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**ЗНАЧЕННЯ ПІСЕНЬ, РИМОВОК ТА ВІРШІВ У НАВЧАННІ
АНГЛІЙСЬКОЇ МОВИ МОЛОДШИХ ШКОЛЯРІВ У ШКОЛАХ
ЗАКАРПАТТЯ**

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Студентка 4-го курсу

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**THE VALUE OF SONGS, RHYMES AND POEMS IN TEACHING
ENGLISH TO YOUNG LEARNERS IN TRANSCARPATHIAN
SCHOOLS**

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INTRODUCTION

With the English language becoming more widely spoken around the world, it has become increasingly popular to learn the language from a very young age. Teaching English to young learners requires a unique approach due to their distinct learning styles and preferences. Engaging activities such as songs, chants, and rhymes are particularly effective in capturing children's interest and facilitating their language acquisition process.

In their early years, children learn songs, rhymes, and poems in their mother tongue, often accompanied by different movements, which makes singing even more enjoyable. Therefore, it is useful to employ the same method when teaching English to young learners.

Teachers with expertise in this field can attest that working with children can be incredibly fulfilling. However, it is not always easy, and it is not always fun and games. English teachers who want to work with kids need to be aware of the obstacles and problems they can face and plan appropriately. However, young children acquire linguistic skills more quickly than adults do, and they do not receive instruction in conventional ways. Children learn languages more effectively when they engage in enjoyable activities since it does not occur to them that they are learning a language.

Songs, chants, and rhymes are great additions to an EFL curriculum for kids. At the beginning of the program, it is far simpler for a non-native speaker to sing or recite a rhyme in English than it is to convey needs, wants, or personal information. Youngsters find rhythm and rhymes to be naturally appealing, and they want to join in on the rhythm and rhyme recitation. Effective teaching relies heavily on creating a classroom environment where each child is accepted and encouraged to participate. The pressures of inhibition and competition are released when the group sings and rhymes together. Easy to memorize songs, chants, and rhymes provide children a sense of satisfaction and confidence as they quickly acquire fluency.

Songs are a common teaching tool used by primary school instructors. According to Cameron (2001), using rhymes and tunes in foreign language classes is crucial for younger students. Johnstone (2002) asserts, too, that educators exposing their students to recorded music can have a significant impact on the early language teaching of young learners. Primary schools use songs and rhymes to teach English as a foreign language for a variety of reasons. As one might expect, “children really enjoy learning and singing songs” (Phillips 1993: 100), and they also like playing with rhythms and saying rhymes. However,

there are more profound linguistic, cultural, and psychological factors. Peacock (1997) claims that they are both verbally and aurally transmitted, have phonetic, syntactic, and semantic components, and begin to develop as socially engaged media at a young age. Murphey (1992) claims that there are benefits to employing songs in language classrooms. Young learners can benefit from these songs by developing and improving their pronunciation and listening skills, which will eventually lead to improved speaking abilities. On the other hand, according to Shipley (1998) it can also be a helpful tool for picking up vocabulary, phrase patterns, and sentence structures. Singing helps young learners improve their language skills, improve their cognitive abilities, and teach them rhyme, vocabulary, and language appreciation.

The **object** of the course-paper is the value of songs, rhymes and poems in teaching English to young learners in Transcarpathian schools. This study set forth to determine the importance and benefits of using songs, rhymes and poems in language teaching.

The **subject** of the course-paper is the role of songs, rhymes and poems in English as a foreign language. This paper examines the use and the role of songs, rhymes and poems of in English language teaching between the young learners.

The **aim** of the course-paper is to point out the importance and benefits of using songs, rhymes and poems in the EFL classes.

The **tasks** of the course-paper are as follows:

- Critical analysis of the relevant academic literature;
- To examine whether teachers believe that the use of songs, rhymes and poems is an effective method of teaching English as a foreign language to young learners in Transcarpathia;
- To find out whether parents think that the use of songs, rhymes and poems is effective in teaching English as a foreign language;
- Studying the role and benefits of using songs, rhymes and poems in the EFL classroom;

Theoretical value of the paper lies in the fact that English language learning in the very young age is tightly connected to the use of songs, rhymes and poems. This paper reviews a wide range of academic literature concerning the discussion of using different types of songs, rhymes and poems in the EFL classroom, their strengths and weaknesses. In order to examine the theme, the author of the present paper examined, studied, analysed and systematised the scientific literature. The third part of the study contains the detailed

analysis of the questionnaire about the parents' views regarding the effectiveness of songs, rhymes and poems in teaching English as a foreign language. The third part of the study contains a detailed analysis of interviews regarding teachers' beliefs that the use of songs, rhymes, and poems is an effective method for teaching English as a foreign language to young learners in Transcarpathia.

The **practical value** of the paper is that it demonstrates the benefits of using songs, rhymes and poems, based on an interview with teachers and a questionnaire among parents.

The **novelty** of the theme “The Value of Songs, Rhymes, and Poems in Teaching English to Young Learners” resides in its examination of the various advantages these artistic components of language teaching have to offer.

Theoretical research **methods** such as literature analysis, questionnaires and interviews were used to investigate the topic.

This thesis paper has been divided into an introduction, three chapters, conclusion resume, references, and appendix. The first section gives a brief overview of theoretical and conceptual framework for the study by reviewing literature on the importance of using songs, rhymes and poems in teaching English. The second section examines the use of literature and literary texts in EFL classrooms. The third section contains the analysis of the teachers' interview and the parent's questionnaire.

PART 1.
THE VALUE OF SONGS, RHYMES AND POEMS IN TEACHING
ENGLISH TO YOUNG LEARNERS IN TRANSCARPATHIAN
SCHOOLS

1.1 The importance of using songs, rhymes and poems in teaching English

Children learn their first language through songs and rhymes as they grow older. Songs and rhymes are not only the most significant spoken language, but they also represent the children's initial exposure to mother tongue communication. When their parents speak and frequently play out finger games and nursery songs, they listen and respond. Their closest caregivers sing them lullabies before they go to sleep, or they attempt to mimic short tunes by chattering. Thus, songs and rhymes help kids feel close to others, establish a unique link with their human surroundings, and have a significant impact on how well they pick up their first language.

Rumley (1999), the French coordinator of the Kent project, contends that kids love music, that it is critical that language learners feel inspired, and that the satisfaction they derive from completing the activities helps them form positive attitudes that they carry into their secondary education. Since all of the kids have to focus for the duration of the activity, songs also offer a chance and a setting for enjoyable repetition and strengthen speaking and listening.

Orlova (2003) suggests that the following can be ranked as methodological goals for which music, songs, and chants are employed in the classroom:

- Getting familiar with the English language's rhythm, stress, and intonation patterns.
- Teaching vocabulary, particularly during the vocabulary reinforcement phase.
- Teaching grammar. Teachers particularly like songs in this regard while examining the use of tenses.
- Instruction in speech. Songs are used, and mostly their lyrics, as a catalyst for class discussion for this reason.
- Training understanding through listening.

- Mastering the craft of writing. A song can be used in a number of ways for this goal, such as contemplating possible character outcomes, penning a letter to the main character.

Kirsch (2008) notes that numerous language instructors have outlined the following advantages of incorporating rhymes, songs and games into their foreign language instruction:

- Even when they are offered in foreign languages, young language learners frequently enjoy the rhymes, poetry, and songs they come across at home and in school.
- Teachers who are familiar with these creative kinds of literacy find them to be useful resources for teaching foreign languages to students.
- Students' engagement with songs, poetry, and rhymes encourages happy feelings.
- The learning process is accelerated and facilitated by the rhythmic rhythms of certain literary styles.
- Rhymes, poetry, and songs help students learn how to speak, listen, and pronounce words correctly. They also get students excited about the language and help them become proficient over time.
- Students who are exposed to rhymes, poems, and songs are better able to express themselves and develop a sense of rhythm in the language.
- Rhymes, poems, and songs are meaningful and repetitious, which helps learners retain new vocabulary and structures and gets them closer to employing them in a variety of contexts.
- Songs, poems, and rhymes are adaptable resources for practicing pronunciation and intonation as well as for acting, drawing, listening, and reading.
- Songs and poetry that are based on cultural customs help students become more conscious of other cultures.
- A lot of teachers use the catchiness and repeating nature of songs to fun and creatively reinforce important terminology.

When a teacher use rhymes and songs well, the students are typically quite motivated. Songs and rhymes promote harmony both inside oneself and among a group, are calming, modify the direction of the instruction, and offer pleasure and activity. In other words, the students are studying more efficiently and with enjoyment thanks to these

formats. Singing or speaking in choir gives encouragement to even the most timid or slow-learning kids, making them feel comfortable speaking a foreign language (Murphey, 1992).

Additionally, according to Paquette and Reig (2008), music enhances people's long-term memory and attention span. Furthermore, it enhances the learner's capacity for creativity and theoretical thought.

Songs have a lot of expressive power. Some express one's ambitions and ideals, some tell a compelling story, some remember, and some portray love and feelings regarding the past. There are many themes, ideas, and expressions in songs that will resonate with learners on a deep level. This is the expressiveness of songs, according to Rivers (1997).

1.1.1. Songs, rhymes and poems as pedagogical tools

Many linguistic concepts are presented in a natural language setting through songs and rhymes. Thus, they are in favor of teaching foreign languages in a contextual and monolingual manner. The learner finds meaning in the words in songs and rhymes, which positively affects acquisition. Murphey (1992) claims that they frequently employ straightforward conversational language. As a result, learners find it easier to remember words and expressions when they hear melodies or rhymes. Additionally, rhymes and songs offer a plethora of opportunities for continuous revision and repetition, which are crucial mechanisms in language learning.

Lo and Li (1998) assert that there are benefits to employing songs as a teaching tool, including the ability to alter the mood of the classroom. Singing helps create a calm and cozy atmosphere, which helps kids improve their language abilities.

The methodological guide „Using songs in English lessons as a tool for developing foreign language competence in primary school pupils” by O. Stom (2004) examines key aspects of using songs in the classroom. The manual explains the stages of song work, gives examples of song work assignments, and explains how songs might be utilized in the early stages of language learning. It also provides examples of physical activities that elementary school English classes can use.

According to Linda and Bruce Campbell (1996), singing songs in class not only helps kids retain vital knowledge but also livens up the learning environment. Additionally, songs and rhymes can make the classroom routine more interesting and possibly increase

student enthusiasm. Purcell (1992) recognizes that the following categories can be used to analyze the advantages of songs as teaching tools: speaking and listening skills, vocabulary practice, sentence structures, and sentence patterns.

Regarding *speaking abilities*, kids frequently want to learn how to produce new sounds, which can require a lot of practice. Young children can practice a new sound through songs without becoming as bored. Additionally, songs have a natural rhythm with a repeating beat that is comparable to spoken English stress patterns. Because of this, certain songs can be used to practice rhythm and tension due to these patterns. Speaking frequently follows and gives the instructor evidence of learning, whether it is superficial or deep, even though hearing is the first step in acquiring a first or second language and the skill that children acquire initially (Scott and Ytreberg, 1990). Therefore, it should go without saying that speaking and listening are tightly intertwined, especially in classrooms for young learners.

When it comes to *listening* comprehension, students may get disinterested if they hear a story or conversation over and over again while trying to learn new vocabulary. On the other hand, the rhythm and melody of a song might make repeat listens feel less tedious. Songs can also help children become better listeners since they give them practice hearing various intonations and rhythms. Songs can assist build a feeling for the stress-timed rhythm of English. Usually, listening to a song is required when it is utilized in a class. However, listening comprehension can be further developed and honed through specific tasks including songs (Griffie, 1992). These exercises concentrate on listening comprehension in detail, hearing for writing or summarizing, listening to vocabulary that is isolated, and listening for word order. According to Orlova (2003), songs, rhymes and poems can be used as methodological tools in English lessons.

Another way to improve *vocabulary* is through songs, rhymes and poems. They typically center on a theme or subject that might offer the background information needed to acquire new words. The majority of children's songs have monosyllabic words, many of which are repeated repeatedly. Increased exposure to these terms is provided by this repetition. However, because some of the vocabulary and grammar in traditional and popular English songs include low frequency and archaic words, they may be challenging for young learners to understand. Care must be used while choosing a music and lyrics so that they enhance the target language. One additional challenge for educators is locating and choosing songs that fit the curriculum and language requirements. Additionally,

according to Murphey (1992), music can assist students in overcoming the difficulty of remembering vocabulary.

