AMERICAN UNIVERSITY OF ARMENIA

Department of English Programs

The Impact of Using Video-based Songs in Target Language on Learners'

Vocabulary Acquisition

A thesis submitted in

partial fulfillment of the requirements for the degree

Master of Arts in Teaching English as a Foreign Language

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DEDICATION

I dedicate my thesis paper to my mother, Susanna Miskaryan, who is always with me and who prays for me. I also dedicate this research paper to my best friend and brother, Dan Retz, who supported me financially to achieve my goal and I am thankful to Dan Retz for his emotional support.

ABSTRACT

Video-based songs are one of the most valuable tools that language teachers apply for teaching vocabulary. Vocabulary is considered to be one of the basic elements in learning a second language and has always caused difficulty for the target language learners. Thus, the aim of this study was to find out the effect of video-based songs on developing vocabulary.

For this purpose, two groups from Experimental English Classes (EEC) from the Department of English Programs (DEP) at the American University of Armenia were selected. The target population was grouped according to the results of the placement test conducted prior by the DEP. The participants' age varied from 5 to 6. Both experimental and control groups were given the same pre-test and post-test. The aim of the pre-test was to assess the learners' vocabulary proficiency level prior to instruction. The aim of the post-test was to assess the learners' vocabulary achievement at the end of the course and find out whether there was a significant difference in vocabulary knowledge between the control and the experimental groups. Video-based songs were used as instructional tools in the experimental group. From the results of this research it may be concluded that using video-based songs for teaching vocabulary may not be considered as an effective tool for the above mentioned age learners.

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CHAPTER ONE: INTRODUCTION

The following research paper aimed to find out the impact of using video-based songs in target language on Armenian learners' vocabulary acquisition. The result of this research may provide insightful information about the effectiveness of video-based songs for developing vocabulary.

From the literature review it may be concluded that many research projects were conducted to assess the effectiveness of video-based songs on the development of vocabulary in the target language. However, there is not enough evidence about the effectiveness of video-based songs for developing vocabulary in Armenian settings among 5 to 7 year-old learners.

Thus, this study is significant and the results of the study may serve as a model for language teachers and educators interested in teaching and developing vocabulary with the help of video-based songs.

The literature review done on the following issue helped to formulate the research question:

What is the impact of using video-based songs in target language on learners' vocabulary acquisition?

The paper includes the following sections: Literature Review, Methodology, Results, Discussion and Conclusion, References and Appendices. Each of these chapters also includes subchapters that concentrate on the specific areas of the research.

1. 1 Statement of the Problem

       Songs in the target language used in foreign language environment for teaching and learning is believed to be one of the useful language learning tools. With the development of technology and multimedia, video-based songs also became one of the popular tools used for teaching and learning purposes. According to the literature review a number of researches conducted on the effectiveness of using video-based songs is not empirically based and further research is needed. Furthermore, as video-based materials used for teaching and learning purposes is new in the field of education, more research was needed to make a grounded conclusion about the effectiveness of video-based songs on the EFL learners' vocabulary development.

1.2 The Aim and the Significance of the Study

       The aim of this study is to find the place of video-based songs in the Armenian EFL classroom and to determine whether video-based songs can serve as a language learning tool to develop vocabulary. Thus, the study aims to find out whether video-based materials have positive influence on the development of Armenian EFL learners' vocabulary acquisition.

       Despite the lack of grounded research on the effectiveness of video-based songs in EFL classroom, I think that this study will have a positive result and using video-based songs for teaching vocabulary will be used in Armenian settings as well.

CHAPTER TWO: LITERATURE REVIEW

2.1 Teaching Vocabulary and the Importance of Vocabulary in Language Learning

Vocabulary teaching is one of the most important components of learning any language and it functions as a cornerstone without which any language could not exist.

One of the challenges of teaching L2 (Second Language) is considered to be the vocabulary part.

According to Tavil and Isisag (2009) vocabulary is an important element in a foreign language acquisition as it chains the four skills: listening, speaking, writing and reading. Foreign language learners need to acquire a sufficient number of words in order to communicate well in the target language. As Tavil and Isisag (2009) note, learning useful vocabulary of the target language at early ages provides the learner with a better opportunity for further language development. As Barska (2006) states, limited vocabulary hinders the language learners from successful learning, and if the learner doesn't expand his or her word stock, he or she will gradually lose interest in learning the target language.

