonstrated the most important theories and different opinions of scholars related to listening skills and motivation. The purpose of the theoretical component was to aid the researcher and reader in understanding the study's context, purpose, and relationship to other previous studies. On the other hand, the empirical component presented the results of various data collection, and this chapter will interpret the findings in order to present a conclusion while demonstrating the implications of the present study for foreign language teachers and students. Such implications include teaching methods and materials, curriculum design, and the classroom setting. Finally, the researcher will suggest a few recommendations for further studies regarding the research topic. First, I will discuss hypotheses and research questions, then factors, then suggestions.

#### Discussion

Based on the information gathered during this study's empirical part, it may be inferred that teaching with songs (both with and without musical accompaniment) is one of the most suitable ways of utilizing authentic language material to develop learners' listening comprehension while increasing their motivation. Both the test and control groups in this study progressed in terms of their listening skills following the project. Although each group received songs in a different way (with and without musical accompaniment), both achieved significantly higher scores on the English-language post-test and motivation questionnaire

than on the pre-test and initial motivation questionnaire (see Figure 1 below). This may be due to the fact that students felt motivated when engaging with authentic language materials; furthermore, learners' ages and social contexts corresponded with the genres of music utilized during the lesson component.

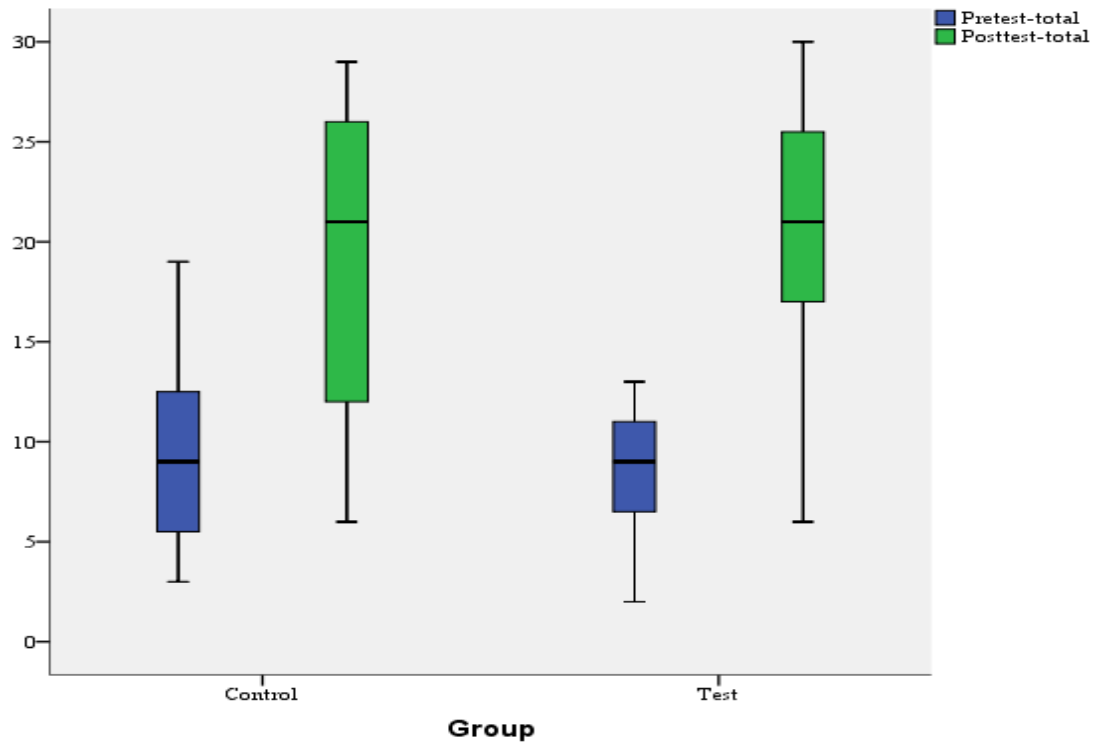


Figure (62): Box plot displaying the pre- and post-test scores for both groups

Comparing the pre and post-motivation questionnaires within each group alone by using Wilcoxin signed-rank test which is based upon the medians.



Table (14): Medians for pre-motivation questionnaire for both groups

Group	I like learning the English language	I like the English language class	I like speaking in English language class	I like listening in English class	I like writing in the English class	I like reading in the English class	I like to participate in the English class	I like to learn alone	I like to learn in a group	I like doing home-work
Control	4.00	4.00	4.00	4.00	4.00	4.00	5.00	3.00	5.00	4.00
Test	4.00	4.00	4.00	4.00	4.00	4.00	5.00	3.00	4.00	4.00
Total	4.00	4.00	4.00	4.00	4.00	4.00	5.00	3.00	4.00	4.00

### Median

Group	I like learning by songs	I like learning by games	I look forward to the English class	I wish we had more English classes	English classes are important to me	English classes will help in my life	Learning foreign language is advantageous to me
Control	4.00	4.00	3.00	3.00	4.00	4.00	4.00
Test	4.00	5.00	4.00	3.00	4.00	4.00	4.00
Total	4.00	4.50	4.00	3.00	4.00	4.00	4.00

Table (15): Median for post-motivation questionnaire for both groups

Group	I like learning English (post-test)	I like the English class (post-test)	I like speaking in the English class (post-test)	I like listening in the English class (post-test)	I like writing in the English class (post-test)	I like reading in the English class (post-test)	I like to participate in the English class (post-test)	I like to learn alone (post-test)	I like to learn in a group (post-test)	I like doing homework (post-test)
Control	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	3.00
Test	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	3.00
Total	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	3.00

Group	I like learning by songs (post-test)	I like learning by games (post-test)	I look forward to the English class (post-test)	I wish we had more English classes (post-test)	English classes are important to me (post-test)	English classes will help in my life (post-test)	Learning foreign language is advantageous to me (post-test)
Control	4.00	4.00	4.00	3.00	4.00	4.00	4.00
Test	5.00	4.00	4.00	4.00	4.00	5.00	4.00
Total	4.00	4.00	4.00	4.00	4.00	4.50	4.00

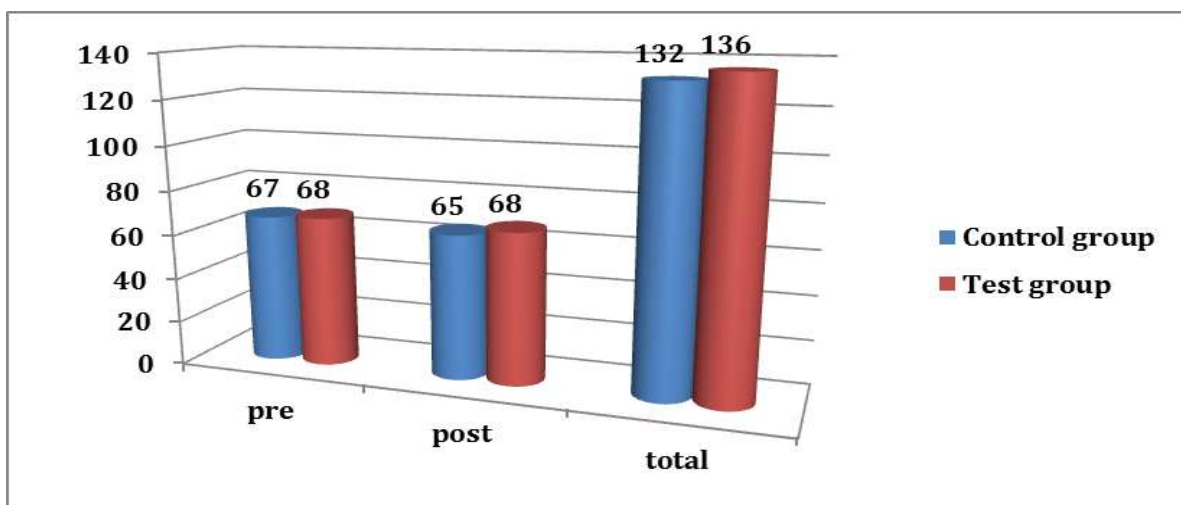


Figure (63): Pre-and post-motivation questionnaire results of the control and test groups

#### Questions and hypotheses

This study centered on listening, a fundamental skill involved in a variety of activities performed by individuals on a daily basis. Listening has also been described as being essential to in-person communication and the acquisition of passive knowledge (Feyten, 1991). In a language-learning context, listening is also an essential skill, as it “takes on significant meaning as it is an essential source of language input in second language acquisition” (Chuang & Wang, 2015, p. 1). Based on the recognized significance of listening among language learners, this study proposed the following questions:

- 1- How will the use of songs and educational games in EFL classrooms affect the learners’ listening skills compared to the use of song texts?

The findings showed that both groups had similar results in the post-test because the mean of the post-test total for the test group is  $20.36 \pm 7.159$  and for the control group it is  $19.36 \pm 8.016$ . The difference between both groups is considered non-significant.

- 2- How will the use of songs and educational games in EFL classrooms will affect the learners' motivation for learning English compared lessons which just use lyrics and educational games?

It was expected that participants in the test and control groups would obtain similar scores on the pre-motivational questionnaire. Only the questionnaire question concerned with "I like doing homework" showed mildly significant difference ( $p:0.3$ ); however, due to the statistical problem of multiple hypothesis testing, this result – being mild–could–be ignored, and the difference is to be considered non-significant. Participants in the test group were expected to score higher than those in the control group on the post-motivational questionnaire but the findings show that both groups had similar results. All other questionnaire questions showed no significant difference between pre and post-test responses as well.

In response to the above questions, several hypotheses were formulated, as follows:

1. Participants in the test and control groups will earn similar scores on the pre-test regarding listening skills.

The mean for the pre-test total for the test group was  $8.73 \pm 3.438$  and for the control group was  $9.82 \pm 5.419$

2. Participants in the test group will score higher on the post-test than on the pre-test.

The findings of the study confirm this hypothesis. The mean for the pre-test total for the test group is  $8.73 \pm 3.438$  and for the post-test total is  $20.36 \pm 7.159$ .

3. Participants in the test group will score higher on the post-test than those in the control group.

The mean of the post-test total for the test group was  $20.36 \pm 7.159$  and for the control group was  $19.36 \pm 8.016$ .

The findings contradict this hypothesis because both groups had similar results.

4. Participant in the control group will earn similar scores on the pre- & post-tests regarding listening skills.

The mean for the pre-test for the control group was  $9.82 \pm 5.419$  and for the post-test it was  $19.36 \pm 8.016$ .

Clearly there are much higher scores post-test than before it in each of the groups, while the differences between both groups for each test is much less clear.

5. Participants in the test and control groups will obtain similar scores on the pre-motivational questionnaire.

Only the questionnaire question concerned with “I like doing homework” showed mildly significant difference ( $p:0.3$ ), however due to the statistical problem of multiple hypothesis testing, this result – being mild – could be ignored, and the difference is to be considered non-significant. All other questionnaire questions showed no significant difference between pre and post-test responses.

6. Participants in the test group will score higher than those in the control group on the post-motivational questionnaire.

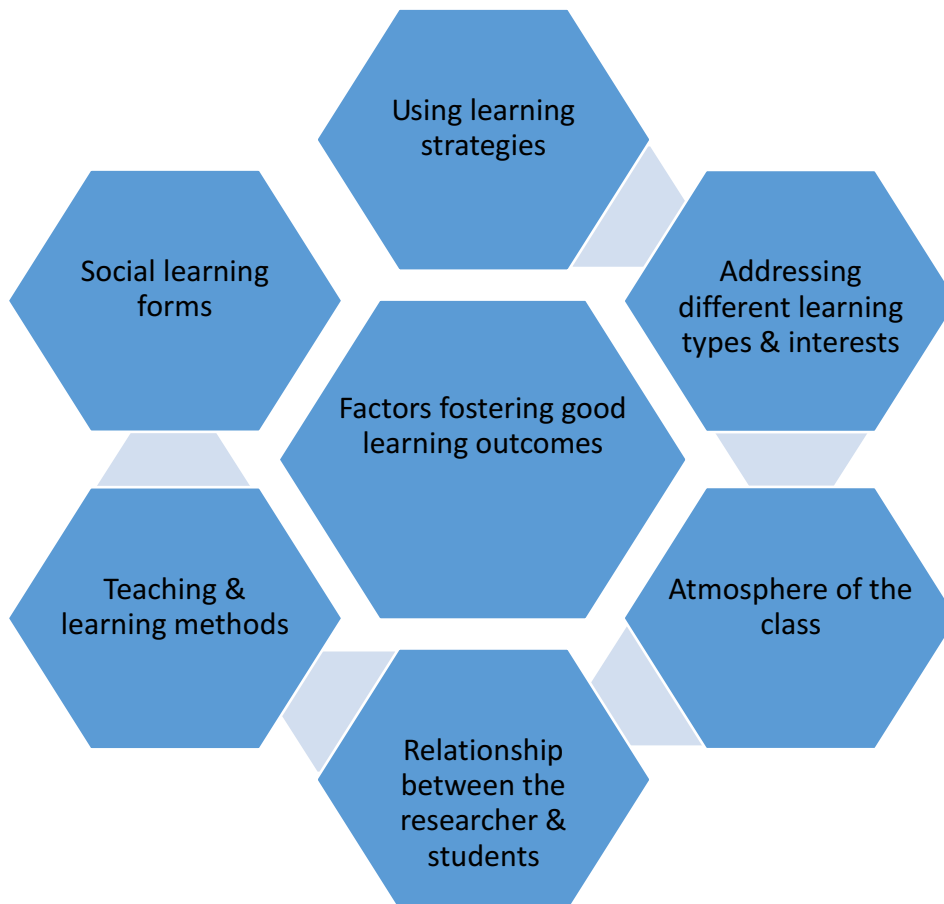
The findings contradict this hypothesis because both groups had similar results.

7. Participants in the test group will score higher on the post-motivational questionnaire than on the pre-motivational questionnaire.

The findings of this study confirm this hypothesis. Similarly, the same “I like doing homework” variable showed trivial significance for the test group ( $p: 0.46$ ) and again this result practically should be considered non-significant. All other variables, again, showed no significance.

### Factors fostering good learning outcomes

Throughout the researcher's observation during the school project, several factors emerged which both fostered and impeded good learning outcomes. The factors which fostered good learning outcomes are represented in the figure below:



Figure(64): Factors fostering good learning outcomes

As seen in the figure above, factors of the project which fostered good learning outcomes included addressing different learning types and interests, the atmosphere of the class, the relationship between the researcher and the students, the teaching and learning methods employed, the social learning forms, and the use of particular learning strategies. The significance of each of these factors is elaborated in the following sub-sections.

### Addressing different learning types and interests

According to responses on the English-language background survey, ten students preferred watching video clips, nine preferred listening to songs, and three preferred both. Also, students provided different answers regarding their favorite learning method. Seven chose songs, six chose educational games, four chose both, and five preferred a combination of songs, educational games, movies, writing, reading and translation. With regard to this variety, Mestre (2006) asserted in general that “there is no one preferred learning style that works for all students or even for any one particular ethnic or cultural group” (p. 28). Thus, in order to increase students’ motivation and achievement, this study’s lesson component addressed the various learning styles represented in the class. In order to accomplish this aim, the researcher employed different teaching approaches when utilizing songs as learning materials. For example, sometimes songs were played while the lyrics simultaneously were displayed on a screen, while on other occasions songs were played while students viewed their related music videos on YouTube.

Educational games were also a main part of the school project. One of the game-related strategies employed during the project was the use of a rubber ball. The benefits of using a rubber ball were that it decreased feelings of boredom among students, maintained their attention, and enhanced their concentration. Moreover, it encouraged them to move, thus increasing their physical and mental activity.

Ultimately, the use of various teaching strategies within the same lesson component exemplified the philosophy of Howard Gardner, who theorized that humans have eight intelligences: spatial, linguistic, logical-mathematical, bodily kinesthetic, musical, interpersonal, intrapersonal, and naturalistic (2006). He claimed that when exploring a certain learning topic, it can and should be approached in at least six different ways in order to maximize the chances of reaching all students in the classroom. One of these ways is “the

personal way,” in which the ultimate goal is to approach a specific topic through movement such as role-play and other interactions (Gardner, 2006, p. 142). This project attempted to engage as many of these intelligences as possible, but given the age of the learners, it was particularly important to engage the personal intelligences through movement.

### Atmosphere of the class

Numerous education studies have demonstrated the significant impact of students’ perceptions of class atmosphere on their learning, motivation, satisfaction, and achievement (Barr, 2016). Referring to this environment as the “social-ecological setting,” which is comprised of students’ social and emotional interactions, researchers such as Moos (1979) have argued that the class atmosphere can impact learners’ “attitudes and moods, behavior and performance, self-concept and general sense of well-being” (p. 3). In the present study, the atmosphere of the class was overwhelmingly positive, as indicated by students’ competitive spirit during group work and their enthusiasm when engaging in educational games and presenting their answers in front of the class. In addition, the spirit of the teamwork and encouragement for learners of all levels and abilities during activities ensured that all students felt a sense of belonging in the class and within their teams. Another testimony to the positive class atmosphere was the students’ enjoyment which they displayed while listening to songs as well as their constant comments to peers and teachers that they were looking forward to the project’s sessions.

### Relationship between the researcher and students

The relationship established between the researcher and students in this project was vital, as it is known that educators contribute immensely to the class atmosphere through their attitudes and interpersonal engagements, especially in developing mutual understanding with students (Frisby, Berger, Burchett, Herovic, & Strawser, 2014). The teacher-student

relationship is crucial for establishing a positive environment supportive of learner achievement (Barr, 2016). Throughout the project, the researcher was able to build a good and friendly relationship with the students, who always greeted the researcher and remembered her name easily. The researcher also remembered the names of students and demonstrated this aspect to students, which was important for enhancing students' learning experience, trust, understanding, and communication. At the same time, students' eagerness for the researcher to facilitate the project influenced a higher quality of teaching.

### Teaching and learning methods

The main teaching and learning methods employed throughout the project concerned the use of songs and educational games. Several scholars such as Stanislawczyk & Yavener (1978) have argued that songs are a beneficial learning tool which educators should utilize during language activities, even arguing that songs are “an integral part of language study [as they] supply additional language-learning and cultural insights” (p. 60). These scholars have also asserted that students should actively engage with songs rather than passively listen (Stanislawczyk & Yavener, 1978). While one such method is lyric- and song-creation, the present study utilized other methods of engagement such as singing along, reading aloud, and completing educational games in relation to the songs. Singing along with the songs as opposed to merely listening to them positively impacted students' attainment of learning outcomes.

Moreover, the genre of music played an essential role in the students' learning because the students' personal music tastes, as indicated by the English-language background survey, were all represented by the song choice.

Regarding the use of educational games, sources such as the National Curriculum in Foreign Languages in a European country have claimed that these are suitable for all ages of learners and all stages of learning. They can also take the form of role-play, imitation,



theatrical, and problem solving activities (Aðalnámskrá grunnskóla. Erlend mál.2007, p. 12). In the current study, games assisted students in learning unconsciously and with joy. Their concentration on the activities increased and they were able to enjoy the learning process without focusing too intently on the results.

### Social learning forms.

Several scholars have asserted that language gains its meaning through social interaction (Ge, 1998). This interaction may occur with peers or with educators, which often may be brief depending on class size and duration. For instance, Long and Porter (1985) have indicated that in a class of thirty students which lasts for approximately an hour, if students engaged solely with their teacher, each student would receive merely thirty seconds of talking time, in other words one hour per year. Clearly, this time is insufficient for improving students' speaking performance. Thus, group and pair work are vital for providing students with alternative speaking opportunities. At the same time, the Montessori concept hinges upon the aspects of "brevity, simplicity, objectivity, and individuality" (Dahlmeier, 1993, p. 30). Thus, students should explore educational content individually and with limited interference from teachers or peers. In this way, students not only gain independence but also learn to focus their attention on their own efforts rather than on the behaviors of peers.

The current project sought to balance the need for social interaction with the need for individual exploration. In addition to group and pair work, students participated individually in lesson components in order to hone their concentration skills and gain independence as learners. One significant benefit of working in pairs and groups was increased motivation among learners, who were able to engage in experiential problem-solving (Shirk, 1995). Moreover, given the age of the students, group and pair work enabled them to learn from each other and foster an environment in which students felt valued by peers and were able to share their knowledge with others. Though social learning forms in this project varied, it was

observed that pair and group work were more beneficial. In pairs and groups, students were able not only to attain positive learning outcomes but also to enhance their social and problem-solving skills. The researcher also divided the groups into circles, which were beneficial for discussion, problem solving, and/or decision-making.

### Using learning strategies

Several scholars have asserted that language-learning strategies may function as “an extremely powerful learning tool” (O’Malley, Chamot, Stewner-Manzanares, Kupper, & Russo, 1985, p. 43). The most important learning strategies utilized during this project were brainstorming, mind-mapping, role-play, and decision-making. Each learning strategy had a particular timing and a purpose. At the beginning of each lesson, in order to activate the prior knowledge of students and introduce the song, the researcher drew a mind map on the board and began asking questions to the students in order to facilitate brainstorming and gather information regarding students’ familiarity with the songs’ topic. Role-play was employed to activate students’ imagination, encourage them to utilize their language knowledge in creating conversation, and motivate them to speak in front of their classmates. Decision-making was employed for various tasks, such as choosing songs to be played, choosing names for their teams while playing games, and negotiating with each other while playing games to choose the correct answer. Being able to make decisions on their own increased the students’ self-confidence and taught them to take responsibility for their choices.

### Factors impeding good learning outcomes

As displayed in the figure below, several factors impeded good learning outcomes during the project:



Figure(65): Factors impeding good learning outcomes

As seen above, the following factors impeded good learning outcomes during this project: interference of the first language, teaching and learning methods, psychological reasons, distractions in the class design, disabilities, and the slang language. Each of these factors is detailed in the following sub-sections.

#### Interference of the first language

Some studies have indicated that language transfer and interference may occur during second-language learning (Karim & Nassaji, 2001; Fatemi, Sobhani & Abolhassan, 2012). This influence has been also frequently noted by language teachers (Swan, 1997; Jarvis, 2007) and documented in the literature for decades. In the present study, interference was

observed to be a factor impeding good learning outcomes in all of the language skills. Some mistakes in grammar included the incorrect conjugation of the verb “to be,” with students composing sentences such as “I will climbing” instead of “I will climb,” “I sleeping” instead of “I am sleeping,” and “I going to bed” instead of “I am going to bed.” Students also experienced difficulty in article and preposition use, writing things such as “on the sky” instead of “in the sky,” “I go sleep” instead of “I go to sleep,” and “my heart is a big” instead of “my heart is big.” Another common error involved students changing the sentence structure of English to match that of their native language. One type of interference in terms of listening involved students writing the letter “K” instead of “C,” “I” instead of “E,” and “J” instead of “Y.” They also omitted the letter “H,” writing “tousand” instead of “thousand.” Some examples of listening mistakes included “af bin” instead of “I’ve been,” “wie” instead of “we,” “jounq” instead of “young,” “kan” instead of “can,” “mittel” instead of “middle,” “Mann” instead of “man,” and “familie” instead of “family.” Some pronunciation mistakes included confusing short vowel sounds with long ones, e.g. saying “plan” instead of “plane.” In terms of writing, sometimes students wrote words in German when they did not know them in English, e.g. “fallschirmspringen” instead of “sky-diving,” “alle menschen” instead of “all people or everybody,” and “Erde” instead of “Earth.” This affected the readability of their compositions.

### Teaching and learning methods

According to Carkhuff (1981), teaching is the opportunity to help others to live their lives fully, which means we help to give to our learners' lives through their physical, emotional, intellectual and social growth. Anderson (1994) concluded that student outcomes may heavily depend on the teacher's instructional planning, teaching method selection, and having a variety of learning activities (Anderson, 1994). Although the results of the English-language post-test and motivation questionnaire indicated that the students had made learning

progress by the end of this project, nevertheless it was noticed that the use of song lyrics without musical accompaniment was de-motivating, as it was boring for students in the control group. Moreover, the rhythm of the songs was sometimes too fast for the students, and some new words were too difficult for learners. In this way, song method, choice, and content may have impeded good learning outcomes among learners, at times.

### Psychological reasons

Researchers in the field of language education have emphasized the psychological and sociological factors influencing successful language acquisition by second- and foreign-language learners. One of the leading researchers, Gardner, suggested four main types of factors influencing second-language learning: social, individual, attitudinal and motivational, and cost-and-benefit (Gardner, 1977). During the present study, two psychological factors played a large role in preventing students from practicing their English language knowledge. These were the fear of making mistakes and shyness in front of their classmates when speaking English. The fear of making mistakes caused some students to depend largely on their classmates for answering questions during group work rather than offering their own predictions. This was the main factor preventing students from making learning progress in English. On the other hand, shyness appeared when students refused to sing individually or stand in front of the class to present their answers. Role-play and singing in groups were approaches used to enable the students to overcome their shyness of talking in English and increase their self-confidence. Moreover, students were encouraged to refrain from making judgments or considering answers as right or wrong through discussions involving the different opinions of their peers. Still, the fear of making mistakes and shyness persisted among some students as a factor impeding good learning outcomes.

