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**НАРОДНА МУЗИКА ЯК ІНСТРУМЕНТ ЗБАГАЧЕННЯ АНГЛІЙСЬКОЇ ЛЕКСИКИ  
УЧНІВ У МОЛОДШИХ КЛАСАХ**

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**Department of Philology**

**FOLK MUSIC AS A TOOL OF ENRICHING ENGLISH VOCABULARY  
OF STUDENTS IN PRIMARY SCHOOL**

Bachelor's Thesis

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## CONTENTS

INTRODUCTION .....	6
PART 1: THE ROLE OF FOLK SONGS IN ENGLISH LANGUAGE ACQUISITION.....	8
1.1 The benefit of folk songs in learners' development.....	8
1.1.1 Motivation .....	10
1.1.2 Cultural and historical knowledge.....	10
1.1.3 Linguistic knowledge .....	11
1.1.4 Disadvantages of using folk songs in the classroom.....	11
1.2 Listening activities with traditional songs in English lessons.....	12
1.3 Famous examples of folk songs .....	15
PART 2: FOLK SONGS IN TEACHING VOCABULARY .....	19
2.1 Main skills acquisition with the help of folk songs.....	19
2.2 The importance of teaching vocabulary in primary school.....	22
2.3 Effectiveness of using traditional songs in vocabulary acquisition .....	24
PART 3: EXPERIMENTAL RESEARCH .....	26
3.1 Background to the Study .....	26
3.2 Participants .....	27
3.3 Instruments of the Research .....	27
3.4 Procedures of the research.....	29
3.5 Findings .....	37
3.6 Results and Discussions .....	39
CONCLUSION .....	41
REFERENCE LIST .....	43
SUMMARY.....	46
APPENDICES .....	48

## ЗМІСТ

ВСТУП.....	6
РОЗДІЛ 1: РОЛЬ НАРОДНИХ ПІСЕНЬ У ВИВЧЕННІ АНГЛІЙСЬКОЇ МОВИ.....	8
1.1. Позитивний вплив народних пісень на розвиток учнів.....	8
1.1.1. Мотивація.....	10
1.1.2. Культурно-історичні знання.....	10
1.1.3. Лінгвістичні знання.....	11
1.1.4. Недоліки використання народних пісень на уроці.....	11
1.2. Вправи на розвиток аудіювання з традиційними піснями.....	12
1.3. Приклади відомих народних пісень.....	15
РОЗДІЛ 2: НАРОДНІ ПІСНІ У ЗБАГАЧЕННІ СЛОВНИКОВОГО ЗАПАСУ.....	19
2.1. Важливість викладання лексики у молодших класах.....	19
2.2. Розвиток мовних навичок за допомогою традиційних пісень у школі.....	22
2.3. Ефективність використання традиційних пісень у засвоєнні лексики.....	24
РОЗДІЛ 3: ЕКСПЕРЕМЕНТАЛЬНЕ ДОСЛІДЖЕННЯ.....	26
2.1. Вступ.....	26
2.2. Учасники.....	26
2.3. Інструменти використанні при дослідженні.....	27
2.4. Процедура дослідження.....	29
2.5. Виявлені факти.....	37
2.6. Обговорення та інтерпретація результатів дослідження.....	39
ВИСНОВКИ.....	41
СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ.....	43
РЕЗЮМЕ.....	46
ДОДАТКИ.....	48

## INTRODUCTION

Music belongs to mankind from its first existence and it is a common and necessary part of our lives. There is a special power hidden in songs, which can bring us in diversified atmospheres, evoke particular feelings, moreover, influence the physical as well as the mental condition of our bodies. Confucius said that “music produces a kind of pleasure which human nature cannot do without.” Nevertheless, in ancient times, educators gave priority to teach students to sing, since then educators have widely used this teaching method.

Numerous researchers have proved that the more modern methods are used in the language teaching, the more attention is drawn to songs as a teaching tool. However, this study proves the fact, that traditional songs as language material in learning foreign languages in schools have hardly been used by nowadays. The value of pop-songs as a versatile tool in EFL classrooms is widely popular among teachers, and is revealed in many textbooks and academic studies. Folk songs on the other hand are used rarely within the classrooms and are less fashionable. Therefore, my thesis paper seeks to investigate the value of traditional songs as an alternative to pop songs specifically the effect of folk songs on the vocabulary acquisition in primary schools.

The *subject matter* of the study is the effectiveness of folk songs in vocabulary acquisition of English language in primary schools.

The *object* of the present study is traditional songs, which can expand the learners’ knowledge in the field of vocabulary as well as raise the motivation and their attitude towards the target language. Therefore, in order to enrich the learners’ knowledge about the target languages’ culture various folk songs served as a tool for cultural understanding of young learners.

The main *aim* of the thesis is to prove that folk songs can not only extend the vocabulary knowledge of students and develop the pronunciation of English language but also increase their motivation in language learning. Moreover, using traditional songs within the classroom can affect the language learning process in more joyful and relaxed way. Therefore, traditional songs can overcome the barriers between a teacher and a student, such as lack of confidence, fear of making errors and a feeling of shyness.

This paper attempts to prove that folk songs in the EFL classroom may be a starting point to inspiration that can drive students towards progress in language and self-realization.

The *theoretical value* of the study is the collected data about the effect of folk songs in teaching young learners and the benefit of traditional songs on the enrichment of their vocabulary. This part suggests the benefits such as motivation, cultural knowledge and linguistic knowledge in teaching English with the help of folk songs and shows how it can influence the learning process in primary school. Also, it states some disadvantages which can occur as a problem while using

songs in classroom. This part also summarizes several teaching activities for EFL classes which aims at vocabulary acquisition of primary school students.

Further, the influence of folk songs on the development of main skills in learning L2 is presented in the paper. After this the study focuses on the importance of acquiring vocabulary in primary school and shows how folk song represent the tool in teaching vocabulary within the classroom.

The *practical value* of my thesis focuses on teaching vocabulary with the help of folk songs. The activities mentioned in the theoretical part are taught in real classes. Detailed plans and descriptions of the lessons are introduced in the practical part together with worksheets shown in the appendices.

This thesis comprises three parts: a theoretical part that reveals the knowledge about the influence of folk songs on learners' development and their role in vocabulary teaching as well as the practical one, which is the experiment. In fact, there are some reasons of choosing folk songs as a tool of teaching English language in school as a subject of my study. Based on my own experience, the method of using songs in learning ESL had a great influence on memorizing list of new vocabulary and developing my pronunciation when singing the songs in the target language. Using the instrument, which was my guitar, raised my motivation in learning English language. At the beginning of my language acquisition, I was interested in classic and traditional songs of different cultures.

In addition, the last part comments on the activities used in the lessons and tries to suggest the most suitable ways in which to use them in language teaching. Moreover, it compares the results and describes the difficulties, which were encountered during my experiment. A reflection of some disadvantages and suggested improvements based on the problems that were faced in the lessons are shown as well in the last part of the thesis.

The findings of the experimental part of the research suggest that folk songs can be useful not only in educational purposes but they can create the pleasant atmosphere in the classroom and attract the students in studying English language. According to my observations, learners felt more relaxed and motivated during the activities. At the three stages of listening activities, which were suggested in the theoretical part, learners were introduced to new vocabulary. As a result, due to several activities including singing and movement learners remember new words of the target vocabulary better. The main disadvantage that occurred during the experimental training was the discipline because of which students were noisy and some phrases and grammatical structures in songs were difficult for them to understand and remember. In addition, the results of the study show that folk songs appear as great tool in language teaching and they play a vital role in vocabulary acquisition of students in primary school.

## **PART 1**

### **THE ROLE OF FOLK SONGS IN ENGLISH LANGUAGE ACQUISITION**

A considerable amount of literature has been published on the topic of using folk songs as a method of forming a language competence of students in primary school. Part 1 begins by laying out the theoretical dimensions of the topic and evaluates the influence of folk songs on learners' development. Some benefits of using folk songs are mentioned in this part. Among them are: the motivation, cultural knowledge and lexical knowledge of the students in primary school.

Despite the fact that folk songs have many advantages on learning L2 there are some negative features that occur while presenting the songs within the lessons. There are some disadvantages stated in this part of the study. In addition, activities, which can develop students' knowledge of the target language, are shown in part 1. Finally, the closing part is the widespread selection of examples of famous folk songs in the English language teaching practice.

#### **1.1 The benefit of folk songs in learners' development**

Without exaggeration, music was and remains the only language understood by all humankind. It is known as means of communication and a way of understanding between people in the modern world because it contains universal components that equally affect both living beings and the so-called "inanimate" matter. Very often music is the main source of English outside the classroom. Thus, using it in the lesson seems to be a good idea. Although some teachers may not be aware of the use of songs in the classroom. They may feel that such activity is not appropriate for activities that are often challenging problems. In addition, teachers may think that using music can create chaos or students may be reluctant to sing. The following section attempts to provide a justification for the use of folk song activity in English language learners and show the benefits of them in teaching L2.

According to a scientific study, "Effectiveness of Music on Vocabulary Acquisition, Language Usage, and Meaning for Mainland Chinese ESL Learners" [35] researchers suggest that folk songs allow the students to access more complex language than teachers might otherwise teach them. The following paragraphs prove how songs helps our students to gain a richer understanding of the English language as a whole.

Firstly, the researchers state that many songs are quite catchy, and it helps students to learn them and they deal with the question of is it that actually makes them catchy, from a musical perspective [35].

Songs usually contain clear musical phrases, which correspond with the structure of the lyrics if they were written as sentences. The length of the phrases is usually quite consistent (for example, two-or four-bar phrases), and these phrases are often repeated (consider Eency Weency



Spider, in which the initial musical phrase is either repeated or imitated for each of the following three phrases) [31]. This consistency in rhythmic structure allows songs to be familiarized quickly.

Authentic songs, to which folk songs belong, are a bright collection of culture symbols, concepts, myths [7]. According to some researchers, the importance of the use of songs in foreign language teaching is difficult to overestimate for:

Song material allows students to get acquainted with the universal values and enrich their spiritual world

Songs teach students to see the beauty of nature and human feelings

Song genre vividly reflects various aspects of social life of the people of the country of the target language and cultivates respect to the country of the studied language

Lyrics is the material that children like and care, and, consequently, they get positively charged for learning it

Kashchuk believes that learning a language through songs gives good effect. This is both a fun and effective method of mastering language material. Through singing, students develop good pronunciation and auditory memory due to complex factors such as rhyme, harmony, tone, melody [4].

Rhymed lyrics can be used successfully in EFL class for presentation new language phenomena. Goebel advocates the idea that music has the potential to realize the educational objectives in EFL class. The proponents of the theory that songs play a great role in teaching foreign languages Golovina and Umanets state that rhymed texts are memorized much easier because of the exploitation of such types of human memory as auditory, imaginative and motor.