A lot of children's songs, rhymes and poems include straightforward phrase structures or patterns that the learner may grow accustomed to. A children's song's, rhyme's and poem's phrases are usually brief and employ straightforward conversational language. Songs can be used to help students remember concepts covered in class. Furthermore, according to Sariçoban (2000), singing in class makes pupils laugh and fosters a pleasant attitude while they learn linguistic structures.

The cultural aspect

Poems and songs are essential components of every culture. By studying this real content, students learn about various aspects of a foreign culture. It fulfills kids' innate curiosity for everything novel. Students feel more connected to a foreign culture and language when they are exposed to songs and rhymes in that language. The students are shocked to discover similarities between their own culture and the foreign one if they hear the same songs or lyrics. Therefore, rather from being disturbing and terrifying, foreign cultures are fascinating and worthwhile to learn about. It makes a significant contribution to the growth of tolerance and receptivity. According to Rivers (1987), rhymes and songs offer an additional kind of spoken language. It makes the student aware of how a person's linguistic sensitivity is shaped by their culture and place of residence.

1.2 Types of songs, poems and rhymes

There are many distinct kinds of rhymes and songs, each with its own unique qualities. However, not all are helpful to pupils in elementary school. The instructor must determine whether the material is appropriate given its length, vocabulary, organization, and instructional goal.

Types of songs

Finger play songs:

The children's finger movements depict the meaning of these songs. They encourage the use of nonverbal cues and the learning of gesture meaning. Additionally, they help the kids' sensory-motor skills grow.

Hickory dickory dock

Hickory, dickory, dock,

The mouse ran up the clock.
The clock struck one (in the next verses two, three ...),
The mouse ran down, Hickory, dickory, dock.
(URL3)

One little finger

One little finger, one little finger
One little finger, tap-tap-tap
Point your finger up, point your finger down
Put it on your head, head
One little finger, one little finger
One little finger, tap-tap-tap
Point your finger up, point your finger down
Put it on your nose, nose
One little finger, one little finger
One little finger, tap-tap-tap
Point your finger up, point your finger down
Put it on your chin, chin
One little finger, one little finger
One little finger, tap-tap-tap
Point your finger up, point your finger down
Put it on your arm, arm
One little finger, one little finger
One little finger, tap-tap-tap
Point your finger up, point your finger down
Put it on your leg, leg
One little finger, one little finger
One little finger, tap-tap-tap
Point your finger up, point your finger down
Put it on your foot, foot
Put it on your leg, leg
Put it on your arm, arm
Put it on your chin, chin

Put it on your nose, nose
Put it on your head, head
Now, let's wave goodbye, goodbye.
(URL4)

Spelling songs:

They are helpful for practicing the English alphabet's sounds. The sounds of the individual letters vary primarily from how they are pronounced in words. As a result, students require assistance in memorizing each particular letter sound.

There was a farmer who had a dog

There was a farmer who had a dog,
And Bingo was his name-O.
B-I-N-G-O!
B-I-N-G-O!
B-I-N-G-O!
And Bingo was his name-O!
(URL5)

Counting songs

These songs encourage number learning and frequently include utilizing fingers. The majority of them practice the digits one through 10.

One little, two little, three little aeroplanes

One little, two little, three little aeroplanes
Four little, five little, six little aeroplanes
Seven little, eight little, nine little aeroplanes
Ten little aeroplanes flying high.

Ten little, nine little, eight little aeroplanes
Seven little, six little, five little aeroplanes
Four little, three little, two little aeroplanes
One little aeroplane flying high.

(URL3)

Action songs

Many songs encourage clapping, tapping, and other motions from the audience, which adds uplifting energy (Graham, 2006).

If you are happy

1. If you're happy and you know it, clap your hands. If you're happy and you know it, clap your hands. If you're happy and you know it and you really want to show it, If you're happy and you know it, clap your hands.
2. If you're happy and you know it, stamp your feet...
3. If you're happy and you know it, sing a song, tra-la- la...
4. If you're happy and you know it, shout "HOORAY"...
5. If you're happy and you know it, do it all: clap your hands, stamp your feet, sing a song, shout.

(URL3)

Topic songs:

Numerous songs help in vocabulary acquisition by focusing on specific topics such as „The family,” „The weather,” or „The days of the week.” They are referred to as topic songs if they do not fall under another category.

What's the Weather (to the tune of Clementine)

What's the weather?

What's the weather?

What's the weather like today?

Tell us (student's name),

What's the weather?

What's the weather like today?

Is it sunny? (hold arms above head in a circle)

Is it cloudy? (cover eyes with hands)

Is it rainy out today? (flutter fingers downward)

Is it snowy? (wrap arms around body and shiver)

Is it windy? ("blow children over" with a swoop of your arms)

What's the weather like today?

(Joan Kang Shin, University of Maryland, Baltimore County, jshin2@umbc.edu)

Types of rhymes

Rhymes are used to practice English stress patterns, rhythms, and sounds, as well as, in certain situations, a structure (Phillips, 1993). Certain rhymes have a didactic underpinning that is comparable to the tunes that have been discussed.

Finger play rhymes

Incy Wincy Spider climbed up a water spout

Incy Wincy Spider climbed up a water spout.

Down came the rain and washed the spider out.

Out came the sunshine and dried up all the rain.

And Incy Wincy Spider climbed up the spout again.

(While saying the rhyme the fingers play the spider, an arm is the water spout. The fingers show the rain. The sun is shown by a big arm wave.)

(URL4)

Counting rhymes

One two three four five once I caught a fish alive

One two three four five once I caught a fish alive,

six seven eight nine ten then I let him go again,

why did you let him go because he bit my finger so,

which finger did he bite.

This little finger on my right!

(URL4)

Action rhymes

Head, shoulders, knees and toes

Head, shoulders, knees and toes

Knees and toes

Head, shoulders, knees and toes

Knees and toes

And eyes, and ears, and mouth, and nose

Head, shoulders, knees and toes

Knees and toes

(Joan Kang Shin, University of Maryland, Baltimore County, jshin2@umbc.edu)

Clapping rhymes

Days of the week

Sunday, Monday, clap, clap, clap. (clap 3 times)

Tuesday, Wednesday, snap, snap, snap. (snap 3 times)

Thursday hop. (hop)

Friday stop. (hold hand up)

Saturday spin around like a top. (spin around)

Seven days are in a week. (hold up 7 fingers)

Now sit down and take a seat. (sit down quietly)

(Joan Kang Shin, University of Maryland, Baltimore County, jshin2@umbc.edu)

Topic rhymes

Ten little fingers, ten little toes

Two little ears and one little nose,

Two little eyes that shine so bright

One little mouth to kiss mother

Good Night

(URL4)

Spelling rhymes

Alphabet Chant (Children repeat each line after the teacher.)

A B C D E F G (A B C D E F G)

School is so much fun to me. (School is so much fun to me.)

H I J K L M N (H I J K L M N)

Learn and play with all my friends. (Learn and play with all my friends.)

O P Q R S and T (O P Q R S and T)

We're the best as you can see. (We're the best as you can see.)

U V W X Y Z (U V W X Y Z)

Now it's time to stop and FREEZE!* (Now it's time to stop and FREEZE!)

(Joan Kang Shin, University of Maryland, Baltimore County, jshin2@umbc.edu)

1.3 Selection criteria. Teaching songs and rhymes

Any lesson can be started, continued, or ended using songs, rhymes or poems. In the language classroom, they are useful in many different contexts, including as brief warm-ups to get the class going, to introduce new material, to review and practice language, to lighten the mood, or to grab everyone's attention. According to Keskin (2011) when incorporating music into our English classes, we need to choose songs that are appropriate for the students' age range and indicate which language skills (spelling, grammar, pronunciation, vocabulary, etc.) we will be practicing or reinforcing. To fully analyze the possibilities of each song and rhyme, we can construct the following record chart:

- Playing the rhyme or tune for the students to hear.
- Singing the rhyme or song by ourselves while utilizing puppets, drawings, mime, flashcards, or other visual aids to illustrate high frequency words or expressions.
- Engaging the entire class in reading and performing the song

The following list is largely taken from Tim Murphey (1992), with a few more important exercises on how to use songs, rhymes in lessons:

1. Give ear to
2. While we listen, sing, whistle, tap, and snap your fingers
3. Sing without having any recorded music playing
4. Learn the grammar
5. Translate the lyrics of the song, rhyme
6. Dictate the lyrics of the song, rhyme
7. Engage in selective listening comprehension exercise
8. Put to use of pronunciation, stress and intonation
9. Use a song's lyrics for the gap-fill exercise
10. Write discourse by utilizing a song's lyrics
11. Teach vocabulary and culture
12. Practice choral repetition
13. Enjoy the lesson

This list makes it clear that practicing speaking, reading, writing, and listening abilities equally and well is possible for all four.

The majority of children's rhymes and songs fall into several categories, such as numbers, animals, actions, food, body parts, etc. However, certain rhymes and songs may combine two or more of these themes. One of the animal-themed hit songs is Alice the Camel.

Numerous songs, such as „Alice the Camel” and „Head, Shoulders, Knees, and Toes” incorporate humor or actions to accentuate their message, even when they are not explicitly about action. However, the most crucial thing is that we choose rhymes and songs that the kids enjoy and that follow the approved school curriculum for obvious pedagogical reasons. It is important that we constantly follow these fundamental guidelines before even thinking about introducing rhymes and songs into the classroom. Therefore, before really performing the rhymes and songs in the classroom, we should first think about a few things, such as the song's grammar, which songs are appropriate for a particular age group, and whether the teacher has to be musical, and what happens if kids do not want to sing, stated Beall and Nipp (2002).

Curtain and Dahlberg (2004) gave one last standard for selecting music. They contend that every song ought to meet the following requirements:

1. The song should just use a little amount of words
2. The language in the song should be appropriate for usage in the classroom.
3. There should be a minimal musical difficulty in the song.
4. There should be a clear, repeating rhythm.
5. Song subjects ought to relate to what kids have experienced.
6. Songs that are accompanied by actions are beneficial for elementary school students.
7. High repetition in the song's lyrics and the presence of a refrain

According to Murphey (1992), songs and rhymes typically employ straightforward conversational language and a lot of repetition. As a result, words and expressions are easier for learners to remember when they are accompanied by rhymes or tunes. Additionally, rhymes and songs offer a multitude of opportunities for continuous revision and repetition, which are crucial language acquisition mechanisms. Reciting rhymes and tunes is an entertaining and efficient way to practice intonation.

1.4 Ideas for using songs and rhymes in the classroom

Songs can be used in a variety of school activities and objectives, including language classes. Different activities can be planned and implemented in accordance with the three stages of listening tasks—the pre-listening, while-listening, and post-listening stage.

Pre- listening activities

Preparing pupils for the song's specific topic is the aim of the pre-listening phase. The foundation of the core session is created at this step. Instructors are responsible for making sure that pupils' past knowledge, is activated. The song's theme or topic should be introduced and briefly described, along with any relevant background information, terminology, or grammatical issues. Before playing the song's audio recording, teachers can provide hints regarding it. Keskin (2011) states that teachers can assign tasks such as having students predict the song's theme, brainstorm about it, present it, talk about the cultural context, or list the song's major phrases and concepts.

While- listening activities

Students are required to complete some of the main assignments during the listening phase. The goal of the while-listening phase is to get students to assess their understanding and validate any presumptions or assumptions. Peachey (2003) states that pupils must hear a song at least three or four times in order to become acclimated to the singer's voice and the song's speed. Depending on the demands of the class or the song's complexity, teachers can give pupils the chance to listen to the music multiple times (either continuously or with stops). While they listen to the music repeatedly, students can also be given instructions to perform several exercises that have been made based on it. Filling in the blanks, charts, or diagrams; selecting the appropriate answers; short questions; true or false; listing new concepts or vocabulary; rearranging the lyrics; marking incorrect information about the song; matching the correct information; and grasping the essence for subsequent tasks are some examples of these exercises.

Post- listening activities

A few follow-up exercises are included in the final listening stage to assess general understanding or listening task advancement. After students have finished listening to the song, teachers should assign a variety of speaking, reading, and writing assignments.

Students can participate in critical conversation by being invited to contribute their thoughts, feelings, or viewpoints on the song's subject. They can also be told to revise the song's lyrics, make up dialogue between the song's characters, or provide an explanation of the music. In order to assess the students' pronunciation or to teach them how to pronounce certain words correctly, the teacher may ask them to articulate any word. Additionally, students can practice specific grammar points found in the song's lyrics (Keskin, 2011).