### Distractions in the class design

The classroom environment entails not only social-psychological and teacher behavioral components but also physical factors. Some researchers have examined the relationship between aspects of the physical environment and multiple educational outcomes such as learning, engagement, motivation, social relationships, and group dynamics (Miller & Cunningham, 2011). They have asserted that learner behavior is a combination of personal characteristics and their physical surroundings. In the present study, the walls of the classroom were composed of glass, which sometimes distracted students. When some type of action occurred outdoors, an individual passed by the glass, or their friends were playing outside, students would look in that direction. This susceptibility to distraction was amplified by the young age of the learners, whose attention spans already were relatively short compared with older learners. While the researcher perceived that the glass walls were constructed in order to connect students with the environment, nevertheless the walls impeded the students' learning achievement. The researcher also noticed during in-class observation that the windows also distracted the teacher at times. Thus, they also may have affected the quality of her teaching.

### Disabilities

The Convention on the Rights of Persons with Disabilities (United Nations, 2006) advocates the full and effective participation and inclusion in society of persons with disabilities. This aim cannot be attained without these individuals' inclusion in educational settings, which should involve cooperation among learning peers, active engagement in learning activities, and being valued by peers as well as educators (Florian & Spratt, 2013). In designing the present study, the different types and abilities of learners were considered. For those with special needs, easier and shorter activities were implemented; moreover, instructions were repeated and at a slower pace than normal so as to provide additional time for understanding and problem solving during games. The English teacher categorized the

students into four categories, one of which was based on special need. This group included two students, one who exhibited slow learning disability and the other of whom had Down syndrome. Another two students had autism and social-emotional disability, but the teacher considered these as slow learners because their disabilities were not as severe and they were able to learn at a pace similar to their class peers. At times during this project, disabilities functioned as a factor impeding good learning outcomes, as it was sometimes difficult to simultaneously address the needs of disabled students and those of their peers, as they worked at different paces and processed information in different manners.

### Slang

Tong, McIntyre and Silmon (1997) have described the term “slang” as a form of shorthand which develops within social groups or among individuals who interact in a certain setting or context over a long period of time. Slang may create communication problems among individuals, as those excluded from the social groups in which the terms have originated may experience difficulty in grasping complete meaning (Hasan, Khattak, & Hassan, 2010). The songs utilized in this study contained several slang terms derived from teenagers and youth within the target-language culture. These terms are constantly replaced by new terms, so that innovations in slang language made it difficult to entirely grasp the meaning. The songs also contained abbreviated forms of words related to certain cultures within the target-language culture and various English dialects were used. This was difficult for students, and the researcher often had to explain the slang language to students who were not familiar with the terms being used and thus could not comprehend them without help. Two examples of slang use were “jea” instead of “yea,” meaning “yes,” and “doin’” instead of “doing.”

### Proposals for further research

The following sub-sections detail suggestions for further research on the topic of song- and game-use as a method for improving EFL students' listening skills and motivation.

Repeat the project with a larger sample size

The sample in this study was comprised of twenty-two 6<sup>th</sup>-grade EFL students and two 6<sup>th</sup>-grade EFL teachers at a Montessori school in Germany. The students were divided into a test and control group comprised of eleven students each. The purpose of this sample size was to draw sufficient conclusions about the characteristics of elementary-aged EFL learners in Germany through statistics by directly observing only a portion of the entire population (Mugo, 2002).

For further research, the sample size should be enlarged, as larger sample size could aid in determining the average (or mean) value of a quality among tested samples. The larger the sample size, the more precise the mean (Zamboni, 2018).

### Organize more observation sessions

Classroom observation is an important component of teaching practice. Therefore, researchers need to consider the limitations and nature of the needed observation. The number of observations in which the researcher partakes depends on the agreement between him/her and the class teacher as well as with the educational institute management. Class observation assists the researcher in familiarizing him/herself with the materials, methods, and strategies employed by the teacher, the teacher's interaction with students, interactions among students, and language involved in these processes. These observations also assist the researcher in knowing what kinds of problems the students have so that he/she may prepare to face them while leading the class. They also introduce the researcher to the students' backgrounds, interests, learning styles, and motivations on which the lesson may be designed



accordingly (Richards, 2011). Gaies (1991) has also pointed out, “What we see when we observe teachers and learners in action is not the mechanical application of methods and techniques, but rather a reflection of how teachers have interpreted these things” (p. 14).

In order to derive the most benefit from observation, the researcher must decide how the collected information should be processed. The focus of the observation aids the researcher in determining which procedure to use. The researcher of the current study employed field notes alongside a narrative summary in recording observations. However, other observation procedures such as checklists and seating charts may be employed in the future to gain a more thorough understanding of the learning context. Another aspect of observation that the researcher should consider is the anxiety the teacher(s) might feel during observation, as this process entails evaluating his/her strengths and weaknesses in teaching. To overcome such negative feeling, the researcher should develop a friendly working relationship with him/her before starting with the observation. Likewise, in concluding the observation, a follow-up conversation should be facilitated in order to strengthen this relationship and thus achieve more positive results (Richards, 2011). If this project were to be implemented again, the researcher should focus more on establishing a solid relationship with the teachers involved by conducting more observation sessions in order to reduce anxiety on behalf of the teacher and establish a more natural working relationship.

Examine the project’s effect on students with special learning needs

As, increasingly, with all schools in Germany, the Montessori school in this study fostered an inclusive learning environment among teachers and students in an effort to eliminate obstacles to the presence, participation, and success of learners of all demographics (UNESCO, 2017). The school strives to ensure that all of its students receives quality education while embracing the “intrinsic value of diversity and respect for human dignity”

(UNESCO, 2015, p. 36). In such a learning environment, students are able to learn from the differences, which appear among their peers, including in terms of ability (UNESCO, 2017). As teachers adopt the role of facilitator of learning within the Montessori concept, they are able to guide a wide range of students in obtaining various learning objectives at different paces and via different methods. This approach promotes a sense of belonging at the school as well as mutual understanding among teachers and students of the concept of global citizenship, defined as “a sense of being a part of a broader community and common humanity” (UNESCO, 2015, p. 15).

Regarding the above educational framework, the above goals, the present study was conducted among a diverse group of students, particularly in terms of learning ability. Two of the students possessed special learning needs, and even these differed. For example, educational challenges ranged from learning deficits to behavioral disturbance disorders. This mixture of ability levels among students required special preparation by the researcher regarding all lesson components and activities. Moreover, during the lesson implementation, the teaching strategies adopted by the researcher necessarily varied in order to keep students with disabilities on task, ensure their understanding of instructions, and transfer smaller and more easily understandable bits of information for those who were struggling.

Recognizing the benefits of conducting this study within a learning environment inclusive of differently abled learners, it would be interesting to repeat this project but among groups of learners comprised largely of special needs students. This would entail organizing two participant groups representing different types of learning needs but nevertheless containing a number of students without these needs. In this way, the researcher would be able to examine more closely the effect of this study on their listening skills and motivation while also being able to compare the effect of this project on special needs and normally abled students.

### Choose an alternative teaching approach

The most common approach in teaching listening skills is the integrative one. Through this approach, teachers tend to test the outcomes of the listening process rather than the process itself, as elaborated in the problem statement and listening skills chapter of this paper. Therefore, future studies should focus not only on learning outcomes but also on the types of listening, listening tasks, mental processes involved, and listening strategies as well as techniques (Grimm, Meyer, & Volkman, 2015, p. 125). This knowledge would provide teachers with the appropriate methods for teaching listening skills instead of focusing solely on the outcomes.

### Vary the duration of the project

This research project was implemented over four months, but this choice was at the discretion of the researcher. Therefore, it could have been facilitated in less or more time, depending on the research project plan, number of songs, students' levels and needs, class size, and the available number of English-language sessions. Of course, the researcher would first need to coordinate with the class teacher so as not to interfere in the basic English lessons of the school's curriculum. Varying the project's duration in this way could yield different results in terms of listening skills and motivation levels.

### Compare this project with the current school curriculum

The comparison in this study was based on listening to songs with musical accompaniment (test group) and listening to the lyrics of the songs without music (control group). This was done in an effort to identify the effects of music on listening skills and motivation. Further studies might concentrate more on the comparison between teaching with songs (new test group) and teaching with the traditional curriculum of the school (new control group).

Another idea, which was suggested by Teacher B, was connecting the topics of the English language curriculum with songs. In other words, it would be interesting to teach songs containing the same (or similar) vocabulary as a lesson from the course book in order to ease students' learning and also enhance their ability to store such terms in their long-term memory. A future study might compare the effects of this song-lesson approach by establishing a test group comprised of students who engage in such a mixed approach and by maintaining a control group to whom the curriculum would be administered without the use of songs.

#### Examine other language skills

The use of songs as learning materials in EFL classrooms has been proven to benefit all four language skills (listening, reading, writing, and speaking). This is because these skills are exercised within several activities such as recognizing words within a song, becoming acquainted with song lyrics and their meaning, filling in vocabulary blanks, and pronouncing the words of the song. Songs also introduce students to the target-language culture and enable them to make cross-cultural comparisons. One suggestion for future research is to examine the effects of songs on language skills other than listening. Another suggestion is to examine how the cultural content of the songs affect learners' motivation and progress in each of the four language skills.

#### Proposals for foreign-language teachers

##### Eliminate interference by the native language

One of the several challenges experienced by foreign-language teachers regards the transfer of native language components while attempting to understand the target language. It is important to recognize that each language possesses its own unique set of characteristics including intonation, rhythm, and accent. Thus, while learners may be fluent in terms of the

target language's vocabulary, grammar, syntax, and even pronunciation rules, they still may remain recognizable as foreign-language speakers due to the accent derived from their native language. For example, in speaking English, Germans tend to transfer the intonation and stress of their mother tongue, and they experience difficulty in pronouncing the [w] sound in English. As discussed previously in this chapter, students exhibited a wide range of issues stemming from interference by their native tongue. Thus, one suggestion by the researcher is that foreign-language teachers should attempt to eliminate interference by native language tendencies so that students may avoid confusion and error in their communication in the target language. That could be done by explaining to the students the benefits of practicing the foreign language as much as possible during the English language session.

#### Utilize songs as learning materials

Another suggestion for foreign-language teachers is to utilize songs as a method of improving students' listening skills and cultural competence. Songs are authentic cultural materials and represent the specific characteristics of a spoken language. Understanding both the culture and the spoken version of the target language increases students' motivation and concentration during activities. Moreover, as authentic materials, songs present new vocabulary and expressions in context. Through songs, students familiarize themselves with the pronunciation of native speakers as well as their various accents while also deriving topics for discussion. The effectiveness of song use has been demonstrated by the post-test and motivation questionnaire results of this study as well as by students' performance during the project's activities. As a result, the researcher encourages teachers responsible for curriculum design in foreign-language classrooms to incorporate songs as an essential component of daily lessons rather than as an extracurricular aspect or "gap-filler."

Improved listening comprehension through songs can be achieved with the appropriate material selection as well as systematic and coherent lesson plans. It is important

to consider the learning objectives, applicability, and adaptability of songs as well as their suitability for learners when selecting the songs. In order to engage in systematic lesson planning, teachers should establish their goals carefully prior to each lesson; design careful listening tasks from the simplest to the most complex; ask for an active students' participation; and adopt a teaching (process-based) rather than testing (outcome-based) approach. Moreover, it is necessary to address listening skills such as listening for gist, selective listening, and listening for predictions, all of which are relevant to enhancing listening comprehension ability. At the same time, song use has the ability to build students' self-confidence and promote their active engagement in diverse cultural contexts (Arevalo, 2010).

Teachers should consider the following conditions when selecting a song as a lesson material: a) the words are intelligible on first listening, b) the speed of the song is appropriate to the students' level, c) the instrumental music is not overly loud, d) the lyrics reflect a natural speech rhythm, e) the vocabulary is appropriate for the learning aim, f) the students can identify with the song's topic, g) the song promotes meaningful language teaching, and h) the song is suitable in terms of students' age (Zogota, 2011, p. 12). It should also be considered that simple, repetitive songs often contain grammatical and basic phonetic patterns, while more difficult ones contain unique vocabulary and numerous teachable language aspects such as homophones, homographs, and homonyms (Zogota, 2011, p. 10). Moreover, songs that engage with social issues and cultural aspects are generally appropriate as they enable students to link language with content affecting them in daily life.

In terms of teaching methods, numerous ways of incorporating songs into the curriculum have been proven effective (Zogota, 2011, p. 21). The type of method employed depends largely on students' needs and the song's theme. Teachers should adopt a learner-centered approach in teaching with songs, as students should be able to participate in

deciphering independently or with peers the meaning of songs. At the same time, the interactive and reflective nature of a learner-centered approach generates an abundance of language output from students. As indicated by the present study and others, games are also an effective means of supplementing songs in the language classroom (Sandford, Ulicsak, Facer, & Rudd, 2006). They are especially effective in increasing interaction among and participation by students, therefore bolstering motivation levels.

#### Advocate on behalf of students with special learning needs

Another suggestion for foreign-language teachers regards inclusion in the classroom. One study conducted by Rosenzweig (2009) concluded that no one explicitly instructs teachers how to teach to students with special learning needs due to time constraints, pre-existing academic standards of instruction, and a lack of administrative support. He emphasizes that “teachers are not only hesitant to implement individualized instruction, but they also do not even know how to do so” (p. 14). One of the English teachers of the present study reflected this concern by stating that she did not receive training on how to deal with students with special needs:

I did not learn how to cope with pupils with special needs, since my training in the university concerned only higher levels (grammar school), but then the community schools came up, where pupils of every level learn together. This is a big challenge.  
(Teacher A)

Hence, as long as the policy of inclusion is applied in the Montessori school, teachers should act as advocates on behalf of their special needs students vis-à-vis the Ministry of Education. Accordingly, the ministry should allot a part of their budget to provide the teachers with appropriate training on teaching students with special needs.

## Ensure learner-supportive classroom settings

This project demonstrated the importance of a supportive classroom design, one which evokes a positive atmosphere and stimulates creativity. The issue detailed previously in this chapter regarding the glass wall of the Montessori classroom indicated that physical elements may affect both learners' and teachers' energy. Other physical elements such as wall art, desk arrangement, resources, and sounds as well as intangible aspects such as rules may also affect learners' concentration and success. They may also affect teachers' attitudes and methods. The emotional environment is affected by the physical one, as class organization and rules may positively or negatively impact students (Hannah, 2013, p. 1). In the present study, the researcher had to consider these elements when rearranging the classroom setting. Similarly, teachers should consider such factors in order to maintain or achieve a positive learning environment.

Classroom settings can be arranged in various ways in order to address students' needs. These settings should address both learning abilities and the nature of learning activities. *Montessori classrooms* contain a variety of spaces in which students may learn and play in different ways-in small and large groups, inside or outside, at desks, and on the floor (Montessori Northwest, 2017). The researcher familiarized herself with the learning spaces of students in this study prior to arranging the class setting. One key element of the Montessori classroom in this study was that students were able to understand quickly their positions during their lessons. Similarly, during the project, the researcher divided the test group into two groups, and they sat in circles. When they began an activity, they sat on the floor in circles and collaborated in their search for answers. On the other hand, the control group sat in a large circle in which they faced each other. They worked individually and then in pairs to exchange and discuss their answers. These settings reflected a learner-centered classroom that was very much community-focused as well.



### Proposals for students

Students should take advantage of the fact that songs are available everywhere rather than waiting for their teachers to utilize these in the classroom. That is to say, they should practice their listening, vocabulary, and comprehension skills by playing songs at home. Songs are particularly appropriate for lower-level learners, as they usually contain simple, conversational language which they repeat often. Songs activate the repetition mechanism required for successful language acquisition, meaning that students may absorb vocabulary and grammar patterns without realizing it. In addition, songs generally present students with natural language rhythms and intonation, so that students may improve their fluency while also refining their pronunciation ability (Arevalo, 2010). Ensuring that students are aware of these benefits is another responsibility of teachers, who should also familiarize students with learning strategies to employ when listening to songs.

### Conclusion

In conclusion, it is the researcher's hope that the ideas presented in this chapter regarding the research findings and factors both fostering and impeding positive learning outcomes will be beneficial to anyone interested in learning and teaching a foreign language. It is also hoped that the suggestions for further research will inspire other researchers to engage more deeply with the topic of song- and educational game-use as a means of enhancing language skills and increasing motivation in foreign-language classrooms. In this way, they may discover new aspects capable of directly assisting the project's participants, as was the case with the present study. Finally, I would like to thank the Montessori school and the English teachers who provided me with all of the information needed for this study and made a great effort to help me accomplish this project successfully.

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## 1. Overview of the lessons

Lesson 1: "Rather be" song

**Teaching goals:** 1) Developing the pupils' listening skill by playing different games based upon the song's lyrics after listening to them, 2) Teaching new vocabulary and their meaning from the song's context, 3) Teaching new expressions, 4) Teaching some grammar rules like "as long as" rule and "the conditional if" rule. **Activities:** 1) Pre-listening activities; based on brain storming 2) While-listening activities based on several games such as "Remember me?" that include text for memorization and fill- in- gaps tasks after listening; "The twins" game which requires identification of twin/similar words; "The right companion" game that entails matching parts of phrases accordingly; and "The right place for me" game that encourages pupils to put in items in a chronological order. 3) After-listening activities , for example, Karaoke; it asks pupils to practice reading and learn the right pronunciation of words especially for the visual learners; to practice public speaking.

Lesson 2: "A sky full of stars" song

**Teaching goals:** 1) Developing the pupils' listening skill by learning to differentiate between the similar pronounced words 2) Developing their speaking skill and increasing their motivation by using the mind map 3) Learning new vocabulary and their meaning from the song's context 4) Learning new expressions 5) Learn the slang language and its pronunciation 6) Learning some grammar rules like "adjectives" and their forms. **Activities:** 1) Pre-listening **activities:**Brain storming and mind mapping 2) While-listening activity "Am I right?" game (differentiate between similar pronounced words and correcting the wrong one). "The twins" game (identify twin/similar word) 3) After-listening activity "Remember me?" game (memorize text and fill in gaps after listening). Mind mapping and brain storming: describing pictures that visualize the lyrics of the song and relating them to the pupils' life.

Lesson 3: "Here I am" song

**Teaching goals:** 1) Developing their listening skill by reordering the words they hear in the song and find them in the rubric 2) Developing their speaking skill and motivation by using brainstorming strategies 3) Learning new vocabulary and their meaning from the song's context 4) Learning new expressions 5) Learning the slang language through some words in the song's lyrics 6) Learning some grammar rules like "present perfect continuous" and "present perfect tense". **Activities:** **1) Pre-listening activity** (brain storming by asking questions about the song and the pupils' expectations about it and what is their background about it) **2) While-listening activities** "Scramble" game (learning new words, brain workout, improve spelling, entertainment) **3) After-listening activity** "Crosswords" game (acquiring new vocabulary, reasoning, spelling, and word attack skills).

Lesson 4: "Hall of fame" song

**Teaching goals:** The adjective forms "positive - comparative – superlative". Modal verb "can" rules in "negatives, questions forms and impersonal forms". Imperative form. Different jobs names. The short form of "going-because". When to use the apostrophe rules. Present simple and present continuous. The formal and informal forms of speech and writing like: "Don't, and, do not". **Activities: Pre-listening activity** (Brain storming by relating the song's lyrics with the pupils' life and ambitious by asking them to complete sentences that were extracted from the song). **While-listening activity:** "Where am I" game (practicing selective listening). "The right partner" game (Listening & matching parts of the verse). **After-listening activity:** "Make it right" game, listening & correcting the words in bold).

Lesson 5: "Never say never" song

**Teaching goals: Learning** the future tense, the simple past and past perfect. Learning the adjective forms. The formal and informal forms of writing like: "going, and, gonna". The passive form. New vocabulary and expressions. **Activities: Pre-listening activity:** Brain

storming. **While listening activities:** “Remember me” game (filling in the blanks with the help of pictures). Scramble game (learning new words, brain workout, improve spelling, entertainment). “Can you hear me” game (filling in the gaps with the Adjective the pupil hears). **Post-listening activity** (Karaoke: to practice reading and learn the right pronunciation of words especially for the visual learners; to practice public speaking).

Lesson 6: "Maps" song

**Teaching goals:** The present continuous. The formal and informal forms of writing. New vocabulary and expressions like “Down on my knees, you had my back, I was at my worst, I took a fall....etc”. Adjective forms “better, worst, sweeter, darkest...”. **Activities:** Pre-listening activities (Brain storming by asking questions related to the topic of the song and reflecting it on the pupils’ life). **While-listening activity:** (A combination of “Remember me?” & “the twins” games by filling in the missing words and choosing the correct words in bold to practice the selective listening skill and to differentiate between similar pronounced words and pick the right one. Scramble game (learning new words, brain workout, improve spelling, entertainment). “Remember me?” game (filling in the gaps after listening to practice listening & writing skills). “Where am I” game (putting the verses in the right order).

Lesson 7: "Don't worry, be happy" song

**Teaching goals:** How to express their feelings. New vocabulary about different feelings. Imperative form. Simple past. **Activities:Pre-listening activities:** (brain storming by asking questions and giving them uncompleted sentences related to the topic of the songs and also using pictures with different expressions and reflecting them on the pupils’ life). **While listening activities:** (“Reorder it” game: brain workout & memory activation). **After-listening activity:** “Am I right” game: practicing listening and writing skills.

Lesson 8: "Don't you worry child" song

**Teaching goals:** Learning the past tenses. The grammar rule of “used to” and using it in new sentences. The imperative form. **Activities: Pre-listening activities** (brain storming). **While listening activities:** “Make it right” game: recognizing the wrong word and correcting it. “Where am I” game: rearranging the verses in the right order. **Post-listening activities:** Role playing by building sentences and a conversation using the learned vocabularies from the song and playing it in front of the class.

Lesson 9: "Blue (da bade)" song

**Teaching goals:** The name of every color and to relate them to their lives. To grow their imagination and to tell stories in their lives, describing everything mentioned in the story with its color. **Activities: Pre-listening activities:** Brain storming. **While-listening activity:** “Remember me?” game (complete the sentences with the following verbs). “Where am I” game: (put the verses in the right order). **Post-listening activities:** Memory activation by mentioning the blue things that were said in the song and their real colors in real life. **After-listening activities:** “Remember me?” game (complete the sentences with the following colors). “Mix & match” game: (choose the right color between the brackets).

## Lesson 1

**Name of singer:** Clean Bandit

**Name of song:** Rather Be

### Objectives

- Pupils will:
- Develop their listening skill by playing different games based upon the song’s lyrics.
- Develop their speaking skill by using the song’s lyrics in building new verses.
- Learn new vocabulary and their meaning from the song’s context.
- Learn new expressions.



- Learn different dialects and their pronunciation.
- Learn some grammar rules like “as long as” rule and “the conditional if” rule.

**Description:**

**Pre-listening activity**

**Brain storming**

The teacher begins the lesson by saying the name of the song and its singer. Then the teacher starts by a warming up questions about the song to catch the pupils’ attention. The questions are:

- Do you know this song?
- Where did you hear it before?
- Who is singing it?
- Do you like it?
- What do you like about it?

**While-listening activity**

- The teacher gives the pupils the instructions for every activity.
- The teacher plays every part of the song for every activity.
- The teacher plays it three times. The first time the pupils listen to it. The second time the pupils answer the activity while listening. The third time the pupils revise their answers while listening.

**1- “Remember me?” game:**

- Fill in the gaps.

We’re a ..... miles from comfort, we have ..... land and .....

But ..... you are with me, there’s no ..... I’d rather be

I ..... wait forever, ..... in the scene

As long as I ..... with you, my heart ..... to beat

## 2- “The twins” game:

- Choose the words that you can hear:

With every step we **make/take**, Kyoto to the **bay/day**

Strolling/Stalling so casually

We’re different and the **flame/same**, get you another **name/nail**

**Switch/Sketch** up the batteries

## 3- “The right companion” game:

- Match the beginning and the end of the following lines:

- a. If you gave me a chance . but I’ll make it
- b. It’s a shot in the dark . there’s no place I’d rather be
- c. Know with all of your heart, . I would take it
- d. When I am with you, . you can’t shake me

## 4- “The right place for me” game:

- Put the verses in the correct order

- ( ) It’s easy being with you, sacred simplicity
- ( ) Make it everlasting so nothing’s in complete
- ( ) As long as we’re together, there’s no place I’d rather be
- ( ) We staked out on a mission to find our inner peace

**After listening activity**

## 5- Karaoke

- The teacher divides the class into two groups.
- Every pupil has a sheet with the lyrics.
- The teacher asks each group to sing the song or a part of it along with the music.
- The teacher motivates the pupils by telling them there will be a competition between them to see the best performance.
- The teacher asks the two groups to choose a name for themselves.
- They took the first letter of everyone's name in the group
- The teacher plays the music and the first group starts to sing the song and then the second group.