Zabolotneva thinks that songs require a special approach to choosing teaching methods. In order to have the song become a part of the learning process, it is necessary to use non-traditional ways of teaching and to make the process of learning communicatively orientated by developing exercises of creative characteristic based on lyrics [33].

The authors share the viewpoint of Komarova who highlights the problem of selecting and choosing the proper songs for the educational purposes. In this regard, a compilation of English poems, rhymes and songs by Nekhorosheva also drew the authors' attention [4].

Thus, literature review showed that a good number of educators in Russia recognize the importance of the use of music, precisely songs, in EFL class; the role of folk songs in EFL class has not been thoroughly studied in spite of the fact that folk songs constitute one of the brightest and richest genres of folklore which most fully embodied folk traditions and nations' world perception [3].

### **1.1.1 Motivation**

According to some researchers at the early stages of learning a foreign language, the developmental aspect is a priority since the younger learners has a particular sensitivity. Folklore lyrics contribute to a comprehensive development of personality, affects memory and imagination, creates motivation for learning to foreign language acquisition and helps to master emotional experiences in communication [3].

Working with these folk songs stimulates imaginative thinking, it renders influence on the emotions of the person and his or her figurative and artistic memory, makes it possible to better understand the means of expression of the language being studied, the nature of thinking of the people, its national originality, promotes the development of students' creative abilities. According to one of the researchers [3], the works of folk art have huge linguistic and cultural potential, since folklore is not simply associated with folk life; it includes the part of it. Certainty, rhythm and melody of the lyrics attract elementary school students, forcing them to repeat, sing, clap, it eliciting joy and interest in learning English for kids, to study entire couplets, to play songs, which promotes the development of oral speech.

In addition, playback and singing of folk songs in and remove the fear and self-doubt of individual students, contributes to a favorable atmosphere and harmony in the lesson, makes the process of learning a foreign language more fun. In addition, researchers suggest that feeling of joy and motivation is a intensively raised while using folk songs within the English classroom in the primary school. It also has a beneficial effect on learning outcomes. Students finally can freely use foreign words in speech; it is easier for them to learn the language material with the help of songs. Finally, there is a sense of satisfaction during the lessons.

### **1.1.2 Cultural and historical knowledge**

According to several studies, listening to songs is an excellent way of learning about the culture of a specific country, as well as the language that is used inside the cultural community, as language is one of the branches of culture. Some researchers remark that songs include within themselves a meaningful piece of social information [9].

The texts of folk songs contribute to high moral qualities and instill the love to folk music. With an early age, children get used to the idea that work should be valued and respected; folklore lyrics instilling them with qualities such as diligence, perseverance, commitment, patience to overcome difficulties and preparing them to future work. Folklore texts bring not only love to work but also to homeland –to its location and climate, nature, everyday life and language.

Songs are taught to respect their relatives to be patient and docile with them. Thus, folklore texts unobtrusively teach children how to make the right choice between good and evil, friends

and loved ones, teach to be respectful to each other, to sympathize and empathize and, conversely, it helps to avoid features like selfishness and indifference.

Thanks to folk lyrics, students learn about the language more deeply. It is important to note that the texts of English folk songs also help in the formation of the main qualities of the personality, capability of intercultural communication: the willingness and desire to communicate with a native speaker, tolerance, ethnic, social and racial tolerance, willingness to comprehend socio-cultural portrait of the country of the target language. Finally, folk music often praises the beauty of nature, and contributes to the development of aesthetic feelings [9].

### **1.1.3 Linguistic knowledge**

It is investigated that learning English with folk songs allows, firstly, to increase vocabulary of students through acquaintance with new words. Folklore texts help to correlate a specific lexical units, master the skills of choosing and using vocabulary, as well as its semantic perception in the text [9].

Secondly, grammar is worked out better in folk songs : the knowledge of the tenses is taught in English language, e.g. Present Simple and Past Simple, articles a, an and the, plural of nouns, verb have got, verb to be, modal the verb can, constructs “Let’s do... and ... like (s) doing”. In addition, “There is / are”, personal, possessive and demonstrative pronouns, quantitative numbers from 1 to 10, the word order in the sentence, and more allows students to successfully use the target language in daily practice. Third, folk songs contribute to improvement of pronunciation.

Finally, children are much more interested in the process of learning. Because of folk songs, the correct pronunciation of words and phrases is developed as well. if they are presented in rhyme form. Folklore can be used when practicing difficult for learning sounds and sound combinations as well [35].

### **1.1.4 Disadvantages of using folk songs in the classroom**

Among the disadvantages that researchers have stated about the use of songs in primary classroom. One of the researcher, in his work “Music and Songs” exposes some disadvantages of the use of the songs:

- Teachers do not take the music seriously.
- It can disturb adjacent lessons.
- You can lose control of the class easily.
- The vocabulary of the songs is too poor.
- Expressions are different to the rules of grammar and it can lead to many mistakes.
- Teachers do not know how to develop material successfully.
- Classrooms may need media. o A teacher or student may not like singing.

- The songs go out of fashion soon.

After the mentioned opinions I can deduce that the use of songs in the primary foreign language classroom has more advantages than disadvantages [9].

In addition, songs have many good aspects, there are some less positive concerns about music and songs teachers should regard in the language classroom. Researchers writes that loudly playing songs may disturb neighboring classes. Moreover, some learners get too excited and may forget about the discipline. Another issue is the fact some students may disagree about musical pieces and they have dissimilar musical tastes. Teachers often complain that the learners just want to listen, not work. More importantly, many songs may be intelligible for students since they contain many colloquial expressions and the pace is too fast.

## **1.2 Listening activities with traditional songs in English lessons**

### **Pre-listening activities**

There are many ways of exploiting songs in the lessons. One of the researchers suggests following list of activities which are possible to do when practicing listening for comprehension – “listening and making no response, listening and making short responses, listening and making longer responses, listening as a basis for study and discussion” [19].

Motivation is probably one of the most crucial aims of this activity as it is very important to make the students interested in the text they are just about to listen to and make them curious about the topic.

- “Listen and respond”

As an activity for the follow-up of the listening to songs, some type of question and answer activity might be used.

- “Listen and write”

According to Hubbard, this type of activity can be used in two ways, either writing down all the lyrics of the song while listening. For this kind, a song that is simple enough must be chosen. Another activity, which includes writing, might be the so-called “gap-fill” exercise for songs which are already more demanding in the amount of lyrics.

- “Listen and do”

Series of action or miming the lyrics of it is another possibility of exploiting songs.

- “Listen and point”

There are many possibilities of exploiting the listen-sing-point activity use as an example a jazz chant – I like coffee, I like tea, I like Harry and Harry likes me. A well-known song “Point to the ceiling, point to the floor,” can help with practicing certain vocabulary items. The melody which children once learn can be exploited and we can add different words and change the subject of practice [19].

### **While-listening activities**

While-listening activities represent a series of comprehension activities which are aimed to help in developing various listening sub-skills. It is very important, especially with young learners, to be very precise on the level of explanation of the activities which the pupils are supposed to carry out during the listening.

The while - listening stage involves the activities or tasks which the pupils are asked to work on during the time of the listening itself. As Mary Underwood mentions, their purpose is “to help learners develop the skill of eliciting messages from spoken language”, Shelagh Rixon describes them as “guiding students’ listening” or as assisting the pupils to focus on the important pieces of information [31].

According to the researchers, during the listening itself, the pupils should not be expected to answer in long and complex responses. The author argues that the focus should be put on the understanding and concentrating on the listening, “rather than worrying about reading, writing, grammar and spelling.”

#### Gap-fills

The easiest and most common way to exploit grammar with the help of songs is to design gap-fill exercises. A gap-fill exercise is an exercise in which words are removed from a text and replaced with spaces. The learner has to fill each space with the missing word or a suitable word. In order to focus the activity on a particular area of grammatical structures, parts of the lyrics can be eliminated. The lyrics of the song can be edited and the blanks can be added for making a cloze exercise for the learners to complete. Doing the cloze the student is required to supply elements that have been deleted from a text. One possibility is to blank the verbs and ask the students to listen to the song and fill in the blanks. The other way is to ask the students to complete the blanks before listening with giving the base form of the verbs in the brackets.

The exercise can be made even more challenging for stronger students by not giving the verbs at all, so that the learners have to determine the verbs themselves. As there may be more than one suitable verb considering the context, the exercise can be discussed and analyzed after listening to the song and correcting the lyrics [8].

#### Prompts

Learners are asked to create complete sentences from given prompt words. Different grammar structures, prepositional phrases are supposed to be kept in mind. Song listening, answer check and mistake explanation finish that kind of exercise.

### Multiple choice

In a multiple-choice test or question, one has to choose the answer that one thinks is right from several possible answers that are listed on the question paper. As the variety of tense forms and grammar structures in songs is vast, the exercises can be designed on different tenses – single or mixed types, the use of infinitives after modal verbs to name just few options.

### Recognizing tenses

Learners have to recognize different tense forms in a song. They have to underline the tense in lyrics and provide general rule(s). Another option is that learners underline different conditional sentence forms and provide general rules.

### Transformations

Learners are given a synonymous sentence in a song and asked to transform the sentence using a specific word, which produces the lyrics of the song. Changes of 27 person, time and tenses from reported to direct speech can be practiced with such kind of exercises.

### Error correction

In order to highlight a particular grammatical form, learners are given certain changed grammatical forms that they are supposed to correct while listening.

Irregular verbs while listening to a song, learners have to recognize verbs and they have to divide them into regular and irregular verb columns [28]. Later they have to provide three forms of irregular verbs with translations. Learning irregular verbs can be through rap(ping).

### Word order

Students often struggle with placing auxiliary verbs into questions. A good song for remembering the correct word order is ‘What does the fox say’ by Ylvis .

### **Post-listening activities**

Post-listening activities cover the tasks which come after the listening itself is completed. As Mary Underwood mentions the activities included in the post-listening activities can reflect on the work which was done already during the pre-listening or even while-listening stage, however, it can also be related to the listening text only very loosely.

During the last stage according to Rixon ,the pupils use the information gained for some other purpose when they are ready to look back or do some additional work based on the listening. When planning a lesson based on listening tasks, there are three stages which should be included in order to gain the maximum of it [4].

There are tasks, which are suitable to use for the pre-listening stage, different tasks which might be used during the while-listening stage and other for the last so called follow-up activities or post-listening stage.

### 1.3 Famous examples of folk songs

The article about “popular folk songs for children” by Espie Estrella demonstrated a list of songs suitable for using in the EFL classroom. The songs can develop grammar, vocabulary and pronunciation while using it in a method of teaching L2 to primary school learners.

Folk music comprises traditional songs that have been handed down from generation to generation and represents a country's heritage. It is often sung and played by musicians who may or may not be trained professionally. Instruments commonly used in the genre include accordions, banjos, and harmonicas.