PART 2. THE USE OF LITERATURE AND LITERARY TEXTS IN THE EFL CLASSROOM

2.1 Literature review

Literature has been a subject of study at different levels of education in many countries, but in recent time it has been given much emphasis in the EFL classroom (Kaşlıoğlu & Ersin, 2018). Many researchers have argued about the role of literature in the language classrooms during the period of 1960 to 1980. In the 1970s and early 1980s approaches were communicative and emphasized on practical functions of English language. In the middle of 1980s, some specialist of linguists renews and brought literature back in to language classes. Other language scholars revived literature as a language learning material after a long period of being abandoned (Collie & Slater, 1987; Duff and Maley, 1991). During the 1980's there was a comeback of interest in literature and language teaching. The interest in literature as a valuable tool in language teaching was raised some decades ago (Hall, 2005; Duff & Maley, 1990). In other words, the use of literary texts in foreign language teaching has greatly increased over the last few years.

Not surprisingly, there has been a strong movement in literary studies in recent years. Therefore, many researchers claim that there is a need to incorporate literary texts into second and foreign language curriculum. (Cook, 1994; Shanahan, 1997; Hanauer, 2001; Carroli, 2008). As another option, a content-based curriculum is recommended that would include literature elements (Liddicoat, 2000; Kramersch, 2013).

Other scholars such as Widdowson (1975) suppose that literature has as its principle aim the development of the capacity for individual response to language use.

Littlewood (2005) also points out that literary texts are valuable mainly for developing reading skills, and that they can be used for purposes such as grammar and indicating different types of language usage. Supposedly, that literature improve all language skills because it makes use of substantial and delicate vocabulary as well as a complex and perfect syntax.

Surveys such as that conducted by Van (2009), have shown that studying literature in the EFL classroom has many benefits as it provides meaningful context, includes a wide range of vocabulary, conversation and prose. It can evolve cultural awareness and encourages critical thinking.

According to Sage (1987), the use of literature in language teaching might be an interesting and valuable strategy.

2.2 The use of literature and literary texts in the EFL classroom

The Ukrainian school system has undergone an active reform process. The Ukrainian government adopted new rules and methods of teaching in primary schools. It is the program of the New Ukrainian Schools (Shyian, 2018). These methods include teacher training courses, writing and publishing new books and workbooks for students and teachers, creating informative Internet resources for teachers and parents, and improving assessment methods for primary school students. Foreign language education starts in the first grade (age 6) and is required until the 11th form (Huszti, 2020). The role of foreign languages has become crucial in modern Ukrainian society. Foreign language teaching is now divided into three relative levels in secondary schools of Ukraine: primary (grades 1-4), intermediate (grades 5-9) and senior (grades 10-11). Outcomes for each foreign language study stage are A1+ at the primary level, A2+ at the middle level and B1+ at the intermediate level. The primary level consists of three years of foreign language instruction (grades 2-4) (URL1) in most comprehensive schools.

When looking at the English courses in Ukrainian primary schools, it should be mentioned that they are organised in an interesting way. Students use different colour swatches and paint. The teacher shows them English cartoons, teaches poetry and songs, and rarely organises trips. The books used are mainly from Ukrainian publishers.

They do homework after each class, which the teacher checks in the next lesson. The amount of homework varies: elementary school students receive less work than secondary school students (URL2). Ukrainian schools get books directly from the Ukrainian government, and parents do not have to buy them.

We can bravely use authentic materials to make EFL lessons more exciting and interesting. Literature and literary texts are many aspects of this goal. But let us look more closely at why we should teach literature.

Literature is the expression of life in the language of truth, goodness and beauty; it is the written record of human thoughts, feelings, and aspirations; it is the history of the human soul (Long, 2004). Because of the rich meaning of literary texts, EFL learners can actively develop in search of explanations. Language learners can respond directly because

literature absorbs language from real contexts. It can help students understand aspects of culture that textbooks may not include. A good novel or short story can transport students to foreign, exotic and wonderful worlds. A play or a poem can evoke certain dilemmas and strong emotional responses. It all applies to their real life. Literature can expose students to the culture of the people whose languages they study. The benefit of using children's literature in foreign language teaching has enormous value around the world (McKay 1982, Bland & Lütge 2015).

According to Collie and Slater (1982) there are four main reasons which lead a language teacher to use literature in the EFL classroom. These are useful authentic material, cultural enrichment, language enrichment and personal involvement.

Lazar (1993) explained that literature should be used in language teaching because it is authentic material, can be very motivating, and has overall pedagogical value. Literature helps students learn about another culture and facilitates language acquisition. It can be found in many syllabuses. Literature develops students' interpretive skills. The students never get tired of it and enjoy it. It is highly appreciated and highly respected. It expands students' language awareness. It encourages students to talk about their opinions and feelings.

Likewise, McKay (1982) stated that one of the most important contributions to the use of literature for language teaching purposes is that „literature represents language in discourse” (p. 530), which explains why specific forms of language should be used that will help develop students' awareness of language. Furthermore, she also mentioned some other benefits such as development of reading skills, more creative students in the language classroom and tolerance for cultural differences.

Even though, there are many benefits of using literary texts in the EFL classroom, there is still an existing debate on their benefits.

Some researchers tend to postpone the use of literature in foreign language teaching, arguing that until learners reach higher levels of proficiency, learners are not linguistically mature enough to handle literary texts in an EFL classroom, but their advantages remain controversial (Frantzen, 2001).

In his research, Al Mullah (2006) later argued against the use of literature in EFL classes because it frustrates students, especially when they know only a few words. As a result, students later read slowly and eventually become discouraged about learning the language.

2.3 Advantages and disadvantages of using literature

There are several reasons for using literature in teaching a foreign language. Firstly, literature is the real material that teaches reading. It is designed to enable learners to communicate actively in language classes. This approach is closely related to the reader-response approach mentioned by Van (Van, 2009). It can liven up the EFL classroom. In language teaching, the literary text is a representative language that can open up, challenge, stimulate and use all areas of the mind, from imagination to emotion, from pleasure to pain, and they can create a relationship between the text and the reader (McRae, 1991). Properly selected works can provide students with rich information about the culture of the target language; in this way, students can gain first-hand knowledge that enables them to better understand the culture of the target language. After all, it pays to use literature in the target language in foreign language classes in order to facilitate the personal development of students. It means that literature is part of a student's life, reading and learning from school age. They will enjoy it for the rest of their lives because that is how literature becomes their elixir (Huszti, 2010). In other words, using literature is a highly effective way to learn a language and shows that the use of picture books can improve learner's language strategies, motivation, self-confidence and reading skills (Krashen, 2014).

Scholars in the field have presented various advantages of using literature in EFL classes. Some of them are given below:

Authentic material

First of all, the use of literature in language teaching provides an authentic samples of language, fresh themes and gives a wide range of styles and text types. These texts are original, rich and can train the ability of critical thinking. Moreover, provide cultural and historical knowledge to understand others and their differences.

According to Collie & Slater (1987) literature as an authentic material can be taught in an EFL classroom to achieve the language development of the learners. Also provides authentic input for language learning (Ghosn, 2002).

Therefore, as an authentic material in relation to language teaching, a literary work can be used as a material in the EFL classroom (Brumfit & Carter, 1991). Authenticity can be especially envisaged in plays and novels. In drama, we have dialogue, emotional expressions, functional phrases, and contextual expressions. Likewise, descriptive writing, as well as other types of writing in fiction, contribute to the human imagination, so

language is easily imprinted in our memory. In addition, as an example, Harmer (2007) stated that poetry as one of literature genres can be used in the language classroom.

Literature as motivating tool

Literature and literary texts are very motivating (Van, 2009). Literature deals with interesting things. Motivation drives the student to keep going, and it can only be achieved if the student loves it. Experience shows that literary texts for language learning are enjoyable for learners.

Cultural enrichment

Literature is also a door to another culture. Students learn to see the world through the eyes of another person, observe human values and different ways of life, and discover that other people live in really different societies. Students will learn about and understand the social, political, historical and cultural events that took place in a given society. Through literature, learners can deepen their understanding of culture (Collie & Slater, 1987).

Many language learners would like to deep their understanding of life in the country where that language is spoken. Of course, they cannot visit or stay there for a while, however it would be ideal. For all such learners must be gain undersatnding of the way of life of the country through films or videos, newspapers, radio programes and last, but not least, literary works (Collie & Slater, 1987).

Literature elevates cultural and intercultural awareness (Van, 2009). The inevitable requirement of globalization is that there should be cooperation and exchange in the field of ELT to meet the needs of language learners. Literature deals with common concepts of love, hate, death, nature, which enhances the understanding of the whole world.

Literature both breaks down many barriers between cultures and shows them that readers can respond to them and improve their intercultural communication. ESL students need more than language lessons, they need an orientation to the target culture. The culture is at best somewhat foreign to these students, often completely foreign. Teachers who grapple with this difficulty have always found solutions in the cultural values inherent in and conveyed by literature. By reason of literature provides a model of culture, it is one of the most obvious and valuable means of acquiring cultural knowledge (Sage, 1987).

Reading

Literature favors intensive and detailed reading. Novels are great for broad reading purposes. This kind of practice improves reading speed and vocabulary. Poetry can also help intensive reading through literary elements such as allegory, metaphors and similes.

According to Early (1968), the primary goals of reading and literature are articulated to emphasize the role of literature as a tool for pleasure rather than to develop reading skills. The daily reading time is for its own purposes, not for categorizing or summarizing information, not even for making word lists or answering teachers' questions.

Personal involvement

Literature is a mirror that reflects and enhances each learner's perception of the social world. Literature also provides universal themes that relate to students' own experiences. Students can relate ideas, events, and things in literature to their own lives. It will help stimulate students' imaginations, develop their critical skills and increase their emotional awareness (Lazar, 1993). When EFL learners enjoy reading literature and are motivated to interact with the text, they are developing their reading skills. When trying to understand the meaning of text, learners must reason, based on what they are reading and their own experience. It helps learners grow personally and in relationship to the people and institutions around them. In Lazar's view, literature can educate the whole person (Lazar, 1993).

Grammar and Vocabulary Knowledge

Literature deals with variety of language types, like colloquial and formal language. Arthur (1968) considers that the enrichment of syntactic knowledge and vocabulary can be advanced through literary texts. For example, poems with complex structures can be used as exercises that require students to translate this complex structure into simple standard English structures. On the other hand, reading short stories and novels can expand students' vocabulary.

Language Skills

Literature and literary texts are rich with numerous examples of developing reading, writing, speaking and listening skills.

Literature can improve the writing skills of students. In a study of writing students in Ghana, their grammar errors, principally errors of tense and countable and uncountable forms, began to disappear as a result of their experience with poetry (Sage, 1987).

Novels and poems provide good opportunities for extensive and intensive reading. They are also good for practicing sub-skills of reading such as skimming, scanning, and idea generation. Reading in literature is a combination of reading for pleasure and provides information.

Literature shows to provide a good foundation for writing exercises. It is very encouraging to have learners complete a poem or short story in cloze form. Students can be asked to compose a short poem. We can also have learners write the ending of a story in their own words or tell a story from the point of view of another character in a short story, novella, or novel (Erkaya, 2005).

The events in a poem, short story, or novel can be related to learners' own real-life experiences. Such practice paves the way for hot topics of discussion in the language classroom. Letting learners think freely about events and comment critically on them is also conducive to developing speaking skills (Lazar, 1990).

Learners can be revealed to audio versions of some drama, novels, short stories or poems. Musical elements in poems also stimulate learners' desire to bring their speech closer to the norms of native speakers by following the principles of intonation, rhyme, and rhythm.

Reading literature and literary texts can develop the critical thinking of students. Ghosn (2002) stated that literature can bring changes in the behavior and thinking of the learners. According to Langer (1997), literature allows students to consider about their life, learning and language. The role of the teachers is very important here to develop critical, analytical and higher order thinking skill.

Despite the many benefits of using literature in foreign language teaching, some major difficulties that require further attention, such as the language itself, cultural aspects or the choice of texts. Literary vocabulary and grammatical structures are often considered overly complex, making reading a challenging activity. Cultural issues can also cause some problems when using literary texts in EFL. According to McKay (McKay, 2001), literature is full of cultural concepts, which can be frustrating to inexperienced readers. If we stopped analysing the chosen literary texts, we might find ourselves in a rather uncomfortable position, having to admit that some of our favourites can be a huge inconvenience to our language students (Hasan & Kheder 2017, McKay, 1982).