## **Lesson 2**

**Name of band:** Coldplay

**Name of song:** "A sky full of stars"

### **Objectives**

- Pupils will:
- Develop their listening skill by learning to differentiate between the similarly pronounced words.
- Develop their speaking skill and increasing their motivation by using the mind map.
- Learn new vocabulary and their meaning from the song's context.
- Learn new expressions.
- Learn different dialects and their pronunciation.
- Learn some grammar rules such as "adjectives" and their forms.

### **Description**

- **Pre-listening activity**
- Brain storming and mind mapping:

. The teacher will do a brain storming and draw a mind map by writing the word “sky” on the board.

. The teacher asks the pupils to say the first word that comes to their mind when they hear the word “sky”.

. The pupils will be asked to build sentences by using the mentioned words.

- While-listening activity:

**1- “Am I right?” game:**

- Correct the words in bold.

‘Cause you’re a **fly**....., ‘cause you’re a **fly**..... full of **scars**.....

I’m gonna give you my **card**.....

‘Cause you’re a **cry**....., ‘cause you’re a **cry**..... full of **lies**.....

‘Cause you **right**..... up the **vase**.....

**2- “The twins” game:**

- Choose the correct word.

I don’t **dare/care**, go on and **tease/tear** me apart

I don’t care if you **blue/do**, ooh

‘Cause in a sky, ‘cause in a sky **pull/full** of stars

I think I **sow/saw** you

- **After-listening activity:**

**3- “Remember me?” game:**

- Fill the gaps with suitable words from below.

(gonna-heavenly-die-view-tear-lighter-heart-sky-dark-see-stars-do)

'Cause you're a ....., 'cause you're a sky full of .....

I wanna ..... in your arms

'Cause you get .....the more it gets .....

I'm ..... give you my.....

I don't care, go on and ..... me apart

I don't care if you....., ooh

'Cause in a ....., 'cause in a .....full of .....

I think I ..... You

I think I .....you

'Cause you're a sky, you're a .....full of .....

Such a .....view

You're such a heavenly .....

#### **4- Mind mapping and brain storming:**

- The teacher prepared pictures of the songs' lyrics.
- The teacher distributes these pictures to the pupils.
- The teachers asks the pupils to think about these pictures and write down their thoughts.
- Every pupil says the name of the picture and puts it on the board
- The teachers starts asking them questions about the pictures to make a mind map on the board.
- The teacher asks them about these pictures and relates them to their lives.
- The pupils answer by using the learned vocabulary and grammar rules.

### Lesson 3

**Name of singer:** Bryan Adams

**Name of song:** “Here I am”

#### Objectives

- Pupils will:
- Develop their listening skill by reordering the words they hear in the song and find them in the rubric.
- Develop their speaking skill and motivation by using brainstorming strategies.
- Learn new vocabulary and their meaning from the song’s context.
- Learn new expressions.
- Learn different dialects and their pronunciation.
- Learn some grammar rules like “present perfect continuous” and “present perfect tense”.

#### Description

- **Pre-listening activity: Brainstorming**

- . Who is the singer of “Here I am” song?
- . In which movie did he sing it?
- . What was the story of the movie?
- . When will you say “Here I am, this is me. There’s no where else on earth I’d rather be”?

- **While-listening activity**

- **“Scramble” game:**

- 1 - Unscramble the words in brackets.

Here I am - (ihst) is me

There’s no (rewhe) else on (teahr) I’d rather be

Here I am – it’s (tujs) me and you

And (otnhtgi) we make our (rdmsae) come true

It’s a new (owldr) – it’s a new (ttasr)

It’s alive with the (etabngi) of young (rtheas)

It’s a new (yda), it’s a new (lpna)

I’ve been (itawign) for you

Here I am

- **After-listening activity:**

- **“Crosswords” game:**

2- Find the missing words.

c	o	m	e	x	p
s	t	a	y	z	q
t	b	e	g	u	n
r	w	o	r	l	d
o	a	r	e	v	n
n	y	o	u	m	e
g	o	n	n	a	w
b	e	l	o	n	g

Here we ..... – we’ve just .....

And after all this time – our time has .....

Ya here we ..... – still goin’ .....

Right here in the place where we .....

Here I am – next to .....

And suddenly the ..... is all brand .....

Here I am – where I’m .....

Now there’s nothing standin in our .....

Here I am – this is .....

#### **Lesson 4**

**Name of band:** The Script

**Name of song:** Hall of fame

#### **Objectives**

The pupils learn:

- The adjective forms “positive - comparative – superlative”.
- Modal verb “can” rules in “negatives, questions forms and impersonal forms”.
- Imperative form.
- Different jobs names.
- The short form of “going-because”
- Apostrophe s
- Present simple and present continuous



- The formal and informal forms of speech and writing like: “Don’t, and, do not”

### Description

- **Pre-listening activity**

- **Brain storming:**

The teacher relate the songs’ lyrics to the pupils’ life and ambitious by asking them to complete the next sentences:

. I consider ..... the greatest person in my life.

. I want to be the best in .....

- **While-listening activity**

- **“Where am I” game**

- 1- Choose the right word in bold.

Yeah, you can be the latest/greatest/laziest

You can be the **rest/chest/best**

You can be the king kong banging/braging/blacking

You can **breath/beat/beast** the world

You can beat the **wall/war/walk**

You can **talk/walk/fall** to God, go banging on his **wall/door/floor**

- 2- **“The right partner” game**

- Match the beginning and the end of the following lines.

a- You can throw                      the clock (yeah)

b- You can beat                        a mountain

c- You can move                        be a master

d- You can break                        your hands up

e- Don't wait for \_\_\_\_\_ and you gon' find yourself

f- Dedicate yourself \_\_\_\_\_ luck

- **After-listening activity**

3- **"Make it right" game:**

- Correct the words in bold.

Standing in the hall of **flame** (yeah)

And the world's gonna know your **nail** (yeah)

'Cause you **burst** with the **lightest** flame (yeah)

And the world's gonna know your **brain** (yeah)

And you'll be on the **whale** of the hall of fame

You can go the **princess**

You can **fun** the mile

You can walk straight through **shell** with a **style**

You can be the **zero**

You can get the **bold**

Breaking all the records they thought **ever** could be **brought**

Yeah, do it for your **keeper**

Do it for your **ride**

How are you ever gonna**flow** if you never even **fly**

Do it for your **boundry**

Do it for your **crème**

'cause there's gonna be a **way**

## **Lesoon 5**

**Name of singer:** Justin Bieber

**Name of song:** “Never say never”

### **Objectives**

The pupils should learn:

- The future tense
- The simple past and past perfect
- The adjectives forms
- The formal and informal forms of writing such as: “going, and,gonna”
- The passive form
- New vocabulary and expressions

### **Description**

- **Pre-listening activity**

Brain storming:

What is your dream? Why?

How will you achieve your dream?

Who is your role model in life? Why?

- **While listening activity**
- **“Remember me” game**

- 1- Write in the missing words. The images may help:

See I never thought I could  ..... through



.....


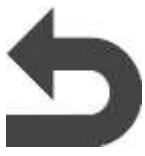
I never  .....that I could take the burn



I never had the ..... to take it



.....

Until I  .....the point of no  .....

And there's just no  .....

When your  ..... under



.....



Gonna ..... Everything I have It's my destiny



I will never ..... never!



I will ..... Till forever!



Whenever you ..... Me .....



I will not stay on the ..... Pick it up and never say never

## 2- Scramble game

Unscramble the words in brackets:

I never thought that I could feel this (opwre)

I never thought that I could feel this (rfee)

I'm (rstngo) enough to climb the (ehgisth) tower

And I'm (tafs) enough to run across the (ase)

And there's no (igntrun) back

When your (ertha) under (tkaac)

Gonna give (veeyrihtgn) I have

'cause this is my (sityend)

### 3- "Can you hear me" game

Fill in the gaps with the Adjective you hear:

Now he's ..... Than me

..... than me

And he's ..... Than me

And ..... than me

And his arms a little bit ..... Than me

But he ain't on a JB song with me!

#### - **Post-listening activity**

#### **Karaoke**

- The teacher divides the class into two groups.
- The teacher asks each group to sing the song or a part of it along with the music.
- The teacher downloaded the song with the lyrics and music on the laptop.
- The teacher motivates the pupils by telling them there will be a competition between them to see the best performance.
- The teacher asks the two groups to choose a name for themselves.
- They took the first letter of everyone's name in the group
- The teacher plays the music and the first group starts to sing the song and then she asks the second group.
- The pupils read the lyrics from the laptops' screen.

## Lesson 6

**Name of singer:** Maroon5

**Name of song:**“Maps”

### Objectives

The pupils should learn:

- The present continuous
- The formal and informal forms of writing
- New vocabulary and expressions like “Down on my knees, you had my back, I was at my worst, I took a fall....etc”
- Adjectives forms “better, worst, sweeter, darkest...”.

### Description

- **Pre-listening activities**
- **Brain storming**

Do you usually help your friends? When?

Do you like helping people when they are in need?

How does it make you feel when you help them?

How do they feel or say to you after you help them?

Who always stands by you when your sad or tired?

- **“Remember me?” & “The twins” games**
- While-listening activity:

1- Fill in the missing words. Also choose the correct words in bold.

I miss/mess the taste of a sweeter/sweater life

I..... the conversation

I'm searching for a **soul/song** tonight

I'm ..... all of the stations

I **like/light** to think that we **have/had** it all

We ..... a map to a better/bitter place

But on that **road/roll** I took a **phone/fall**

Oh baby why ..... you ..... Away?

I walk/was there four/for you

In your..... times

I ..... there ..... you

In your **hardest/darkest** nights

## **2- Scramble game**

Listen and unscramble the words in brackets.

But I..... (oewnrđ) where were you?

When I was at my.....(roswt)

Down on my .....(esenk)

And you said you had my .....(kabc)

So I wonder .....(hewre) were you?

When all the .....(rdsoa) you took came back to me

## **3- "Remember me?" game**

Fill in the gaps with a verb then define the tenses.

So I'm ..... The map that ..... to you



The map that..... to you

Ain't nothing I ..... do

The map that ..... to you

....., ....., ..... to you

#### 4- “Where am I” game

Put the verses in the right order:

- ( ) Hard to resist temptation
- ( ) No, I just can't get over you
- ( ) 'Cause something strange has come over me
- ( ) I hear your voice in my sleep at night
- ( ) And now I can't get over you

### Lesson 7

**Name of singer:** Bobby McFerrin

**Name of song:** “Don't worry, be happy”

#### Objectives

The pupils should learn:

- How to express their feelings
- New vocabulary about different feelings
- Imperative form
- Simple past

#### Description

- **Pre-listening activities**

Brain storming by asking them the following questions:

When do you feel happy? Why?

When do you feel worry? Why?

- The teacher uses pictures with different faces expressions.
- Every pupil say the expression he had and complete the sentence:

I feel sad when.....

I feel angry when.....

### 1- While listening activities

#### “Reorder it” game

Rewrite the sentences you hear in the right order.

wrote a little Here’s song I

.....

might sing You it for note want note to

.....

be worry happy Don’t

.....

life have every In we trouble some

.....

double worry you you it make When

.....

Don’t be happy worry

.....

## 2- “Am I right” game

Listen to the song and read the lyrics. Pay attention to the words in **bold**. Correct the word if it's not right:

Ain't got no **space** to lay your head

Somebody came and took your **pig**

Don't worry, be happy

The land lord say your rent is **gate**

He may have to **hesitate**

Don't worry, be happy

Ain't got no **flash**, ain't got no style

Ain't got no girl to make you smile

But don't worry, be happy

'caue when you **sorry**

Your **case** will frown

And that will bring everybody down

So don't worry, be happy

Don't worry, be happy now

## Lesson 8

**Name of band:** Swedish House Mafia

**Name of song:** “Don't you worry child”

### Objectives

The pupils should learn:

- The past tenses
- The grammar rule of “used to” and how to use it in new sentences
- The imperative form.

Description:

### **1- Pre-listening activities**

- **Brain storming**

The teacher asks the pupils the following questions:

When do you usually feel worried? Why?

What do you do when you feel worried?

If your friend is worried, what would you do for him or her to calm him down?

Do you have happy memories? Can you tell us about it?

How do you describe your home and family?

What kind of advices does your father or your mother usually gives you?

### **2- While listening activities**

**“Make it right” game:**

Correct the sentences

There is a time

I use to look into my father’s eyes

In a honey home

I am a king, I had a golden throat

These days are fun,

Now the mirrors on the wall  
I hear the sounds  
From the chases where I was born  
Upon a thrill across a blue lane,  
That's where I had my first heartache  
I still remember how it all came  
My father said,  
“Don't you worry, don't you worry, child.  
Here heaven's got a plate for you.  
Don't you worry, don't you worry cow.”  
Yeah!

### **3- “Where am I” game**

Put the verses in the right order.

(.....) We ruled the world

(.....) There was a time

(.....) I think I'd never lose her out of sight

(.....) I met a girl of a different kind

(.....) I still hear the songs

(.....) We were so young

(.....) Reminding me of a friend

(.....) I think of her now and then

#### **4- Post-listening activities**

##### **Role playing**

- The teacher divides the class into two groups
- The teacher prepared pieces of papers with vocabularies from this song and previous songs
- The pieces of papers are divided into vocabularies and names of places
- The teacher distributes these pieces of papers to the two groups and asks them to work in pairs
- The pupils should build sentences, questions and answers and make a dialogue with the given vocabularies and write them down
- The teacher gives advice when needed and checks what they wrote and help the pupils with the sentence structure
- After the pupils finish building the conversation, they start playing the roles in front of the class
- The teacher starts discussing with the pupils about the dialogue and correcting the mistakes with them after they finish presenting it.

#### **Lesson (9)**

**Name of band:** Eiffel 65

**Name of song:** "Blue (da bade)"

##### **Objectives**

The pupils should learn:

- The name of every color and to relate them to their lives
- To let their imagination grow and to tell stories about their lives, describing everything mentioned in the story with its color.

## Description

### 2- Pre-listening activities

#### Brain storming:

- The teacher puts on the board two blue pieces of paper in a form of a circle with the word “blue” written on it. One on the right side of the board and the other on the left side. Each one of them is for a group.
- The teacher asks the students to divide themselves into two groups.
- The teacher asks the students to mention anything they notice, whether it’s in the class, their clothes, and their personal stuff or in life general whose color is blue.
- They start to answer and the teacher writes on the board around the word “blue” their answers.
- The teacher ask the students to make a whole sentence using the word they have mentioned.

### 1- While-listening activity

#### “Remember me?” game

Complete the sentences with the following verbs.

(listen-lives-sees-is)

Yo ..... up here's a story

About a little guy that ..... in a blue world

And all day and all night and everything he sees

..... just blue like him inside and outside

Blue his house with a blue little window

And a blue corvette

And everything ..... blue for him and himself

And everybody around

'Cause he ain't got nobody to ..... to

- **“Where am I” game**

Put the verses in the right order.

- ( ) I have a blue house with a blue window.
- ( ) I have a girlfriend and she is so blue.
- ( ) Blue are the streets and all the trees are too.
- ( ) Blue are the words I say and what I think.
- ( ) Blue like my corvette, it's in and outside.
- ( ) Blue are the people here that walk around,
- ( ) Blue are the feelings that live inside me.
- ( ) Blue is the colour of all that I wear.

**2- Post-listening activities**

**Brain storming**

- The teacher asks the students to say the blue things that were mentioned in the song.
- Then the teacher asks them about the colors of these things in real life.
- The teacher writes the answers on the board while they answer.

**3- “Remember me?” game**

Complete the next sentences with the following colors

(blue-yellow-white-red-green-black-brown-orange-pink-purple-gray)

- My eyes are .....



- My hair is .....
- My bag is .....
- My jacket/coat is.....
- My shoes is.....
- My heart is .....

**4- “Mix & match” game**

Choose the right color between the brackets.

(purple-brown-green-orange-pink-gray)

- Red+blue=.....
- Blue+yellow=.....
- Red+green=.....
- Red+white=.....
- Yellow+red=.....
- Black+white=.....

**2. English language background survey**

1- How long have you been studying English?

1 year    2 years    3 years    4 years    5years    others

2- Where could you mostly hear spoken English when you started learning it?

.....

3- Was it spoken by a native speaker or not? Yes      No

4- Which skill of the English language is the easiest for you and which is the hardest? (listening, reading, writing, speaking)

.....  
.....

5- Which learning method is your favorite when learning the English language?

Educational games    songs    movies    others

6- Do you prefer watching a music video which is originally in English or listening to the song without the video?

Watching a music video    listening to the song without the video

7- When watching a music video or a movie which is originally in English, do you prefer watching it with subtitles?

Yes    No

8- What do you think has the biggest influence on your English pronunciation?

Teachers    movies    songs    friends    international friends    others

9- What do you find difficult about English pronunciation?

Vowels    consonants    specific words    dialects    others

10- Are you aware of some mistakes you make?

Yes    No

11- Can you name a few of them? Is there/are there a word/words you always pronounce wrong?

.....  
.....

12- What is your favorite kind of music?

Pop    Rock    Hip Hop    Classic    Blues    others

13- Who is your favorite singer or band? Name a few.

.....  
.....

14- Have you ever played a musical instrument?

Yes      No

15- What is the name of the instrument?

.....  
.....

16- Do you like singing?

Yes      No

17- If so, do you prefer singing alone or with friends or in a choir?

Alone    with friends    with choir

18- Is your pronunciation in English important to you? Why?

Yes

No

19- Do you use your English daily   weekly   monthly ?

20- Where do you expect to use your English Language in the future? personal life, work,  
studying, travelling, others?

21- Is it important to you to learn English? Why?

Yes

No

22- Which other languages do you like to learn?

23- Which method is better for you with regard to learning the English language?

Lecture educational games songs others

24- Do you prefer learning

Alone with a partner in a group

25- What is more important to you

Reading listening writing speaking ?

**Tests (Pre- & post-test)**

**Pre-English language test**

4- Write in the missing words. The images may help:



See I never thought I could  ..... through

 .....

I never  .....that I could take the burn

I never had the  ..... to take it

 .....

Until I  .....the point of no  .....



And there's just no .....



When your ..... under .....



Gonna ..... Everything I have It's my destiny



I will never ..... never!



I will ..... Till forever!



Whenever you ..... Me .....



I will not stay on the ..... Pick it up and never say never.

5- Fill in the missing words. Also choose the correct words in bold.

I miss/mess the taste of a sweeter/sweater life

I..... the conversation

I'm searching for a **soul/song** tonight

I'm ..... all of the stations

I **like/light** to think that we **have/had** it all

We ..... a map to a better/bitter place

But on that **road/roll** I took a **phone/fall**

Oh baby why ..... you ..... Away?

I walk/was there four/for you

In your..... times

I ..... there ..... you

In your **hardest/darkest** nights

### Post-English language Test

1- Listen and fill in the gaps

We're a ..... miles from comfort, we have ..... land and .....

But ..... you are with me, there's no ..... I'd rather be

I ..... wait forever, ..... in the scene

As long as I ..... with you, my heart ..... to beat

2- Listen and unscramble the words in brackets

But I..... (oewnrđ) where were you?

When I was at my.....(roswt)

Down on my .....(esenk)

And you said you had my .....(kabc)

So I wonder .....(hewre) were you?

When all the .....(rdsoa) you took came back to me

3- Listen and choose the right word in bold

Yeah, you can be the latest/greatset/laziest

You can be the **rest/chest/best**


You can be the king kong banging/braging/blacking


You can breath/beat/beast the world



You can beat the **wall/war/walk**


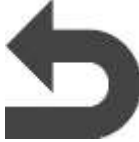
You can **talk/walk/fall** to God, go banging on his **wall/door/floor**

4- Write in the missing words. The images may help.

See I never thought I could  ..... through  .....

I never  .....that I could take the burn

I never had the  ..... to take it  .....

Until I  .....the point of no  .....

And there's just no  .....

When your



..... under



.....

Gonna



..... Everything I have

It's my destiny



I will never

..... never!

I will



..... Till forever!

Whenever you



..... Me .....

I will not stay on the



.....

Pick it up

And never say never



### 3. Questionnaires (pre- & post-questionnaires)

<b>Attitude towards learning the English language</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I like learning the English language					
I like the English language class					
<b>Preferences of the four language skills</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I like speaking in English class					
I like listening in English class					
I like writing in English class					
I like reading in English class					

<b>Participation in the English language class</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I like participating and doing activities in English class					
<b>Social learning forms</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I like learning alone in the English class					
I like learning in a group with my class mates					
I do my homework regularly					
<b>Favorable learning method</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I like learning English by using songs					

I like learning English by educational games					
<b>Importance of the English language</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I always look forward to the English classes					
I wish we had more English classes					
My English classes is very important to me					
English classes will help me in my life					
Learning a foreign language is an advantage for me					

Thank you very much for your cooperation.

## **Interviews (Pre- & post-interviews)**

### **4. Interviews with the English teachers and pupils**

#### **The questions of the first interview were:**

- 1) Could you please introduce yourself?
- 2) How many years have you been an English language teacher?
- 3) How many years have you been an English language teacher at the Montessori school?
- 4) What are the differences between the traditional schools and the Montessori school regarding the curriculum, methods of teaching and learning, assessment system, number of pupils in the classroom and atmosphere of the class?
- 5) What are the challenges that you face in teaching English as a foreign language?
- 6) What are the most common mistakes that the pupils make while learning the English language? How do you correct them?
- 7) What are the social learning forms that you usually use in the class? Why?
- 8) In your opinion, what is the easiest and the hardest skill of the English language for the pupils?
- 9) When do you feel that the pupils are motivated to participate actively in the English language class?
- 10) When do you feel that the pupils are not motivated to participate in the English language class?
- 11) How do you usually motivate your pupils especially the shy pupils and the pupils with special needs to participate in the different activities in the English language class?
- 12) What are the language skills that the pupils at the age of 12 years old have?
- 13) Which problems do the pupils have in learning the English language “listening, reading, writing, and speaking”?
- 14) What are the challenges that you face in teaching the English language?
- 15) What are your teaching methods?
- 16) How many times a week does the English language class take place?

- 17) How many pupils with special needs are in the class?
- 18) What kind of disabilities do they have?
- 19) Could you please divide the class into categories according to their learning speed?

**Second interview with the English teachers:**

It had the following open-ended questions:

- 1) After finishing my project, did you notice any changes or development in the pupils' English language? Or in their attitude towards learning the English language?
- 2) Did you have to change something about your teaching methods after applying my project like using more songs or educational games beside the curriculum?
- 3) Did you get any positive or negative feedback from the pupils or from the substitute English teachers?
- 4) Would you recommend repeating this project? Why?
- 5) In your opinion, what should be avoided when repeating this project and what should be more focused on?
- 6) Do you think this project is appropriate for their age? Why?
- 7) Do you have any comments regarding the song's choices, the number of songs, their contents and the length of the project?
- 8) Which approach do you usually adopt or would you introduce to your class when teaching the English language-integrative approach, games-based approach....etc.
- 9) What are the difficulties that the pupils have in learning the English language as a foreign language especially in the listening comprehension?
- 10) Did they overcome some of these difficulties after applying the project?
- 11) Did you get any feedback from the pupils' parents about the project?
- 12) What are the differences that you have noticed from both groups?
- 13) According to the Common European Framework of Reference for Languages, the pupils' level at the age of 12 years is supposed to be A2; do you think they've already reached this level or do they need more work to develop their language skills and reach this level?

**The questions of the pre- interview with the teachers were:**

**Interview with teacher A:**

**1- Could you please introduce yourself?**

My name is A. I work as a music and English teacher in the Montessori school.

**2- How many years have you been an English language teacher?**

For around three years.

**3- How many years have you been an English language teacher in the Montessori school?**

Three years.

**4- What are the differences between the traditional schools and the Montessori school regarding the curriculum, Methods of teaching and learning, assessment system, number of pupils in the classroom and atmosphere of the class?**

Curriculum: the curriculum is the same, but the structure is different. The structure is how they get to their names and knowledge. The difference is a full time or a full day school so they are here up to half past three and they usually they do not take homework with them so they have the study time, they do everything at school and they try to do everything at school. The advantage is that they can ask a teacher because they can see her and in the study time teachers are available for the pupils. That is the first difference. The second is they have so called free work time, which means mm Freiarbeit in German, that is a Montessori thing. They can choose their partners by themselves, they can choose the tasks, they only have topics themes so they can go to the shelve and get a material what they want from Mathematic for example because they need something with the mathematic or they know oh I am not so good in German so they take the German thing. So it is very freely structured...ahh what is not always easy for the pupils, some pupils have difficulties because they cannot motivate themselves, but some are really good with that, so that is the second difference. And mmm the last thing is ..ya the main thing about the Montessori Pedagogy is the material, that they have material which explains itself. So they have something and they can see ah I can do that and that and usually

they do not have to ask someone. This is the best Montessori material. You do not have to ask someone. The teacher is only watching and only there in case of emergency or in case of help, but general the teacher is only watching. This is the idea of Montessori. It is not so easy to do in the end.