Music education methods such as Orff and Kodaly use folk songs to teach important concepts, foster musicianship, and to respect musical heritage. Here are several children's folk songs, along with the description for usage in the classroom [18].

Song Title	Description
'She'll Be Comin' 'Round the Mountain' (1899)	Carl Sandburg made the song "She'll Be Comin' 'Round the Mountain" in 1927. This traditional song is also used as a kids' song and it comes from the Christian song, "When the Chariot Comes."
'Three Blind Mice' (1609)	Published hundreds of years ago, "Three Blind Mice" has existed in lyrics and has been adapted by many songwriters. Today it is a nursery rhyme and musical round. The thought that it was written about three men who tried to plot against Queen Mary may just be a myth, because the earliest published lyrics from 1609 don't have the mice being harmed.
'Take Me Out to the Ball Game' (1908)	"Take Me Out to the Ballgame" was a Tin Pan Alley song from 1908 that later became an anthem sung at baseball games as well as a children's traditional song. The lyrics that most people sing as the entire song are actually the chorus of a much longer song.
'Skip to My Lou' (1844)	Children's song "Skip to My Lou" is said to have been a partner-stealing dance game popular in the 1840s, and it's possible that Abraham Lincoln danced to it.
'She'll Be Comin' 'Round the Mountain' (1899)	It is a famous children's song which is very melodic and it was written in 1899.

'Row Row Row Your Boat' (w. 1852, m. 1881)	This song is a famous children's song and nursery rhyme "Row Row Row Your Boat" is often sung as a round and sometimes includes the play action of rowing. The song is from 1852.
'Ring Around the Rosie'	"Ring Around the Rosie" first appeared in print in 1881. It's likely just an urban legend that it's about the plague; it's more likely that the song was for a "ring game" that children played, as the tune is sung while children hold hands and circle around, then fall to the ground on the last line.
'Pop Goes the Weasel' (1853)	The original version of "Pop Goes the Weasel" was written in the 1850s, but the published version was done in 1914 in New York City.
'Old MacDonald Had a Farm' (w. 1706, m. 1859)	One of the most popular nursery rhymes, the song for kids "Old MacDonald Had a Farm" is about a farmer and his animals and uses the sounds of animals in it.
'Mary Had a Little Lamb' (1866)	This song is an American nursery rhyme "Mary Had a Little Lamb" was originally a poem called "Mary's Lamb" and was first published in Boston by Sarah Josepha Hale. The nursery rhyme version is here.
'London Bridge Is Falling Down' (1744)	The English nursery rhyme lyrics that became "London Bridge Is Falling Down" may date back to the 17th century, but the current tune and lyrics were first published together in 1744.
'Home on the Range' (1873)	The lyrics to "Home on the Range" were first published as a poem in the 1870s. The words are by Brewster Higley, and the music is from Daniel Kelley.
'He's Got the Whole World in His Hands' (1927 First Published, Spiritual)	"He's Got the Whole World in His Hands" is a traditional American spiritual that was first published in 1927, though the song is older than that.
'Here We Go Round the Mulberry Bush' (1857)	Similar to "The Wheels on the Bus," the nursery rhyme "Here We Go Round the Mulberry Bush" is also a singing game for children. To play, kids hold hands and move around in a circle to alternating verses.



'Baa Baa Black Sheep' (1765)	"Baa Baa Black Sheep" was originally an English nursery rhyme that, in spoken form, may date back as early as 1731.
'A-Tisket A-Tasket' (1879)	"A-Tisket A-Tasket" was made in America and used as the foundation for a 1938 Ella Fitzgerald recording. First recorded in the late 19th century.
'Aiken Drum' (1820, Traditional Scottish Song)	"Aiken Drum" is a Scottish folk song and nursery rhyme that probably comes from "Aikendrum," a Jacobite song about the Battle of Sheriffmuir.
'Twinkle Twinkle Little Star' (1765)	Popular folk song "Twinkle Twinkle Little Star" takes its lyrics from a poem by Jane Taylor, which was published in song form in 1806.

Songs presented in the chart can be used for primary school learners in the classroom. They can develop pupils' skills of listening, pronunciation and grammar because of their catching rhythm and melody with repetitive words and phrases. Therefore, traditional songs represent an important insight into English-speaking countries' culture and can increase motivation and cultural awareness of students in primary school. The only disadvantage that I can mention is that such songs sometimes contain difficult and old-fashioned vocabulary. Despite of this fact I can state that it is beneficial to use traditional songs in the ESL lessons in primary school [34].

Consequently, the first chapter of the study has shown that music is a natural and universal exchange between people. It can harmonize and balances the interaction of the brain that in turn can improve human's attention, concentration and memory orientation. What is interesting that the researchers state while defining the origin of words music and song that they entail some kind of inspiration for everyone. Even in pre-agrarian age people tried to imitate sounds they heard around them. Some of the researchers explain that we hear music from the beginning of our lives while babbling the voices of our parents. The prominent educators and musicians are convincing the fact that music helps to develop a person and have a great influence on development of the creative imagination of the child and his ability to cause the current images. Song as a rule contain rhythmic structures which allow students to familiarize them quickly. Furthermore, using songs in classroom help learners to acquire all skills of English language [34].

At least we have come to a conclusion, that using songs in classroom is an excellent decision because in case of effective learning students need to develop a positive attitude towards learning. Therefore, songs may arrange a relaxed classroom atmosphere and can encourage the use of imagination and creativity during foreign language learning. It is also proved that, as foreign

language learners usually speak the language with an accent, songs can be a helpful and effective way of improving phonetic skills and noticing differences between sounds. The important part of this chapter is the selection of activities to work with in the lessons with the help of songs. The choice of songs has to be well prepared according to the aim of the lesson, to the age and level of students as well as their musical tastes.

In addition, songs have to meet the criterion of being fun for learners to sing along. Finally, the last part presents the collection of songs which are divided into several categories.

## **PART 2**

### **FOLK SONGS IN TEACHING VOCABULARY**

For the last two decades, English as a foreign language methodology has been actively considering the possibility of using music and songs in class. The role of folk songs in EFL class has not been thoroughly studied in spite of the fact that folk songs constitute one of the brightest and richest genres of folklore which most fully embodied folk traditions and nations' world perception. This part comprises the ability of songs and specifically folk songs to influence the development of four main skills of language. Moreover, it reflects the knowledge about the vocabulary acquisition of students in primary school with the help of folk songs.

#### **2.1 Main skills acquisition with the help of folk songs**

Many pedagogical activities, tasks and exercises according to the aim of the lesson or the goal to be achieved can be designed around songs to enhance the four skills of listening, speaking, reading and writing tasks, as well as grammar and vocabulary [8].

The study of English folk songs allows, firstly, increasing vocabulary of students by exploring new vocabulary and consolidating friend. Folklore texts help to correlate specific lexical unit with others, to master the skills of selection and use of vocabulary, as well as its semantic perception of the text.

Secondly, in folk songs are better practiced in the field of grammatical: they develop the knowledge about the verb tenses in English, for example, Present Simple and Past Simple, articles a, an and the, plural nouns, verb have got, verb to be, modal the verb can etc. There are structures like "Let's do/... and ... like(s) doing...", "There is/are, personal, possessive and demonstrative pronouns, cardinal numbers from 1 to 10". Also, students can learn about the order of the words in the sentence that allows them to successfully use data structures in everyday practice. Thirdly, songs contribute to improve pronunciation. Children are much more interesting and easier to work on the correct pronunciation of words and phrases if they are presented in rhymed form. Folklore texts can be used when developing difficult for students of sounds and sound combinations. It should be noted that, working on correct pronunciation of sounds should also to pay great attention to intonation [8].

Consequently, work with folk material can be divided by aspects of the lexical, grammatical and phonetic, but we must not forget that such a division can only be conditional, since these aspects are interrelated and not separable from each other. The use in the process of learning the texts of folk songs helps learning such basic activities as reading and speaking. Reading this case is considered as a goal and as a means of teaching foreign language culture. Considering reading as a goal, we set ourselves the task improve reading skills with General and detailed

understanding of information. In the second case, texts, English folk songs represent the basis for analysis of their content.

Communication that the teacher organizes based on folk lyrics, is natural and is true character. It is built around topics and issues related to the culture of the native country and the country of the language being studied, which may be of interest to elementary school students. Due to age the specifics of the students communication in the lesson includes the use of both native and English to express one's own opinion.

Some researchers suggest that activities such as answering concept questions about grammar features in a song can be combined with searching the song for antonyms or identifying certain pronunciation patterns. If the song is used as an exercise, students can be asked to do gap-fills, transformations, pronunciation drills using lyrics of a song. As foreign language learners usually speak the language with an accent, songs can be a helpful and effective way of improving phonetic skills and noticing differences between sounds [18].

Listening to folk songs helps to achieve native-like pronunciation, claim Spicher and Sweeney. A similar thought is expressed by Fomina [6], who has stated that song melody influences speech intonation and memorization. As stated by Saricoban and Metin songs are "precious resources to develop students' abilities in listening, speaking, reading, and writing." They maintain that a variety of language items like vocabulary, pronunciation, grammar and sentence patterns to name just a few, can be taught by using songs [18].

### Listening skills

Listening comprehension is an essential skill. It enables students to participate well in communicative situations and become proficient in English. In order to make the most of the activity it is essential to introduce the goal before listening, e. g., if the students know that the post-listening 21 tasks will be about giving directions, they focus on that vocabulary. There are several possible activities to develop listening comprehension skills

A gap-fill exercise. Students listen to the song and fill in missing words.

Students have song lyrics on paper. Some words are given as pairs and they have to choose the correct word. [14]

Teacher has made several changes in the song lyrics and students have to change them back. (e.g., opposites are used, tense forms are changed).

Students listen to a song and write a short summary of what the song is about or draw a comic strip. The song students listen to has to tell a story (e.g., "Someone like you" by Adele). This activity is for more advanced students, otherwise a simple song has to be chosen.

Students have separate words from a song and they have to recognize missing word(s) while listening.

Raise hand, knock with your pen or shout stop when you hear a new word.

Using songs is a good way to practice the up and down rhythm of English.

Dictation is also a good activity for practicing listening skills. Learners have to write down sentences using their knowledge of spelling, punctuation or different language structures. A listener has to decode what they hear and by linking sounds to the language knowledge, listening abilities are improved. Using songs also gives the idea of natural rhythm and stress of English. Short and slow songs are best for dictations, e.g., "Cannot Help Falling in Love." Song dictation can also be mixed with read dictation if some sentences are too difficult to catch [12]. One way to vary whole song dictation is by removing certain word groups, e.g., verbs from the lyrics.

Dictations can be successfully linked with other parts of the lesson like discussing new topics, vocabulary work or revising different areas of grammar.

### Speaking skills

There are numerous ways to improve students' speaking skills with songs. Conversations can be encouraged on various topics:

Students are given a song's title and everybody can say what they think the song is about

Students express and defend their opinions about songs.