Some scholars talked about the problems caused by literature in foreign language teaching.

Syntactic difficulties in literary texts make reading a daunting task. McKay (1982) points out that literary texts are far from standard English and therefore cannot help because of their complex structure. Mainly, ancient poetry is difficult to understand because of the use of some words and syntactic structures that are now outmoded. It has been questioned that literary texts are full of complex structures, sometimes far removed from the standard English language. Another argument is that literary texts use ancient and outdated vocabulary, such as the word „thee, thou”, which is not used in today’s English language. Again there is a counter-argument that not all literature is old and difficult. Hemingway and some other writers come very close to this criterion.

2.4 The selection of literary texts in EFL teaching

The selected text should always be in the students’ interest. It is good that selected texts belong to different genres and styles, which increases students’ need for linguistic diversity. Make sure that the language of the chosen text is suitable for students, not too easy or too difficult, because they may lose interest. We could also use “simplified reading books” although first check these books thoroughly (Huszti 2010).

We define literature for youth ages 13 to 18 as adolescent literature, and literature for youth from birth through age 13 as children’s literature. There is no determination the age or class of a book. Any book a reader likes is suitable for that reader (Anderson 2010).

Good literature teaching is goal-oriented and the result of careful planning. It does not just happen, although we like to believe in the magical and mystical nature of teaching. While teaching is both an art and a craft, both of them must be directed to the learning goals teachers set for students. Therefore, before the teachers start planning courses, it is essential to consider what they hope to achieve with students through the teaching of literature (Richard et al. 2011).

Young children love to imitate and mime. Use regular activities such as games, songs, and short conversations to encourage repetition. Purposeful activities: action songs, dramatisation, colouring and painting, manipulation of real objects and puppets, action games like “Simon Says”, and quiet games like “Picture Dominoes”. They are material for inquiry and expression activities that are natural for young children.

The teacher's task is to make sure his/her lessons are class-appropriate, structured, and exciting. There are two phases to creating a suitable course: preparation and selection of materials (textbooks, exercises, visual aids, etc.) and lesson organisation within the course. Materials can be chosen by the Ministry of Education or the head of the department. Regardless of who chooses the material in the first place, it is the teacher's responsibility to adapt it to the needs of his individual class as much as possible (Geoffrey et al. 2003).

In other words, literary texts must be selected according to learners' needs, goals, life experiences, cultural background, and language proficiency. According to Collie and Slater (1987), assignments must not exceed a students' reading ability. Interest, attractiveness, and relevance all matter. The following aims to describe Collie and Slater's (1987) approach to selecting literary texts:

Implementing a variety of student-centered activities such as role-plays, pair work, interviews, questionnaires, group work, exchange of ideas, information gaps, visual materials, and others.

Introducing a knowledge edge in small groups can enhance individual feedback and understanding. Group members have to solve a task presented on a page of a literary text within a short period of time.

Sharing opinions while working individually or in groups can be a great way for introverted students to be more open.

Using the target language helps convey effective responses non-verbally or through partial language proficiency.

It is also difficult to decide what material to teach at different levels. Factors to consider include language skills, gender, age and background knowledge. Teachers should carefully consider all of these factors before selecting materials.

Carter and Lang (1991) argue that these problems can be overcome by choosing the right text for the right group of language learners.

Along with McKay (1982), many other language teachers have concluded that literature does not meet the needs of the learners' academic environments. However, McKay (1982) offers some ways to solve the problems of linguistic and cultural complexity. He suggests that using easy, simplified literary texts much more efficient in the language learning process.

Maley (1989) himself clarified that literature can serve as a motivating tool to motivate learners to seek out different language types. Although literature cannot directly serve the needs of ESL learners, it can speed up the process of language learning. It is telling that some literary texts have very vague and depressing conceptions of culture. In other words: If the literary work chosen motivates students, it can help them in their learning process.

According to Sage (1987), the barrier between literature and students should be as low as possible. Sometimes barriers are language elements that are too difficult for students, such as unfamiliar vocabulary. But sometimes obstacles are created by devices that editors think will help students but actually confuse them. Simplification of literary texts often leads to longer literature. These editions focus on simplifying vocabulary, but are not concerned with complex syntax, which is an equally important aspect of any text. To sum up, when choosing literature texts, teachers must also pay attention to these factors.

2.5 Literature is interesting to the students for enhancing their language skills

Literature has been integrated with modern technology such as video and audio for students to listen to (Grellet, 1981). For example, students are encouraged to listen to music and watch movies in English. This makes the whole learning experience easier and more fun.

In addition, literature not only teaches students how to read and write, but also how to spice up English conversations. Books use different stylistic components. For example, a book might use humor and sarcasm to reveal its plot. Thus, students who read it not only learn to read and write English, but also learn to use sarcasm and humor in their everyday conversation (Mokharti and Ravi, 2002).

Literature has many genres. For example, prose stories and novels, poetry, music, and newspapers are all literary materials. Teachers must carefully choose the genre that best suits their students. Likewise, teachers can choose from a variety of genres, which complement each other. When students are at the basic level, simple stories and novels will help them understand some aspects of English.

Collie and Slater (1991) list four major benefits of using short stories for language teachers, demonstrating that short stories are the most suitable literary genre for English

language teaching because of their brevity is supported. First of all, short stories are efficient because they are long enough to be covered in a class or two. Secondly, it is not difficult to write short stories alone. Thirdly, short stories have a wide range of interests. Finally, short stories are for all levels, all ages, and all classes (Collie & Slater, 1991).

The use of drama appears to be an effective technique in today's communication-based, student-centred language teaching. Because it is authentic material, it helps students improve their understanding of the verbal and non-verbal aspects of the target language they are trying to master. In particular, teachers who want to make language learning more colourful, motivating and fun can use drama in language lessons. Because drama is a reenactment of social events, students develop their own personalities and norms of behavior. In this way, they can get more meaningful and realistic lessons from which students can benefit greatly (Lenore, 1993).

Using novel in the EFL class, is a useful technique for mastering not only the language system, but also the lives associated with the target language. In novel, characters reflect what people really achieve in their everyday lives. Novels not only describe, but also enlighten people's life. Although many students find reading novels written in the target language difficult, unmotivating and boring, novel is a very effective way to build vocabulary and develop reading comprehension. Through reading, students can broaden their horizons and learn about other cultures, thus developing their intercultural communication skills by learning to see the world from different perspectives. The result will be critical thinking and writing (Lazar, 1990).

Since most poetry uses metaphor, consciously or not, as one of its primary methods, poetry provides an important learning process. Poetry uses language to evoke and celebrate particular qualities in life and to make readers feel. Especially poetry, which is based on emotion, provides more emotional added value. Poetry is one of the most effective and powerful communicators of culture. Poetry contains so many cultural elements as allusions, vocabulary, idioms, tones, that are not easily translated into another language (Sage, 1987).

PART 3

RESEARCH ON THE EFFECTIVE IMPACT OF SONGS, RHYMES AND POEMS AMONG YOUNG LEARNERS

The use of songs and rhymes in foreign language lessons has been the subject of many researchers. Because it is much easier to engage young learners with a song or a rhyme.

Poetry, rhymes, and songs are becoming more and more acknowledged as effective teaching tools, especially for younger language learners. Through the use of music, rhythm, and imagery, these imaginative and captivating forms of expression provide a dynamic approach to language learning, improving students' language skills and promoting a greater awareness of other cultures.

The third part of the study is the actual research in the form of questionnaire and an interview. The interview was conducted among teachers who teach in schools in Transcarpathia. And the survey was conducted among parents whose children study English language at school. In the present research, the effects of using songs and rhymes to teach English to young learners in Transcarpathia were investigated.

It is believed that listening and singing songs, poems, and rhymes might help foreign language learners acquire English. Using well-selected songs and rhymes in English language instruction is one of the potentially significant factors in the language acquisition process, according to the relevant criteria of scientific literature. Thus, it stands to reason that using rhymes, poetry, and songs as literary resources while teaching English to speakers of other languages enhances students' language proficiency, raises their awareness of other cultures, and advances their own personal growth.

3.1 Methodology

This study's main goal was to investigate the value of using literary works-more especially, songs, rhymes, and poems-when teaching young language learners English as a foreign language.

The participants of the research were English teachers working in secondary schools in Transcarpathia. In addition, parents of young English language learners who attend secondary schools in Transcarpathia.

The aim of the parent questionnaire is to obtain a deeper understanding of their perspectives and observations concerning the function of rhymes, songs, and poetry in the process of English language acquisition.

The survey was conducted among parents in the form of an online questionnaire. The questionnaire was completed by 42 parents. Respondents answered anonymously. The majority of the questions in the questionnaire were multiple-choice questions, with the exception of question 12 where the respondent had to provide his/her own answer.

The purpose of conducting teacher interviews is to gain further insight into their perspectives, methods, and experiences related to the use of poetry, rhymes, and songs in EFL classes for young language learners. Semi-structured interviews were conducted with 5 English language teachers who have experience of teaching young language learners. The interviews were conducted at a mutually agreed time. The teachers without hesitation shared their experiences on the subject.

3.1.1 The research instruments: Questionnaire for parents and interview questions for teachers

The instruments of this research is a parent questionnaire, which was made to examine how parents see the role of songs, rhymes and poems in teaching English as a foreign language in secondary schools (Appendix 1).

The questionnaire was published on the Internet. The survey was anonymous, names were not required. Data collecting in this way was more reliable. The questionnaire was created on Google Form platform and consisted of 20 questions. Of these, 19 were multiple-choice questions and one open-ended question.

The interview was conducted at a pre-arranged time with the teachers (Appendix 2).

A semi-structured interview was conducted with 5 teachers who were helpful in answering the questions. The interview consisted of 15 questions and was aimed at gaining a deeper insight into whether songs and rhymes are used in foreign language lessons and what effect they have on the language learning of the students.

After collecting the data, the author of this paper started to analyse and summarise the given results.

3.2 Teachers' interview data analysis

Five educators gave their consent to take part in the study by responding to the interview questions. According to Sibarah (1999), rhymes and songs should only be used into a teacher's lesson plan when they help the student achieve a specific goal, just like any other classroom activity.

In response to the questions: How many years have you been teaching English? In which classes do you teach English? The first and second teacher stated that they had been teaching English in primary and secondary classrooms for more than ten years. This demonstrates their expertise and variety of teaching techniques. Even though the third teacher has only been in the classroom for two years, she has experience with a variety of age groups and really loves dealing with young students in the first and fourth grades. She has less experience, but she is adaptable and willing to work with students of all ages in a variety of learning settings. The fourth teacher claims to have eight years of experience instructing English in primary and secondary settings. This demonstrates she has extensive and reliable experience as an English teacher, and it also suggests that the teacher has a deeper understanding of the subject and more effective teaching techniques. The fifth teacher has seven years of experience instructing students in first, third, and eighth grades, among other classes.

To the second question, how songs, rhymes and poems are used in English lessons and if so, how often they are used, teachers gave the following answers. All 5 teachers use songs, rhymes, poems in their lessons. There is a difference in frequency. Some teachers try to sneak a song or a rhyme into every lesson or every other lesson. Other teachers who teach in lower classes use songs and rhymes at least once a week. Teachers in the upper classes use rhymes with songs less often, mainly based on themes, in an attempt to add colour to the lessons.

In the third question, we wanted to know how songs, rhymes and poems are integrated into the lessons. Two teachers answered that they mainly use songs and rhymes when teaching new topics. For example, when teaching about animals they choose a song or a saying about animals. One teacher uses songs and rhymes mainly when warming up at

the beginning of the lesson. A fourth teacher uses mainly songs and rhymes at the beginning of the lesson for warming up and at the end of the lesson for finishing. The fifth teacher uses interactive songs and rhymes not only at the beginning and end of the lesson but also in the middle of the lesson. When she sees that the children are a bit tired, she gives them a break and they play together the „Head and shoulder knees and toes” song or „Simon says”.

The fourth question asked whether teachers thought there were benefits to using songs, rhymes and poems in English lessons. All five teachers agreed that there are benefits to using songs, rhymes and poems in English lessons. The benefits they mentioned are: improving their pronunciation, developing their vocabulary, learning unfamiliar words and phrases, developing their listening skills, using learned phrases more confidently in conversation, memorising grammatical structures more quickly and most importantly, enjoying learning English, being more motivated.