In the traditional schools it is shorter, they have more homework, they get home earlier, but do things at home. And it is more not doing things by themselves, it is more the teacher is in front of the class and do this and that or shows at the board, it is more the frontal thing and not the independent work. And the pupils are supposed to work individually and have their individual tasks cause someone has a special need so he gets easier task or some is very clever or quick so gets a difficult task or a higher level and so it is vey very differentiated, if you want to say.

Inclusion in the classroom: Inclusion was the idea of the politicians that everybody has to have the same chance of education so every pupil can say I want to go to secondary school, I want to go to grammar school, I want to that and that school so it is not a special schools and parents have a chance to decide by themselves.

Methods of teaching and learning: the material in the Montessori school is give a task or give a material and they will work by themselves so they learn how to be self-independent.

Assessment system: Is the same in the Montessori school and the traditional school. With grades, they get grades from 1 to 6 at the moment. The idea sometime to abolish the grades from some subjects like art or music or something but it is only in the beginning so it is only art I guess. Some classes they do not get grades in art, they get words or sentences so the teacher writes you did that well, you have more..so the teacher write kind of letter not a grade. But sometimes it is much much work for the teacher so that is why it is critical.

Number of pupils in the classroom: the maximum is 25 in the Montessori and 30 in the traditional school.

The atmosphere of the class: it is so and so because before I got pregnant and before I have my baby it was a very easy atmosphere, I had the feeling that it is very friendly and vey structured so I had the feeling that the day was very structured and very clearly and the pupils knew where to go and what to

do and when and they had that time, it was not so hectic like in other schools. I got the experience that in some other schools they have a five minute break and you have to run and the pupils have to run, much more hectic than here. It was much easier. More relaxed and the people I had the feeling they were more friendly and they had more space for themselves for example the school yard, you see that it is much bigger and so the little one can run and move and they can concentrate better in the end. After the baby, it changed quite let's say hard because they got a new structure, they had new ideas with the curriculum or with the time table. It is only 40 minutes sometimes, and sometimes, there is no break in between or sometimes there is only 5 minutes break. I got a feeling it is similar to the traditional schools because of the hectic and chaotic timetable. So we work in the moment we work and we try to improve that. that this is a process in the moment. It is quite hard. "why this change happened" I asked. "I was not here and there was an idea that 90 minutes is so long cause we had 45 and 45 plus double lesson, you know that and it was 90 minutes and sometimes they say 90 minutes is so long and 80 would be better and that is why it is 40 40 and they have 80 minutes double lesson, which is a good idea. And then the next advantage there are minutes left, teacher minutes left so that the teacher could do more and can go to the study time or they have some minutes to work. Teachers minutes are work minutes because you have to work so and so long many many minutes and they cut it so you can collect five minutes five minutes five minutes five minutes and then you have a less or more time and that is just more work for us and it is harder in the end, but for the pupils it was supposed to be better. But ya there are some difficulties because they planned a change between lessons without a break for example, which is not possible and so you cut off so in the moment it is not very nice atmosphere and the teacher are very frustrated because of that and some even thinking of changing the school so it is really not good, but I am optimistic and I think it is just a process of change and I hope it is getting better.

##### **5- What are the challenges that you face in teaching English as a foreign language?**

The first is sometimes it is a motivational challenge cause pupils little ones especially say we do not need English.. English ahhh..we can speak German and the next German is much easier so they don't understand that every language is hard for foreigner to learn, they cannot see that, the horizon is



sometimes is so narrow. And so they cannot see that it is.. if you see it from above, English is easier than German, but they cannot see that. Ya, why do we pronounce it like that and not in our way so they cannot see the motivation, they do not have the motivation that is the first one. The second is if you have 25 pupils sitting, it is hard to find a speaking atmosphere or a speaking setting, they do not dare speaking, many of them do not raise their arms because they have fear of speaking, this is the second thing. The next thing is listening, it is the same because if I played and one have understood it after three minutes and the other needs ten minutes so the listening part sometime is ...that is why I have this little speakers because I put them in groups because they take their time in listening, but you always need the space for that so this is another challenge, I would say. Ya, that's it. I think reading is easy because you can say ya I can read that and that is a quiet thing, but still they read something and they do not know how to pronounce and they do not know how it sounds and that is why sometime they do not know how to imagine what it is and what it means in German.

**6- What are the most common mistakes that the pupils make while learning the English language? How do you correct them?**

Most mistakes I would say it is a grammatical mistakes that they just take the German sentences order and put it into the English, for example the most thing for example in the past because mm in German the past form we say ich habe das gemacht and they just say I have that that but I have did that, I did that and so they cannot, they are not able to to use the past form because in German we do not use the prateritum very often, just in writing but still that it is just in their mind the pritaritum because I have the feeling it disappears from the German language and that is why they cannot form that in English of course because they do not know it and that is the same thing. All the things they do not know in the German language or in the German grammar they cannot put to English so ..For example in the dictionary it says substantive so nomen or noun but they do not know that it is noun so they cannot choose the right word so problem like that so most things are grammatical problems so let say language feeling.

Correcting them: I just make a practice lesson dictionary, walking with dictionaries, I told them this is substantive and it means that and that so I repeat it very often, I revise all the things very often and the

word order the same, I show them the German präteritum so they can put it in the English so I often of course work with the German grammar to put that in English, but I do not know if it I the right form, I just try, learning by doing.

**7- What are the social learning forms that you usually use in the class? Why?**

It is group work because they like it, they are very motivated if they work in a group. In this class especially which still my class they were very very well together. They have this little groups and they do not argue or something. I just say group work and they know ok, I will work with him and I will work with him so they were very easy with that. Of course I choose this work form cause why should I choose something different. Yes, with the speakers for the little groups, this is the most way I must say.

**8- In your opinion, what is the easiest and the hardest skill of the English language for the pupils?**

I did not understand this question...you mean listening, reading...? The hardest skill I would say speaking and listening because of that what I explained before. Because of the less time of practicing that, I would say. Speaking and listening.

**9- What are the language skills that the pupils at the age of 12 years old have?**

Speaking: easy sentences. Listening: slowly spoken texts, dialogues- they can understand quite well when they have the chance to listen more often. Reading: more complex texts are understandable than with listening. Writing: short and easy sentences are ok. (But as I said, they tend to translate the very complex German sentences word by word, which is most of the time wrong. They lack the grammatical skills to form sentences).

**10- Which problems do the pupils have in learning English language “listening, reading, writing, and speaking”?**

Too less speaking situations, especially for spontaneous and “small” talk. Therefore: bad pronunciation and no good listening skills. Elementary language skills are often missing, e.g. grammatical terms and skills. Pupils tend to translate word by word from German to English

### **11- What are the challenges that you face in teaching English language?**

Very different skills and competence concerning language learning, vocabulary, speaking skills, writing skills, reading skills and understanding. Some are able to write long and coherent texts, whereas others (esp. pupils with special needs) are able to learn very easy vocabulary, e.g. animal words or easy words of the daily work. With around 25 pupils it is hard to create speaking situations and a speaking atmosphere. Also listening is hard to practise because they need very different time to understand. I didn't learn how to cope with pupils with special needs, since my training at university concerned only higher levels (grammar school), but then the community schools came up, where pupils of EVERY level learn together. This is a big challenge.

### **12- What are your teaching methods?**

Listening all together (plenum) or individually (with the help of small speakers) – texts from the pupil's book (Cornelsen, Lighthouse), from the internet or songs. I read a lot aloud, so that they can hear the pronunciation and read along. Group work (solving grammar tasks together, being creative: posters, dialogues, theatre plays etc.). Individual work in the “Workbook” – every pupil needs more or less time – they have to finish the tasks later in the study time or at home. I also like working with videos or movies (with subtitles) and with songs.

### **13- How many times a week is the English language class?**

Two times a week, each time for 90 minutes

### **14- How many pupils with special needs in the class?**

Four pupils

**15- What kind of disabilities do they have?**

Down syndrome, Autism, slow learning disability, emotional-social disability.

**16- Could you please divide the class into categories according to their learning speed?**

Quick learners: 10C (she is the best), 7C, 6T, 1C, 10T, 8T, 11T, and 3T.

A little slower, but still good: 2C, 11C, 6C, 9T, 8C, 4C and 5T.

Slow: 3C, 2T and 7T.

Special needs: 4T, 9C, 4T, and 5C

**17- Can you please describe the cases of the pupils with special needs? 4T, 5C, 9C and 1T?**

**4T:** he has an emotional social disability which means that sometimes, he is afraid of doing things wrong at that time but now it is much better. At that time he cried a lot, he just cried because he saw something or he heard something too hard so he was in a level of a little kid, maybe 5 years old or something, which he is afraid of things but he is 12 and that was a problem. It was more an emotional thing. Not much understanding of cognitive stuff and that is why sometimes he could not manage to do the tasks because he could not get rid of this emotion. It is called in German “Emotional-SozialeEntwicklungsstörung” = shortcut is „ESE“ emotional-socio developmental disorder.

**2C:** kind of autistic that he is very shy and very ..just by himself, does not talk too much and not very open to others. But also I recognized an improvement in the last two years, he is raising his hand and speaking English, which is ok. In this class it was quiet easy because he found many friends because they were able to deal with him and make friends, the boys were different from other boys, I do not know why. Maybe in other classes he would have been quiet lonely. And he is good in Mathematics and English as well so it is not that he has bad marks “Grads” or something, he can concentrate and he can learn but he cannot express so well. “I noticed with me he can speak very good English and his pronunciation is very good, and once, I noticed that he does not participate that much and then, I asked him that if he doesn’t understand he can tell me and ask so he started to raise his hand and ask and that was really good”. Said me and the teacher agreed to what I said.

**9C:** it is a learning disability. He just will never reach the cognitive level or very deep understanding of things like the others too. He just doesn't understand the complex stuff so if I tell him about present perfect or past forms, he will not remember so many words and the vocabulary and he doesn't really understand the grammatical structure so the understanding stops at a certain point and the same thing with mathematics and science and other lessons. So he will reach the 9<sup>th</sup> grade and eventually get the HauptschuleAbschluss degree hopefully, but he won't get further. The name of this disability in German is Lernbehinderung so it is learning disability. Sometimes they write in the schedule "LK" and that means lernbehindert Kind so mostly they don't get grades. If they get a grade so you assign it with an "L" so you can know that this is a special need kid. It is not grades like 1 like the others but more only for him, it shows how he worked hard. "so how will you know if he can pass this level or not?" asked me "he doesn't pass up to..., he just goes with the class and tries to understand things. The first point is the ninth grade, if he does the examination the school end examination and he has to have real marks, but maybe he won't manage it and we don't know.

**1T:** Down Syndrome. She is even lower than 9C. So now you can see the difference as well, it's getting more and more. 9C tries and learns more than 2C and 2C can't follow. She can't understand the easiest

English words; it's just maybe colors, maybe it's more a primary school level. Maybe colors, numbers, maybe I and you, but very very easy words only. And she won't reach another level, it's like a real disability and she won't..

"Is this considered to be Realschule?" I asked her. . "No, it's a community school in German

"Gemeinschaftsschule," which means that every pupil is in the class at every level so you have 3 to 5 pupils in the class and they are very clever and very brainy and they would do Abitur in the 12 class.

You also come to the Realschulabschluss 10<sup>th</sup> grade and the Hauptabschluss is the 9<sup>th</sup> grade. And the qualified have the hauptschulabschluss...qualifizierendes hauptschulabschluss this is also the 9<sup>th</sup> grade. It is called "together learning" so you have everybody and they learn together and this is why it is called gemeinschaftsschule to the 9<sup>th</sup> class. From the first class to the 9<sup>th</sup> class they don't have to change

schools and get to know new pupils, they just go together and in the 9<sup>th</sup> class and the others go to the 10<sup>th</sup> class and then Abitur.

**18- When do you feel that the pupils are motivated to participate actively in the English language class?**

What motivates them mmmm..translating sometimes, when I have a German sentences just translate it into English so because, I do not know why, maybe because they understand that quiet well. So translating motivates them. Of course songs motivate them because they are English and they listen to these songs, they are their daily life and just translating the songs mmmmya, I would say those two.

**19- When do you feel that the pupils are not motivated to participate in the English language class?**

When it gets too hard to understand, when they have the feeling to be overwhelmed.

If they feel like I cannot do that, so ....and they ask why would I need it and I do not understand, I do not need English so they act like that when it is too hard for them.

**20- How do you usually motivate your pupils especially the shy pupils and the pupils with special needs to participate in the different activities in the English language class?**

Mostly I do not force them to speak in front of the whole class. I try to go in a different room or speak with them only face to face or in little groups. So that the shy ones especially. Mmm I try to give them easier tasks, I try to say it is ok, if you do not manage that so try this and this and this, take a dictionary, I always say take a dictionary...mmm... sometimes they are allowed to use the mobiles to have an online dictionary so this motivational as well..”ahh I can look at google and “ said the pupil...something like that ya.

**20-Which approach do you usually adopt or would you introduce to your class when teaching English language “integrative approach, games-based approach....etc.**

I am not very familiar with these approaches. Can you say them again, what is that? “ after explaining the meaning of the integrative approach and the games-based approach”. It is more the integrative approach, I would say.

**21-What are the difficulties that the pupils have in learning English language as a foreign language especially in listening comprehension?**

The difficulties I guess they are not just familiar with the pronunciation and they are not familiar..they do not listen so much in the daily life to English things so it sounds very strange to them, very hard to understand. Sometimes too quick, dialects are also a problem.

**22-According to the Common European Framework of Reference for Languages, pupils' level at the age of 12 years is supposed to be A2, do you think they've already reached this level or do they need more work to develop their language skills and reach this level?**

At the age of 12 I would say they have not reached this level, I would say. I don't know, now maybe but it is two years later but still some of the pupils have not reach it and if I am honest, they will not reach it at the school time. Just maybe if they do more in free time and not in the school time. Not just by the Englisch lesson, it is just too less time.

**Pre-interview with teacher B:**

**1- Could you please introduce yourself? How many years have you been an English language teacher? How many years have you been an English language teacher in the Montessori school?**

My name is B. I am a teacher at the Montessori school and I teach English and French and I have a qualification for teaching children, who came from Syria for example for refugees and then I teach those students too.

I have been teaching for 27 years now.

26 - years at the Montessori school

**2- What are the differences between the traditional schools and the Montessori school regarding the curriculum, Methods of teaching and learning, assessment system, number of pupils in the classroom and atmosphere of the class?**

First of all we are the Montessori school, where the students are together the whole day. Our day starts at 8 o'clock and we finish about 4 o'clock or 3:30 so that means they together the whole day and learn together in groups or with a partner that is called "Ganztagsschule" that's a role model in Thuringia. All school finish at 2 o'clock, but we are role model for all schools. And by the way in Jena there are a lot of ganztagsschule so we are very modern in Jena in that area we have special schools with special offers and so on. The main thing in the Montessori school is Freiarbeit = free work so we do that in each level that means students work with special item and they can choose how long they work on that item, they can choose for example do I take the easier one or do I solve the more difficult excersie, and they can say yes I need more time or no, I'm ready I want to do my test now cause I have finished and normaly in younger classes you have got a lot of stuff for free work. For older students, I'm a class teacher for class 9 they mainly work in science. In free work they have different experiences, different materials, for example they work in physics, chemistry and so on and they write a little essays and .....what do we call it? Arbeitschreiben. Facharbeiten....the teacher asks the students about the translation of that word in English. I helped her by saying specialized work and then she said yes. A special project. They have got a topic and they have to write something about that topic, sometimes they have to produce something like a model or something like that. That means that they work by .....and with hands.

About the methods of teaching and learning: there is the normal way of learning, teachers, students, you know that. But mainly we do the following we tell the students what the subject is, we say ok these are the difficulties, be attention. And then we let the students work alone in little groups to practice the new things. That means we don't stand for 60 min or 90 min in front of the class. We give a short introduction, that is our topic, these are the exercises, please do that and then they can work in pairs or groups and they can work on themselves. So that's one thing, the second thing is the practical work, we do a lot of practical work, work with hands, we have got special labs or special rooms for art



and practical work, where they can work with their hands and yes we have got longer projects for example in class 9 it starts in February, everybody chose a special topic, they have to produce a model that means students have to plan all the processes by themselves for example class 9 they are working on so called GPA "Grosse Ppractische Arbeit" they must pick up a project, and they have to work on that project, they have to complete forms for example, how do they work or the next steps and so on. And it lasts 8 weeks and that's a longer project and at the end they have to present. We always or we very often have exercises and tasks, where the students must present the results in front of the class or larger audience and so on.

The assessment system: normally our students know what is important, where can I get points, what is important for my work to get good marks for example or to get a good assessment so they know that before they start, that's very important so that they can find their the main points, what's important for me and I think that's very important that students know what they have to do and sometimes there are .....sometimes the students don't know, they get a bad mark and they don't know why. But when they know the assessment before they start and when they know that the teacher wants to know how I work, how often I work on that topic, when I know what the main points are, it's easier for the students to complete and fulfill that exercise in a good way. "and also in the traditional schools they have grades in the same way?" I asked. "yes" the teacher answered. We have marks like in other schools too. "we were interrupted by a phone call" the teacher continues: I wanted to say something to the marks. Normally students get marks not in the younger classes, there are no marks at all. In no school in Thuringia. But in the beginning of class 3 they get marks and at our school we have a special project. They have no marks until class 6 in art and in practical work. It's called "werken", where they use wood and metal. So there are no marks till class 6. They get an assessment by words, for example the art teacher is collecting the best pictures and you write a little report on that students and you put all the things together all the photos so the parents get a little the assessment with the best picture of that student of his child and a little text.

Number of pupils: in general, I think about 600 hundred. In the class it's between 20 and 25 in the Montessori. And in the traditional I think it's the same. There is no such a big difference.

“Is there’s something unique here in the Montessori school?” I asked. “well I work here everyday “the teacher laughed” I am used to it but if visitors came to us or other teachers from other schools to take a look at our lessons, they always say it’s very quiet. And the students at our school are very friendly and if we have a project for example, I had a project at the university to protect the children from smoking for example they talked about cancer and diseases caused by smoking so young students, medicine students and after that project they told us it was so calm, it’s the first school that we had such a friendly students, they listen to us all the time, and they work on the project with the students and I think that’s a special atmosphere. A little bit quieter, the politeness. Not all the pupils are the same every day, but normally yes.

### **3- What are the challenges that you face in teaching English as a foreign language?**

Well, I think English is not that challenge, because English is around us. So they listen to songs, they watch videos and you tube and I have got lots of students, who are listening to English very often. They do very well in tests so it’s not that challenge, but for students who are with special needs that’s a little bit difficult, because they have problems in the German language and in Mathematics and then English yes it’s important, but not that important like math and German. And that’s my opinion too.

### **4- What are the most common mistakes that the pupils make while learning the English language? How do you correct them?**

Well, I think students have got a good base of vocabulary because they listen and read in English and so on. Mostly they do mistakes in Grammar, but in our time when I studied grammar was very very important. You have to know all the rules of grammar, but nowadays grammar is important too but it has not such high level of value like vocabulary. Nowadays scientists say and that’s my opinion too students have to know the words to express themselves, so if you have no words and you know the grammar so what “the teacher laugh”, what can you do with the grammar, you need the words. So and if you have some mistakes, that’s not a problem, everybody can understand you and that’s my opinion too. So well, some things are important to me for example prepositions, be interested in, be proud of, that’s sometimes difficult. Present perfect is difficult “and what about the pronunciation? Is

there's something they mix it with the German language?" I asked. No, not so often. We listen to CDs and tapes and we speak together the words and I think it's not such a problem.

**5- What are the social learning forms that you usually use in the class? Why?**

Pair work, work in groups, and single work. In my lesson I always start with a little oral exercises, a little brain storming to warm them up, to do some exercises speaking about the week or some vocabulary exercises to find the odd word in the line and why is that the odd word, noun and verb, find the noun to the verb and vice versa so I start only with an all exercise then I continue with the topic.

**6- In your opinion, what is the easiest and the hardest skill of the English language for the pupils?**

For my students speaking is the easiest because I practice speaking very often and I think speaking is the most important thing in learning a language so that's my opinion. Well, the hardest skill or a skill that's very hard to learn and hard to practice is listening, for me too I didn't like it at all, in French too that's listening, I see that in examination in the 10<sup>th</sup> class, you can get all in all 15 points for that examination only for listening part and there are only a few students, who can manage that. They are mostly between 10 and 12 points, but that's difficult for them. "what do they say to you? What is difficult for them about listening?" I asked. "it's too fast for example and books and people who created the examination love the American or indian speak English or I don't know Australian so there's different accents and there's another slang and we don't practice that too often. Normally we have British English so that's the base. Of course sometimes if we talked about American English and we listen to some examples, but normally that's hard. We are used to british English so then it's too fast and the accent and well sometimes the students are used to see question one and that's should be the first point in the conversation, when they listen to a conversation and question 2 that should be the second point. So they follow that order but they can answer question 1 and then well they talk about ..what that question 6, it's hard for the students because they want to follow that order

**7- When do you feel that the pupils are motivated and demotivated to participate actively in the English language class?**

Mostly that's the case when they can talk and work on their own topics. Topics they are connected with teenage life for example. Cultures of teenagers, fashion, music, these are the points they love to work on. Points like politics or technology or science that's hard because normally they don't like science, cimstery, mathematics and something like that. That's hard of course. I can talk about things I like, I am interested in and I can't talk about the latest inventions in medicine or something like that "the teacher laughs" because I don't know the facts so I can't write or speak about that.

**8- How do you usually motivate your pupils especially the shy pupils and the pupils with special needs to participate in the different activities in the English language class?**

Normally I have got different exercises. When I know that's a very shy child or a child with a special needs so they need to do all exercises. They have got help with words and so on. Well sometimes they are shy and they don't say a word because they are other students that they want to always raise their hands andnormaly you see these students. You see them more often than shy students so of course I go to them, if the students are working, if they are writing something or reading something, I go to them but not every hour ...I'm honest "the teacher laughs" sometimes it's hard. But if I see that there's a problem and the students are thinking about a problem, sometimes you see that on their face, so I go to that student and I ask do you need a help and sometimes when clever students, they already when they have more time, I say ok can you help him, can you help her, but not in every lesson, I'm honest.

**9-According to the Common European Framework of Reference for Languages, pupils' level at the age of 12 years is supposed to be A2, do you think they've already reached this level or do they need more work to develop their language skills and reach this level?**

So it depends on the student; in each class you will have students that are approaching A2 to B1 students with A1but they sit in class 6, there are always different levels in each class that's in every class. But normally I think yes, they are under level A2. After class 6 they have to finish A2. And then

they continue. After class 10 it's level B1. The examination is in level B1. And normally all students pass the examination and get good and normal results. Well, of course there are things they can do better and things that are worse. For example listening is such a problem, but students on the other side they can write essays so there are differences in the different speaking activities. There are some, I have one student or maybe 2 students in class 9 they can do everything and yes, one student she will go to Australia after school, she does very very well in English. So she speaks well, she can write and she has no problem. She is reading for example books in English, she watches films in English so that can help.

- And do you think the games you have seen here ...the teacher interrupts me and said these are not games, these are exercises with the vocabulary..."they are exercises but I made it in a way like games" I said. "One student wins or whose the first" the teacher said. " the way I executed them it was like a game, but with the control group it was more like exercises because they sit and..." I added. "yes, you can do that, it's a good idea. Normally I use some of these exercises but I do it not like a game, like gap filling and complete and the right order. These are exercises in our curriculum too. "and role playing, karaoke, to sing along with the song" I added. "that's great. I didn't do that because I'm always a little bit afraid of that but I think that's a great idea" the teacher said. "they were a little bit shy at the beginning" I said. "did they do that?" the teacher asked "they did it" I answered. "They can use the mobile and you can do everything. They are nice ideas. younger children love playing in roles, they love playing in dialogues, in pairs or in a group of three. Older students no, oh I stay in my place and I don't want to walk but for younger that's great" the teacher said. "they have energy" I said. "yes, I want to come here, normally they raise their arms very often but the older don't, I don't want to say a word, you have to say you youyou but younger children say I want to come to the board" the teacher said.

**The questions of the post- interview with the teacher were:**

**Post-interview with teacher A:**

**1- What do you think about the project? What are the Advantages of it?**

They liked to work with and listen to nice songs – because they love music in general. They learned many new words. Many speaking situations were created.