Students explain how they feel when listening to the song, or how the author might have felt.

Topical issues can be discussed.

Oral Song projects – students are given a singer, band or musical genre and they are expected to prepare an oral (or written) presentation including all important information about it.

Contrasting or comparing two styles or themes is suggested by Clare Lavery. In her example two songs with similar themes are chosen (e.g., 'You've got a friend' By Carole King and 'You're my best friend' By Queen.) Students work in two groups listening and analyzing a different song. Afterwards they prepare a presentation and later general discussion follows [22].

### Reading skills

Not only do folk songs offer possibilities to develop listening and speaking skills, but there are also exercises and activities to improve reading skills. It would be good to remember that longer songs are well suited to practicing reading:

It is always good to translate song lyrics. Although, some adapting has to be made in order to deliver the message.

Circling, underlining or highlighting certain word groups or categories is a good practice. Students will be able to use the context of a song to learn new vocabulary.

Spotting the mistakes can be used to both develop and test student's proofreading skills.

Groundwork requires finding a song that contains grammar or vocabulary mistakes. Students have to detect mistakes as well as correct them. The amount of errors can be mentioned before listening. Correcting mistakes in writing helps to develop proficiency with grammar as well as writing skills [18].

### Writing skills

A great way to improve writing skills is by writing lyrics. There are different options to do the activity. Firstly, students are given a main theme and melody. They then write their own verse(s). Secondly, students add verses after they have listened and/or done other activities with a song. A good song for that activity is "Don't Worry, Be Happy" by Bobby McFerrin.[27] Most students know the song, it has nice rhythm and the last phrase is repeated several times. Both activities can be done individually as well as group or pair work. Singing the song with new lyrics can follow.

Another writing skill improving activity highlights mix-ups with easily confused words. Teacher creates a copy of the lyrics to a song and deliberately changes some of the words to ones that students would easily confuse with the original words. Students should write correct words while listening to the song.

Translating song lyrics is considered to be quite challenging and it will be an option for more advanced learners. Students translate the lyrics of a song so that it can be sung with the same melody as the original one and it carries a similar message.

## **2.2 The importance of teaching vocabulary in primary school**

Although the answer to this seemingly apparent question is easy, it must be explained, as teaching any part of a language has to be firmly supported. Effective foreign language learning necessitates assimilation of all four skills, grammar, vocabulary and pronunciation. The famous proverb says "actions speak louder than words." Yet, very often these are the words that convey one's information. Basically, it is impossible to imagine what life would look like if there were no words [11]. "No matter how well the student learns grammar, no matter how successfully the

sounds of L2 are mastered, without words to express a wide range of meaning, communication in L2 just cannot happen in any meaningful way". Thus, the goal of vocabulary teaching shown in this citation is being able to communicate. The author underlines the significance of vocabulary over grammar and pronunciation. Next, he also adds that vocabulary often seems to be the least well catered for of all the aspects of learning a foreign language [2]. Next, the author adds that the reason of communication blockage is unfamiliarity of indispensable words, whereas the fact that the sentence may be grammatically incorrect is not of a big concern. Additionally, she points out that without vocabulary exercise no speaking, listening comprehension, reading and writing developments are possible.

Vocabulary is fundamental to foreign language teaching because without adequate vocabulary students cannot not only express their own ideas but also comprehend others. This is how Wilkins summed up the importance of vocabulary learning: "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Even without grammar, with some useful expressions and elementary words, people may manage to communicate at a basic level. When going abroad, people firstly learn basic vocabulary because it helps them to exchange information with native speakers of a given language. If a person wishes to communicate, lexis and the minimum knowledge of grammar is useful, not conversely [31].

Due to the knowledge of vocabulary, the potential user of a language is capable of communicating. Within reading activities, students would not manage to understand a text, if they did not acquire enough vocabulary items. Similarly, the same scenario would develop while listening apprehension. Some researchers claim that it is known that students like learning new vocabulary. Not only they are curious of what a new word looks like, how it sounds, but also what it means. The authors add that students simply love experiencing with new lexical items, particularly with sounds. Some children are surely fond of practicing them while doing varied pronunciation training. Still, even if children tend to forget words, developing and building new lexicon are the most essential principles while talking about teaching a mother tongue.

Nonetheless, it is also worth remembering that vocabulary plays the fundamental role both in the course of learning and also in real life. Words describe things and carry the meaning. Additionally, it is nearly impossible to communicate with others using only grammar, notably when talking about young learners who do not operate advanced grammatical structures. Finally, the authors propose that the teachers should spend more time on practicing and developing new language items [10].

### 2.3 Effectiveness of using traditional songs in vocabulary acquisition

According to the researchers' point of view songs are one of the most charming and ethnically prosperous resources that the teachers can easily use during verbal communication in classrooms. Songs propose a change from habitual classroom actions. They are the valuable resources to expand students' abilities in listening, speaking, reading, and writing. They can also be exercises to teach a variety of language matters such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. Learning English in the course of songs also affords a non-threatening ambiance for students, who usually are tense when speaking English in an official classroom location. Songs also give new insights into the target traditions. They are the means in the course of which educational topics are presented successfully. While they supply genuine texts, they are inspiring. Prosodic features of the language such as stress, rhythm, intonation are presented through songs.

As some researchers stated language forms a man – the representative of the humanity, it determines his or her behavior, lifestyle, national characteristics, the ideology and mentality.

As a means of human communication, and therefore social and national in nature, language can not carry on prints features of the worldview and cultural values specific to this language learning community. All of this is reflected in the folklore of the people.

In recent years, folklore and traditions, as the inexhaustible source serves in the development and education of the person. In the time of K. D. Ushinsky argued that the education must be popular, otherwise it will be powerless. This is due to the deep spirituality and wisdom of folk art, functional features of folklore and the continuity of the process of transmission of national culture from generation to generation. Folklore most fully conveys the whole picture of national life: brightly depicts the life of the people, reveals their emotions, reflects their knowledge of life and nature, for example the weather. [18].

It was repeatedly noted that the students of preschool and younger school age are still lacking a valid explanation of learning language, so it is important to motivate children, to attract their attention to a new kind of activities to make learning English fun and entertaining, and such opportunity is provided with the help of English folklore music.

Many methodologists and educators which were working with children of preschool age and younger school-age children, noted the importance of using folk songs at the lessons of English language .Some researchers give the following arguments for the use of such works: first, poetic language is present in songs, also songs are the text material that kids love, they care, and therefore lead to positive emotionally charging, which greatly contributes to the learning of the material. Second, lyrics and songs are beautiful material for working out the rhythm, the intonations of foreign speech as well as improve pronunciation of young learners.



Additionally, the authentic folk material, helps in comprehension of language in context of cultures, also, when working with folk songs we train the repetitive statements or perceptions of the same words with students. Repeated playback of a song is not perceived as artificial, and thus when working with folklore texts there is a "repetition without repetition", which makes the study of vocabulary, grammar and phonetics entertaining for elementary school learners [14].

Thus, the main objectives of the use of folk lyrics English lessons in elementary school include the following: it helps in the formation of phonetic, lexical and grammatical skills of the language ; in the development of the skills of listening, reading and speaking, motivates of interest and the helps in upbringing of the respectful attitude of students to the culture of the country of the studied language. In addition, it raises the awareness of their own cultural traditions, the helps in the formation of the ability to compare, analyze and think independently. Finally, the introduction to the traditional folk culture is expanded due to the using of folk songs within the classrooms.

## **PART 3**

### **EXPERIMENTAL RESEARCH**

#### **3.1 Background to the Study**

The study was designed in order to examine the importance of folk songs and especially traditional songs when teaching a foreign language to very young learners of primary school.

The aim of the research was to see if the use of songs within the classroom helps the young learner's acquisition of vocabulary, practice the basic knowledge of grammar as well as develop the pronunciation skills of the students of primary school. Besides that, the research shows how folk songs can affect ESL learners' motivation, and to what extent will the use of traditional songs raise their cultural awareness of the target language.

In accordance with the set objectives in the study, the experiment was conducted with the aim to monitor, analyze and assess the effectiveness of using folk songs in mastering students' basic skills of English language.

The other main objective of the research was to examine to what extent teaching English language with the use of folk songs has impact on better language acquisition. The other aim of my study was to learn about the influence and the effectiveness of using folk songs in primary school as well as to compare the strengths and weaknesses of it. An experimental training was chosen as a leading research method.

The experimental training was conducted for students at 1<sup>st</sup>, 2<sup>nd</sup> and the 3<sup>rd</sup> grades. The elementary students (6-8 years old) belong to the Munkácsi II. Rákóczi Ferenc Középiskola state school in Mukachevo. Approximately 40 students took part in the experiment: 3 control groups of 10-15 students in each.

Teaching young learners English language with the help of folk songs is an effective method used by teachers of ESL. It strengthens and promotes language learning from the beginning of learners' school years. Children are capable of showing not only an ability to imitate sounds and expressions, but also exhibit greater flexibility, spontaneity, and eloquence than young adults or fully-fledged adults. A descriptive research on the effect of English and American folk song lessons has been conducted in order to achieve the goals mentioned above. In order to follow the curriculum songs that were chosen by me were connected to the current topic of lessons in each grade. They were chosen from reliable sources and course books.

The procedure presented in this part is described in the lesson plans. During the experiment the activities were divided into several parts: pre-teaching activity, while-teaching activity, post-teaching activity parts.

### 3.2 Participants

In accordance with the set objectives in the study, the experiment was conducted with the aim to monitor, analyze and assess the effectiveness of using folk songs in mastering students' grammar and vocabulary in the target language in EFL classes.

The experiment took place in Munkácsi II. Rákóczi Ferenc Középiskola. The subjects of the study were learners from 1st to 3d grade of primary school. The research was carried out among 3 classes, each comprised of eleven- fourteen participants aged from six to eight, who were in the first, second and third grades of primary school at a beginner levels. The students had two lessons of English each week. All the participants started their English education at the age of six in the first class of the primary school so they have been learning it for five years. The book which each group used was called "Англійська мова" Карп'юк О. Almost all of the pupils had no contact with English outside the classroom.

### 3.3 Instruments of the Research

In the following part, I will describe particular plans of lessons that I have prepared with using folk songs in the classroom. These lessons will be subsequently taught at the primary school Munkácsi II. Rákóczi Ferenc Középiskola in four different classes from the 1st grade to 4th grade.

Apart from the plans including detailed description of the lessons and also my expectations, I will also provide follow-up reflection and evaluation of the lessons. I will therefore compare the theory with the practice of real teaching. I will evaluate the strengths and weaknesses of my research. The main aim of this part is to put the theoretical background into the practice and use some of the song activities, which I described previously in the theoretical part. I will try to find out ways to use songs effectively in language teaching and I will also focus on the skills being practiced by each activity. Among the skills are mainly vocabulary acquisition and grammar.