In the fifth question, we intended to know which skills teachers think are best developed through songs, rhymes and poems. Three teachers think that listening skills, pronunciation and vocabulary develop best. In addition, grammatical structures are easier to learn. The other two teachers gave the same answers, adding the improvement of speaking skills and faster memorisation.

In the sixth question of the interview, we wanted to get teachers’ views on the most effective use of songs, rhymes and poems for different age groups. Two teachers answered strongly that it is in grades 1-4, because children are still very receptive and enjoy this type of activity. The other two teachers gave similar answers, but said that songs and rhymes could be used up to grades 1-9 to capture the interest of pupils. The fifth teacher said that songs can be used with any age group if they are well chosen. For example, with teenage students, we can work with a modern song. We can do different tasks with the lyrics of the song and other activities.

The seventh question asks teachers to state clearly whether they think that the use of songs and rhymes will bring any improvement in the teaching of English to students. All five teachers responded that they had noticed an improvement with their students. All of them found that the students memorised new words and phrases much more easily compared to traditional methods. They communicate more confidently using the words and phrases they have learned. One teacher even added that songs and rhymes help to overcome language learning anxiety and make learners more motivated. They enjoy the

learning process much more. Of course, some students show less interest in learning through songs, rhymes and poems. They prefer other methods.

With the help of the eighth question, we wanted to find out whether teachers see any improvement in their students' English pronunciation as a result of using songs and rhymes in lessons. All teachers were positive. They see some improvement in the children's pronunciation. One teacher said that using songs and rhymes regularly helped children to improve their pronunciation and feel more confident in speaking English. The other teacher said that songs and rhymes could help students to hear and imitate correct English sounds and to learn pronunciation and rhythm of speech.

In the ninth question, teachers were honest about the challenges they face when introducing songs and rhymes in English lessons. All five teachers, without exception, face some kind of challenge before introducing a new song or rhyme in class. One teacher said, and all of them agreed, that the biggest challenge is to choose the right song and rhyme. Because you have to take into account the age group, the language level. Another teacher added that you have to find a balance between interesting and instructive material. For the next teacher it is a challenge to integrate songs and rhymes into the lesson. To do this, she turns to a variety of online resources and tries to use creative strategies to incorporate songs and rhymes into her English lessons.

With the tenth question, we wanted to find out whether songs and rhymes provide a more engaging and enjoyable learning environment for learners. All five teachers said that the use of songs and rhymes provides a pleasant and enjoyable environment for learning English. One teacher added that songs and rhymes break up the monotony of the lesson and provide a creative approach to English. Another teacher said that it provides a playful and fun environment for learners. One teacher added that the songs and rhymes help to keep the students interested in the lessons.

The eleventh question asked whether the participating teachers had received feedback from either colleagues or parents on the use of songs and rhymes in English language teaching. All five teachers received feedback. Most feedback was received from colleagues. They reported that they often heard the students repeating or even demonstrating the song or rhyme they had learned in English during breaks and at the beginning of the next lesson. One teacher added that her colleagues praised her varied and interactive lesson plans. One teacher had received negative feedback from parents. Parents

expressed concern that students were not learning enough grammar or vocabulary through songs and rhymes.

The twelfth question asks what strategies teachers use to make songs and rhymes more engaging and interactive. Four of the teachers use their laptops to make songs and rhymes interactive. This way the children not only hear the songs and rhymes but also see them. Songs or rhymes that can be shown are made even more enjoyable. The fifth teacher also uses a projector, giving these children an even greater experience.

Question thirteen asks whether teachers think that the incorporation of multimedia resources can improve the use of songs and rhymes in English language teaching. All five teachers answered yes. Teachers who have been teaching for a longer time said that the lessons are more colourful and varied as a result of using these resources. Younger teachers said it was only natural to take advantage of the opportunities technology offers. They added that they not only use songs and rhymes, but also different games and videos to make lessons more interactive.

In the fourteenth question, we wanted to know whether teachers think that songs and rhymes influence students' communication skills. The answers were definitely yes. According to one teacher, they can help to strengthen self-expression and confidence in English. Another teacher similarly believes that songs and rhymes improve pronunciation, vocabulary and confidence in the language. A teacher who also teaches in upper classes said that analysing the lyrics of songs can help students understand the meaning and context of words so that they can use them more confidently in speech.

In the fourteenth question, we wanted to know whether teachers think that songs and rhymes influence students' communication skills. The answers were definitely yes. According to one teacher, they can help to strengthen self-expression and confidence in English. Another teacher similarly believes that songs and rhymes improve pronunciation, vocabulary and confidence in the language. A teacher who also teaches in upper classes said that analysing the lyrics of songs can help students understand the meaning and context of words so that they can use them more confidently in speech.

The last question of the interview asked the participating teachers to share some success stories or examples of how songs and rhymes have improved the language learning outcomes of young learners. One teacher told how one of her students reported how they had managed to use the words and phrases they had learnt in class while travelling abroad. Another teacher gave the following example: her student said that after easier songs and

rhymes, she could understand songs with more difficult lyrics. The third teacher reported that her students learn new words and phrases much more easily. The fourth teacher was of the same opinion, but added that some pupils had problems with grammatical structures, but that this method made it easier for them to understand. The fifth teacher said that she had managed to engage an otherwise very passive pupil by regularly singing songs.

3.2.1 Parents' survey data analysis

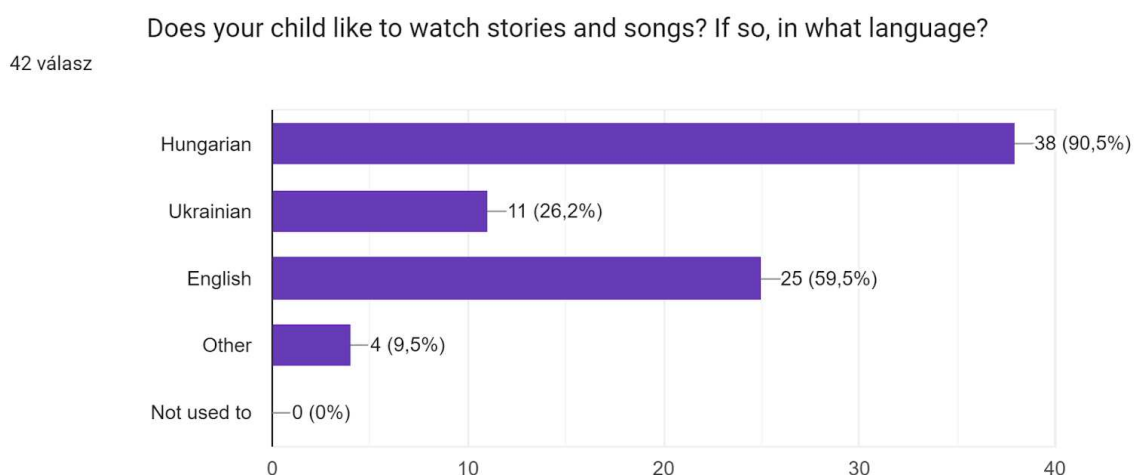
The second set of data is collected through an online survey for the parents.

The purpose of the parent questionnaire is to gain a better knowledge of the viewpoints and observations of the parents regarding the role that rhymes, songs, and poetry play in the English language learning process.

Question 1. Does your child like to watch stories and songs? If so, in what language?

Possible answers: „Hungarian”, „Ukrainian”, „English”, „Other”, „Not used to”.

90.5% of the respondents answered that their child watches stories and songs in Hungarian, 26.2% in Ukrainian, 59.5% in English and 9.5% in other languages. None of them ticked the option that they do not usually watch stories and songs.



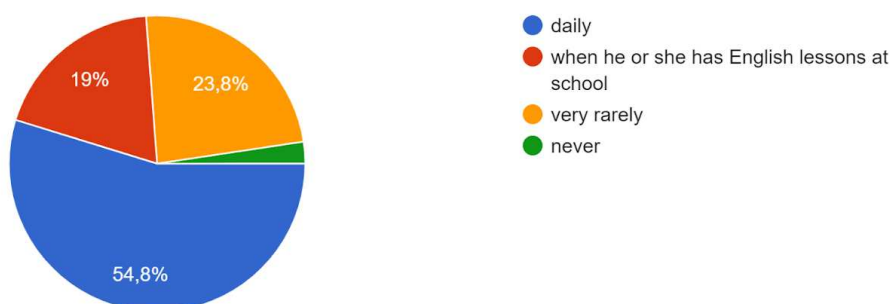
Question 2. How often do you notice your child singing or saying English songs or rhymes outside English lessons?

Possible answers: „daily”, „when he or she has English lessons at school”, „very rarely”, „never”.

54.8% of respondents observed their child singing English songs or saying rhymes on a daily basis. 19% only hear it when their child has English lessons at school. 23.8% rarely hear it and 2.4% of respondents never hear it.

How often do you notice your child singing or saying English songs or rhymes outside English lessons?

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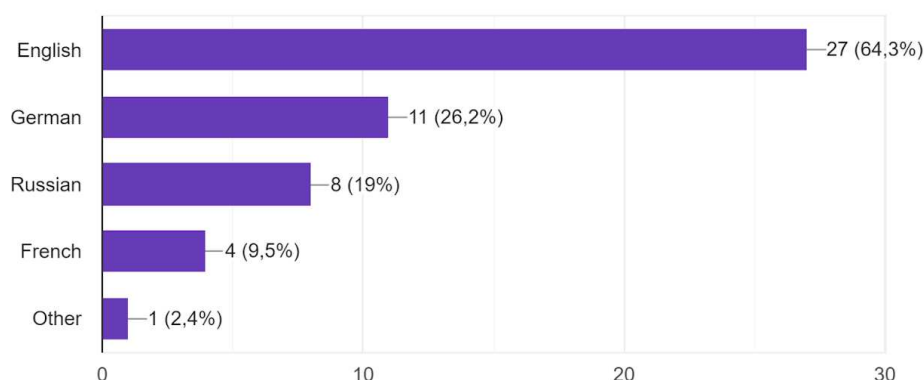
Question 3. What foreign language did you learn at school?

Possible answers: „English”, „German”, „Russian”, „French”, „other”.

The next question asked which foreign language the parents had studied. 64.3% of the respondents had studied English, 26.2% German, 19% Russian, 9.5% French at school and 2.4% indicated other languages.

What foreign language did you learn at school?

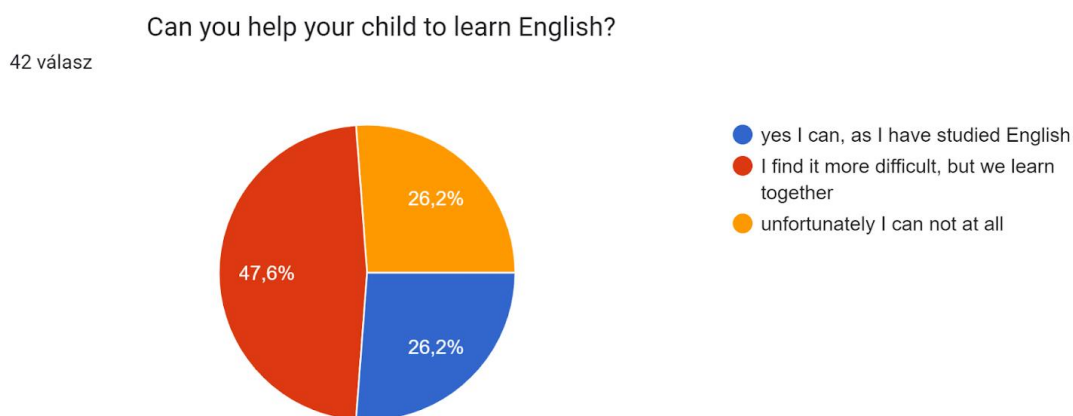
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Question 4. Can you help your child to learn English?

Possible answers: „yes I can, as I have studied English”, „I find it more difficult, but we learn together”, „unfortunately I can't at all”.

The next question asked whether parents could help their child learn English. 26.2% of respondents said that they could help because they had studied English. 47.6% answered that they find it difficult to help but try to learn with their child and 26.2% answered that unfortunately they cannot help.