**2- What are the disadvantages of the project in your opinion?**

For the pupils with special needs and for some others, it was sometimes too hard to understand and the working speed was too high. It was a pity for the group which was never allowed to work with you (control group?), I think, they were a little bit disappointed. Some pupils found it boring to do the same thing every lesson (varied methods could have been useful).

**3-Do you have suggestions for the project?**

It would have been nice if they had sung the songs also, not only listened to them

**4-What is the effect of the program on the test- & control group?**

The two groups were happy to participate in the program; the test-group was always excited about it and they told their classmates about it, but the control group was sometimes bored and even asked why they could not listen to the songs like the other group.

**5- After finishing my project, did you notice any changes or development in the pupils' English language? Or in their attitude towards learning the English language?**

I was not here, if you remember that. But there is still a year in between. Of course I noticed because they were getting they were better in English. They ahhh....some of them were really aah.. Vanessa for example I noticed a big change because she was very motivated and wrote sentences and very motivated, hardworking she was more active and doing more, so she tried to solve all the tasks as an example. The same with Henri because he is very very good in writing, he has a very bad hand writing so you almost cannot read it, but mm..if you can read it, it is much fewer mistakes and he is very motivated. I do not know why but only writing so I do not know about speaking. So I noticed a change in a positive way from all of them, but I do not know if it has to do with your project or it just with the time because they were older.

**6-Did you have to change something about your teaching methods after applying my project like using more songs or educational games beside the curriculum?**

Mmm not really. Not really because I did that before as well because I am a music teacher so I always use songs. I just recently used English in NewYork recently and I always do it like that.

**7- Did you get any positive or negative feedback from the pupils or from the substitute English teachers?**

Mmm yes, but only very few, because I was sick then so that is a problem, but it was...when I said Shymaa is coming to interview, they were quite happy..”ahya, Shymaa, I remember that” and the new ones “Shymaa, who is Shymaa?” so they were happy to hear about you and they remembered the project in a good way. I think the test group was happier than the control group. That is what can I say and the others said now we have to read all the time so songs were more positive for them.

**8- Would you recommend repeating this project? Why?**

Yes, I would but only in the way with the test group of course. What I would improve is that they can sing it as well more so you can do a music English project or something so that they can also sing cause they can pronounce it and they are more affected I guess, they would be more affected if they sing the song.

**9- In your opinion, what should be avoided when repeating this project and what should be more focused on?**

Maybe more moving, singing..ahmm. maybe clapping or something and not so much reading and writing, that I would say.

**10-Do you think this project is appropriate for their age? Why?**

Yes, I would say that. Even older maybe right now they maybe...ya, maybe it would have been better that if they have been a little older...right now 13 or 14 it would be even better. Maybe they were a little too young, but maybe only this class, another class would be ready to do this in the age of 12 or something so it always different. “and here in the Montessori they have the same age in the same

class?" yes, maybe some of them are older because they are with a special need but most of them were 12.

**11-Do you have any comments regarding the song's choices, the number of songs, their contents and the length of the project?**

Song's choices: no, I think it was a good quite choice because it was different songs "modern songs, old songs". Maybe sometime the lyrics were quite hard to understand for example "rather be" it was quite hard to understand, but In general I would say it was ok for them.

The number of songs: 9 songs in 4 months, no that is fine

The contents of the songs: they are fine because they are the songs they are listen to so they listen to it anyway so that is fine.

The length of the project "4 months": ahmm...it is ok. I would not change it. It is not too long, it is not too short.

**12-Did the pupils overcome some of the language difficulties after applying the project?**

I cannot answer this question actually just because I was not here. Maybe Mrs. B. can handle that.

**13-Did you get any feedback from the pupils' parents about the project?**

Just like I said, quite positive but only from the pupils, not from the parents. I did not talk to the parents about this.

**14-What are the differences that you have noticed from both groups?**

The test group was happier and the control group said why can't we listen to the songs as well because of course they felt that they are..it is not fair that they can listen and we cannot listen.

**The post-interview with teacher B:**

**1- After finishing my project, did you notice any changes or development in the pupils' English language? Or in their attitude towards learning the English language?**



Well that's the problem for me because I wasn't a teacher for that class and it was only for that one time. It was I think Maika's class. I can't say that. I didn't notice that.

**2-Did you have to change something about your teaching methods after applying my project like using more songs or educational games beside the curriculum?**

No, but it gave me a new inspiration. Of course I do that sometimes but mostly I have got no time. I have got our plans by the ministry, we have our book and I have to do that and that....unfortunately. it's a very good project and I think children and students like it, but you have to think about it, today yes I have to do or I can take this song, it's a good topic, it's connected with the topic, but mostly you forget it and you have a daily routine at school, but normally it's a great project. And I think for each topic if you have time you can search for a song. I'm sure you can find for each topic, that would be a nice project "the teacher laughs". "to connect it with the curriculum" I added. You take all the things, you have to look at the plan of the ministry, and then you say ok, that's science and technology ..let's have a look. What's modern song for that topic? Pollution and the environment. I'm sure you can find one two songs "it's a great idea" I said. And then you can write a book about this project and teachers will buy it I think, with the exercises. "I will think about it" I said "Both of us laughing". "I will say Frau Hassler suggested this idea".

**3-Did you get any positive or negative feedback from the pupils or from the substitute English teachers?**

No, I don't know

**4-Would you recommend repeating this project? Why?**

"You said now a more developed idea" I said. Yes, if we have a special topic. I like always that all things are connected. If the topic is politics, then it should be a song about political things and maybe there are some words you need for politics for example like vote and things like that.

**5-In your opinion, what should be avoided when repeating this project and what should be more focused on?**

You worked in 2 groups, where you need your stuff care about both groups and you needed a technical things...I don't know

**6-Do you think this project is appropriate for their age? Why?**

Yes. I think it's appropriate for each age. And I think students will like that and maybe you can, yes, you did it connected with you tube so that the students could see the pictures. "yes, I used technology. Sometimes they listen to the song only, sometimes they listen and watch the lyrics on the screen. And sometimes I made them watch the video clip" I said. "Only the video without lyrics?" the teacher asks "no, without lyrics. They listen and they watch the singer" I said. "yes, you can do a lot without lyrics for example describe what can you see, what do you think the topic will be or you can create a huge project. It's great.

**7-How many times you were with the class?**

Only once. I remember the song sky

**8-Do you have any comments regarding the song's choices, the number of songs, their contents and the length of the project?**

I already said, you can ask the teacher about the topic like animals and then maybe you can choose a song about animals. I'm sure you will find it.

**9-Which approach do you usually adopt or would you introduce to your class when teaching English language "integrative approach, games-based approach....etc.?"**

Yes, I use different approaches, but there are days when I teach in a very normal way. "the teacher laughs" So if I got good ideas and I'm interested in that idea so I think that would be nice for my students. Then I work on my little desk and prepare everything but there are normal days that is very normal.

**10-What are the difficulties that the pupils have in learning English language as a foreign language especially in listening comprehension?**

11-Did they overcome some of these difficulties after applying the project?

12-Did you get any feedback from the pupils' parents about the project?

13-What are the differences that you have noticed from both groups?

#### Interview questions for the pupils

*Q1: Could you please introduce yourself (your name, your age, your school)?*

*Q1: Stell dich bitte vor. Wie heißt du? Wie alt bist du? Wie heißt deine Schule?*

*Q2: After applying the project, did you notice any development in your listening skills or any other skills in your English language? How?*

*Q2: Nach der Durchführung des Projekts, hast du eine Entwicklung in deinem Hörverstehen oder in einer anderen Fertigkeit der englischen Sprache bemerkt? Wie?*

*Q3: Do you prefer learning with the curriculum or with songs and educational games? Why?*

*Q3: Lernst du lieber die englische Sprache mit dem Curriculum oder mit den Liedern und Sprachlernspielen?*

**Q4: Was it only fun for you to learn with songs and educational games or did you learn something out of it? Why? What are these things?**

**Q4: Hattest du nur Spaß während des Projekts wegen der Lieder und Sprachlernspielen oder hast du auch etwas davon gelernt? Warum?**

**Q5: Do you now, after the project, feel more motivated to learn the English language? Why?**

**Q5: Fühlst du dich nun nach der Durchführung des Projekts mehr motiviert zum Englischlernen? Welche Gründe hast du dafür?**

- Q6: Do you prefer learning individually, in pairs or in a group? Why?**
- Q6: Lernst du lieber bei Alleinarbeit, mit einem/einer Freund/in oder in einer Gruppe?**
- Q7: Was it exciting for you to participate in the project? Why?**
- Q7: Warst du angeregt, an dem Projekt teilzunehmen? Warum?**
- Q8: Would you participate in the project again, if you had the chance? Why?**
- Q8: Wenn du die Chance hättest, würdest du nochmal an dem Projekt teilnehmen? Warum?**
- Q9: Was the project useful for you? What did you learn from it?**
- Q9: War das Projekt nützlich für dich? Was hast du davon gelernt?**
- Q10: Would you recommend your classmates to participate in this project, if it was applied again?**
- Q10: Bei einer nochmaligen Durchführung des Projektes, würdest du deinen Mitschülern und Mitschülerinnen empfehlen, daran teilzunehmen?**
- Q11: In your opinion, what are the advantages and disadvantages of the project?**
- Q11: Deiner Meinung nach, was sind die Vor- und Nachteile dieses Projekts?**
- Q12: How difficult or easy was it for you in the project?**
- Q12: Wie schwierig oder einfach war es für dich in diesem Projekt?**
- Q13: Did you by any chance talk about the project to anyone? What did you say about it?**
- Q13: Hast du mit jemandem über dieses Projekt gesprochen? Was hast du davon erzählt ?**
- Q14: What improvements do you want to see in the project in the future?**

- Q14: Welche Verbesserungsvorschläge würdest du gern künftig in diesem Projekt sehen?**
- Q15: Did anyone around you notice any developments in your English language? If so, in what ways (in terms of vocabulary, grammar, pronunciation, etc.)?**
- Q15: Hat jemand die Verbesserung deiner englischen Sprache bemerkt und wenn ja, wer und wie?**
- Q16: What's your favourite song in general? Why?**
- Q16: Welches Lied ist dein Lieblingslied im Allgemeinen? Warum?**
- Q17: After its application, do you remember your favorite song/songs from the project?**
- Q17: Nach der Durchführung, erinnerst du dich an dein Lieblingslied vom Projekt?**
- Q18: After the project, was there any situation in your daily life in which you needed to talk in English?**
- Q18: Musstest du nach dem Projekt mit jemandem im Alltagsleben auf Englische sprechen?**
- Q19: Did you use any vocabulary or grammar rules that you learned during the project in this situation?**
- Q19: Hast du die Wortschatz oder Grammatik Regeln vom Projekt in dieser Situation benutzt?**
- Q20: What were memorable moments for you during the project? Why?**
- Q20: Was waren für dich unvergesslichen Zeitpunkte während des Projektes? Warum?**
- Q21: What do you still remember from the project?**

- Q21: An was erinnerst du dich von dem Projekt?**
- Q22: Are you more motivated now, after the project, to listen to authentic English more often in your free time?**
- Q22: Bist du nun nach dem Projekt mehr motiviert, dir authentisches English in deiner freien Zeit anzuhören?**
- Q23: Did you learn anything new from the songs during the project (vocabulary, grammar rules, pronunciation)?**
- Q23: Hast du etwas neues vom Projekt (Wortschatz, Grammatik Regeln, Aussprache)?**
- Q24: Do you feel that you are more encouraged and confident to talk in English in front of your classmates after the project?**
- Q24: Bist du nach dem Projekt selbstbewusster und mutig, vor deinen Freunden in der Klasse auf English zu reden?**
- Q25: Do you remember the titles of some of the songs that you heard during the project? Can you mention them?**
- Q25: Erinnerst du dich an den Titel von einigen Liedern, die du während des Projekts angehört hast?**
- Q26: Do you remember some of the educational games that you played during the project? Can you mention them?**
- Q26: Erinnerst du dich an einige Sprachlernspiele des Projekts? Kannst du einige benennen?**
- Q27: What was your favorite game? Why?**
- Q27: Welches war dein Lieblingssprachlernspiel? Warum?**

key:

Q question/Frage

A answer/Antwort

[“...”] further questions asked by the interviewer

(...) emotions, expressions

### First interview with 5C:

**Q1:** *Could you please introduce yourself (your name, your age, your school)?*

**Q1:** *Stell dich bitte vor. Wie heißt du? Wie alt bist du? Wie heißt deine Schule?*

A1: Ich bin in der 5C und gehe in die Montessori Schule in Jena und bin in der achten Klasse. Ich bin 13 Jahre.

A1: I'm 5C and I go to the Montessori School in Jena and I'm in the 8th grade. I'm 13 years old.

**Q2:** *After applying the project, did you notice any development in your listening skills or any other skills in your English language? How?*

**Q2:** *Nach der Durchführung des Projekts, hast du eine Entwicklung in deinem Hörverstehen oder in einer anderen Fertigkeit der englischen Sprache bemerkt? Wie?*

A2: Ja, ich habe bemerkt...ich konnte danach besser verstehen und lesen und hören und auch schreiben.

A2: Yes, I realized I could understand, read, listen and also write better after this.

**Q3:** *Do you prefer learning with the curriculum or with songs and educational games? Why?*

**Q3:** *Lernst du lieber die englische Sprache mit dem Curriculum oder mit den Liedern und Sprachlernspielen?*

A3: Mit Liedern also oder halt mit Sprachlernspielen. Das macht mir persönlich mehr Spaß.

A3: With songs and with language games, I personally have more fun.

**Q4:** **Was it only fun for you to learn with songs and educational games or did you learn something out of it? Why? What are these things?**

**Q4:** **Hattest du nur Spaß während des Projekts wegen der Lieder und Sprachlernspielen oder hast du auch etwas davon gelernt? Warum?**

A4: Ich habe auch etwas davon gelernt und es hat auch sehr viel Spaß gemacht. Beides.

**[„Kannst du diese Sachen bitte nennen?“]**

Na, Ich habe halt gelernt, wie gesagt, das halt besser zu verstehen und besser zu schreiben und auch zu hören und halt auch generell sind mir danach solche Aufgaben einfacher gefallen zum Beispiel mit den Bildern oder mit dem Wortsortieren oder mit den Buchstaben.

A4: I also learned something from that and it was fun. Both. Well, I learned how it is better said, to understand better, to listen better, and also..... improve after certain tasks, like for example, with pictures or with sorting words or with letters

**Q5:** **Do you now, after the project, feel more motivated to learn the English language? Why?**

**Q5:** **Fühlst du dich nun nach der Durchführung des Projekts mehr motiviert zum Englischlernen? Welche Gründe hast du dafür?**

A5: Ja. Meine Gründe dafür sind ...ja, einfach weil es Spaß gemacht hat.

A5: Yes. My reason for that....yes, just know that it was fun.



**Q6: Do you prefer learning individually, in pairs or in a group? Why?**

**Q6: Lernst du lieber bei Alleinarbeit, mit einem/einer Freund/in oder in einer Gruppe?**

A6: Ja, also eigentlich mehr in einer Gruppe.

**[„Warum?“]**

A6: Weil man sich da auch mehr mit einander austauschen kann. Da man halt in einer Gruppe arbeitet und...jemand weiß es nicht, dann weiß es vielleicht jemand anderes.

A6: Yes, well more in a group because a person can better exchange ideas. Because a person can work in a work and someone doesn't know, another person may know.

**Q7: Was it exciting for you to participate in the project? Why?**

**Q7: Warst du angeregt, an dem Projekt teilzunehmen? Warum?**

A7: Ja.

A7: Yes

**[„Warum?“]**

**[“Why?“]**

A7: Weil ich halt wissen wollte, was man da so macht. Vielleicht auch weil ich in Englisch ein bisschen besser werden wollte.

A7: Because maybe I wanted to improve my English.

**Q8: Would you participate in the project again, if you had the chance? Why?**

**Q8: Wenn du die Chance hättest, würdest du nochmal an dem Projekt teilnehmen? Warum?**

A8: Ja, weil ich halt noch besser werden will in Englisch, weil es mich interessieren würde und ich auch Spaß hatte.

A8: Yes, because I can do better in English. Because it is interesting and because it's fun.

**Q9: Was the project useful for you? What did you learn from it?**

**Q9: War das Projekt nützlich für dich? Was hast du davon gelernt?**

A9: Ja. Was habe ich davon gelernt? Halt die Songs besser zu verstehen.

A9: Yes, as the songs are better to understand.

**Q10: Would you recommend your classmates to participate in this project, if it was applied again?**

**Q10: Bei einer nochmaligen Durchführung des Projekts, würdest du deinen Mitschülern und Mitschülerinnen empfehlen, daran teilzunehmen?**

A10: Ja.

A10: Yes.

**Q11: In your opinion, what are the advantages and disadvantages of the project?**

**Q11: Deiner Meinung nach, was sind die Vor- und Nachteile dieses Projekts?**

A11: Ja, ok die Vorteile sind...man lernt wirklich viel davon und man lernt sehr viel Hören, Lesen und Sprechen und halt die Lieder zu verstehen und ja Nachteile... Schwierigkeiten ...ja, also am Anfang war es schwierig, aber mit der Zeit habe ich ein bisschen mehr verstanden, was wir halt machen mussten und so.

A11: The advantages: A person can really learn a lot and a person can really learn a lot and yes disadvantages: Difficulties... yes it is already so. OK at the beginning it was difficult but over time I understood a bit more.

**Q12: How difficult or easy was it for you in the project?**

**Q12: Wie schwierig oder einfach war es für dich in diesem Projekt?**

A12: Wie gesagt, am Anfang war es ein bisschen schwierig, aber dann ging es mit der Zeit.

A12: Like I said, at the beginning it was a bit hard but over time.

**[„Aber warum war es am Anfang schwierig?“]**

**[“But why was it difficult in the beginning?”]**

A12: Weil ich die Aufgaben nicht verstanden habe. Weil ich da noch ein bisschen verwirrt war.

A12: Because I didn't understand the tasks. I was a bit confused.

**Q13: Did you by any chance talk about the project to anyone? What did you say about it?**

**Q13: Hast du mit jemandem über dieses Projekt gesprochen? Was hast du davon erzählt ?**

A13: Ja, zum Beispiel meiner Familie.

A13: Yes, my family for example

**[„Und was hast du davon erzählt?“]**

**[“And what did you talk about?”]**

A13: Dass es mir halt Spaß macht und dass ich halt auch ....ich habe auch erzählt, dass ich besser damit zurecht gekommen bin.

A13: I said that I had a lot of fun. I also said I got better.

**Q14: What improvements do you want to see in the project in the future?**

**Q14: Welche Verbesserungsvorschläge würdest du gern künftig in diesem Projekt sehen?**

A14: Verbesserungsvorschläge? Naja, hm.....ich.....ich weiß nicht. Vielleicht waren die Aufgaben am Anfang ein bisschen schwer. Aber ansonsten...

A14: Maybe the tasks were a bit difficult but otherwise....

**[“Die Lieder sollen also einfacher sein?“]**

**[“So, the songs should be easier...”]**

A14: Ja, aber wie ich gesagt habe ich es mit der Zeit geschafft, mich darein zu finden.

A14: Yes, but as mentioned before, I improved over time.

**[„Und du sagtest, dass die Aktivitäten schwer waren? Was war schwer in den Liedern?“]**

**[“And you said some of the activities were difficult. What was difficult about the songs?“]**

A14: Naja, manchmal habe ich etwas nicht verstanden wenn das Lied sehr schnell war.

A14: Sometimes I wasn't able to understand it if the song was too fast.

**Q15: Did anyone around you notice any developments in your English language? If so, in what ways (in terms of vocabulary, grammar, pronunciation, etc.)?**

**Q15: Hat jemand die Verbesserung deiner englischen Sprache bemerkt und wenn ja, wer und wie?**

A15: Ja, meine Familie. Sie finden, dass ich sehr gut Englisch spreche.

A15: Yes, my family. They said that I speak very good English.

**[„Hast du mit deiner Familie auf Englisch gesprochen?“]**

**[“Did you speak English with your family?“]**

A15: Ja, habe ich zum Teil auch. Einfach nur so.

A15: Yes, I did. Just like that.

**[„Hast du das nie vorher gemacht?“]**

**[“You've never spoken English before that?“]**

A15: Nee, davor eigentlich wirklich nicht.

A15: Never. Before the project we have never spoken English before.

**Q16: What's your favourite song in general? Why?**

**Q16: Welches Lied ist dein Lieblingslied im Allgemeinen? Warum?**

A16: Das ist schwer. Mein absolutes Lieblingslied....das ist jetzt schwer. Aber ich glaube mein absolutes Lieblingslied ist...ja... der *Five Nights at Freddy's* Song von TheLiving Tombstone.

A16: That is tough. My absolute favorite song is Five Nights at Freddy's by the Living Tombstones.

**Q17: After its application, do you remember your favorite song/songs from the project?**

**Q17: Nach der Durchführung, erinnerst du dich an dein Lieblingslied vom Projekt?**

A17: Von dem Projekt...Mein Lieblingssong war auf jeden Fall *I'm Blue*.

A17: From the project...My favorite song was definitely *I'm Blue*.

**Q18: After the project, was there any situation in your daily life in which you needed to talk in English?**

**Q18: Musstest du nach dem Projekt mit jemandem im Alltagsleben auf Englische sprechen?**

A18: Ja, zum Beispiel habe ich halt dann...habe ich auch manchmal wenn ich ein Video auf Youtube gesehen habe einen englischen Kommentar geschrieben. Das hat es halt auch verbessert. Da wurde ich auch korrigiert, wenn ich etwas falsch geschrieben habe. Manchmal trainiere ich auf Englisch mit Freunden.

A18: Yes, for example I wrote a comment in English when I saw a video on YouTube. It also improved my English. There I was also corrected when I wrote something wrong. Sometimes I practice speaking English with friends.

**Q19: Did you use any vocabulary or grammar rules that you learned during the project in this situation?**

**Q19: Hast du die Wortschatz oder Grammatik Regeln vom Projekt in dieser Situation benutzt?**

A19: Ja.

A19: Yes.

**Q20: What were memorable moments for you during the project? Why?**

**Q20: Was waren für dich unvergesslichen Zeitpunkte während des Projektes? Warum?**

A20: Na, ich fand das halt....Also was ich halt am besten an dem Projekt fand war einfach...Also mein unvergesslichster Zeitpunkt war halt als wir das mit *I'm Blue* gemacht haben. Das war schön. Also die Aufgaben dazu...weil ich das Lied gerne mochte.

A20: Well, what I found....ok, what I found best about the project was simply... so, my most memorable moment was when we dealt with the song *I'm Blue*. That was great...well, the tasks to that were because I love the song.

**Q21: What do you still remember from the project?**

**Q21: An was erinnerst du dich von dem Projekt?**

A21: Ich erinnere mich, dass wir diese Aufgaben bekommen haben mit dem Aufschreiben. Also Bilder in Wörter umschreiben oder halt Wörter, die durcheinander

waren zu sortieren und dass wir den Song auch gesungen haben und halt nach und nach angehört haben und ausgefüllt haben.

A21: I remember getting the task with the instruction...well describing pictures or straightening the words out that are mixed, to sort the sentences and also the songs we listened to and sang and practiced.

**Q22: Are you more motivated now, after the project, to listen to authentic English more often in your free time?**

**Q22: Bist du nun nach dem Projekt mehr motiviert, dir authentisches Englisch in deiner freien Zeit anzuhören?**

A22: Ja

A22: Yes.

**Q23: Did you learn anything new from the songs during the project (vocabulary, grammar rules, pronunciation)?**

**Q23: Hast du etwas neues vom Projekt (Wortschatz, Grammatik Regeln, Aussprache) gelernt?**

A23: Ja, Wortschatz zum größten Teil. Von der Grammatik habe ich auch sehr viel mitgenommen.

A23: Yes, mainly vocabulary and also lots of grammar.

**[„Erinnerst du dich an diesen Wortschatz oder an manche der Grammatikregeln?“]**

**[“Do you remember some of the vocabulary or grammar rules?“]**

A23: Ja, so ein bisschen noch. Also, ja die Wörter, die wir immer in die Lieder eingefügt haben oder bei den Aufgaben. Da konnte ich mich dann immer orientieren.

A23: Yes, also a bit. Well, the words that were always presented in the songs or in the tasks.

**Q24: Do you feel that you are more encouraged and confident to talk in English in front of your classmates after the project?**

**Q24: Bist du nach dem Projekt selbstbewusster und mutig, vor deinen Freunden in der Klasse auf Englisch zu reden?**

A24: Ja.

A24: Yes.

**Q25: Do you remember the titles of some of the songs that you heard during the project? Can you mention them?**

**Q25: Erinnerst du dich an den Titel von einigen Liedern, die du während des Projekts angehört hast?**

A25: *I'm Blue* und *Maps* und *Rather Be* und noch ah...das eine...das.....hm...das von...aaah...naa...das habe ich jetzt vergessen. Das fällt mir jetzt leider nicht mehr ein.