According to Ellis, G. tasks have three principal phases: Pre-task, which refers to various activities that the teacher and the student can undertake before they begin the task. During-task, centered on the task itself; it informs us teachers about whether the students are required to operate under time pressure or not. Post-task, which involves follow-up procedures on the task performance. Consequently, in order to design tasks based on songs (pre-activities, while-activities and post-activities) I should make sure that I develop learners' four skills of L2 in them [17].

Regarding to the lesson plans, I always put emphasis on pre-listening activities so that the students get motivated in the right way and have some idea what they can expect from the lesson. As I only have one lesson in each group and the students do not know me and are used to their usual English teacher, it is necessary to spend some time at the beginning of the lesson introducing myself and saying a bit about the purpose of me being there as well as to use greeting activities which are greeting songs in my case.

As well as including pre-listening activities in the lessons, I also find importance in during and post-listening activities. Therefore, one of my main aims was to find out how students felt while listening to the song, what they thought about the song, and discuss their opinions about the topic if possible. I did not want my lessons to be completely out of context, my aim was to arrange the lessons so that they correspond somehow with the topic or grammatical structures students are dealing with during their usual English lessons. It is also important to mention that all the lessons are structured in accordance with The Educational Framework and often meet the cross-curricular topics.

For all of the lessons I created my own worksheets using the lyrics of the song that are taken from the internet site [azlyrics.com](http://azlyrics.com). The worksheets can be seen in the Appendices at the end of this thesis. As I believe, visual stimulation is very important when dealing with new words, I also use pictures found on the Internet. One of the important way of my method was to use the instrument – the guitar at the lesson so the students can be more motivated and interesting in learning process [30].

Every teacher may have his/her own way of using songs in his/her lessons. Regardless of the way it is taught, the key to successful use of a song is its application. That is to say that the presentation and activities have to suit young learners' characteristics, their mastery of the language and their interests. In order to accomplish this, a certain technique has to be applied. The suggested, but flexible, procedure is as follows [29]:

Set the context.

Use visual aids to introduce new vocabulary.

Play or sing the song to familiarize students with it. Do further listening activity.

Practice pronunciation (intonation, rhythm and stress). Encourage students to join in and do actions or mime. Repeat the song several times.

Give students written text of the song.

The text can further be used for multiple activities, such as: gap-fill, listen and sequence, illustrate, match pictures with line, etc.

Invite students to compare the song with a similar one in their own language.

Sing the song with the whole class.

Just as with any listening activity, songs are used following the three stages. One of the researcher, in his recent article, however, suggests pre-teaching activities, while-teaching activities, post-teaching activities. The proposed stages, nevertheless, can be used with children for any type of songs. As Sevik explained, in order to raise children's interest, in the introductory

part of the lesson, teachers should show visuals related to the vocabulary in the song and ask them to predict the content. Then, using visuals accompanied with actions, the teacher reads and explains the title of the song. Next, the teacher asks students to say any words in English that they can associate with the title of the song and write those words on the board [22].

Lastly, the teacher uses actions and pictures that are already prints to explain the meanings of new words.

The comprehension of the song comes along with while-listening activities. At this stage, students are required to participate actively while they listen to the song. However, the song has to be played multiple (at least three to four) times so that students can learn the song and accompanying movements.

When listening to the song for the first time, children do not do anything except listen to the music and the words.

The second time children listen to the song, they watch the teacher singing and doing the actions. Children still do not sing, but only do the actions.

The third time they listen to the song children try to sing along with the teacher.

And finally, while listening to the song the fourth time, children sing along with the song or the teacher and do the actions. This stage can be repeated several times [32].

### **3.4 Procedures of the research**

The prominent goal in this study was to prove that folk songs can significantly increase students' interest in learning speech, and grammar patterns in a meaningful way as well as enrich the vocabulary. The other main objective of the research was to examine to what extent teaching English language with the use of songs has impact on better language acquisition. The other aim of my study was to learn about the influence and the effectiveness of using folk songs in primary school. At the same time this study aimed to identify the perceptions of the foreign language learners or more precisely of primary school pupils about use of folk songs through some lessons that were devised by me by enriching the songs with some activities including four main skills for foreign language practice specifically in fields of grammar and vocabulary.

In the following part I will provide follow-up reflection and evaluation of the lessons. Activities were introduced as pre-, while- and post- listening activities. They involved the students' interest and gave pleasant results.

The first stage of the listening conducted by me was pre- listening activity. Pre-listening activities are used to prepare students somehow for the main listening itself. There are several aims to these activities. It can activate students' knowledge of a particular topic or, on the other hand, it can provide them with necessary information before the actual listening, or motivate them for the actual listening [25].

One of the researchers mentions that there are two main aims of pre-listening activities:

1. To create motivation (perhaps by asking learners to speculate on what they will hear)
2. To provide sufficient context to match what would be available in real life

In addition, one of the targets for the researchers in this study was to elaborate a series of training activities and exercises. An experimental training was chosen as a leading research method.[9]

### **1<sup>st</sup> grade**

When Grade one learners enter school, they are unfamiliar with the whole school system, what is expected of them and even why they have to come to school. Nevertheless, they do not have a full view and understanding of why they have to learn a foreign language. As ESL learners, they experience much anxiety and fear. The teacher has to interpret the spoken word for the learner and should be inventive and on the lookout for opportunities to be imaginative. When creatively occupied, the learner feels joyful and free. While learners are singing, vocabulary and language structures are learnt incidentally and spontaneously, and are carried over to conversation situations [28].

Young learners display an early aptitude for both music and language acquisition, including a foreign language and both can be developed in a stimulating. Music is a way of learning language structures and vocabulary, which in turn develops conversation skills. Music and singing in L2 teaching is very valuable and it must be used for new vocabulary or new structures in language [28].

I suggest that greeting songs are great to start the day, it is normal in all cultural groups. For ESL learners, this is a way of learning to greet in the new language. Greeting someone is the main feature of this song. The structure “hello everybody” is included in the song I chose for the lesson. Also question structures are included; “How do you do”? The following song may also be used to foster the new vocabulary of the ESL learner [33] (see App.1).

Before listening to the song I introduced the structures “how do you do” and “hello everybody” to the classroom and explained the meaning of them. After this the translation of words “ girls” and “boys” as well as “ today” was given. I asked them to repeat the words after me and then switched on the song.

The process of completing this activity was short. It took approximately 5-7 minutes to learn and sing along the greeting song.

As a result of listening to the song I can state that pupils were attentive and clearly understood the meanings of phrases and words. In order for pupils to remember better and to be able to sing along I turned on the song one more time.

In the remaining 20 minutes of the lesson I introduced the a song called “ See, see, see, three birds are in a tree” which is a Dutch folk song. The lyrics were expended by Dany Rosevear.

Apart from these objectives students are about to identify specific sounds and words provided them in the instructions and explained before listening to the song. Based on the instructions and the nature of the exercise, this activity develops manly listening skills. It could be further characterized as a while listening activity, as students should listen to the English words and focus their attention on particular sounds.

As it was mentioned vocabulary is the major skill being developed by this activity. The purpose of this song was to develop the learner’s visual, kinesthetic, musical, linguistic skills.

In addition, the aim of the songs was to develop the learner’s motor skills through listening, interacting and using Total Physical Response. I suggest that using this particular song would also make the classroom environment for the children safe and happy therefore they would communicate and learn. Moreover, monitor model keeping the filter low in order for the students to feel motivated, relaxed and enthusiastic to learn [24].

The cultural awareness will be also raised through the song, as they will discover how emotions, weather and greeting are expressed in the target language. Through interacting with the song the participants will also appreciate and value the English culture. Therefore, through the song the structures of daily language use will be encountered therefore this song will prepare the participants for the language that they will encounter in their daily life.

While choosing a song I personally took into an account the level of knowledge and the interests of 1<sup>st</sup> grade ESL learners. The activity was completed during the last 20 minutes of the lesson.

The song: “See, see, see, three birds are in a tree” (see App.1) was used to teach the vocabulary of birds, ducks, monkeys, tree, sing, chirp, swim etc. The aim of the lesson was for the participants to increase their vocabulary and to develop their speaking skills. One of the objectives of the lesson was to ensure that the children will be able to produce the target language structures (I can sing, bounce, swing, sing, swim). The purpose of selecting this song was to develop the learner’s visual, kinesthetic, musical, linguistic intelligences and interpersonal intelligence.

In addition the aim of the song was to develop the learner’s motor skills through listening, interacting and using Total Physical Response. Fine motor skills are developed beside the language skills. They are important because children learn to use a variety of tools and for school it’s usually writing tools. After all using this particular songs would also make the classroom environment for the children safe and happy therefore they would communicate and learn and at the same time their motivation will rise as well , they became relaxed and enthusiastic [25].

### **Stage 1: Pre listening activity**

Before listening to the song, a pre-teaching activity was presented. The teacher speaks about the song and its title. I explained to the learners that the song is about three birds, three ducks and three monkeys who are on their usual places and doing something interesting. We started with the birds. I ask them to show me how the birds can chirp and sing what the children willingly did. After this I ask the pupils to find something white and brown on their clothes and told them that there are white and brown ducks in the song and that they are swimming in a brook.

Finally, I spoke about the last characters in the song, which were the monkeys. I ask the pupils to tell me what they know about monkeys and what the monkeys can do. I taught them that monkeys are bouncing and swinging in the song.

### **Stage 2: While-teaching activity**

Further, the listening part followed and I played the song for the first time. The aim of the listening task was to familiarize learners with the material and what it sounds like. The students listen to the song without interruption so that they can hear the music and the lyrics well.

I find the activity more beneficial, motivating and interesting for them if I play it by myself. In my opinion they will express more positive feelings about the activity if the teacher uses. That's why I used the guitar. I sang three verses of the song so the children can listen to me and remember the melody. The song was originally played by Dany Rosevear who has a channel on YouTube . That was the place from where I heard and learned the song (see App.1).

After it pupils had a task to repeat new words in the song after the teacher. The words: monkey, birds, ducks were told aloud several times. A realia such as cards were used to demonstrate the new words in order to memorize them better.

### **Stage 3: Post-activity**

As Sevik , M. explained, in order to raise children's interest, in the introductory part of the lesson, teachers should show visuals related to the vocabulary in the song and ask them to predict the content [25].

In this activity the aim was to develop the memorization and communicative skills of ESL students. Pupils had to name the animal on the picture. Then I asked some pupils to come closer to me and pick a card. The task was to show the card when they hear the name of the animal. In order to activate the others they were asked to clap when they hear the name of the animal.

At further activity which aim was to develop the learner's motor skills through listening, interacting and using Total Physical Response fine motor skills are taught beside the language skills. They are important because children learn to use a variety of tools and for school it is usually writing tools. Using actions would also make the classroom environment for the children safe and



happy therefore they would communicate and learn and at the same time their motivation will rise as well , they became relaxed and enthusiastic [27].