Vocabulary acquisition is a problematic task, though many may perceive it as simple. The foreign language learner has to perform several tasks in order to learn a new word: spelling, pronunciation, stress, grammatical class, semantic category, in combination with other semantic and grammatical elements in the sentence, and possible contextual occurrence in various situations as well as word identification (phonemic awareness and decoding), morphological analysis (applying knowledge of suffixes and

prefixes) as well as simple dictionary skills. Thus, in order to teach the target vocabulary

effectively, language teachers apply different methods and techniques. Thus, one of the

ways of teaching vocabulary, according to Cotton (2002) is through songs. As songs also

contain certain vocabulary, it would be to the point to discuss the role of songs in

teaching vocabulary.

2.2 The Benefits of Using Songs in Vocabulary Teaching

As mentioned above, vocabulary plays an important role in teaching and learning

a foreign language. Along with some other materials, foreign language teachers also use

songs for teaching purposes. Using songs in teaching gives a number of benefits one of

which is teaching and learning vocabulary through songs.

Schimms (2000) believes that learners may learn vocabulary incidentally, that is

when the learners are not concentrated on learning process, but are simply listening to

songs. In addition, when listening to songs, learners reiterate and memorize chunks of the

target language. Thus, by exposing learners to meaningful songs, language teachers

create opportunities for their learners to remember many lexical items that learners need

to know to enhance communicative skills in the target language. Al-Mamary (1998) cites

Murphey(1992) who believes that songs aid to develop autonomy in learners. This means

that learners learn and use the language naturally and without conscious efforts.

According to Cotton (2008), the very phenomenon of understanding of foreign

language speakers through music and songs leads us to conclude that music and language

are multi-cultural and have no barriers. As Cotton (2008) mentions in her article, English

language learning students learn more new words when music or songs are used in

addition to their vocabulary learning lessons. Yuliana (2003) also speaks supportively about using songs in an EFL classroom. According to Yuliana (2003), when children listen to a pleasant for their ear piece of music, they try to sing it. Thus, by attempting to utter the words, children repeat them several times and this makes the foreign words retain in their memory. Yuliana (2003).

Accordingly, Cebula(2003) also states that repetition of the words in the foreign language aids children to not only remember them better, but also allows them to produce or utter words without hesitation and fear that they may make a mistake when pronouncing foreign words or when speaking.

Purcell (1992) also speaks of utilizing songs to expand vocabulary supportively. However, the author notes that language teachers should be careful about using songs in a language classroom as songs may contain some irregular grammatical structures such as verb forms or may be loaded with some dialectal words. The author states that the songs may be most successful if they contain words that are related to the topic already covered in the class, or the chapter that is being covered or some other activities included in the curriculum.

To achieve better results in terms of teaching vocabulary, Saricoban and Metin (2000) suggest that language teachers should also take into consideration the learners' preference in types of songs they like to listen to, their age and the language used in the songs. It would be very effective if teachers allow the language learners to select songs that are more pleasurable for them to listen to. As Cotton (2008) states in her article, music is a universal language in human culture, because all the nations around the word share in the pleasure of listening, playing and dancing to music. Cotton (2008) also refers

to a song as another form of communication that is universal. The author further goes on to say that no matter what language we speak, what culture we come from, we all understand what it means when a baby cries, how we feel when listening to a sad piece of music or a song. Šiškova (2008) speaks of music as a "tool" that may reveal characteristic features of an entire nation from different parts of the world, with different languages and from a different times. Šiškova (2008) cites the famous musician   Pilka's words on music "It speaks for us where words fail".

Casale (1985), cited in Matthew et al. (2006) finds the most effective form of teaching vocabulary to be the motor imaging form (that is when the students act out the word they are learning). In coordinating meaning of a word with singing helps the learners to retain the word in their memory.

Clark, (2007) cited in Tavil and Isisag (2009), quotes that research into child foreign language acquisition has shown that vocabulary part may need to be repeated many times for the child to internalize the foreign words.

Blodget (2000) in his article lists several features that songs should have in order to be useful in a language classroom. According to him, songs should include pervasive and consistent use of verb tense (present tense only, preterit/imperfect contrast, or conditional/past subjunctive relationship, etc.); or gender/number agreement (a song that describes or lists people or things) in order to be useful in a foreign language classroom. The next feature that Blodget (2002) refers to is that the songs should be enjoyable to listen to. Blodget further gives some ideas about the ways that songs may be used in classroom:

- student-created booklets illustrating the lyrics

- karaoke, sing-along, or lip-sync video performances

- dramatic interpretations/mime/acting out performances

- dance and choreography--moving hands, head, feet, and body to the music in creative   ways

- re-writing the song either altogether in an original and creative lyric (for those who can), or by substituting all the nouns, or adjectives, or other parts of speech so as to make a new song lyric, and much more.