A25: *I'm Blue* and *Maps* and *Rather Be* and also.....that one.....mmmmmm....that of....aaaah...naa...that I forgot. I'm sorry, I cannot remember anymore.

**Q26: Do you remember some of the educational games that you played during the project? Can you mention them?**

**Q26: Erinnerst du dich an einige Sprachlernspiele des Projekts? Kannst du einige benennen?**

A26: Ja, na halt zum Beispiel, dass wir das Lied gehört haben und auch mal nachgesungen haben.

A26: Yes, for example listening to the song and also singing it.



**[„Karaoke?“]**

**[“Karaoke?“]**

A26: Ja.

A26: Yes.

**[„Was noch?“]**

**[“Whatelse?“]**

A26: Das andere war noch...aaah...das andere war...das...naa..das fehlt mir nicht mehr ein.

A26: The other was also.....aaah....the other was....that.....naaa...I can't remember anymore.

**[„Ok. Wir haben die Verse von Liedern geordnet.“]**

**[“Ok. We brought some of the songs‘ verses into the correct order.”]**

A26: Ja, genau. Ja, man hört das Lied und musste die Zeilen ordnen. Das gab es auch.

A26: Yes, exactly. Yes, you listen to the song and you have to bring the lines into order.

**[„Und dann gab es noch Buchstaben, die durcheinander waren und auch Crosswords.“]**

**[“And then there were also letters which were mixed up and also crosswords.”]**

A26: Stimmt, stimmt. Das gab es alles noch.

A26: Yes, yes, that was it.

**Q27: What was your favorite game? Why?**

**Q27: Welches war dein Lieblingssprachlernspiel? Warum?**

A27: Ich fand halt das mit den Wörtern zu sortieren....also die Wörter zu sortieren fand ich sehr, sehr lustig.

A27: I think it was sorting the words, well sorting the words was very funny.

**Second interview with 11T.**

**Q1:** Could you please introduce yourself (your name, your age, your school)?

**Q1:** **Stell dich bitte vor. Wie heißt du? Wie alt bist du? Wie heißt deine Schule?**

A1: Also ich heiße 11T. . Ich bin 13 Jahre alt. Maria Montessori Schule Jena.

A1: Ok, I'm 11T. . I'm 13 years old. Maria Montessori School in Jena

**Q2:** *After applying the project, did you notice any development in your listening skills or any other skills in your English language? How?*

**Q2:** *Nach der Durchführung des Projekts, hast du eine Entwicklung in deinem Hörverstehen oder in einer anderen Fertigkeit der englischen Sprache bemerkt? Wie?*

A2: Ehm...ja, beim Hören.

A2: Well, yes in listening.

[„Wie?“]

[“How?“]

A2: Mmm ich hatte immer so ein bisschen Schwierigkeiten beim Hören...das dann auch zu verstehen und das Projekt hat mir auch geholfen, dass ich mich auch nach der Schule auch selber dafür hingesezt habe...mir also auch selber Aufgaben beim Hören gegeben habe

A2: Mmmmm, I always had some difficulties with listening...and with understanding and the project helped me afterwards to get motivated after school. I also gave myself tasks for listening exercises.

**Q3:** *Do you prefer learning with the curriculum or with songs and educational games? Why?*

**Q3: *Lernst du lieber die englische Sprache mit dem Curriculum oder mit den Liedern und Sprachlernspielen?***

A3: Mir ist eigentlich beides gleich lieb.

A3: Actually, I like both.

**Q4: *Was it only fun for you to learn with songs and educational games or did you learn something out of it? Why? What are these things?***

**Q4: *Hattest du nur Spaß während des Projekts wegen der Lieder und Sprachlernspielen oder hast du auch etwas davon gelernt? Warum?***

A4: Also es hat mir sehr viel Spaß gemacht, aber ehm.. ich habe auch Probleme, bei Höraufgaben die Englische Sprache zu verstehen. Also beides.

A4: So, I had a lot of fun, but...I also have trouble understanding the English language in listening tasks. So basically both.

**[„Ok. Kannst du diese Sachen bitte nennen? Bezüglich des Wortschatzes, der Grammatikregeln und der Sprache?“]**

**[“Ok. Could you please tell me what exactly you mean concerning vocabulary, grammar rules and language?“]**

A4: Hmm...wie sage ich das am besten? (*IIT. lacht.*) Deutsche Sprache - schwere Sprache. Wir hatten zu dieser Zeit ja auch das Wort ‚worry‘ und es war schwierig für mich, mir das zu merken. Und ich kannte das Lied dann halt noch nicht so und da hat es mir dann sehr geholfen.

A4: Hmm...How can I put it best? (*IIT. laughs.*) German is a difficult language. It is difficult to say. During that time we were dealing with the word ‘worry’ and it was pretty difficult for me to memorize it. And I also didn’t know the song before, so it was really helpful.

**Q5: Do you now, after the project, feel more motivated to learn the English language? Why?**

**Q5: Fühlst du dich nun nach der Durchführung des Projekts mehr motiviert zum Englischlernen? Welche Gründe hast du dafür?**

A5: Ja, wenn man auf zukünftige Reisen geht oder so im späteren Leben, dann braucht man das so vor allem. Das sieht man ja auch bei dir...weil du warst quasi schon in ganz vielen Ländern, sage ich jetzt mal und es ist immer auch schön, wenn man sich denkt „ahh das ist zu viel und das schaffe ich nie“. Aber mit solchen Personen wir dir, denkt man: „Ja, ich schaffe das!“ und es gibt einem auch Motivation, dass ich das auch schaffen kann. *(11T. lacht.)*

A5: Yes, when you go on future trips in your later life, you will need it.. It's the same with you...because you have been in many countries. Sometimes I think: “Ah, it's too much I can never get there.” But with people like you, one thinks I can make it and it applies to motivation that I can also make it.

**[„Obwohl die englische Sprache nicht meine Muttersprache ist. Du kennst das?“]**

**[“Although English is not my native language. You notice this?”]**

A5: Ja.

A5: Yes.

**[„Was ist meine Mutter Sprache?“]**

**[“What is my native language?”]**

A5: Ich weiß es nicht,...Arabisch?

**[„Genau.“]**

**[“Exactly.”]**

**Q6: Do you prefer learning individually, in pairs or in a group? Why?**

**Q6: Lernst du lieber bei Alleinarbeit, mit einem/einer Freund/in oder in einer Gruppe?**

A6: Ehm...wenn dann zu zweit wahrscheinlich - zu zweit oder in einer Gruppe, wegen Abfragen. Es ist dann einfach besser.

A6: Ehm... most likely in pairs. – in pairs or with a partner or in a group because of asking each other. It is much easier in a group.

**Q7: Was it exciting for you to participate in the project? Why?**

**Q7: Warst du angeregt, an dem Projekt teilzunehmen? Warum?**

Q7: Ja, war schon interessant. Warum, naja, weil man ehm...wie soll ich es sagen?Man macht sowas, sage ich jetzt mal, nicht alle Tage und es ist auch schön zu sehen, dass es Menschen wie dich gibt. Das ist auch interessant wie Menschen mit anderen lernen. Ich war halt interessiert das zu tun weil es eine schöne Sache ist zum Beispiel für den Beruf als Übersetzer oder halt Dolmetscher.

A7: Yes, very interesting. Why? What can I say? You don't do things like that everyday. It's nice to see people like you. It's interesting to see how people learn with others. I was interested because it's a nice thing to do, especially for a job as a translator or interpreter.

**[„Willst du als Dolmetscherin arbeiten?“]**

**[“Would you like to work as an interpreter?“]**

A7: Ich ziehe es in Betracht. Aber ich bin jetzt in der 8. Klasse. Da weiß man noch nicht so viel.

A7: I am thinking about it. But I'm in year 8 now. You don't know a lot in year 8.

**Q8: Would you participate in the project again, if you had the chance? Why?**

**Q8: Wenn du die Chance hättest, würdest du nochmal an dem Projekt teilnehmen?**

**Warum?**

A8: Ja, weil es wirklich viel Spaß gemacht hat und man wirklich spielerisch was dabei lernt.

A8: Yes, because it was a lot of fun and you actually learn something while playing.

**Q9: Was the project useful for you? What did you learn from it?**

**Q9: War das Projekt nützlich für dich? Was hast du davon gelernt?**

A9: Ja, naja man hat auch gesehen, dass man auf sehr viele Arten, sage ich jetzt mal, Englisch lernen kann. Denn wenn man in der Schule ist gibt es immer nur Bücher oder so und das Projekt hat auch wirklich gezeigt, dass man das zu Hause machen kann und sich nicht nur in Bücher rein quälen muss. Es hat gezeigt, dass man es auch selber machen kann und am Computer sitzen kann und Lieder anhören kann.

A9: Yes, well...you could see how to learn English in different ways. When you are at school there are mostly books and the project showed that you can also learn at home without always reading books. It also showed me that I can learn on my own at the computer while listening to songs.

**Q10: Would you recommend your classmates to participate in this project, if it was applied again?**

**Q10: Bei einer nochmaligen Durchführung des Projekts, würdest du deinen Mitschülern und Mitschülerinnen empfehlen, daran teilzunehmen?**

A10: Ja, definitiv.

A10: Yes, definitely.

**Q11: In your opinion, what are the advantages and disadvantages of the project?**

**Q11: Deiner Meinung nach, was sind die Vor- und Nachteile dieses Projekts?**

A11: Ehm...Vorteile: Dass man wirklich dabei lernt und das wirklich Spaß macht und ich finde keine negativen... also keinen Nachteil. Denn ich finde es wirklich schön, dass man dabei lernt und bei sowas ...solchen Fragen und Aufgaben , mit den Bildern zum Beispiel... da merkt man gar nicht, dass es so aktives Arbeiten ist, aber im Gehirn speichert es sich dadurch einfach besser. Ich finde nichts schlecht und keine Nachteile oder so was.

A11: Well...advantages are that you really learn something and it's great fun. I don't really see any disadvantages really. Because I like that you learn with such questions and tasks...as for the pictures for example...you don't even realise that it's active working, but your brain memorizes it even better. I don't see any disadvantages.

**Q12: How difficult or easy was it for you in the project?**

**Q12: Wie schwierig oder einfach war es für dich in diesem Projekt?**

A12: Ehm... ich würde definitiv sagen, dass es mittelmäßig war. Es ist mir zwar leicht gefallen, aber bei manchen Sachen, und ich musste ein bisschen nachdenken, aber mittelmäßig würde ich sagen.

**Q13: Did you, by any chance, talk about the project to anyone? What did you say about it?**

**Q13: Hast du mit jemandem über dieses Projekt gesprochen? Was hast du davon erzählt ?**

A13: Ja, meiner Mutter und sie war ganz begeistert von dem Projekt, wirklich! Naja, dass es sehr Spaß gemacht hat und ich habe ihr erzählt, welche neuen Wörter ich gelernt habe und ich habe halt fast alles über Projekt erzählt und was alles, was wir gemacht haben.

**Q14: What improvements do you want to see in the project in the future?**

**Q14: Welche Verbesserungsvorschläge würdest du gern künftig in diesem Projekt sehen?**

**A14:** Ehm...an dem Projekt würde ich nichts so ändern. Ich finde es halt besser, wenn man da nicht nur eine Person kommt, sondern halt mehrere Personen. Wenn man zum Beispiel Stationen für Wortschatzübungen, Schreibübungen und eine andere für Hörübungen macht.

[„Du meinst mehrere Lehrer\*innen?“]

A14: Genau. Stationen.

[“Gute Idee.”]

**Q15: Did anyone around you notice any developments in your English language? If so, in what ways (in terms of vocabulary, grammar, pronunciation, etc.)?**

**Q15: Hat jemand die Verbesserung deiner englischen Sprache bemerkt und wenn ja, wer und wie?**

A15: Ehm...ich glaube meine Mutter. (Es gibt viele Störung da jemand von draußen die Tür aufmacht). Naja manchmal wenn ich auch mein Handy gesucht habe...da sage ich meinen Lieblingssatz ‘Where is my mobile phone?’ (*Sie lacht.*) Und ich habe auch andere Sätze auf Englisch gesagt, weil ich fand, dass sie cool klingen.

[„Wie reagiert deine Mutter? Lacht sie dann?“]

A15: Meine Mutter lacht.

[„Ich finde das lustig.“]

**Q16: What’s your favourite song in general? Why?**

**Q16: Welches Lied ist dein Lieblingslied im Allgemeinen? Warum?**



A16: Im Allgemein ...mmm...das ist schwierig! Ich habe viele Lieblingslieder. Zum Beispiel mag ich *Bonfire* und was noch...es gibt schon viele Lieder auf Englisch. Von dem Projekt finde ich *Rather Be* schön muss ich sagen. Ich finde halt einfach die Melodie sehr schön und wenn man das hört, das klingt wie ein Vulkan in Schweden.

**Q17: After its application, do you remember your favorite song/songs from the project?**

**Q17: Nach der Durchführung, erinnerst du dich an dein Lieblingslied vom Projekt?**

A17: Mhhh...ich habe manchmal auch mit meiner Großmutter versucht ein bisschen Englisch zu reden und mit meiner Cousine. Sie ist in einer Klassenstufe niedriger als ich und sie hat mir erzählt, dass sie ein paar Wörter wusste.

**[„Wie reagiert deine Grossmutter, wenn du auf Englisch redest?“]**

A17: „Also erstmal sagt sie: ‚wiederhole das bitte nochmal‘, das sie es nicht richtig verstanden hat. Und dann spreche ich langsam und erkläre die Wörter im Kontext irgendwann und ja.

**Q18: After the project, was there any situation in your daily life in which you needed to talk in English?**

**Q18: Musstest du nach dem Projekt mit jemandem im Alltagsleben auf Englische sprechen?**

A18: Hmm...ich würde sagen ja.(11T. lacht.)

**Q19: Did you use any vocabulary or grammar rules that you learned during the project in this situation?**

**Q19: Hast du die Wortschatz oder Grammatik Regeln vom Projekt in dieser Situation benutzt?**

**A19:** Hmm...wahrscheinlich einmal als wir im Musikraum waren und das ganze Lied angehört haben und hmm....auch zum Teil auch die Gruppenarbeit mit den Blättern und den verschieden Aufgaben.

**Q20:** **What were memorable moments for you during the project? Why?**

**Q20:** **Was waren für dich unvergesslichen Zeitpunkte während des Projektes? Warum?**

[Question was skipped.]

**Q21:** **What do you still remember from the project?**

**Q21:** **An was erinnerst du dich von dem Projekt?**

[Question was skipped.]

**Q22:** **Are you more motivated now, after the project, to listen to authentic English more often in your free time?**

**Q22:** **Bist du nun nach dem Projekt mehr motiviert, dir authentisches English in deiner freien Zeit anzuhören?**

**A22:** Ja, halt besser zu lernen.

**Q23:** **Did you learn anything new from the songs during the project (vocabulary, grammar rules, pronunciation)?**

**Q23:** **Hast du etwas Neues vom Projekt (Wortschatz, Grammatik Regeln, Aussprache)?**

**A23:** Ja.

**Q24:** **Do you feel that you are more encouraged and confident to talk in English in front of your classmates after the project?**

**Q24:** Bist du nach dem Projekt selbstbewusster und mutig, vor deinen Freunden in der Klasse auf Englisch zu reden?

[Question was skipped.]

**Q25:** Do you remember the titles of some of the songs that you heard during the project? Can you mention them?

**Q25:** Erinnerst du dich an den Titel von einigen Liedern, die du während des Projekts angehört hast?

**A25:** *Rather Be, Maps* von Maroon5 and *Don't worry, Be Happy* von Bob Marley.

**Q26:** Do you remember some of the educational games that you played during the project? Can you mention them?

**Q26:** Erinnerst du dich an einige Sprachlernspiele des Projekts? Kannst du einige benennen?

**A26:** Ehm, die Gruppenarbeit und ehm wir hatten auch einmal im Kreis im Klassenzimmer gesessen.

**Q27:** What was your favorite game? Why?

**Q27:** Welches war dein Lieblingssprachlernspiel? Warum?

**A27:** Also es gab...wenn mir Sachen sehr gefallen oder überhaupt nicht gefallen, dann erinnere ich mich meistens daran. Aber es gab, sag ich mal, keins wo ich mir dachte ‚Ohhhneee!‘. Also mir haben wirklich alle gefallen.

**Third interview with 10C.:**

**Q1:** *Could you please introduce yourself (your name, your age, your school)?*

**Q1:** *Stell dich bitte vor. Wie heißt du? Wie alt bist du? Wie heißt deine Schule?*

**A1:** Mein Name ist 10C. Ich bin 14 Jahre alt. Ich wohne in Jena. Ich bin in der Maria Montessori Schule.

**Q2:** *After applying the project, did you notice any development in your listening skills or any other skills in your English language? How?*

**Q2:** *Nach der Durchführung des Projekts, hast du eine Entwicklung in deinem Hörverstehen oder in einer anderen Fertigkeit der englischen Sprache bemerkt? Wie?*

**A2:** Ich glaube darauf habe ich gar nicht geachtet, weil es für mich eigentlich wie normaler Englisch Unterricht war. Und da habe ich darauf nicht geachtet, ob das irgendwie besser war oder sonstiges.

**[“Dann hast du das also nicht bemerkt?“]**

**A2:** Nie. Ich habe, wie gesagt, ich habe darauf nicht geachtet. Aber es war sicher einfacher so. Auch die Lieder habe ich einfacher verstanden.

**Q3:** *Do you prefer learning with the curriculum or with songs and educational games? Why?*

**Q3:** *Lernst du lieber die englische Sprache mit dem Curriculum oder mit den Liedern und Sprachlernspielen?*

**A3:** Mhm...das ist mir ziemlich...eigentlich egal. Ich mag Englisch so insgesamt. Also finde ich es in Ordnung! Beides.

**Q4:** **Was it only fun for you to learn with songs and educational games or did you learn something out of it? Why? What are these things?**

**Q4:** **Hattest du nur Spaß während des Projekts wegen der Lieder und Sprachlernspielen oder hast du auch etwas davon gelernt? Warum?**

- A4:** Ich habe die Texte von den Liedern auf Deutsch gelernt. Ja, aber nein es hat mir auch insgesamt Spaß gemacht, richtig Musik in Englisch zu machen und zu hören.
- Q5:** **Do you now, after the project, feel more motivated to learn the English language? Why?**
- Q5:** **Fühlst du dich nun nach der Durchführung des Projekts mehr motiviert zum Englischlernen? Welche Gründe hast du dafür?**
- A5:** Nein, ich mochte Englisch schon immer ziemlich. Also war das jetzt nicht irgendwie so, dass es noch mehr war. Also ich finde Englisch immer schon toll.
- Q6:** **Do you prefer learning individually, in pairs or in a group? Why?**
- Q6:** **Lernst du lieber bei Alleinarbeit, mit einem/einer Freund/in oder in einer Gruppe?**
- A6:** Ich mag Partnerarbeit sehr gerne. Ich mag auch Gruppenarbeit. Einzelarbeit finde ich in Ordnung. Aber so mehrere Personen finde ich besser. Weil das mir persönlich mehr Spaß macht. Dann kann man entweder in einer Gruppe einleiten oder mit der Gruppe individuell arbeiten. Das finde ich sehr schön und interessant. Du kannst dann anderen Leuten ein bisschen was zeigen, was sie nicht verstehen oder selbst was zeigen lassen.
- Q7:** **Was it exciting for you to participate in the project? Why?**
- Q7:** **Warst du angeregt, an dem Projekt teilzunehmen? Warum?**
- A7:** Es ging. Ich war am Anfang etwas irritiert, aber nach und nach kam ich dann rein und fand es toll.
- Q8:** **Would you participate in the project again, if you had the chance? Why?**
- Q8:** **Wenn du die Chance hättest, würdest du nochmal an dem Projekt teilnehmen? Warum?**
- A8:** Das kommt darauf an. Wenn es neue Lieder sind, dann ja.

- Q9: Was the project useful for you? What did you learn from it?**
- Q9: War das Projekt nützlich für dich? Was hast du davon gelernt?**
- A9:** Wie gesagt. Ich kann jetzt die Lieder besser verstehen und jetzt auch die Texte von den Liedern, die wir behandelt haben.
- Q10: Would you recommend your classmates to participate in this project, if it was applied again?**
- Q10: Bei einer nochmaligen Durchführung des Projektes, würdest du deinen Mitschülern und Mitschülerinnen empfehlen, daran teilzunehmen?**
- A10:** Das habe ich selbst schon gemacht. Ich denke, sie können das auch selbst entscheiden aber so würde ich auch sagen, ja, komm mach mit.
- Q11: In your opinion, what are the advantages and disadvantages of the project?**
- Q11: Deiner Meinung nach, was sind die Vor- und Nachteile dieses Projekts?**
- A11:** Die Vorteile sind auf jeden Fall die mit den Texten. Man findet besser mit Liedern...man kann besser mit den Liedern hineinfliegen. Nachteile eventuell, dass man dann vom regulären Englisch wieder ein bisschen rauskommt und die Vokabeln müsste man in den ganzen Liedern nochmal so insgesamt durchnehmen. Und man sollte auch mehr die Lieder, so insgesamt nicht in die Texte, sondern in Dialogen behandeln. So finde ich das, glaube ich ein bisschen schade, wenn es nicht passiert.
- Q12: How difficult or easy was it for you in the project?**
- Q12: Wie schwierig oder einfach war es für dich in diesem Projekt?**
- A12:** Ja, ein Kumpel von mir. Er ist in einer anderen Schule und er kennt das nicht. Naja, was ich gemacht habe... mit den ganzen Texten und so.
- Q13: Did you by any chance talk about the project to anyone? What did you say about it?**

- Q13: Hast du mit jemandem über dieses Projekt gesprochen? Was hast du davon erzählt?**
- A13:** Weiß ich nicht. Ich habe jetzt meine Englisch Lehrerin nicht gefragt.
- [„Mit deiner Familie?“]**
- A13:** Ich rede mit meiner Familie jetzt nicht so wirklich Englisch. Aber meine Mutter sagt immer, dass Englisch bei mir gut ist.
- Q14: What improvements do you want to see in the project in the future?**
- Q14: Welche Verbesserungsvorschläge würdest du gern künftig in diesem Projekt sehen?**
- A14:** Mein Lieblingslied im allgemeinen ich glaube ??? von Mark Forster, weil ich bei dem erst im Konzert war und dann noch *Can't stop the feeling* vom Justin Timberlake. Das Lieblingslied von dem Projekt ich glaube *Never Say Never* oder *Rather Be*.
- Q15: Did anyone around you notice any developments in your English language? If so, in what ways (in terms of vocabulary, grammar, pronunciation, etc.)?**
- Q15: Hat jemand die Verbesserung deiner englischen Sprache bemerkt und wenn ja, wer und wie?**
- A15:** Ich glaube mit meinem Vater habe ich das gemacht, weil wir im Urlaub waren und dann haben wir da schon Englisch geredet mit den Menschen dort, weil die kein Deutsch konnten.
- Q16: What's your favourite song in general? Why?**
- Q16: Welches Lied ist dein Lieblingslied im Allgemeinen? Warum?**
- A16:** Naja, da durch habe ich es ziemlich bemerkt. Aber ich finde die Lieder für mich relativ unvergesslich.

**Q17: After its application, do you remember your favorite song/songs from the project?**

**Q17: Nach der Durchführung, erinnerst du dich an dein Lieblingslied vom Projekt?**

**A17:** Hmm...ich höre immer authentische Lieder. Also Englisch betrifft eigentlich gerne insgesamt Englische Musik. Also es ist nicht so, eigentlich nicht.

**Q18: After the project, was there any situation in your daily life in which you needed to talk in English?**

**Q18: Musstest du nach dem Projekt mit jemandem im Alltagsleben auf Englische sprechen?**

**A18:** Hmm..nie, eigentlich nicht. Ich bin so oder so relativ selbstbewusst und ich rede gerne.

**Q19: Did you use any vocabulary or grammar rules that you learned during the project in this situation?**

**Q19: Hast du die Wortschatz oder Grammatik Regeln vom Projekt in dieser Situation benutzt?**

**A19:** Nie, überhaupt nicht. Ich weiß nicht. Also ich erinnere mich wirklich an dieses...Also wenn Man die Wörter irgendwie in die Zeilen einsetzen muss und die Sätze in die richtige Reihenfolge bringen muss, aber eigentlich erinnere ich mich nicht an Lernspiele.