Firstly, I showed some movements with my hands to the classroom and asked the learners to repeat them. I told them that at the words see and look they should place their hands to their foreheads and imitate like they are watching. After this, children were trying to use their fingers to show three monkeys, ducks and birds. When they completed this task, I showed them another action where I hide the finger when I hear “one can...” or “one is...” Then they had to move their hands upside down in the third verse (see App.1).

At the end of the explanation and the training I sang the song and showed the movements at the same time so the pupils could do it along with me. Then I played it and they were trying to sing and show the movements at the same time.

To summarize this lesson I should say that everything went according to my plan. Learners coped with the task and learned new words. I suggest that I covered all skills I wanted to practice with them and I was satisfied with all techniques that I used during the lesson. Therefore, pupils were very active and motivated. They asked to play the song more times but unfortunately the lesson was over. In general, I was very satisfied with the lesson and with the way learners worked in the classroom.

## **2nd grade**

As students in the 2d grade are currently dealing with the numbers, I have decided to choose a song according to this topic and practice mostly counting as well as new vocabulary. It is a traditional song called “Nick Nack Paddy Whack” (see App.B). I suggest that most of the students are familiar with the marching rhythm of the song and therefore it may be easier for them to follow the song and it can be more motivating for them. Apart from the vocabulary, because of the alliteration pupils will develop their speaking skills specifically pronunciation. At the same time the activities also develop listening skills, especially focused on the subskill of vocabulary.

The aim of the lesson was for the participants to increase their vocabulary and to develop their speaking skills. The performance objective of the lesson was to ensure that the children will be able to produce the target language structure (It’s an old man, a bone, a dog, a knee, a door etc.)[26].

### **Stage 1: Pre listening activity**

To start the lesson, I decided to provide the students with just several words from the song, asking them to look at some pictures on the screen trying to think what the song could be about. Later, when listening to the song, students can compare their ideas with the original lyrics. These words are: old man, play, thumb, shoe, knee, door, give, dog, bone, rolling, home etc.

Simultaneously with showing pictures of new words I named them so pupils can remember the pronunciation and the meaning of them. After it I asked them to repeat the words after me.

This activity took approximately 7 minutes. Learners were saying the words one by one aloud. The other aim of the activity was to teach the students to count fluently. Firstly I asked them to show me the number I was saying with their fingers. For example if I say five, they should show five fingers. After it I asked each student to count to ten aloud.

### **Stage 2: While-teaching activity**

Before I play the song, I need to be sure they recognize and understand the words that we learned with them during the pre-listening activity. For this purpose, I asked them to translate the words, which I say. When they are finished the actual listening can take place. I will tell the students that they are going to hear the song three times, during the first listening they are asked to clap if they hear the number in the song. At second time I ask the pupils to make some movements with their hands when they hear the words: “knick-knack paddy whack” in the song.

At this stage of listening I consider extremely important for primary school L2 learners to make movements during the song. Movement and music are interrelated in the world of the young learner. According to the Kodaly method in Choksy [33] singing and moving is the heart of all activities for the young learner. The young learner will gain his knowledge about music through his listening activities and his bodily movement and more so the ESL Grade one learner who needs to learn to communicate in the L2. Movement is performed by the body: the feet, legs, hands, arms, head and all the other parts, eyes, nose, elbows, wrists, knees, ankles, toes, fingers. For a learner to fully experience music, they should explore it as a whole, being given opportunities to listen, sing, play, create and move.

For this reason to develop learners ability to act on what they hear I asked them to make some movements and interact with each other when they hear certain words in the song. For instance at the first phrase of each verse : “ This old man, he played...” they have to show the number, then on “ He played knick-knack on my knee, shoe, while “ give a dog a bone” phrase is sang pupils give each other a pen etc. “ they should slap softly each other’s knees than shoes etc. I explained them all the movements during the song. And after it I played the song one more time so they can do the movements along with me.

Finally, after all that done pupils are familiar with words and phrases in the song and with the movements. So we can move to the follow-up stage where students sing along with me playing the song on the guitar. (see App.)

### **Stage 3: Post activity**

At this stage as students are prepared with the new vocabulary and can produce them in the sentences. So, the next activity is a singing activity. Singing is an additional and enjoyable way of presenting language imaginatively. As music is an activity that mostly all learners enjoy, singing along with the teacher is more effective because students try to pronounce foreign words in the song. In addition they can combine singing and the movements they have learnt earlier.

Firstly, I taught the learners to say the first sentence: “This old man he played one”. after it I played the song and sang the rest lines. At this time, children do the movements, which they know. To emphasize on the topic of the lesson which is counting the learners had to sing the numbers loudly.

Further the learners sing along the first line of each verse changing the numbers in each and making “knick knack” movements on their shoes, knees etc. In addition, I can state that this activity was the most joyful and interesting for the learners. I suggest that because of the repeating verse they remember some words subconsciously. While learners are singing, vocabulary and language structures are learnt incidentally and spontaneously, and are carried over to conversation situations. [26]

Finally, I can state that the lesson was successful and enjoyable because of the creative way of introducing and presenting the song. ESL learners were captured during all the stages of the activities. They were also passionate about the new kinds of activities and they managed to do all the tasks which I asked. After the activities I showed them the pictures one more time so they can revise the words. Therefore, I asked them some questions about the song and the lesson. Additionally I can state that all the aims were completed successfully.

### **3rd grade**

The topic of the lesson is occupations so I decided to use a song which is correlated to the topic they are currently dealing with For the ESL learner these songs should be used to develop their vocabulary through listening. In addition, learners enjoy action songs. They take pleasure in the rhythm and patterns of sounds, learning and widening their interests at the same time. That is why we will do a role play at the end of the lesson.

The song is called “Make the world go round” written by Andy Henley and Tym King. Its aim is to teach occupations. So the main purpose of choosing this song is to introduce new vocabulary and also revise some grammatical structures such as “he is, she is” as well as plurals of nouns.

Further some exercises are provided which practice a subskill of grammar, vocabulary and listening is mainly developed. Students learn the words of occupations. Therefore, a specific

exercise is provided to practice new words such as tailor, trousers, suits, doctor, farmer, cows, horses, babysitter etc.

As a secondary subskill, I believe that pronunciation is being developed as well. Despite the fact that the sounds are practiced only passively, I think pronunciation is still an essential part of learning. During listening to the song students can hear the correct pronunciation and practice reading and singing the lyrics in a correct way as well.

In an optional activity, students can develop speaking skill as they should think of a train accident scenario and make role-plays acting as teachers, dentists, or farmers.

### **Stage 1: Pre listening activity**

At the beginning of the lesson, I will introduce the topic of the lesson to the students and tell them we are going to talk about different kinds of jobs. I will ask them whether they want to work and who will they want to become in the future and a few more questions about professions. I will do this by a simple activity of asking the questions and telling students to stand up if they want to answer. The questions are following:

What are your parents' profession?

What is the most dangerous profession?

What is the most interesting profession?

Would you like to work in the future?

What job would you like to choose when you will be adults?

My last question is the most connected with the theme of the song and also with the grammar. Therefore I will write this question on the board so that the students can see the structure of using pronouns like "he is, she is".

Before listening to the song I wrote down the question "Who is he/she?" and hung the pictures of some occupations on the board. I did that so the students can prepare and see the new words. After we saw the pictures I asked them the questions like "Who is this?" and they had to answer one by one. This activity took approximately 10 minutes. After it they were ready to listen to the song.

### **Stage 2: While-teaching activity**

Then I will tell the students they will hear a song about professions and what people do. I will hand out the worksheets with the lyrics (see App. 3) and tell the students that while listening to the song, they should fill in the chart with the pictures of people and guess their profession.

At the second time of listening I will stop the music and explain what the person with such profession do in the song. For example, (He is a tailor so he makes suits etc.) After this they had to do another activity. Learners had to match the people and the job descriptions.

I will play the song three times and by the third time of listening, when the students were already familiar with the contents of the song and the words, I will ask them to underline the correct word in the sentence which is also on their worksheets. Then we check the correct answers and were trying to compare other results. The whole listening part with the exercises took about from 10 to 15 minutes.

### **Stage 3: Post activity**

At this stage pupils had to do 2 tasks. Firstly, I gave each student a verse in the song so everyone had a so called profession and they had to sing along with the music. The next activity was a role play. I asked one student to come out to the board so I can whisper him or her an occupation from the song. After this the student had to show an action so others could guess what kind of job it is. This activity was the most interesting for them as they were having fun and enjoyed to role play the professions.

At the remaining 5 minutes I asked the learners some questions in order to see if they remember the new vocabulary and can use the grammar. For example, I asked them who is Penny Proctor in the song and they had to answer, “She is a doctor” etc. The alliteration and the rhyme in the song plays a big role because the students can easily guess the job according to the name of the person. For instance “Wendy Witter- babysitter” etc. (see App.3 ).

### **3.5 Findings**

Lessons were subsequently taught at the (primary school) - II Rákóczi Ferenc Középiskola in classes from 1st to 3rd. Apart from the plans including detailed description of the lessons also my expectations, evaluation and results are provided in this part of my research. Regarding the lesson plans, great emphasis were put on pre-listening activities in order to motivate and encourage students to participate in L2 classroom.

The post-listening activities were conducted as additional tasks after listening to the songs. Therefore, one of my main aims was to find out how students felt while listening to the song, what they thought about the song, and discuss their opinions about the topic if possible. I did not want my lessons to be completely out of context, my aim was to arrange the lessons so that they correspond somehow with the topic or grammatical structures students are dealing with during their usual English lessons.

For pre-listening, various visual materials were used such as pictures, videos, or cards. This helped students to understand upcoming listening. Moreover, speaking activities were present and I prepared students for the listening through various questions trying to activate their current knowledge of a particular topic. The important activity at this stage was learning to pronounce difficult words. It was essential especially for the 1<sup>st</sup> grade students as they are not familiar with alphabet fully and they cannot read the lyrics. For the 2<sup>nd</sup> and the 3<sup>rd</sup> grade L2 learners pictures and

cards helped in learning and discussing beforehand the grammar points which the song deals with. At this stage I can suggest that pupils coped with all the tasks and there weren't any problems occurring. Learners, on the contrary, felt motivated and interested in what is coming next.

At the while-listening stage all types of activities are completed by students during the actual listening and these exercises are usually strictly related to the text. I designed special so-called movement activities, which develop fine motor skills of the pupils in the 1<sup>st</sup> and 2<sup>nd</sup> grades. It is extremely essential at the primary school because children are learning to write. The 3<sup>rd</sup> grade students on the other hand trained their writing skills with the help of exercises that were handed out for them. The while - listening stage involves the activities or tasks which pupils are asked to work with during the time of the listening itself.