 Beasley (2008) states, that teachers, when using songs for teaching purposes, should be careful in selecting songs. The author suggests several criteria that good songs should have:

- Songs should be liked by the students. One way to ensure this is to have students assist in the song selection process, perhaps selecting currently popular songs.

- The lyrics of songs should be easy to understand. That is, the pace of the song and the words included in it should be appropriate for the learners of that level.Songs should contain meaningful content and shouldn't be overloaded with idiomatic or nonsensical words.   It is also desired that songs have repetitive nature, as repetition is one of the important processes in acquiring a foreign language.

2.3 The Benefits of Using Song in Language Learning

As discussed above, songs are considered one of the best "tools" that may be used in a foreign language classroom to develop the target vocabulary. However, adding to that benefit, songs in a learning environment may be used for other purposes such as

teaching grammar, listening, pronunciation, speaking and writing.(Orlova, 2003; Sevik 2011; Foster 2006)

Thus, Claerr and Gargon (1984) refer to songs as real-world examples of the target language. Songs are thought of as a natural bridge between the interest of the students and the foreign language they are acquiring.

According to Claerr (1984), songs have unique advantage to develop listening comprehension as they have meaningful context and provide wide variation of speech delivery speed. As the theme of songs is usually interesting, it attracts human interest and curiosity. Furthermore, songs of the target language's culture naturally follow the basic rhythm, intonation and pitch. Songs can aid to acquire phrasing, linking, stress and pronunciation of the target language as well.

As discussed earlier, songs can be used to generate language skills. They may be utilized to teach tenses and grammar structure because the vocabulary of the songs is usually authentic-sample, natural and meaningful. Adding to this, as songs are acquired through the auditory channel, songs may be used to improve listening skills. Tuan and An (2010) cite a number of scholars who suggest ways that songs may be used to improve listening. Thus, songs may be used to improve listening comprehension, listening for summarizing or writing, listening to isolated vocabulary and for word order, focused listening and contrastive features, etc. (Bloget, 2000; Orlova, 2003; Read, 2007; Saricoban & Metin, 2000; Spicher & Sweeney, 2007; Yoo, 2002; Yuliana, 2003). According to Saricoban and Metin (2000), by using songs EFL teachers may improve learners' not only speaking, reading, writing and listening, but also vocabulary, pronunciation and rhythm as well.

Songs are also a stimulus for learners as they often express intense emotions and strong personal feelings. The other benefit of using songs in EFL classroom is the students' motivation and the variation that songs add to the classroom routine which makes it more interesting. Hartwell-Walleer (1982) believes that children like to sing in groups.

Thus to overcome such a difficult task as teaching vocabulary, foreign language teachers have applied a number of methods to teach it effectively. As Schoepp (2002) suggests, songs have become an integral part of our language experience, and if used in coordination with a language lesson, they may be very effective in a number of ways to acquire a second language. According to Schoepp (2002), EFL/ESL teachers' experience in applying songs and their efficiency has shown that songs may be quite valuable for teaching purposes. Songs may be utilized for different purposes. For this purpose Read (2007) notes "Rhythms, chants, and songs….can be used as a ritual part of starting and ending lessons, or as an integrated part language, story or topic-based work. They can be used to reinforce knowledge and skills in other areas of the curriculum, for example, numeracy or citizenship issues, such as looking after the environment.

Jolly (1975) refers to the songs as a source through which learners also acquire information about the target language culture. To support this idea, Tuan and An (2010) cite Griff (1995) that as songs and music arise from different geographical areas, and culture and social environment, they naturally transmit the culture that they have been creating. Thus, the lyrics of songs speak about some cultural features that may create an overall picture of the particular culture and the people. In addition, Griff (1995) notes

"bringing a song to a classroom entails bringing the culture of the song with it and songs can be used as a way of looking at culture and comparing it with other culture".

2.4 Songs in Educational Programs

To support the viewpoint about using songs as effective tools in language acquisition, Schon et al. (2010) discuss the results of an experiment confirming the hypothesis that listening to speech sequences in songs aids learning a language.

In addition, Moyeda (1999) cites Hoskins (1988) who speaks about a number of educational programs conducted where songs were used to improve vocabulary acquisition which resulted with the evidence that songs do aid learners to enrich vocabulary by listening to songs in the target language. Moyeda (1999) also cites Overly (2000) according to whom by listening to songs dyslexic children have also improved their phonological and spelling skills

Moreover, Cotton (2008) claims that there has been research that shows music and language share a strong connection. To support the idea of integrating songs in a language class as an effective method, Tuan and An (2010) state that there exists much literature to evidence that the songs and music have a beneficial role in teaching the second language to young learners.