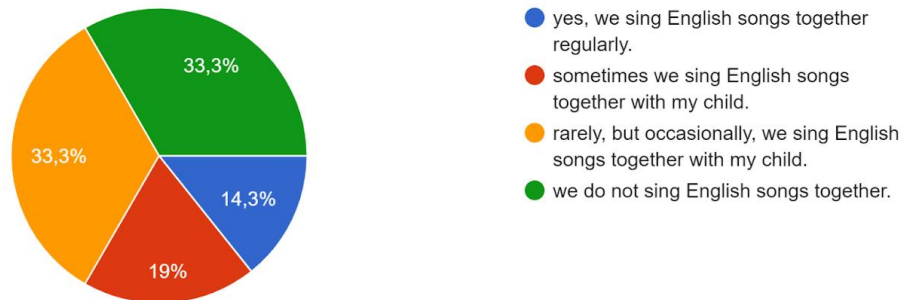
Question 5. Do you sing English songs with your child?

Possible answers: „yes, we sing English songs together regularly”, „sometimes we sing English songs together with my child”, „rarely, but occasionally, we sing English songs together with my child”, „we do not sing English songs together”.

Only 14.3% of the respondents sing English songs with their child, 19% sing with their child sometimes, 33.3% sing with their child only rarely, when the occasion arises. Also 33.3% of respondents do not sing with their child.

Do you sing English songs with your child?

42 válasz



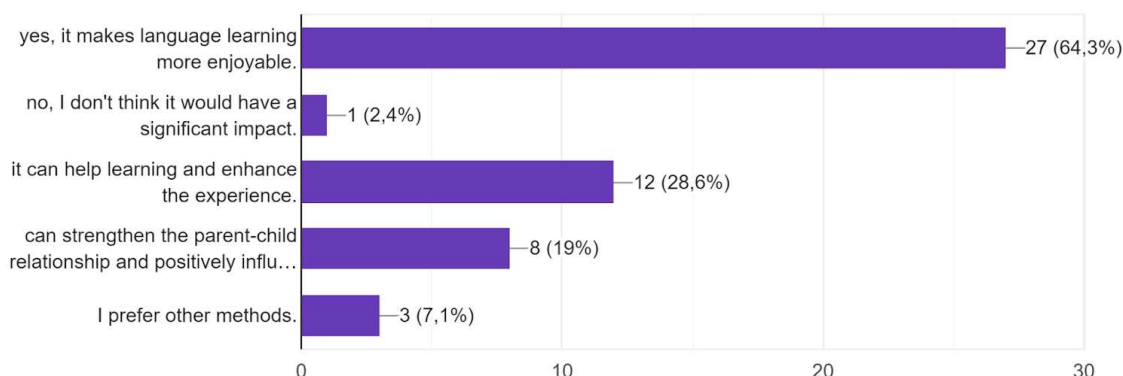
Question 6. Do you think that singing or reciting English songs and rhymes at home with your child enhances the language learning experience? (Multiple answers are possible)

Possible answers: „yes, it makes language learning more enjoyable”, „no, I don't think it would have a significant impact”, „it can help learning and enhance the experience”, „can strengthen the parent-child relationship and positively influence motivation and experience”, „I prefer other methods”.

The next question asked whether parents thought that singing and saying songs and rhymes at home with their children enhanced the language learning experience. 64.3% of the respondents think they make learning more enjoyable. 2.4% think they have no significant impact. 28.6% think they help learning and enrich the experience. 19% of respondents think that singing with the child helps to deepen the parent-child relationship. 7.1% prefer other methods.

Do you think that singing or reciting English songs and rhymes at home with your child enhances the language learning experience? (Multiple answers are possible)

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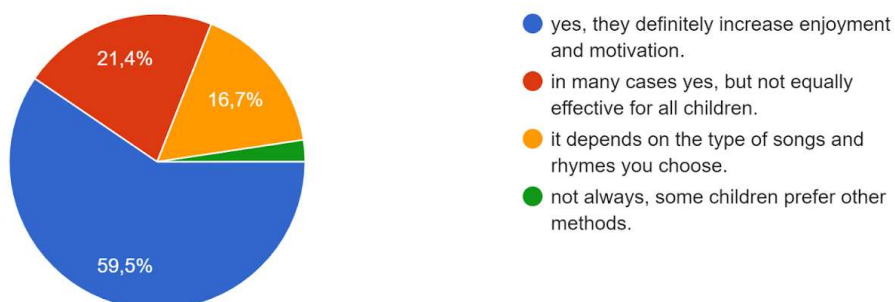
Question 7. Do you think songs and rhymes make learning English more enjoyable for your child?

Possible answers: „yes, they definitely increase enjoyment and motivation”, „in many cases yes, but not equally effective for all children”, „it depends on the type of songs and rhymes you choose”, „not always, some children prefer other methods”.

59.5% of respondents think that songs and rhymes make learning English more enjoyable and motivating for children, 21.4% think they do in many cases, but not all children. 16.7% think it depends on the songs and rhymes we choose. 2.4% think not always, some children prefer other methods.

Do you think songs and rhymes make learning English more enjoyable for your child?

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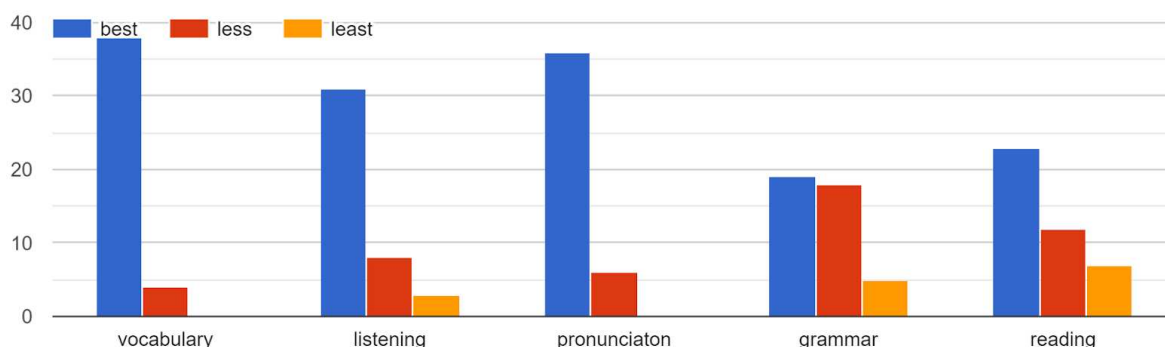


Question 8. What skills do you think songs and rhymes develop best, less and least?

Possible answers: „vocabulary”, „listening”, „pronunciation”, „grammar”, „reading”.

In the next question we wanted to know which skills are developed best, less and least by songs and rhymes. Of the respondents, 38 said that it improved vocabulary the best, while 4 said the least. 31 said it improved listening skills the best, 8 less and 3 the least. 36 of the respondents think songs and rhymes improve pronunciation the best, 6 said less. 19 think that grammar improves the best, 18 that it improves less and 5 that it improves the least. 23 think that reading improves the best, 12 that it improves less and 7 that it improves the least.

What skills do you think songs and rhymes develop best, less and least?



Question 9. Do you think that working with English songs and rhymes helps to increase your child's vocabulary?

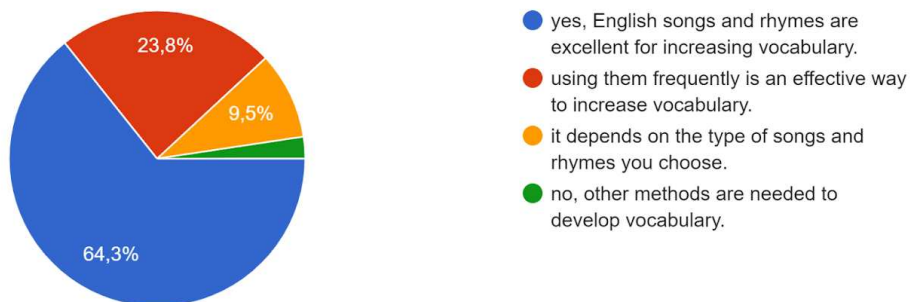
Possible answers: „yes, English songs and rhymes are excellent for increasing vocabulary”, „using them frequently is an effective way to increase vocabulary”, „it depends on the type of songs and rhymes you choose”, „no, other methods are needed to develop vocabulary”.

64.3% of parents think that their child’s vocabulary improves as a result of songs and rhymes. 23.8% of respondents think that frequent use of songs and rhymes is an

effective way to improve vocabulary. 9.5% say it depends on the song and rhyme we choose. 2.4% think that other methods are needed to improve children's vocabulary.

Do you think that working with English songs and rhymes helps to increase your child's vocabulary?

42 válasz



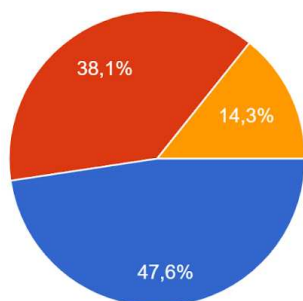
Question 10. Have you experienced situations where English songs and rhymes taught at school have helped your child to remember or understand certain English phrases?

Possible answers: „Yes, he or she often quotes English songs and sayings and these help him or her to learn new expressions”, „yes, they sometimes help my child remember certain phrases, but not always”, „rarely: my child does not really use English songs and sayings to learn”, „I have not experienced this with my child”.

When asked if the English songs and sayings they learnt at school helped their child to remember or understand certain English phrases, parents responded. 47.6% said yes, they often quote English songs and sayings and these help them learn new phrases. 38.1% said yes, they sometimes help my child remember certain phrases, but not always. 14.3% think rarely, my child does not really use English songs and sayings to learn.

Have you experienced situations where English songs and rhymes taught at school have helped your child to remember or understand certain English phrases?

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- Yes, he or she often quotes English songs and sayings and these help him or her to learn new expressions.
- yes, they sometimes help my child remember certain phrases, but not always.
- rarely: my child does not really use English songs and sayings to learn.
- I have not experienced this with my child

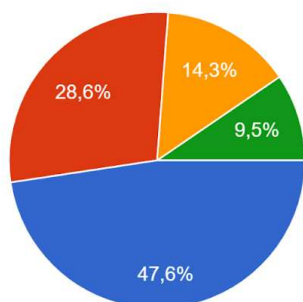
Question 11. Does your child name objects and concepts in English?

Possible answers: „yes, often names objects and concepts in English”, „yes, sometimes names objects and concepts in English, but not always”, „rarely names objects and concepts in English”, „does not name objects in English”.

In the next question, we asked parents if their child names objects and concepts in English. 47.6% of respondents said that their child often names objects and concepts in English. 28.6% said that their child sometimes names objects and concepts, but not always. 14.3% say they rarely name objects and concepts in English. 9.5% of respondents say they do not name objects and concepts in English.

Does your child name objects and concepts in English?

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- yes, often names objects and concepts in English
- yes, sometimes names objects and concepts in English, but not always.
- rarely names objects and concepts in English.
- does not name objects in English

Question 12. If you chose "Yes, often" or "Yes, sometimes", write some examples of objects and concepts your child names in English.

The answers to the 12 questions were as follows. Parents readily wrote down the words and phrases that their children used to say at home. Fruits: apples, bananas, lemon, vegetables, eating, drinking. Colors: purple, orange. Objects: pencil, pen, window, table, computer, telephone. School equipment: pencil, book. Phrases: thank you, I like it, I don't know, good bye, come on, very good. Basic expressions: good morning, how are you, yes, maybe, oh my God, so-so. Often family members, feelings, games, plays, days, animals, house equipment, hobbies.

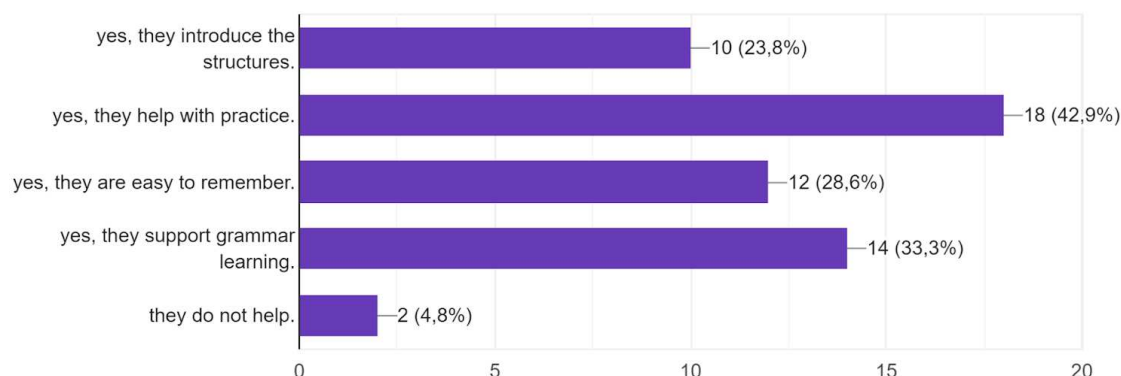
Question 13. Do you think English songs and sayings help your child to understand grammatical structures?