**Q20: What were memorable moments for you during the project? Why?**

**Q20: Was waren für dich unvergesslichen Zeitpunkte während des Projektes? Warum?**

**A20:** Nee, eigentlich nicht.

**Fourth interview with 3C:**



- Q1:** *Could you please introduce yourself (your name, your age, your school)?*
- Q1:** *Stell dich bitte vor. Wie heißt du? Wie alt bist du? Wie heißt deine Schule?*
- A1:** Ich bin 3C und ich bin in der 8 Klasse. Ich bin 14. Die Maria Montessori Schule.
- Q2:** *After applying the project, did you notice any development in your listening skills or any other skills in your English language? How?*
- Q2:** *Nach der Durchführung des Projekts, hast du eine Entwicklung in deinem Hörverstehen oder in einer anderen Fertigkeit der englischen Sprache bemerkt? Wie?*
- A2:** Ja, also ich verstehe Texte besser. Na, in den Lieder achte ich jetzt mehr darauf, was die jetzt singen.
- Q3:** *Do you prefer learning with the curriculum or with songs and educational games? Why?*
- Q3:** *Lernst du lieber die englische Sprache mit dem Curriculum oder mit den Liedern und Sprachlernspielen?*
- A3:** Mit den Texten und Sprachlernspielen.
- Q4:** **Was it only fun for you to learn with songs and educational games or did you learn something out of it? Why? What are these things?**
- Q4:** **Hattest du nur Spaß während des Projekts wegen der Lieder und Sprachlernspielen oder hast du auch etwas davon gelernt? Warum?**
- A4:** Ja, also ich hatte viel Spaß gehabt, aber dazu gelernt...das weiß ich nicht so genau.
- [„Vielleicht Wortschatz oder Grammatikregeln?“]**
- A4:** Nein, das eigentlich nicht.

**Q5: Do you now, after the project, feel more motivated to learn the English language? Why?**

**Q5: Fühlst du dich nun nach der Durchführung des Projekts mehr motiviert zum Englischlernen? Welche Gründe hast du dafür?**

**A5:** Ja. Naja, ich denke es macht einfach mehr Spaß.

**Q6: Do you prefer learning individually, in pairs or in a group? Why?**

**Q6: Lernst du lieber bei Alleinarbeit, mit einem/einer Freund/in oder in einer Gruppe?**

**A6:** Also lieber mit einem Freund oder in einer Gruppe. Also mir ist es egal, ob Mischung von beidem. Wenn ich etwas nicht weiß, dann kann ich die Anderen fragen und da kann mir vielleicht jemand helfen.

**Q7: Was it exciting for you to participate in the project? Why?**

**Q7: Warst du angeregt, an dem Projekt teilzunehmen? Warum?**

**A7:** Ja, ich finde es interessant.

**[„War das etwas neues für dich?“]**

**A7:** Ja, wir hatten so etwas vorher nicht gehabt.

**Q8: Would you participate in the project again, if you had the chance? Why?**

**Q8: Wenn du die Chance hättest, würdest du nochmal an dem Projekt teilnehmen? Warum?**

**A8:** Ja, weil es Spaß macht, wie ich gesagt habe. Und weil man den Text einfach besser verstehen kann. Man achtet mehr auf die Lieder und auf den Text und man versucht, den Text zu verstehen, wenn man es hört.

**Q9: Was the project useful for you? What did you learn from it?**

- Q9:** War das Projekt nützlich für dich? Was hast du davon gelernt?
- A9:** Ja.
- Q10:** Would you recommend your classmates to participate in this project, if it was applied again?
- Q10:** Bei einer nochmaligen Durchführung des Projektes, würdest du deinen Mitschülern und Mitschülerinnen empfehlen, daran teilzunehmen?
- A10:** Ja.
- Q11:** In your opinion, what are the advantages and disadvantages of the project?
- Q11:** Deiner Meinung nach, was sind die Vor- und Nachteile dieses Projekts?
- A11:** Also ich finde es eigentlich relativ gut weil man kann halt englische Texte aus...also Lieder und alles. Es gibt eigentlich nichts Negatives.
- Q12:** [„Hattest du Schwierigkeiten in dem Projekt?“]
- A12:** Nein, da ich die Anderen hätte fragen können, wenn es unklar war.
- [„Und die Sprache, als ich auf Englisch gesprochen habe, war das schwer oder einfach für dich zu verstehen?“]
- A12:** Also manchmal hat man es gut verstanden und manchmal dachte mir ‚aaaah was hat sie dir gerade gesagt?‘. Aber die meisten Zeit ging es gut.
- [„Das heißt, wenn ich nochmal das Projekt mache, muss ich die ganze Zeit auf Englisch reden oder auch ein bisschen Deutsch?“]
- A12:** Ja, ich denke auch ein bisschen Deutsch reinbringen. Wenn wir Fragen haben und das...und das nicht verstanden haben, brauchen wir eine Erklärung.
- Q13:** Did you by any chance talk about the project to anyone? What did you say about it?

**Q13: Hast du mit jemandem über dieses Projekt gesprochen? Was hast du davon erzählt?**

**A13:** Ah, naja wir haben uns in der Klasse ein bisschen ausgetauscht mit der anderen Gruppe. Ja, vor allem darüber, dass es uns gefällt und wir haben die ganze Texte anschaut und auch auf Deutsch übersetzt.

**[„Wie hat die andere Gruppe reagiert?“]**

**A13:** Ja, ich glaube, sie fanden es nicht so schlecht, aber sie haben sie nur gehört.

**[„Aber sie haben diese Lieder mit Musik gehört und du hast das nur als Text gelesen, wie findest du das?“]**

**A13:** Jaa, also ich glaube mit Musik haben das die Schüler ein bisschen besser verstanden. Aber mit dem Text achtet man auf den Text und nicht auf die Melodie

**[„Ist das besser oder nicht?“]**

**A13:** Also in dem Projekt glaube ich schon.

**Q14: What improvements do you want to see in the project in the future?**

**Q14: Welche Verbesserungsvorschläge würdest du gern künftig in diesem Projekt sehen?**

**A14:** Ehm...ja, also (*3C. lacht.*) Ich hätte keine Verbesserungsvorschläge.

**Q15: Did anyone around you notice any developments in your English language? If so, in what ways (in terms of vocabulary, grammar, pronunciation, etc.)?**

**Q15: Hat jemand die Verbesserung deiner englischen Sprache bemerkt und wenn ja, wer und wie?**

**A15:** Nie.

**Q16: What's your favourite song in general? Why?**

- Q16:** Welches Lied ist dein Lieblingslied im Allgemeinen? Warum?
- A16:** Allgemein mag ich relativ viele Lieder. Ich bin sehr offen zum Beispiel von Pink.
- Q17:** After its application, do you remember your favorite song/songs from the project?
- Q17:** Nach der Durchführung, erinnerst du dich an dein Lieblingslied vom Projekt?
- A17:** Von dem Projekt mag ich gerne *Rather Be*.
- Q18:** After the project, was there any situation in your daily life in which you needed to talk in English?
- Q18:** Musstest du nach dem Projekt mit jemandem im Alltagsleben auf Englische sprechen?
- A18:** Ja, also wenn ich jetzt zum Beispiel im Radio gehört habe oder so, dann habe ich einfach Spaß. Mein klein Bruder fragt dann: „Ja, hast du das jetzt verstanden?“
- Q19:** Did you use any vocabulary or grammar rules that you learned during the project in this situation?
- Q19:** Hast du die Wortschatz oder Grammatik Regeln vom Projekt in dieser Situation benutzt?
- A18:** Nein, ich habe einfach nur erklärt.
- A19:** Ehm,...nein nicht wirklich.
- Q18:** After the project, was there any situation in your daily life in which you needed to talk in English?
- Q18:** Musstest du nach dem Projekt mit jemandem im Alltagsleben auf Englische sprechen?
- A20:** Ja, es gab Zeiten in den Sommerferien in denen ich versucht habe, Englisch zu reden.

**Q24:** Do you feel that you are more encouraged and confident to talk in English in front of your classmates after the project?

**Q24:** Bist du nach dem Projekt selbstbewusster und mutig, vor deinen Freunden in der Klasse auf Englisch zu reden?

**A21:** Ja, aber nur vor ein paar Menschen, weil ich nicht vor der ganze Klasse etwas zu sagen haben möchte. Aber vor ein paar Leuten geht das.

**Q26:** Do you remember some of the educational games that you played during the project? Can you mention them?

**Q26:** Erinnerst du dich an einige Sprachlernspiele des Projekts? Kannst du einige benennen?

**A22:** Ja, zum Beispiel das mit den Bildern...wo die Bildern waren und man die Wörter dahinter schreiben musste.

**Q23:** Ist das dein lieblichsprachlernspiel?

**A23:** Ja, das finde ich am besten.

**Fifth interview with 5T:**

**Q1:** *Could you please introduce yourself (your name, your age, your school)?*

**Q1:** *Stell dich bitte vor. Wie heißt du? Wie alt bist du? Wie heißt deine Schule?*

**A1:** 5T. 15 jahre alt. Montessori Schule Jena.

**Q2:** *After applying the project, did you notice any development in your listening skills or any other skills in your English language? How?*

**Q2:** *Nach der Durchführung des Projekts, hast du eine Entwicklung in deinem Hörverstehen oder in einer anderen Fertigkeit der englischen Sprache bemerkt? Wie?*

A2: Ja, schon etwas. Mm wie meinst du das genau?.

[„Wie hast du das bemerkt?“]

A2: Ich konnte besser verstehen.

Q3: *Do you prefer learning with the curriculum or with songs and educational games?  
Why?*

Q3: *Lernst du lieber die englische Sprache mit dem Curriculum oder mit den Liedern und Sprachlernspielen?*

A3: Hmm...das ist unterschiedlich. Es kommt darauf an. Manchmal so und manchmal so.

Q4: **Was it only fun for you to learn with songs and educational games or did you learn something out of it? Why? What are these things?**

Q4: **Hattest du nur Spaß während des Projekts wegen der Lieder und Sprachlernspielen oder hast du auch etwas davon gelernt? Warum?**

A4: Ich hatte Spaß daran. Aber ich hatte auch etwas gelernt, wie ich schon gesagt habe, mit dem Hören.

[“Woher weißt du, dass dein Hören ist jetzt besser? Hast du einen Beweis?“]

A4: Weil ich dann immer mehr verstanden habe.

Q5: **Do you now, after the project, feel more motivated to learn the English language? Why?**

Q5: **Fühlst du dich nun nach der Durchführung des Projekts mehr motiviert zum Englischlernen? Welche Gründe hast du dafür?**

A5: Schon, ja. Naja, hmm...weil Englisch eine schwere Sprache ist. Man muss natürlich auch Englisch können weil Englisch wichtig ist. Deswegen ist die Motivation ganz gut.

Q6: **Do you prefer learning individually, in pairs or in a group? Why?**

**Q6: Lernst du lieber bei Alleinarbeit, mit einem/einer Freund/in oder in einer Gruppe?**

**A6:** Hmm..am besten lerne ich eigentlich allein aber ich kann auch mit einem Partner oder in einer Gruppe arbeiten.

**[„Was ist der Unterschied für dich?“]**

**A6:** Der Unterschied ist, dass wenn man allein arbeitet, man das alles selbst machen kann. Das heißt man kann selbst entscheiden. In einer Gruppe muss diese ja regeln, dass alle zufrieden sind.

**Q7: Was it exciting for you to participate in the project? Why?**

**Q7: Warst du angeregt, an dem Projekt teilzunehmen? Warum?**

**A7:** Ja, schon es war interessant. Es hat sich interessant angehört. Schon.

**Q8: Would you participate in the project again, if you had the chance? Why?**

**Q8: Wenn du die Chance hättest, würdest du nochmal an dem Projekt teilnehmen? Warum?**

**A8:** Ja, ich würde mich interessieren, daran teil zu nehmen.

**[„Warum?“]**

**A8:** Man kann natürlich noch besser werden mit dem Hören und den Englischkenntnissen.

**Q9: Was the project useful for you? What did you learn from it?**

**Q9: War das Projekt nützlich für dich? Was hast du davon gelernt?**

**A9:** Ja.. Ja. Ich habe schon auch viele Wörter gelernt dabei, die ich nicht kannte und mir jetzt eingepägt habe. Ja, und deswegen ist es auch, das tolle daran.

**Q10: Would you recommend your classmates to participate in this project, if it was applied again?**



**Q10: Bei einer nochmaligen Durchführung des Projektes, würdest du deinen Mitschülern und Mitschülerinnen empfehlen, daran teilzunehmen?**

**A10:** Ja, warum nicht. Das ist ja sehr schön und das macht ja auch Spaß und man kann natürlich etwas dazu lernen. Also warum nicht?

**Q11: In your opinion, what are the advantages and disadvantages of the project?**

**Q11: Deiner Meinung nach, was sind die Vor- und Nachteile dieses Projekts?**

**A11:** Die Vorteile sind auf jeden Fall Grammatik. Man lernt neue Wörter kennen. Man lernt dabei das Hören, wie man die neuen englischen Wörtern besser verstehen kann. Und negative Dinge...da fällt mir eigentlich nichts ein.

[„Zum Beispiel was für dich schwer war?“]

**Q12: How difficult or easy was it for you in the project?**

**Q12: Wie schwierig oder einfach war es für dich in diesem Projekt?**

**A12:** Na, Am Anfang war schwer...was genau welches Wort war. Aber dann nach einiger Zeit kriegt man das natürlich hin.

**Q13: Did you by any chance talk about the project to anyone? What did you say about it?**

**Q13: Hast du mit jemandem über dieses Projekt gesprochen? Was hast du davon erzählt?**

**A13:** Hmm, eigentlich nicht. Ich habe...gut vielleicht meine Eltern. Dass es ziemlich schön war und dass wir manche Lieder angehört haben. Dass es am Anfang schon ein bisschen schwer war aber es dann natürlich ging. Das habe ich erzählt.

**Q14: What improvements do you want to see in the project in the future?**

- Q14: Welche Verbesserungsvorschläge würdest du gern künftig in diesem Projekt sehen?**
- A14:** Hmm...Verbesserungsvorschläge? Ich finde das eigentlich so gut, wie es ist. Aber ich kann nicht so gut Vorschläge machen, die was verbessern können. Ich finde es eigentlich so gut.
- Q15: Did anyone around you notice any developments in your English language? If so, in what ways (in terms of vocabulary, grammar, pronunciation, etc.)?**
- Q15: Hat jemand die Verbesserung deiner englischen Sprache bemerkt und wenn ja, wer und wie?**
- A15:** Hmm das weiß ich nicht. Ich habe niemanden gefragt. Vielleicht für mich, dass ich merke, dass ich vorangekommen bin. Ich mache das für mich, nicht für die anderen.
- Q16: What's your favourite song in general? Why?**
- Q16: Welches Lied ist dein Lieblingslied im Allgemeinen? Warum?**
- A16:** Allgemein mag ich eher Lieder die nicht so jetzt grad modern sind sondern schon älter. Lieder von Queen zum Beispiel.
- Q17: After its application, do you remember your favorite song/songs from the project?**
- Q17: Nach der Durchführung, erinnerst du dich an dein Lieblingslied vom Projekt?**
- A17:** Mein Lieblingslied des Projekts ist *Maps*.
- Q18: After the project, was there any situation in your daily life in which you needed to talk in English?**
- Q18: Musstest du nach dem Projekt mit jemandem im Alltagsleben auf Englische sprechen?**

- A18:** Hmm, ja. Im Alltagsleben nein, noch nicht. Irgendwann mal in meiner Zukunft wahrscheinlich.
- Q19:** **Did you use any vocabulary or grammar rules that you learned during the project in this situation?**
- Q19:** **Hast du die Wortschatz oder Grammatik Regeln vom Projekt in dieser Situation benutzt?**
- [Question was skipped.]
- Q20:** **What were memorable moments for you during the project? Why?**
- Q20:** **Was waren für dich unvergesslichen Zeitpunkte während des Projektes?**
- A20:** Oh..unvergesslich..das fällt mir ein. Das es mir persönlich sehr viel Spaß gemacht hat. Daran denke ich sofort.
- Q21:** **What do you still remember from the project?**
- Q21:** **An was erinnerst du dich von dem Projekt?**
- [Question was skipped.]
- Q22:** **Are you more motivated now, after the project, to listen to authentic English more often in your free time?**
- Q22:** **Bist du nun nach dem Projekt mehr motiviert, dir authentisches Englisch in deiner freien Zeit anzuhören?**
- A22:** Ja, ich höre manchmal schon gerne englische Lieder, aber nicht nur englische. Es gibt ja auch noch anderes. Ich habe nicht so viel Musik gehört, aber manchmal. Das ist doch gut, dass es Lieder gibt.
- Q23:** **Did you learn anything new from the songs during the project (vocabulary, grammar rules, pronunciation)?**

**Q23: Hast du etwas neues vom Projekt (Wortschatz, Grammatik Regeln, Aussprache)?**

[Question was skipped.]

**Q24: Do you feel that you are more encouraged and confident to talk in English in front of your classmates after the project?**

**Q24: Bist du nach dem Projekt selbstbewusster und mutig, vor deinen Freunden in der Klasse auf Englisch zu reden?**

**A24:** Ehm, ja. Das kann sein. Kann gut sein.

**Q25: Do you remember the titles of some of the songs that you heard during the project? Can you mention them?**

**Q25: Erinnerst du dich an den Titel von einigen Liedern, die du während des Projekts angehört hast?**

[Question was skipped.]

**Q26: Do you remember some of the educational games that you played during the project? Can you mention them?**

**Q26: Erinnerst du dich an einige Sprachlernspiele des Projekts? Kannst du einige benennen?**

**A26:** Ja, zum Beispiel das mit dem Einordnen oder dem Wörtereinsetzen. Oder als neben dem Bild ein Verb oder ein Wort war und man dieses ableiten musste.

**Q27: What was your favorite game? Why?**

**Q27: Welches war dein Lieblingssprachlernspiel? Warum?**

**A27:** Sprachlernspiele...das war schon das mit den Bildern vor dem Satz und vor dem Wort? Da musste man herausfinden, welches Wort richtig war. Na, es war eine gute

Idee. Es war schon ein gute Idee. Es ist auch nicht unbedingt schwer, aber es macht Spaß. Wenn man das so weiter macht mit Sprachlernspielen, dann kann man auch sehr viel davon lernen. Deswegen hat es mir auch gefallen.

**Sixth interview with 9T.:**

**Q1:** *Could you please introduce yourself (your name, your age, your school)?*

**Q1:** *Stell dich bitte vor. Wie heißt du? Wie alt bist du? Wie heißt deine Schule?*

**A1:** Ich heiße 9T. Ich bin 13 Jahre alt. Maria Montessori Schule in Jena.

**Q2:** *After applying the project, did you notice any development in your listening skills or any other skills in your English language? How?*

**Q2:** *Nach der Durchführung des Projekts, hast du eine Entwicklung in deinem Hörverstehen oder in einer anderen Fertigkeit der englischen Sprache bemerkt? Wie?*

**A2:** Ja, ich war besser in Englisch, also ich hatte bessere Noten. Ich habe auch manche Wörter besseren verstanden.

**Q3:** *Do you prefer learning with the curriculum or with songs and educational games? Why?*

**Q3:** *Lernst du lieber die englische Sprache mit dem Curriculum oder mit den Liedern und Sprachlernspielen?*

**A3:** Also lieber mit Liedern und Sprachlernspielen...

**Q4:** **Was it only fun for you to learn with songs and educational games or did you learn something out of it? Why? What are these things?**

**Q4:** **Hattest du nur Spaß während des Projekts wegen der Lieder und Sprachlernspielen oder hast du auch etwas davon gelernt? Warum?**

**A4:** Ich habe etwas gelernt und es hat mir auch Spaß gemacht.

**[„Ok. Was hast du gelernt?“]**

**A4:** Also viele Englisch Wörter, die ich nicht wusste. Ich habe auch Lieder kennengelernt, die ich nicht kannte.

**[„Und Grammatikregeln?“]**

Ja, Grammatik auch ein bisschen vor allem den Satzbau. Ich wusste das nicht ganz genau. Das habe ich auch noch gelernt.

**Q5: Do you now, after the project, feel more motivated to learn the English language? Why?**

**Q5: Fühlst du dich nun nach der Durchführung des Projekts mehr motiviert zum Englischlernen? Welche Gründe hast du dafür?**

**A5:** Ja. Das hat mir gezeigt, dass Englisch auch Spaß machen kann. Dass Englisch nicht nur langweilig ist, sondern halt auch positiv sein kann.

**Q6: Do you prefer learning individually, in pairs or in a group? Why?**

**Q6: Lernst du lieber bei Alleinarbeit, mit einem/einer Freund/in oder in einer Gruppe?**

**A6:** Also so Partnerarbeit und Gruppenarbeit mag ich eher weil Alleinarbeit...da komme ich nicht nicht so vorwärts. Die Gruppe finde ich besser weil man sich da gegenseitig erklären kann, wenn man etwas nicht verstanden hat.

**Q7: Was it exciting for you to participate in the project? Why?**

**Q7: Warst du angeregt, an dem Projekt teilzunehmen? Warum?**

**A7:** Ja, es war gut. Also es hat mir generell Spaß gemacht, was du mit uns gemacht hast...so Einsetzen und Kreuzworträtsel...das finde ich gut, mal was anderes.

- Q8: Would you participate in the project again, if you had the chance? Why?**
- Q8: Wenn du die Chance hättest, würdest du nochmal an dem Projekt teilnehmen? Warum?**
- A8:** Ja, ich würde nochmal daran teilnehmen. Also...ich würde nochmal dasselbe erwarten.
- Q9: Was the project useful for you? What did you learn from it?**
- Q9: War das Projekt nützlich für dich? Was hast du davon gelernt?**
- A9:** Ja, wie schon gesagt, die englische Aussprache.
- Q10: Would you recommend your classmates to participate in this project, if it was applied again?**
- Q10: Bei einer nochmaligen Durchführung des Projektes, würdest du deinen Mitschülern und Mitschülerinnen empfehlen, daran teilzunehmen?**
- A10:** Ja, auf jeden Fall. Weil ich finde, dass es mich weitergebracht hat im Englisch Unterricht.
- Q11: In your opinion, what are the advantages and disadvantages of the project?**
- Q11: Deiner Meinung nach, was sind die Vor- und Nachteile dieses Projekts?**
- A11:** Also ich sehe eigentlich nur Vorteile: bessere Aussprache, Satzbau...also ich kann nur Positives dazu sagen.
- [„Aber hattest du keine Schwierigkeiten?“]**
- Q12: How difficult or easy was it for you in the project?**
- Q12: Wie schwierig oder einfach war es für dich in diesem Projekt?**

**A12:** Ja, vielleicht mit manchen Wörter, die ich nicht verstanden habe und so...Satzbau davor..

**[„Und als ich auf Englisch geredet habe, was das gut oder war es besser, wenn ich auch auf Deutsch geredet habe?“]**

**A12:** Also eher so Mischmasch...wenn man etwas nicht versteht, ist Deutsch auf jeden Fall besser.

**Q13:** **Did you by any chance talk about the project to anyone? What did you say about it?**

**Q13:** **Hast du mit jemandem über dieses Projekt gesprochen? Was hast du davon erzählt?**

**A13:** Ich glaube ich habe mit meinen Eltern darüber gesprochen. Aber sie fanden das auch gut, dass es gemacht wurde und dass ich mich in Englisch verbessert habe.

**Q14:** **What improvements do you want to see in the project in the future?**

**Q14:** **Welche Verbesserungsvorschläge würdest du gern künftig in diesem Projekt sehen?**

**A14:** Ehm...auf jeden Fall erklären wenn man etwas nicht versteht. Also die Wörter erklären, die am Anfang in den Aufgabenstellungen stehen...wenn man sie nicht versteht. Vielleicht auf Deutsch darüber schreiben oder daneben in Klammern.

**Q15:** **Did anyone around you notice any developments in your English language? If so, in what ways (in terms of vocabulary, grammar, pronunciation, etc.)?**

**Q15:** **Hat jemand die Verbesserung deiner englischen Sprache bemerkt und wenn ja, wer und wie?**

**A15:** Ich glaube Frau A. hat das bemerkt.

**[„Und was hat sie bemerkt? Was hat sie gesagt?“]**



**A15:** Naja, dass ich halt besser geworden bin. Ich war davor so auf 2 und dann habe ich glaube ein 1 auf dem Zeugnis gehabt.

**Q16:** **What's your favourite song in general? Why?**

**Q16:** **Welches Lied ist dein Lieblingslied im Allgemeinen? Warum?**

**A16:** Mein Lieblingslied ist *Don't Be So Shy*.

**Q17:** **After its application, do you remember your favorite song/songs from the project?**

**Q17:** **Nach der Durchführung, erinnerst du dich an dein Lieblingslied vom Projekt?**

Von dem Projekt fand ich eigentlich *Maps* gut.

**Q18:** **After the project, was there any situation in your daily life in which you needed to talk in English?**

**Q18:** **Musstest du nach dem Projekt mit jemandem im Alltagsleben auf Englische sprechen?**

**A18:** Ehh, im Urlaub manchmal. Wenn ich im Urlaub bin, dann lerne ich auch manchmal englische Leute kennen und da wende ich das an.