It was difficult to evaluate how the pupils of 1<sup>st</sup> and 2<sup>nd</sup> grades learnt the vocabulary from the song because the emphasis was put on the movements during the song was played and sung by me at the while-listening stage. In addition, one of the difficulties during the task was to involve the 3<sup>rd</sup> grade students to complete the exercises on the worksheets given by me. That was happening because they were not focused enough to follow the song. Later pupils did a fill-gap activity which totally involved their attention and they learnt the words during the listening task.

In addition, personal worksheets and lyrics of the songs that were created for the lessons and are attached to the Appendices part of the thesis. In my opinion an inevitable aspect of learning process is visual stimulation, that is why pictures are used as well during the activities. From my initiative guitar as a musical instrument was used at the lessons as an additional tool or regalia. Songs should be employed in a simple and progressive way, in an entertaining manner, making the most emphasis on developing skills of grammar and vocabulary.

At the post listening stage students were totally involved in the process of learning. Learners in the 1<sup>st</sup> and 2<sup>nd</sup> grades did movement activities, which they seemed to like, and they were trying to sing along with me. At that time, I could see if they learnt and understood the material and the new words from the song. Also, I repeated the new material with using pictures and asking questions after the activity was done. It was a significant opportunity to practice the pronunciation and some basic grammar structures presented in the song. Pupils were motivated and active during post listening stage.

When the 3<sup>rd</sup> grade learners did the post listening activities there were some problems with the singing their line at the proper time during the song. Students could not follow the song and say their words from lyrics because the speed of the song was too fast. But after it we read the words one more time so that they can read them quickly. The second activity in the post-listening stage was the following: the student had to imitate the word that I whisper to the him or her and others had to guess. This activity was attractive and students liked it and the learning process was

present as they not only remembered the words but also learnt to pronounce them and used some grammatical forms such as “It is, you are, he is..”

As my main objective was to examine to what extent the skills like: listening skill, pronunciation, grammar were learnt I could suggest that they were effectively practiced during all stages of listening activities. While listening to folk songs children felt motivated, relaxed and excited. With the help of folk songs, the cultural awareness was increased as they could listen to English speaking people in the song and due to the rhythm and melody they felt excited about learning English.

According to my observations and evaluation of the lessons I can suggest that listening skills were developed in 3 grades at the same level because I followed the lesson plans and made the same stages of listening in three classes. As for me the post listening stage was the most useful because they were familiar with new words and grammar patterns from the previous stages.

The grammar was more beneficial in the 3<sup>rd</sup> grade because they did exercises and wrote them on worksheets. In addition, they made sentences with the structure “He is, she is etc.”. The 2<sup>nd</sup> grade students also practiced grammar through the song while using the ending “ing“ with verbs.

Pronunciation also was beneficially learnt in the 2<sup>nd</sup> grade where students sang the lyrics with alliteration. In my opinion, post-listening activities that I provided were useful from the speaking point of view as they practiced to sang and imitate the lyrics of the song and the 3<sup>rd</sup> grade learners made speaking exercise. I suggest that I completed my task well and it was useful and interesting for learners to participate in such lessons.

To summarize, it was important for me to teach and use methods that encourage students to concentrate, increase their memory capacity, their motivation, avoiding personal blockages in the language, make them feel relaxed through continued participation in enjoyable activities. Also, it was essential to provide them with resources to allow them to get to know the culture and customs of a chosen country through folk songs, avoiding distraction and lack of listening during the teacher’s explanation and solving activities in class.

### **3.6 Results and Discussions**

The main aim in this part was to prove that folk songs can significantly increase students' interest in learning speech, and grammar patterns and especially increase the vocabulary.

The other main objective of the research was to examine how teaching English language with the use of folk songs has impact on better language learning. At the same time this study aimed to identify the perceptions of the foreign language learners or more precisely of primary school pupils about use of folk songs through some lessons that were devised by me by enriching the songs with some activities including four main skills for foreign language practice specifically in fields of grammar and vocabulary. In part II I will provided a follow-up reflection and evaluation

of the lessons. Activities were introduced as pre-, while- and post- listening activities. They involved the students' interest and gave pleasant results.

The first stage of the listening was pre- listening activity. Pre-listening activities are used to prepare students somehow for the main listening itself. There are several aims to these activities. It can activate students' knowledge of a particular topic or, on the other hand, it can provide them with necessary information before the actual listening, or motivate them for the actual listening. Students were active and enthusiastic about learning while using folk songs during the lessons. It took more time to explain and teach to do the activities the 1<sup>st</sup> grade students because the activities were based on fine motor skills and movements. Thus the 2<sup>nd</sup> grade students coped well with the movement activities and participated actively. The 3<sup>rd</sup> grade learners were more successful in doing the activities than the two other grades. Of course, working with a song in grades 1-2 is different from working in third, because children have more knowledge, skills in general and foreign (English) language, in particular. Sometimes there is a problem of choosing the most relevant songs from the many available sources, because they have to meet certain requirements: be authentic, have an appropriate tune; be emotional and relevant; available in language [1].

Although, songs have many good aspects, there are some disadvantages in using music and folk songs in classrooms. One is that as it was mentioned by Murphey that loudly playing songs may disturb neighboring classes [2].

Secondly, some learners get too enthusiastic and forgot about the discipline. Another problem that occurred was the fact that some pupils didn't like the songs. Sometimes they were not attentive and didn't want to work on the activities.

Finally the last issue was, that songs were too difficult for some students as they contain difficult expressions and the tempo was too fast for them. Among positive results and consequences of work with the song it should be noted that there is a development of listening, reading, writing, and speaking skills in all 3 grades; the level of motivation is high, the atmosphere of cooperation is created as well as the maximum attraction of students in studying English language throughout song activities.



## CONCLUSION

Based on the theoretical background provided in the first part of this thesis, in the second part I conducted an experimental study to prove that folk songs can be used as a tool of developing the vocabulary of students in primary school.

The purpose of the study was to investigate whether the use of songs within the language classroom increases the very young learners' knowledge in the field of vocabulary. Moreover, it proves the positive effect of songs on their motivation during the lessons and the benefit of using folk songs on the cultural awareness of the target language.

The research was conducted at Munkácsi II. Rákóczi Ferenc Középiskola state school in Mukachevo. Approximately forty participants aged from 6-8 in primary school children participated within the study. Among them there were 1st grade, 2nd grade and the 3rd grade. The instruments used in the research was an experimental study, classroom observations and evaluation. The main aim of the diploma thesis was to put the theoretical background into the practice and use some song activities which were described previously in the theoretical part during lessons in primary school.

At the same time this study aimed to identify the perceptions of the foreign language learners' or more precisely of primary school pupils' about use of English folk songs through some lessons that were devised by me. The lessons proved that some activities could develop four main skills of foreign language while practicing them with the activities in the lessons. Specifically my experiments focused on the field vocabulary.

The results of this study relates on Murphy's comment which suggested that when using songs within the language classroom has its advantages as it can aid the young learners to develop and improve their listening skills and pronunciation, eventually their speaking skills. Therefore, Nakata suggested that vocabulary learning is an ongoing process which takes time and practice in order to achieve an effective vocabulary acquisition [25].

This present study has provided sufficient information and proved that with using folk can promote vocabulary learning and sentence structures of the primary school learners.

Furthermore, my experiment comprises that learners find studying English through folk songs beneficial, showed that they find song lessons more useful, students feel more relaxed and comfortable during these lessons. At the same time, it shows that such lessons build positive attitudes against English lessons and learners feel more motivated regarding singing and participating in activities.

Moreover, folk songs help them to build self-esteem and strengthen their desire to work on the activities more. Therefore, folk songs help to build autonomy for learners at their first years in school.

The main task of my thesis was to investigate how folk songs can affect the vocabulary acquisition of primary school learners. I proved that folk songs truly benefit the aspect of vocabulary learning.

The practical part of the thesis consists of 3 complete and evaluated lesson plans based on songs for primary school learners. The lesson plans include collection of activities which exploit the songs, the structures and vocabulary used in them and are mentioned in the appendices of the thesis. At each lesson I followed several stages of listening which helped to acquire the new vocabulary presented in the songs. By completing each stage of activities children were able to reflect the gathered knowledge at the final part of the lesson.

Additionally, according to the findings of my study it can be concluded that the majority of pupils seems to be motivated towards learning English through songs, which was also confirmed during the lessons. Learners were involved in the activities of the lessons. The main disadvantage that occurred was the discipline because of which students were not much attentive and some phrases and grammatical structures in songs were difficult for them to understand and remember. Despite this fact I can state that vocabulary was acquired unconsciously because of the repetitive words and lines in the folk songs.

The results of this study proved that when folk songs were used within the classroom for teaching was effective and the participants' attitude was highly positive.

The current diploma thesis demonstrates that the cultural awareness of the target culture was raised as well. It was achieved through the selection of traditional songs used in the lessons. The participants discovered how emotions, greetings are expressed in English language. The learners also used movements and fine motor skills in the activities that helped them to understand better the songs in target language. The participants were active and excited within the lesson.

Consequently, the evidence gathered during my observations suggests that it is possible, simply by the three stages of activities and singing together, to overcome some everyday obstacles of learning which are: the teacher-student problem, a lack of confidence in the language, shyness, fear of making mistakes and a feeling of incompetence. It proved that traditional songs in the EFL classroom may be a starting point to confidence and inspiration that can drive students towards progress in language, self-development and cultural understanding.

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## РЕЗЮМЕ

На основі теоретичного підґрунтя, викладеного в першій частині даної роботи, у другій частині я провела експериментальне дослідження, щоб довести, що народні пісні можна використовувати як інструмент розвитку словникового запасу учнів у початковій школі.

Метою дослідження було дослідити, чи розвиває використання народних пісень мовлення та словниковий запас учнів у молодших класах.

У дипломній роботі я дослідила, що за допомогою фольклорних пісень можна вплинути на мотивацію учнів на уроці і збагатити їхню обізнаність щодо іноземної культури. Дослідження проводилось у Мукачівській ЗОШ №3 ім. Ференца Ракоці II. Приблизно сорок учнів віком від 6 до 8 років (учні початкової школи) брали участь у дослідженні. Це були: 1-й, 2-й та 3-й класи. Інструментами, які використовувались у дослідженні, були: експериментальне дослідження, спостереження та оцінка дослідження. Це дослідження дало достатню кількість інформації про те, що, за допомогою пісень можна сприяти збагаченню словникового запасу учнів початкової школи. Крім того вони дозволяють учням відчувати себе комфортно і сприяють підвищенню мотивації на уроках англійської мови.

У той же час народні пісні формують позитивне ставлення до англійської мови та культури, а також допомагають підвищити самооцінку та бути активними на уроках.

У другій частині роботи я показала, що народні пісні справді корисні в аспекті вивчення лексики. Вона складається з 3 повних та оцінених планів уроків на основі пісень для учнів початкової школи. Також у планах уроків розписані детально вправи які виконувалися під час уроків, кожен з яких розділений на 3 етапи прослуховування пісень які допомагають учням не тільки більше засвоїти новий лексичний матеріал, а ще й зробити урок цікавішим і яскравішим для учнів.