Possible answers: „yes, they introduce the structures”, „yes, they help with practice”, „yes, they are easy to remember”, „yes, they support grammar learning”, „they do not help”.

In the next question, we wanted to find out from parents whether they think songs and rhymes help their child to better understand grammatical structures. 23.8% of respondents think it helps them to understand grammatical structures. 42.9% think that they help their child to practise grammatical structures. 28.6% think that songs and rhymes help their child to remember grammatical structures better. 33.3% think that they help to learn grammatical structures. 4.8% think that songs and rhymes do not help to understand grammatical structures.

Do you think English songs and sayings help your child to understand grammatical structures?

42 válasz



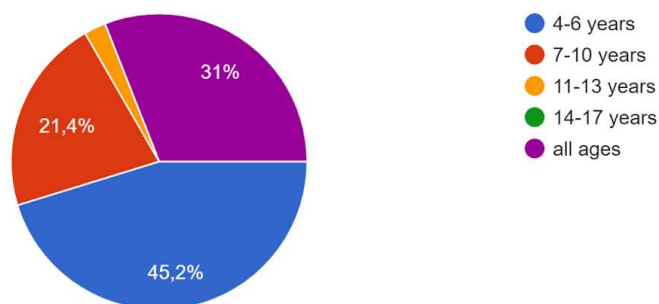
Question 14. At what age do you think the use of songs and rhymes is most effective in learning English?

Possible answers: „4-6 years”, „7-10 years”, „11-13 years”, „14-17 years”, „all ages”.

When we asked which age group, they think is most effective at using English songs and rhymes, the following responses were obtained. 31% of respondents think it is effective for all ages. 45.2% said ages 2-6. 21.4% of respondents said that the use of songs and rhymes could be effective with 7-10 year olds . 2.4% said that the use of songs and rhymes could be effective with 11-13 year olds.

At what age do you think the use of songs and rhymes is most effective in learning English?

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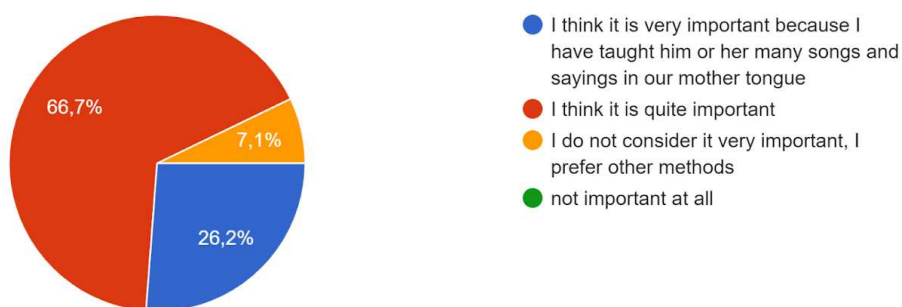


Question 15. How important do you feel it is to use English songs and rhymes regularly in your child's English language learning?

Possible answers: „I think it is very important because I have taught him or her many songs and sayings in our mother tongue”, „I think it is quite important”, „I do not consider it very important, I prefer other methods”, „not important at all”.

In the 15th question, we wanted to know how important parent's feel the regular use of English songs and rhymes is in teaching English. 26.2% of respondents felt it was very important, as they had taught their children many songs and sayings in their mother tongue. 66.7% think it is quite important. 7.1% think it is not so important, preferring other methods.

How important do you feel it is to use English songs and rhymes regularly in your child's English language learning?
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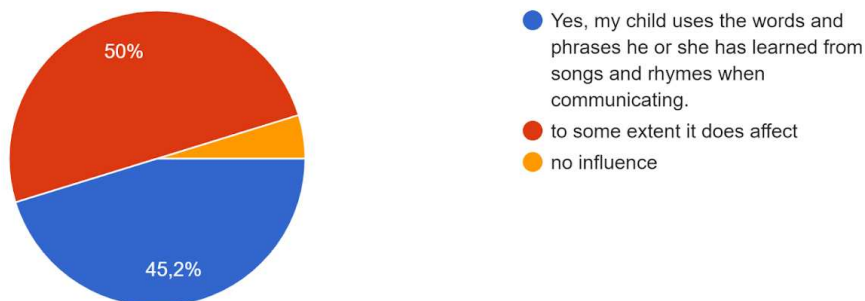
Question 16. Do you think the use of songs and rhymes affects your child's ability to communicate with others in English?

Possible answers: „Yes, my child uses the words and phrases he or she has learned from songs and rhymes when communicating”, „to some extent it does affect”, „no influence”.

The next question about whether the use of songs and rhymes affects the parent's child's ability to communicate in English with others was answered in the following proportions. 45.2% think that their child uses the words and phrases they learn through songs and rhymes in their communication. 50% think they are influenced to some extent. 4.8% think that songs and rhymes do not influence their child's communication in English.

Do you think the use of songs and rhymes affects your child's ability to communicate with others in English?

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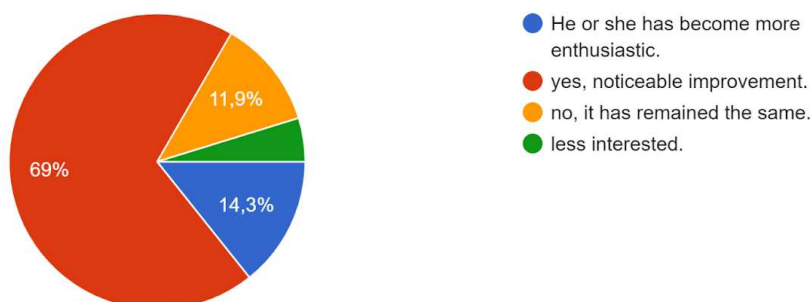
Question 17. Do you see any change in your child's motivation to learn English since using English songs and rhymes regularly?

Possible answers: „He or she has become more enthusiastic”, „yes, noticeable improvement”, „no, it has remained the same”, „less interested”.

The next question asked if the parent sees any change in their child's motivation through the use of English songs and rhymes. 69% think there is a noticeable improvement. 14.3% think their child is more enthusiastic. 11.9% said their child remained the same and 4.8% said they were less interested.

Do you see any change in your child's motivation to learn English since using English songs and rhymes regularly?

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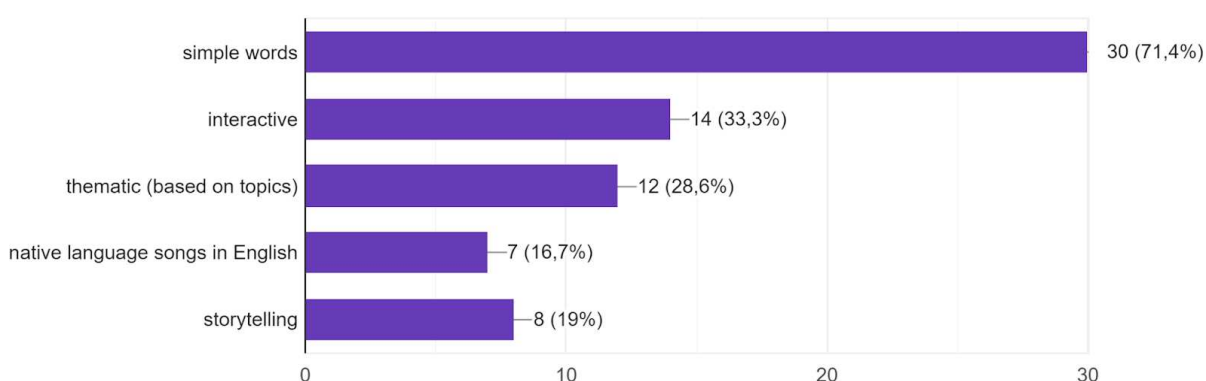
Question 18. What types of English songs and sayings do you think are most effective for your child's language development? (more than one answer is possible)

Possible answers: „simple words”, „interactive”, „thematic (based on topics)”, „native language songs in English”, „storytelling”.

In the 18 questions, we wanted to find out which types of songs and rhymes parents think are most effective in improving English. 71.4% of the respondents think that songs and rhymes that contain simple words are effective. 33.3% think that interactive songs and rhymes are effective. 26.6% think that songs and rhymes that are based on a theme are effective. 16.7% think that songs and rhymes that the child already knows in his/her mother tongue are effective. 19% of the parents prefer songs and rhymes that tell stories.

What types of English songs and sayings do you think are most effective for your child's language development? (more than one answer is possible)

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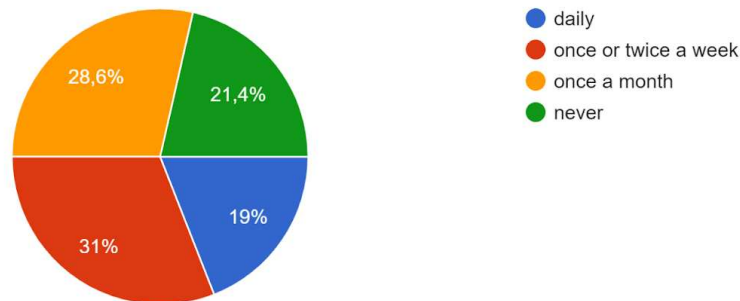
Question 19. Does your child use English-language nursery rhymes and songs in everyday activities (e.g. dressing, gymnastics, eating)?

Possible answers: „daily”, „once or twice a week”, „once a month”, „never”.

In the next question, we wanted to find out how often parents notice their children singing and saying rhymes and songs during everyday activities such as dressing or exercising. 19% of respondents said daily. 31% think once or twice a week. 28.6% say once a month and 21.4% never notice.

Does your child use English-language nursery rhymes and songs in everyday activities (e.g. dressing, gymnastics, eating)?

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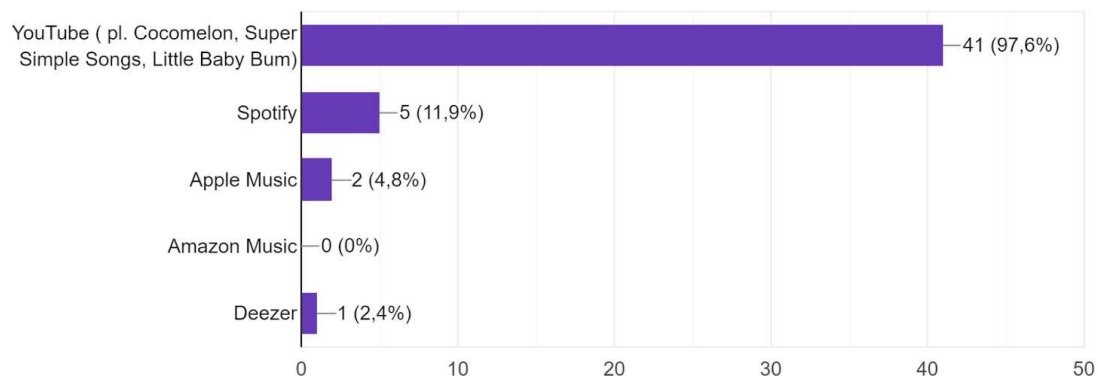
Question 20. Are there specific channels that you use to listen to sayings or songs (multiple answers possible)?

Possible answers: „YouTube (e.g. Cocomelon, Super Simple Songs, Little Baby Bum)”, „Spotify”, „Apple Music”, „Amazon Music”, „Deezer”.

The final question was designed to find out what channels they use to listen to songs and rhymes. Several answers could be ticked here. 97.6% of respondents selected Youtube, 11.9% use Spotify, 4.8% use Apple Music and 2.4% use Deezer. None of the respondents use the Amazon Music app.

Are there specific channels that you use to listen to sayings or songs (multiple answers possible)?

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3.3 Discussion and interpretation of results of the research

The aim of the present study was to investigate the role of songs rhymes poems in teaching English as a foreign language to young learners in Transcarpathia. The claim was examined from two perspectives through an interview conducted among five teachers and from the parents' perspective through a questionnaire. The interview questions were structured in semi-formal form with 15 questions. We wanted to find out how the teachers perceive the advantages and disadvantages of using songs and rhymes in English lessons. Overall, teachers reported positive experiences. Children seem to be more liberated and motivated when a song or a saying is introduced to a new topic. They memorise new words and phrases much more easily and use them more confidently in communication. They have found that their listening skills and pronunciation improve as they regularly listen to and repeat songs and rhymes. The more passive learners participate more easily in these types of activities. The difficulty was said to be in the selection of songs and rhymes, choosing the right level of theme and interesting songs with rhymes being the most difficult. One teacher said that she in upper classes likes to use songs and with the lyrics of the songs they perform different tasks. The rhymes and songs help with grammatical structures and are easier to remember. The children do not even think of it as learning, they see it as fun.