[„Welches Land?“]

**A18:** Spanien. Da trifft man auch Leute aus England.

**Q19:** **Did you use any vocabulary or grammar rules that you learned during the project in this situation?**

**Q19:** **Hast du die Wortschatz oder Grammatik Regeln vom Projekt in dieser Situation benutzt?**

[Question was skipped.]

- Q20: What were memorable moments for you during the project? Why?**
- Q20: Was waren für dich unvergesslichen Zeitpunkte während des Projektes?  
Warum?**
- A20:** Auf jeden Fall die Lieder und die Aufgaben. Die waren eigentlich echt gut.
- Q21: What do you still remember from the project?**
- Q21: An was erinnerst du dich von dem Projekt?**
- [Question was skipped.]**
- Q22: Do you feel that you are more encouraged and confident to talk in English in front of your classmates after the project?**
- Q22: Bist du nach dem Projekt selbstbewusster und mutig, vor deinen Freunden in der Klasse auf Englisch zu reden?**
- A22:** Eher nicht so. Also nach der Schule setzte ich mich manchmal schon mal hin und mache Englisch. Also ja.
- Q23: Did you learn anything new from the songs during the project (vocabulary, grammar rules, pronunciation)?**
- Q23: Hast du etwas neues vom Projekt (Wortschatz, Grammatik Regeln,**
- [Question was skipped.]**
- Q24: Do you feel that you are more encouraged and confident to talk in English in front of your classmates after the project?**
- Q24: Bist du nach dem Projekt selbstbewusster und mutig, vor deinen Freunden in der Klasse auf Englisch zu reden?**
- A24:** Ja, ich glaube schon. Also ich traue mich nun auch, mich mehr zu melden.
- [„Mehr als vorher?“]**

**A24:** Ja, mehr als vorher.

**Q25:** **Do you remember the titles of some of the songs that you heard during the project? Can you mention them?**

**Q25:** **Erinnerst du dich an den Titel von einigen Liedern, die du während des Projekts angehört hast?**

**A25:** Da nicht mehr so daran. Nee, nicht wirklich.

**Q26:** **Do you remember some of the educational games that you played during the project? Can you mention them?**

**Q26:** **Erinnerst du dich an einige Sprachlernspiele des Projekts? Kannst du einige benennen?**

**Q27:** **What was your favorite game? Why?**

**Q27:** **Welches war dein Lieblingssprachlernspiel? Warum?**

**A26, A27:** Ja, das wo man die Bilder dahinter und die Wörter einsetzen musste. Das fand ich gut.

**Seventh interview with 9C:**

**Q1:** *Could you please introduce yourself (your name, your age, your school)?*

**Q1:** *Stell dich bitte vor. Wie heißt du? Wie alt bist du? Wie heißt deine Schule?*

**A1:** Ich heiße 9C. Ich bin 14 Jahre alt. Meine Schule heißt Maria-Montessori-Schule.

**Q2:** *After applying the project, did you notice any development in your listening skills or any other skills in your English language? How?*

**Q2:** *Nach der Durchführung des Projekts, hast du eine Entwicklung in deinem Hörverstehen oder in einer anderen Fertigkeit der englischen Sprache bemerkt? Wie?*

- A2: Nie (9C. lacht.). Nicht so richtig. Nee, nee.
- Q3: ***Do you prefer learning with the curriculum or with songs and educational games? Why?***
- Q3: ***Lernst du lieber die englische Sprache mit dem Curriculum oder mit den Liedern und Sprachlernspielen?***
- A3: Lieber mit den Liedern und auch mit den Sprachlernspielen.
- Q4: **Was it only fun for you to learn with songs and educational games or did you learn something out of it? Why? What are these things?**
- Q4: **Hattest du nur Spaß während des Projekts wegen der Lieder und Sprachlernspielen oder hast du auch etwas davon gelernt? Warum?**
- A4: Ich habe auch etwas davon gelernt. Mhm...Aussprache.
- Q5: **Do you now, after the project, feel more motivated to learn the English language? Why?**
- Q5: **Fühlst du dich nun nach der Durchführung des Projekts mehr motiviert zum Englischlernen? Welche Gründe hast du dafür?**
- A5: Ja, keine Ahnung (9C. lacht).
- Q6: **Do you prefer learning individually, in pairs or in a group? Why?**
- Q6: **Lernst du lieber bei Alleinarbeit, mit einem/einer Freund/in oder in einer Gruppe?**
- A6: Mhh...lieber alleine. Da kann ich mich besser konzentrieren.
- Q7: **Was it exciting for you to participate in the project? Why?**
- Q7: **Warst du angeregt, an dem Projekt teilzunehmen? Warum?**
- A7: Nein. Doch, ich wollte an dem Projekt teilnehmen.

- Q8: Would you participate in the project again, if you had the chance? Why?**
- Q8: Wenn du die Chance hättest, würdest du nochmal an dem Projekt teilnehmen? Warum?**
- A8:** Ja, weil es mir gefallen hat.
- Q9: Was the project useful for you? What did you learn from it?**
- Q9: War das Projekt nützlich für dich? Was hast du davon gelernt?**
- A9:** Ja, weil ich viel Englisch dabei gelernt habe.
- Q10: Would you recommend your classmates to participate in this project, if it was applied again?**
- Q10: Bei einer nochmaligen Durchführung des Projektes, würdest du deinen Mitschülern und Mitschülerinnen empfehlen, daran teilzunehmen?**
- A10:** Ja, (*9C. lacht*) weil sie dabei viel lernen können.
- Q11: In your opinion, what are the advantages and disadvantages of the project?**
- Q11: Deiner Meinung nach, was sind die Vor- und Nachteile dieses Projekts?**
- A11:** Die Vorteile an diesem Projekt sind, dass ich viel Englisch gelernt habe und dass man viel übersetzen konnte. Es gab keine Nachteile.
- Q12: How difficult or easy was it for you in the project?**
- Q12: Wie schwierig oder einfach war es für dich in diesem Projekt?**
- A12:** Für mich war schwierig, den Text von Englisch auf Deutsch zu übersetzen. Das war einfacher auf Englisch.
- [„Du hast das übersetzt?“]**
- A12:** Ja.

**[„Alleine?“]**

**A12:** Nein, mit Frau A.

**[„Damit du die Wörter verstehst?“]**

**A12:** Ja. Für mich war es einfach schwer, den Text zu übersetzen.

**Q13:** **Did you by any chance talk about the project to anyone? What did you say about it?**

**Q13:** **Hast du mit jemandem über dieses Projekt gesprochen? Was hast du davon erzählt?**

**A13:** Nee (9C. lacht.), nur meiner Mutti. Ich habe ihr gesagt, dass wir viel Musik gemacht haben und sehr viel Englisch gesprochen.

**Q14:** **What improvements do you want to see in the project in the future?**

**Q14:** **Welche Verbesserungsvorschläge würdest du gern künftig in diesem Projekt sehen?**

**A14:** Nix.

**Q15:** **Did anyone around you notice any developments in your English language? If so, in what ways (in terms of vocabulary, grammar, pronunciation, etc.)?**

**Q15:** **Hat jemand die Verbesserung deiner englischen Sprache bemerkt und wenn ja, wer und wie?**

**A15:** Nee.

**[„Deine Mutter hat bemerkt, dass dein Englisch besser was?“]**

**A15:** Ja, ja.

**[„Hat sie dir etwas gesagt?“]**

**A15:** Nee, nee.

**[„Aber wie hast du gewusst, dass deine englische Sprache besser war?“]**

**A15:** Weil wir immer nach Schweden fahren. Da müssen wir viel Englisch sprechen. Weil sie dort oben nicht so viel Deutsch sprechen.

**[„Wann warst du da?“]**

**A15:** Vor zwei Jahren. Also 2016 waren wir in Schweden.

**[Nach dem Projekt?“]**

**A15:** Ja.

**Q16: What’s your favourite song in general? Why?**

**Q16: Welches Lied ist dein Lieblingslied im Allgemeinen? Warum?**

**A16:** Im allgemeinen ist es *Bad Ideas* von Alle Farben.

**[„Und warum sind sie deine Lieblingslieder?“]**

**A16:** Weil sie sehr oft im Radio kommen.

**Q17: After its application, do you remember your favorite song/songs from the project?**

**Q17: Nach der Durchführung, erinnerst du dich an dein Lieblingslied vom Projekt?**

**A17:** Mein Lieblingslied war *Maps* und *Don’t Worry, Be Happy* vom Projekt.

**Q18: After the project, was there any situation in your daily life in which you needed to talk in English?**

**Q18: Musstest du nach dem Projekt mit jemandem im Alltagsleben auf Englische sprechen?**

**A18:** Nee.

**Q19: Did you use any vocabulary or grammar rules that you learned during the project in this situation?**

**Q19: Hast du die Wortschatz oder Grammatik Regeln vom Projekt in dieser Situation benutzt?**

**A19:** Nee (*9C. lacht.*), nicht so richtig.

**Q20: What were memorable moments for you during the project? Why?**

**Q20: Was waren für dich unvergesslichen Zeitpunkte während des Projektes? Warum?**

**A20:** Nee.

**Q21: What do you still remember from the project?**

**Q21: An was erinnerst du dich von dem Projekt?**

**A21:** (*9C. lacht.*)An das Lied *Don'tworry, Be happy* und das Übersetzen von dem Lied.

[„Und die Sprachlernspiele?“]

**A21:** Weiß ich nicht.

**Q22: Are you more motivated now, after the project, to listen to authentic English more often in your free time?**

**Q22: Bist du nun nach dem Projekt mehr motiviert, dir authentisches Englisch in deiner freien Zeit anzuhören?**

**A22:** Ja, ja auch.

**Q23: Did you learn anything new from the songs during the project (vocabulary, grammar rules, pronunciation)?**

**Q23: Hast du etwas neues vom Projekt (Wortschatz, Grammatik Regeln, Aussprache)?**



A23: Nein.

**[„Aber du hast vom Deutschen ins Englische übersetzt und von Englisch ins Deutsche, hast du keinen neue Wortschatz gelernt?“]**

A23: Ja.

**Q24: Do you feel that you are more encouraged and confident to talk in English in front of your classmates after the project?**

**Q24: Bist du nach dem Projekt selbstbewusster und mutig, vor deinen Freunden in der Klasse auf Englisch zu reden?**

A24: Ja, ja, ja.

**Q25: Do you remember the titles of some of the songs that you heard during the project? Can you mention them?**

**Q25: Erinnerst du dich an den Titel von einigen Liedern, die du während des Projekts angehört hast?**

A25: *I'm Blue* Song

**Q26: Do you remember some of the educational games that you played during the project? Can you mention them?**

**Q26: Erinnerst du dich an einige Sprachlernspiele des Projekts? Kannst du einige benennen?**

A26: Nee. Das Verbinden und das mit den Bildern.

**Q27: What was your favorite game? Why?**

**Q27: Welches war dein Lieblingssprachlernspiel? Warum?**

A27: Keine Ahnung.

**Eighth interview with 4T.:**

**Q1:** *Could you please introduce yourself (your name, your age, your school)?*

**Q1:** *Stell dich bitte vor. Wie heißt du? Wie alt bist du? Wie heißt deine Schule?*

**A1:** Ja, also ich heiße 4T und bin 14 Jahre alt. Maria-Montessori schule.

**Q2:** *After applying the project, did you notice any development in your listening skills or any other skills in your English language? How?*

**Q2:** *Nach der Durchführung des Projekts, hast du eine Entwicklung in deinem Hörverstehen oder in einer anderen Fertigkeit der englischen Sprache bemerkt? Wie?*

**A2:** Ja, also bei der Aussprache oder der Bedeutung von bestimmten Wörtern habe ich eine Verbesserung bemerkt.

**Q3:** *Do you prefer learning with the curriculum or with songs and educational games? Why?*

**Q3:** *Lernst du lieber die englische Sprache mit dem Curriculum oder mit den Liedern und Sprachlernspielen?*

**A3:** Also mit den Liedern und den Sprachlernspielen lieber, weil...also...da liest man nicht nur vom Buch, sondern man hört auch was da genau ist und erkennt auch gleich wie es dann ausgesprochen wird.

**Q4:** **Was it only fun for you to learn with songs and educational games or did you learn something out of it? Why? What are these things?**

**Q4:** **Hattest du nur Spaß während des Projekts wegen der Lieder und Sprachlernspielen oder hast du auch etwas davon gelernt? Warum?**

- A4:** Also ich hatte teilweise Spaß und ich habe auch etwas davon gelernt. Ja, also beispielweise wusste ich gar nicht, dass ‚See‘ ‚Lake‘ heißt und auch ‚down‘ wie in ‚sit down‘...und solche einzelnen Wörter.
- Q5:** **Do you now, after the project, feel more motivated to learn the English language? Why?**
- Q5:** **Fühlst du dich nun nach der Durchführung des Projekts mehr motiviert zum Englischlernen? Welche Gründe hast du dafür?**
- A5:** Ja, auf jeden Fall. Also es hat mir auch viel Spaß gemacht und man hatte auch auf spielerische Art gelernt und das hat extreme viel Spaß gemacht.
- Q6:** **Do you prefer learning individually, in pairs or in a group? Why?**
- Q6:** **Lernst du lieber bei Alleinarbeit, mit einem/einer Freund/in oder in einer Gruppe?**
- A6:** Also...mhh...manchmal in einer Gruppe, aber öfter mit einem Freund oder allein. Wenn man sich beim Lernen sehr stark konzentrieren muss, dann es ist besser, finde ich, wenn man zu zweit arbeitet anstatt wenn man in einer riesigen Gruppe bearbeitet.
- Q7:** **Was it exciting for you to participate in the project? Why?**
- Q7:** **Warst du angeregt, an dem Projekt teilzunehmen? Warum?**
- A7:** Ja, ja. Naja, weil es ganz neu war und ich wusste nicht, was da passiert.
- Q8:** **Would you participate in the project again, if you had the chance? Why?**
- Q8:** **Wenn du die Chance hättest, würdest du nochmal an dem Projekt teilnehmen? Warum?**
- Q8:** Ja, das würde ich. Es hat viel Spaß gemacht. Ja, es war sehr schön und es hat mir sehr gefallen.

**[„Hast das schon einmal gemacht?“]**

**A8:** Mhh...nee. Davor habe ich es nicht gemacht.

**[„Du hast vorher nicht mit Liedern gelernt?“]**

**A8:** Doch, aber nicht so oft.

**Q9:** **Was the project useful for you? What did you learn from it?**

**Q9:** **War das Projekt nützlich für dich? Was hast du davon gelernt?**

**A9:** Ja, ich habe die Lieder kenngelernt und...mhh...ja.

**Q10:** **Would you recommend your classmates to participate in this project, if it was applied again?**

**Q10:** **Bei einer nochmaligen Durchführung des Projektes, würdest du deinen Mitschülern und Mitschülerinnen empfehlen, daran teilzunehmen?**

**A10:** Ja, weil man doch immer wieder etwas lernen kann.

**Q11:** **In your opinion, what are the advantages and disadvantages of the project?**

**Q11:** **Deiner Meinung nach, was sind die Vor- und Nachteile dieses Projekts?**

**A11:** Die Vorteile sind natürlich...man lernt neue Wörter kennen und wie sie ausgesprochen werden. Ja, also Nachteile...naja es kann sein, dass für einige Kinder ein bisschen zu viel passiert ist. Aber eigentlich gibt es keine anderen Nachteile.

**[„Meinst du es war zu schnell?“]**

**A11:** Ja, ja das könnte sein.

**Q12:** **How difficult or easy was it for you in the project?**

**Q12:** **Wie schwierig oder einfach war es für dich in diesem Projekt?**

**A12:** Also ich fand es nicht sehr schwer aber auch nicht einfach. Es war normal. Bestimmte Sachen zu verstehen waren schwer...also wenn man die Wörter nicht kannte. Also, wenn man die Wörter kennen musste beim Sätze bilden.

**Q13:** **Did you by any chance talk about the project to anyone? What did you say about it?**

**Q13:** **Hast du mit jemandem über dieses Projekt gesprochen? Was hast du davon erzählt?**

**A13:** Mh...ja, natürlich als ich nach Hause kam habe ich meiner Familie erzählt, was wir alles gemacht haben oder das es viel Spaß gemacht hat.

**Q14:** **What improvements do you want to see in the project in the future?**

**Q14:** **Welche Verbesserungsvorschläge würdest du gern künftig in diesem Projekt sehen?**

**A14:** Eigentlich fehlt gar nichts. Ich habe keine Verbesserungsvorschläge.

**Q15:** **Did anyone around you notice any developments in your English language? If so, in what ways (in terms of vocabulary, grammar, pronunciation, etc.)?**

**Q15:** **Hat jemand die Verbesserung deiner englischen Sprache bemerkt und wenn ja, wer und wie?**

**A15:** Also zu Hause ja, aber in der Schule eigentlich nicht weil die halbe Klasse dahin gegangen ist. Zu Hause eigentlich haben es eigentlich alle gemerkt.

**Q16:** **What's your favourite song in general? Why?**

**Q16:** **Welches Lied ist dein Lieblingslied im Allgemeinen? Warum?**

**A16:** Ich habe einige Lieblingslieder, aber kein festes Lied im allgemein.

**Q17:** **Nach der Durchführung, erinnerst du dich an dein Lieblingslied vom Projekt?**

**dein Lieblingslied im Allgemeinen? Warum?**

A17: Ja, ich fand...also...*Don't Worry, Be Happy* sehr lustig...auch die Musik das war wirklich lustig.

**Q18: After the project, was there any situation in your daily life in which you needed to talk in English?**

**Q18: Musstest du nach dem Projekt mit jemandem im Alltagsleben auf Englische sprechen?**

A18: Mhh...also bisher selten. Ja, aber später braucht man es natürlich. Deswegen ist es wichtig, das zu lernen.

**Q19: Did you use any vocabulary or grammar rules that you learned during the project in this situation?**

**Q19: Hast du die Wortschatz oder Grammatik Regeln vom Projekt in dieser Situation benutzt?**

A19: Mhh, naja halt mit anderen zusammen beim Spielen zu lernen...und es hat echt viel Spaß gemacht. Das war schön.

**Q20: What were memorable moments for you during the project? Why?**

**Q20: Was waren für dich unvergesslichen Zeitpunkte während des Projektes? Warum?**

A20: Naja, eigentlich...mhh...nicht. Also....aber trotzdem war es hilfreich, das Projekt. Vielleicht beim Laufen, aber in der Freizeit eigentlich nicht.

**Q21: What do you still remember from the project?**

**Q21: An was erinnerst du dich von dem Projekt?**

[Question was skipped.]

**Q22: Are you more motivated now, after the project, to listen to authentic English more often in your free time?**

**Q22: Bist du nun nach dem Projekt mehr motiviert, dir authentisches Englisch in deiner freien Zeit anzuhören?**

[Question was skipped.]

**Q23: Did you learn anything new from the songs during the project (vocabulary, grammar rules, pronunciation)?**

**Q23: Hast du etwas neues vom Projekt (Wortschatz, Grammatik Regeln,**

[Question was skipped.]

**Q24: Do you feel that you are more encouraged and confident to talk in English in front of your classmates after the project?**

**Q24: Bist du nach dem Projekt selbstbewusster und mutig, vor deinen Freunden in der Klasse auf Englisch zu reden?**

**A24: Ja, ja. Es ist jetzt leichter.**

**Q25: Do you remember the titles of some of the songs that you heard during the project? Can you mention them?**

**Q25: Erinnerst du dich an den Titel von einigen Liedern, die du während des Projekts angehört hast?**

[Question was skipped.]

**Q26: Do you remember some of the educational games that you played during the project? Can you mention them?**

**Q26: Erinnerst du dich an einige Sprachlernspiele des Projekts? Kannst du einige benennen?**

**A26:** Also, eigentlich nicht. Ich erinnere mich an ein Spiel. Da musste man einzelne Wörter zusammen finden.

**Q27:** **What was your favorite game? Why?**

**Q27:** **Welches war dein Lieblingssprachlernspiel? Warum?**

**A27:** Der Text vor den Wörtern, wenn man das einzelne Wort eintragen musste.



## Part two of the interview

### Questionnaire (Fragebogen)

#### A) Motivation

1. Songs and educational games increased the pupils' motivation for learning the English language.

Lieder und Sprachlernspiele haben die Motivation der Schülerinnen und Schüler, die englische Sprache zu lernen, erhöht.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

2. The project made the pupils listen to more English songs in their free time.

Nach dem Projekt hören die Schüler jetzt mehr englische Lieder in ihrer freien Zeit an.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

3. The pupils are more confident to talk in English in front of their classmates.

Die Schüler sind selbstbewusster wenn es darum geht, Englisch vor ihren Klassenkameraden zu sprechen.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

4. After the project, the pupils participated more in different activities in the English language class.

Nach dem Projekt nahmen die Schüler mehr an verschiedenen Aktivitäten im Englischunterricht teil.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

5. Songs and educational games increased the pupils' concentration in the English language class.

Lieder und Sprachlernspiele haben die Konzentration der Schülerinnen und Schüler im Englischunterricht erhöht.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

## B) Listening

1. The project improved the pupils' listening comprehension skills in the English class.

Das Projekt hat die Hörfertigkeiten der Schülerinnen und Schüler im Englischunterricht verbessert.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

2. The project helped the pupils to develop their learning strategies "like concluding the meaning of new vocabulary from the context, writing notes...etc."

Das Projekt hat die Lernstrategien der Schülerinnen und Schüler verbessert z.B. „Notizen machen, die Bedeutung von Wörtern vom Kontext vermuten, usw.“.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

3. The project improved the pupils' listening strategies "like listening for the main idea, predicting the meaning, listening for specific details, recognizing word-order patterns...etc."

Das Projekt hat die Hörfertigkeiten der Schülerinnen und Schüler verbessert z.B. „die Hauptidee verstehen, die Bedeutung vermuten, bestimmte Details anhören, die Wörter im Satz verstehen, usw.“.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

4. The pupils learned new vocabulary and expressions in English during the project.

Die Schüler haben neue Wortschatz und Ausdrücke während das Projekt gelernt.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

5. The pupils learned new grammar rules during the project.

Die Schüler\*innen haben neue Regeln der Grammatik während des Projektes gelernt.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

6. The pupils learned the pronunciation of new vocabulary in English during the project.

Die Schüler\*innen haben während des Projekts die Aussprache von neuen Vokabeln auf Englisch gelernt.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

C) Method of teaching

1. The project addressed the different learning styles of pupils.

Das Projekt hat die verschiedenen Lernformen der Schüler\*innen berücksichtigt.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

2. The project was useful for pupils with special needs.

Das Projekt war nützlich für Schüler\*innen mit Behinderungen.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

3. The project created a cheerful atmosphere for the test group.

Das Projekt hat eine motivierende Atmosphäre für die Test-Gruppe geschaffen.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

4. The project created a cheerful atmosphere for the control group.

Das Projekt hat eine motivierende Atmosphäre für die Kontrollgruppe geschaffen.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

5. The pupils preferred listening to songs with music rather than listening to the lyrics without music.

Die Schüler\*innen haben es eher bevorzugt, Lieder mit Musik anzuhören, als den Liedtext ohne Musik zu lesen.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

6. The pupils preferred learning with educational games.

Die Schüler bevorzugten es, mit Lernsprachspielen zu lernen.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

D) Social learning forms

1. After the project, the pupils prefer learning individually.

Nach dem Projekt möchten die Schüler\*innen lieber individuell lernen.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

2. After the project the pupils prefer learning in pairs.

Nach dem Projekt möchten die Schüler\*innen lieber in Paaren lernen.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

3. After the project, the pupils prefer learning in groups.

Nach dem Projekt möchten die Schüler\*innen lieber in Gruppe lernen.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

E) Empfehlungen

1. I recommend this project for other classes.

Ich empfehle dieses Projekt für andere Klassen.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

2. I will participate in this project again, if it is repeated.

Ich möchte gern nochmal an diesem Projekt teilnehmen, wenn es nochmal zur Verfügung steht.

Trifft nicht zu ( ) Trifft eher nicht zu ( ) Trifft eher zu ( ) Trifft völlig zu ( )

## **Ehrenwörtliche Erklärung**

Hiermit erkläre ich an Eides Statt, dass ich die vorgelegte Dissertation selbstständig und ohne Benutzung anderer als der angegebenen Hilfsmittel angefertigt habe. Gedanken, die aus fremden Quellen direkt oder indirekt übernommen wurden, sind als solche gekennzeichnet. Die Arbeit wurde bisher in gleicher oder ähnlicher Weise keiner anderen Prüfungsbehörde vorgelegt und auch noch nicht veröffentlicht. Die geltende Promotionsordnung der Friedrich-Schiller-Universität Jena ist mir bekannt.

Jena, 07.07.2019