Можу стверджувати, що більшість учнів були мотивовані та активні у вивченні англійської мови під час використання народних пісень на уроках. Основними недоліками, які я відмітила, були дисципліна, через яку студенти не були дуже уважними, а також деякі фрази та граматичні структури в піснях виявилися важкими для розуміння і вивчення. Незважаючи на цей факт, можу констатувати, що новий лексичний матеріал був засвоєний навіть на несвідомому рівні через повторювані слова та рядки в народних піснях, що характерне для фольклорної музики. Отже, результати цього дослідження були відмінні та позитивними. Учні були активними та захопленими протягом уроку.

Можна зробити висновок, що за допомогою народних пісень, виконанню вправ та співу можна розвинути мовну компетенцію учнів у молодших класах, а також подолати

деякі щоденні перешкоди в навчанні,наприклад: проблему відносин між вчитем та учнем, невпевненість у мові, сором'язливість або страх допустити помилки. У дипломній роботі я довела, що використання народних пісень на уроках англійської мови може бути відправною точкою до впевненості та натхнення учнів , а також можуть підштовхнути учнів до прогресу в вивченні іноземної мови, самореалізації та культурному розвитку.

## APPENDICES

### APPENDIX 1

“Hello everybody“ video - <https://www.youtube.com/watch?v=TgizRDPT2DI>

LESSON PLAN 1: “See See See three birds are in a tree”

Time	One lesson 45 minutes
Age	6 – 7 year-old pupils
Materials	picture of the birds, monkeys (appendix 4), PC or IWB with access to the internet, guitar, lyrics
Aims	Vocabulary: to practice their vocabulary and to develop their speaking skills. One of the objectives of the lesson was to ensure that the children will be able to produce the target language structures (I can sing, bounce, swing, sing, swim) New words: bird, monkey, duck, tree, see, swim, sing, chirp, look etc. Skills: Listening, speaking, reading, writing.
Group dynamics	whole class, pairs, individuals
Assumptions	The pupils are familiar with at least some vocabulary regarding the topic, they know already vocabulary connected to animals

Stages	Procedures	Materials	Time
Pre-listening activity	With pictures of animals I showed where those animals live and what they always do. Then show the cards so pupils can guess the animal and where it lives.  Point on the picture so they can guess who is on the picture.  Ask questions about their favorite animals	Appendix 1	10 minutes
While-listening activity	I’m playing the song on the guitar The students listen to the song without interruption so that they can hear the music and the lyrics well.  After that we’re trying to sing along with the guitar	Appendix 1  guitar	10-12 minutes



<p>Post-listening activity</p>	<p>Motor skill developing activity including movements with their hands.</p> <p>I tell them that while the words see and look are sung they should place their hands to their foreheads and imitate like they are watching. After this children are trying to use their fingers to show three monkeys, ducks and birds. When they completed this task I show them another action where I hide the finger when I hear “one can...” or “one is...”. Then they had to move their hands upside down in the third verse.</p> <p>I turn on the music on the computer and show the movements. After it we’re repeating it together.</p>	<p>Video</p> <p><a href="https://www.youtube.com/watch=4C6ETcCt_uQ">https://www.youtube.com/watch=4C6ETcCt_uQ</a></p> <p>Song on the computer</p>	<p>15 minutes</p>
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Lyrics “ see,see, see three birds are in the tree”

See, see, see

(shade eyes with hands)

Three birds are in a tree

(hold up three fingers)

One can chirp

(point to thumb)

And one can sing

(point to index finger)

One is just a tiny thing.

(point to middle finger, then rock baby bird in arms)

See, See, See

Three birds are in a tree

(hold up three fingers)

Look, look, look

(shade eyes)

Three ducks are in a brook

(hold up three fingers)

One is white, and one is brown.

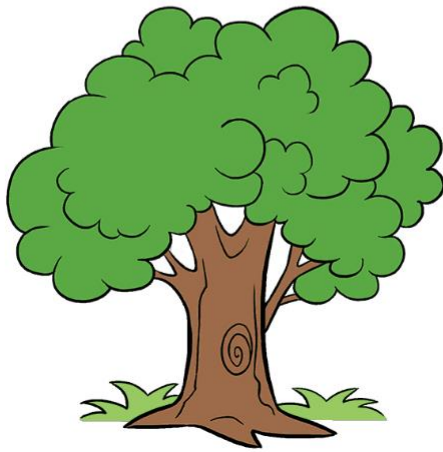
One is swimming upside down

(point to a finger each time)

Look, look, look

Three ducks are in a brook.

(hold up three fingers)



## APPENDIX 2

### LESSON PLAN 2: “This old Man”

Time	One lesson 45 minutes
Age	7– 8 year-old pupils
Materials	Video, lyrics, cards, pictures (see app. B)
Aims	<p>Cardinal numbers : 1-10</p> <p>Vocabulary : to practice their vocabulary and to develop their speaking skills.</p> <p>One of the objectives of the lesson was to ensure that the children will be able to produce the target language structures ( ending -ing )</p> <p>New words: old man, knee, shoe ,bone, dog , etc.</p> <p>Skills: Listening, speaking, reading, writing.</p>
Group dynamics	whole class, pairs, individuals
Assumptions	The pupils are familiar with at least some vocabulary

	regarding the topic, they know already vocabulary connected to animals		
Stages	Procedures	Materials	Time
Pre-listening activity	<p>With pictures from the lyrics that I showed I asked them to repeat the words after me. This activity took approximetly 7 minutes . Learners were saying the words one by one aloud. The other aim of the activity was to teach the students to count fluently. Firstly I asked them to show me the number I was saying with their fingers.</p>	Appendix 2	10 minutes
While-listening activity	<p>Movement is performed by the body: the feet, legs, hands, arms, head and all the other parts, eyes, nose, elbows, wrists, knees, ankles, toes, fingers. At the first phrase of each verse : “ This old man, he played...” they have to show</p>	Appendix 2	10-12 minutes

	the number, then on “ He played knick-knack on my knee,shoe, while “ give a dog a bone” phrase is sang pupils give each other a pen		
Post-listening activity	The children count along with the song. Further the learners sing along the first line of each verse changing the numbers in each and making “knick nack” movements on their shoes, knees etc	Video Video <a href="https://www.youtube.com/watch?v=RKaxRYJ5AMY">https://www.youtube.com/watch?v=RKaxRYJ5AMY</a> Song on the computer	15 minutes

“This old Man” Lyrics

This old man he played one  
He played nick nack on my drum  
With a nick nack paddy whack  
Give a dog a bone  
This old man came rolling home  
This old man he played two  
He played nick nack on my shoe  
With a nick nack paddy whack  
Give a dog a bone  
This old man came rolling home  
This old man he played three  
He played nick nack on my tree....etc.

### APPENDIX 3

#### LESSON PLAN 3 : “WORLD GO ROUND”

Time	One lesson 45 minutes		
Age	8– 9 year-old pupils		
Materials	Video, lyrics, cards, pictures, activities on worksheets (see app. 3)		
Aims	<p>Occupations , jobs : teacher fireman, babysitter, tailor etc.</p> <p>Vocabulary : to practice their vocabulary and to develop their speaking skills. One of the objectives of the lesson was to ensure that the children will be able to produce the target language structures ( He is, she is etc.)</p> <p>Skills: Listening, speaking, reading, writing.</p>		
Group dynamics	whole class, pairs, individuals		
Assumptions	The pupils are familiar with at least some vocabulary regarding the topic, they know already vocabulary connected to animals		
Stages	Procedures	Materials	Time
Pre-listening activity	<p>Before the listening I asked them questions :</p> <p>What are your parents profession ?</p> <p>- What is the most dangerous profession?</p> <p>-What is the most interesting profession</p> <p>-Would you like to work in the future?</p> <p>- What job would you like to chose when you will be adults ?</p> <p>Then we practice the structure : “ He is , She is?”</p>	Appendix 3	10 minutes

	“Who is he who, is she”		
While-listening activity	<p>I stopped the music and explain what the person with such profession do in the song. For example ( He is a tailor so he makes suits and shirts etc.) After this they had to do another activity . Learners had to match the people and the job descriptions ( appendix)</p> <p>Then they had to do exercises on their worksheets</p> <p>Activity1:Match them up!</p> <p>Activity 2 : Choose the answer!</p> <p>Activity 3: What’s the word?</p>	Appendix 3 Activities nt/songs-people-work-worksheet.	10-12 minutes
Post-listening activity	The next activity was a role play . I asked one student to came out to the board so I can whisper him or her an occupation from the song . After this the student had to show an action so others could guess what kind of job it is. This activity was the most interesting for them as they were having fun and enjoyed to role play the professions	Video <a href="https://learnenglishkids.org">https://learnenglishkids.org</a>	15 minutes

## APPENDIX 4

“People work Song “or “ World go round”

LYRICS :

Nigel Naylor, he's a tailor

He makes trousers, suits and shirts

Penny Proctor, she's a doctor

Comes to see you when it hurts.

Peter Palmer, he's a farmer

He's got cows and pigs and sheep

Wendy Witter, babysitter

Minds the kids when they're asleep.

People work in the country

People work in the town

People work day and night

To make the world go round.

Mabel Meacher, language teacher

Teaches English, French and Greek

Gary Gummer, he's a plumber

Call him when you've got a leak.

Patty Prentice, she's a dentist

Keeps your teeth both clean and white

Ronnie Ryman, he's a fireman

Comes when there's a fire to fight.

People work in the country

People work in the town

People work day and night

To make the world go round.

1. What's the word?



Write the word under the pictures.

tailor doctor farmer babysitter

teacher plumber dentist fireman

tailor

2. Match them up!

Listen to the song. Match the people and the job descriptions.

Nigel Naylor, a tailor, comes to see you when it hurts.

Penny Proctor, a doctor, has got cows and pigs and sheep.

Peter Palmer, a farmer, makes trousers, suits and shirts.

Wendy Witter, a babysitter, call him when you've got a leak.

Mabel Meacher, a teacher, keeps your teeth both clean and white.

Gary Gummer, a plumber, comes when there's a fire to fight.

Patty Prentice, a dentist, minds the kids when they're asleep.

Ronnie Ryman, a fireman, teaches English, French and Greek.

3. Choose the answer!

Read the sentence. Circle the correct answer.

a. A tailor makes and fixes . clothes / furniture

b. A doctor helps you get better when you are . sad / sick

c. A farmer looks after or grows food on a farm. animals /

children d. A babysitter looks after small . animals / children

e. A teacher teaches children in a . school / factory f.

A plumber fixes things like pipes or . teeth / toilets

g. A dentist helps keep your healthy. body / teeth h.

A fireman fires. fights / starts

## NYILATKOZAT

Alulírott, Veselényi Adrien angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

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Veselényi Adrien