The second part of the survey was the parent questionnaire, which was completed by 42 parents. The questionnaire was available online and consisted of 20 questions. We wanted to find out from the parents how they perceive the use of songs and rhymes in their child's English language learning. Do they consider it important or do they prefer other methods? In terms of responses, the majority of parents see songs and rhymes as useful in teaching English. After all, the mother tongue is also learned at a young age through interactive songs and rhymes. It was important to find out if parents can help their children learn English. Unfortunately, a quarter of the respondents cannot help at all. Therefore, the use of songs and rhymes helps these children to learn the language because they regularly repeat the songs and rhymes. The responses also show that most parents can see and hear their children singing and saying the songs and rhymes at home which they learnt at school. In addition, they often name objects in English and use certain expressions in everyday life. Like teachers, many parents have noticed that their child's pronunciation has improved. They are more motivated and confident in using new words and phrases. It

helps more children to learn and understand grammatical structures. Most parents think that songs and rhymes with simple words are the best, in addition to interactive and thematic songs and rhymes.

Comparing the two research results, the teachers' opinions and attitudes towards the use of songs and rhymes and the parents' perspectives, we see that they confirm the finding that songs and rhymes are very good and effective tools for teaching English as a foreign language.

PEDAGOGICAL IMPLICATIONS AND CONCLUSIONS

Foreign language learning and songs, rhymes and poems are closely linked. Many researchers have demonstrated the usefulness of songs, rhymes and poems in foreign language teaching. Songs, rhymes and poems help language learners to improve their pronunciation, listening skills, vocabulary, understanding of grammatical structures, even in the acquisition of cultural knowledge.

The aim of this study was to investigate the role and advantages and disadvantages of songs, rhymes and poems in foreign language learning among young learners. Although there are many advantages of using songs, rhymes and poems in English lessons, teachers may face difficulties in choosing songs, rhymes and poems. Of course, it is worth taking on these difficulties and extra time because young learners love to sing, show off while singing or saying the rhymes, listen to stories. If teachers continue to make use of this teaching tool, they will be able to keep young learners motivated to learn a foreign language.

In the first part of this paper, we looked at the importance of using songs, rhymes and poems in foreign language teaching. We have examined the advantages and disadvantages based on the work of various researchers. We have examined whether songs, rhymes and poems can be used as pedagogical tools. We have also looked at some practical aspects, such as what types of songs and rhymes are available, how to choose songs, rhymes, poems for English lessons and how to use them in the classroom.

In the second part we looked at the value of using literature and literary texts in foreign language teaching, in addition to songs and rhymes. What are the advantages and disadvantages of using literary texts and how to choose literary texts that will arouse learners' enthusiasm and improve their language skills.

The third section of the thesis was based on the research conducted through the parent's surveys and teachers' interviews. This section provides insights into how teachers perceive the use of songs, rhymes and poems in foreign language lessons. As well as the benefits and positives. It also shows how parents see the use of songs and rhymes in their children's English language learning. To what extent they notice that their children use and recite at home the songs and rhymes they have learned at school. In addition, is this having an impact on their pronunciation, vocabulary and listening skills.

In conclusion, the present study provides evidence for the hypothesis that songs, rhymes and poems have an important place in the teaching of English as a foreign language. However, the teacher of English as a foreign language should choose songs, rhymes, poems appropriately according to the level of their learners.

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SUMMARY IN UKRAINIAN

Вивчення іноземної мови та пісні, римування і вірші тісно пов'язані між собою. Багато дослідників продемонстрували корисність пісень, римовок та віршів у навчанні іноземної мови. Пісні, римування та вірші допомагають тим, хто вивчає мову, покращити вимову, навички аудіювання, словниковий запас, розуміння граматичних структур, і навіть у набутті культурних знань.

Метою цього дослідження було дослідити роль, переваги та недоліки пісень, римовок та віршів у вивченні іноземної мови серед учнів молодшого віку. Незважаючи на те, що використання пісень, римовок та віршів на уроках англійської мови має багато переваг, вчителі можуть зіткнутися з труднощами у виборі пісень, римовок та віршів. Звичайно, варто взяти на себе ці труднощі та витратити додатковий час, адже маленькі учні люблять співати, хизуватися під час співу чи промовляння віршиків, слухати історії. Якщо вчителі продовжуватимуть використовувати цей інструмент навчання, вони зможуть підтримувати мотивацію до вивчення іноземної мови.

У першій частині цієї статті ми розглянули важливість використання пісень, римовок та віршів у викладанні іноземних мов. Ми проаналізували переваги та недоліки, спираючись на роботи різних дослідників. Ми з'ясували, чи можна використовувати пісні, римівки та вірші як педагогічні інструменти. Ми також розглянули деякі практичні аспекти, наприклад, які існують типи пісень та віршиків, як вибрати пісні, вірші та римівки для уроків англійської мови та як їх використовувати на уроках.

У другій частині ми розглянули цінність використання літератури та літературних текстів у викладанні іноземної мови, на додаток до пісень та римовок. Які переваги та недоліки використання літературних текстів та як обрати літературні тексти, які викличуть ентузіазм в учнів та покращать їхні мовні навички.

Третій розділ дипломної роботи ґрунтується на дослідженні, проведеному за допомогою опитування батьків та інтерв'ю з учителями. Цей розділ дає уявлення про те, як вчителі сприймають використання пісень, римовок та віршів на уроках іноземної мови. А також переваги та позитивні моменти. Він також показує, як батьки бачать використання пісень і віршів у вивченні англійської мови їхніми дітьми. Наскільки вони помічають, що їхні діти використовують і декламують вдома

пісні та віршики, які вони вивчили в школі. Крім того, чи впливає це на їхню вимову, словниковий запас і навички аудіювання.

Отже, дане дослідження підтверджує гіпотезу про те, що пісні, римівки та вірші займають важливе місце у викладанні англійської мови як іноземної. Однак, викладач англійської мови як іноземної повинен підбирати пісні, римівки, вірші відповідно до рівня своїх учнів.

APPENDIX 1

Questionnaire for parents

Dear parents!

My name is Veronika Lukovics. I am a final year student at the Ferenc Rákóczi II Transcarpathian Hungarian College. I would like to ask for your help in my research. This questionnaire is part of my thesis, which aims to better understand the role of songs, rhymes and poems in teaching English as a foreign language. The questionnaire takes 15 minutes to complete and is completely anonymous. All answers will be kept confidential and will only be used for research purposes. If you have any questions or comments, please contact me by e-mail. My e-mail address is lukovicsveronika11@gmail.com

Thank you for your help!

1. Does your child like to watch stories and songs? If so, in what language?

a) Hungarian b) Ukrainian c) English d) Other e) Not used to

2. How often do you notice your child singing or saying English songs or rhymes outside English lessons?

a) daily b) when he or she has English lessons at school c) very rarely d) never

3. What foreign language did you learn at school?

a) English b) German c) Russian d) French e) other

4. Can you help your child to learn English?

a) yes I can, as I have studied English

b) I find it more difficult, but we learn together

c) unfortunately I can't at all

5. Do you sing English songs with your child?

a) yes, we sing English songs together regularly.

b) sometimes we sing English songs together with my child.

c) rarely, but occasionally, we sing English songs together with my child.

d) we do not sing English songs together.

6. Do you think that singing or reciting English songs and rhymes at home with your child enhances the language learning experience? (Multiple answers are possible)

a) yes, it makes language learning more enjoyable.

b) no, I don't think it would have a significant impact.

c) it can help learning and enhance the experience.

d) can strengthen the parent-child relationship and positively influence motivation and experience.

e) I prefer other methods.

7. Do you think songs and rhymes make learning English more enjoyable for your child?

a) yes, they definitely increase enjoyment and motivation.

b) in many cases yes, but not equally effective for all children.

c) it depends on the type of songs and rhymes you choose.

d) not always, some children prefer other methods.

8. What skills do you think songs and rhymes develop best, less and least?

a) vocabulary b) listening c) pronunciation d) grammar e) reading

9. Do you think that working with English songs and rhymes helps to increase your child's vocabulary?

a) yes, English songs and rhymes are excellent for increasing vocabulary.

b) using them frequently is an effective way to increase vocabulary.

c) it depends on the type of songs and rhymes you choose.

d) no, other methods are needed to develop vocabulary.

10. Have you experienced situations where English songs and rhymes taught at school have helped your child to remember or understand certain English phrases?

a) Yes, he or she often quotes English songs and sayings and these help him or her to learn new expressions.

b) yes, they sometimes help my child remember certain phrases, but not always.

c) rarely: my child does not really use English songs and sayings to learn.

d) I have not experienced this with my child

11. Does your child name objects and concepts in English?

- a) yes, often names objects and concepts in English
- b) yes, sometimes names objects and concepts in English, but not always.
- c) rarely names objects and concepts in English.
- d) does not name objects in English

12. If you chose "Yes, often" or "Yes, sometimes", write some examples of objects and concepts your child names in English.

13. Do you think English songs and sayings help your child to understand grammatical structures?

- a) yes, they introduce the structures.
- b) yes, they help with practice.
- c) yes, they are easy to remember.
- d) yes, they support grammar learning.
- e) they do not help.

14. At what age do you think the use of songs and rhymes is most effective in learning English?

- a) 4-6 years
- b) 7-10 years
- c) 11-13 years
- d) 14-17 years
- e) all ages

15. How important do you feel it is to use English songs and rhymes regularly in your child's English language learning?

- a) I think it is very important because I have taught him or her many songs and sayings in our mother tongue
- b) I think it is quite important
- c) I do not consider it very important, I prefer other methods
- d) not important at all

16. Do you think the use of songs and rhymes affects your child's ability to communicate with others in English?

- a) Yes, my child uses the words and phrases he or she has learned from songs and rhymes when communicating.
- b) to some extent it does affect
- c) no influence

17. Do you see any change in your child's motivation to learn English since using English songs and rhymes regularly?

- a) He or she has become more enthusiastic.
- b) yes, noticeable improvement.
- c) no, it has remained the same.
- d) less interested.

18. What types of English songs and sayings do you think are most effective for your child's language development? (more than one answer is possible)

- a) simple words
- b) interactive
- c) thematic (based on topics)
- d) native language songs in English
- e) storytelling

19. Does your child use English-language nursery rhymes and songs in everyday activities (e.g. dressing, gymnastics, eating)?

- a) daily
- b) once or twice a week
- c) once a month
- d) never

20. Are there specific channels that you use to listen to sayings or songs (multiple answers possible)?

- a) YouTube (e.g. Cocomelon, Super Simple Songs, Little Baby Bum)
- b) Spotify

- c) Apple Music
- d) Amazon Music
- e) Deezer

APPENDIX 2

Interview questions for teachers:

1. How many years have you been teaching English? In which classes do you teach English?
2. Do you use songs, rhymes, poems in your English lessons? If so, how often do you do this?
3. Can you tell us how you incorporate songs and rhymes into the teaching of English to young learners in Transcarpathia?
4. Do you think there are any advantages of using sayings and songs in English lessons?
5. What skills do you think songs and chants develop best?
6. At what age do you think the use of songs and rhymes is most effective in English language learning? Can you give reasons why?
7. Have you noticed any improvements in language learning among your students when using songs and rhymes compared to traditional methods?
8. Did you notice any difference in your students' pronunciation after using songs and rhymes more often in your lessons?
9. Did you encounter any challenges when introducing songs and rhymes in English lessons? If so, what are they and how do you deal with them?
10. Do you think that songs and rhymes contribute to creating a more engaging and enjoyable learning environment for young learners?
11. Have you received feedback from parents or colleagues on the use of songs and rhymes in English language teaching? If so, what was the general feedback?
12. What strategies do you use to make songs and rhymes engaging and interactive for young learners?
13. Do you think the incorporation of technology, such as multimedia resources, can improve the use of songs and rhymes in English language teaching?
14. Do you think that the use of songs and rhymes affects learners' ability to communicate in English with others?
15. Can you share some success stories or examples of how songs and rhymes have improved young learners' language learning outcomes?

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