As Cotton (2008) notes, research that has been conducted on the role of music and second language acquisition has shown that children learn to sing before they learn how to speak. The research has also shown that singing songs in the target language helps ELL children learn new vocabulary, rhyming words and a better appreciation for language learning. These findings also lead us to conclude that if songs are put into

practice in ESL/EFL teaching classroom, the chances for learning the target language more effectively will increase as well. (Cotton, 2008)

Winter (2010) concludes the findings of the research conducted on how using songs affects productive vocabulary acquisition of English language learners saying that it may not be stated quite firmly that using songs in the target language helps the learners to acquire the target vocabulary, however, it may be noted that it doesn't hinder vocabulary acquisition..

Xiaoei (2010) speaks about the use of songs for teaching vocabulary supportively. The results of the research that the author has conducted on learning vocabulary from pop music among Chinese college students show that songs influence learning the meaning of a foreign language quite positively.

To support other scholars' view, Baechtold and Algier (1986) also speak supportively about the effect of music in a foreign language class. Baechtold and Alegier (1986) cite Kelly (1981) according to whose findings music, particularly for bilingual children, makes significant gains in meta-linguistic skill.

The results of research carried out on music enhance vocabulary learning in Ponntifica University by Guadalupe and Castenado (2005) also proved that video-based songs may be used in a language classroom not only for reducing the affective filter but also as a tool for teaching vocabulary.

According Schoepp (2002), the large amount of literature that has been collected on the value and effectiveness of using songs for teaching ESL/EFL, is not empirically based. Castellanos-Bell (2002) also claims that since research on the efficiency of music and song in EFL learning is a new field of study, more qualitative and quantitative

evidence is needed to have a grounded claim about the efficiency to use music and songs in teaching a foreign language.

2.5 Using Songs to Overcome Anxiety in the Classroom

Saricoban and Metin (2000) cite Lo and Fai Li (1998) according to whom songs may create a non-threatening atmosphere for students who feel tension when speaking the target language (Yetunde & Ndubab, 2008;Willis & Mason 1994). To support Lo's and Fai Li's viewpoint, Paquette and Rieg (2008) refer to Krashen's (1982) hypothesis who explains that in order learning to take place, affective filter must be weak. A weak filter means that a positive attitude toward learning is present. As such, songs are believed to be effective tools and may be used to reduce affective filter. By using songs in a language classroom, a teacher creates a better atmosphere for learning to take place. Rossiter (2003) cites a number of scholars (e.g., Campbell & Ortiz, 1991; Crandall, 1999; Crookall& Oxford, 1991; Foss &Reitzel, 1991; Hansen, 1998; Medgyes, 2002; Oxford et al., 1990; Phillips, 1998; Rinvolucri, 1999, Trainor, Austin, & Desjardins, 2000) who also claim that by using songs in a language classroom anxiety level be may reduced.

Abdellah(2004) also speaks of using songs in a language classroom to reduce the affective factor and suggests that songs stimulate children, even the shy ones, to participate actively and reduces their anxiety level by motivating students in learning the target language. However, one of the most important roles that songs play in education is their influence on the brain function.

Router (2003) in her article entitled "Read me a Song: Teaching Reading Using Picture Book Songs" states that children instinctively understand the language of music

which gives the children the more opportunity for successful learning of a foreign language.

Bintz (2010) cites Fountas and Pinnel (1999) who state that singing a song has a positive effect on long-term memory and also recommends language teachers having their students "sing songs of such delight that the lyrics remain in the memory forever." (p. 92).

2.6 Using Technology in Education

As stated earlier, language teachers have applied different methods and techniques to teach the target language effectively. Fortunately, with the development of technology the difficult task of teaching a foreign language has become less challenging. Nowadays, language teachers may integrate modern technologies and multimedia for teaching purposes. For instance, language teachers may use films, radio, television, language labs, audio/video tapes, computers, interactive video programs, as well as different types of computer based language learning programs. Thus, to enhance language learning foreign language teachers have also applied music videos or video-based songs for teaching purposes. As stated by Strшm (2007), music videos were integrated into academic world for teaching purposes in early 1980s. Strшm (2007) also cites Kinder (1984) who categorizes music videos into three main categories of videos: "performance videos", "narrative videos" and "dream like visuals". The first two categories are dominated either by the artist performing the song in the video, or they are traditional storytelling small films based on classic narrative style. The third category which was the most common around 1980 was the collage-dominated non-narrative

videos However, in his article Strшm (2007) mentions that most of the videos from 1980 may not be easily put under Kinder's (1984) video categorizations, that is, the video materials are neither dreamlike nor narrative videos.   Thus, to conceptualize the concept of video, the author finds the term "animation" to be fundamental for the whole video. Furthermore, he cites Williams (2003 p.13) who explains how text, music and sound are intertwined and work:

"…sights and sound interpenetrate creating a third expressive domain that I call musical visuality: Sight becomes musical and what you listen to is visualized. Seeing, then, becomes nonlogocentric experience, a sensuous (indeed, cross-sensual), tactile, sonorous, and visual activity." ,:the synaesthetic interplay and communicative interpenetration of music with vision, sight with sound, whereby visual images 'dance' to music and sound is manifest visually. Furthermore, Strшm (2007) speaks about how the text (in audio form), the music and visuals "corporate" to influence the learning process positively.

2.7 The Role of Multimedia in Education

The subsequent developments of technologies have created exciting and fully potential opportunities for language learners and teachers and multimedia is not an exception. "Multimedia" is a term which is frequently heard and discussed among modern educational technologies that are used nowadays. The term multimedia may be defined as "A mixture of various mass media such as print, audio and video" or it may be defined as "The exciting combination of computer hardware and software that allows you to integrate video, animation, audio, graphics, and test resources to develop effective presentations on an affordable desktop computer" (Fenrich,1997).

As multimedia is closely connected with video images and sound it appears to be one of the modern technologies used for teaching purposes and it would be to the point to discuss the impact of multimedia on teaching. Depending on the teaching objectives, multimedia based activities may be different. (Teow,1998). It was still in early 1960 when televisions were first used for teaching purposes. Like television, videos have also been used for teaching purposes since 1980s. However, the revolution of technologies and digital media opened more opportunities for language teachers to succeed when in 1990s language laboratories (LLs) and computer technologies entered the world of education.

As stated by Vanderplank (2009), one of the most commonly used materials in foreign language teaching is the use of video as an audio-visual material. In his article, Vanderplank (2009) talks about a research program on the use of video-based and audio-visual materials in TEFL conducted by Lam (2000). In her research Lam (2000) confirms the importance of audio-visual media in language teaching and treats the audio-visual materials as basic value in teaching. It is obvious that audio-visual materials are a great help for language teachers in facilitating and stimulating the target language learning.

As stated by Wright (1976), media and visual presentations are essential for language learners and all audio-visual materials contribute positively to the learning process as long as they are used properly and to the point. Thus, to use visual aids in a language classroom effectively, it must be grounded and research-based. Cognitive psychology is considered as the starting point for such theories. Mayer and

Moreno(2005) emphasize five basic principles of cognitive learning that are viewed as essentials in fostering technology assisted learning.

Mayer and Moreno (2005) cite Paivio (1986),Clark &Paivio (1991), Baddeley (1992), who give the outline of five theories of cognitive psychology. According to the theory of cognitive principle, the information which is received through the visual and auditory systems intertwines and is stored in the memory for a longer time.

Thus, the theory of cognitive principle are as follows:

Multiple Representation Principle: The first principle suggests that it is better to present an explanation using two modes of representation rather than one. That is, the meaning of a word is better understood if it is presented through words and pictures than solely in words.

Contiguity Principle: The second principle is that students better understand an explanation when corresponding words and pictures are presented at the same time than when they are separated in time.

Split-Attention Principle: When giving a multimedia explanation, present words as auditory narration rather than as visual on-screen text. The third principle is that words should be presented auditorily rather than visually.

Individual Differences Principle: The foregoing principles are more important for low knowledge than high-knowledge learners, and for high-spatial rather than low-spatial learner.

Coherence Principle: When giving a multimedia explanation, use few rather than many extraneous words and pictures.

Rivers (1981) claims that in order to learn, a language learner uses his eyes and ears, but his eyes are basic in learning. One of the most important benefits about using video in a language classroom is that video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a "picture is worth thousand words.". Vanderplank (2000) cites Cooper Lavery & Rinvolucri (1991) who also confirm that the use of video-based material as visual aids in language classroom has positive impact on learning: 'Video is a supercharged medium of communication and a powerful vehicle of information. It is packed with messages, images and ambiguities. Using visual clues to meaning in order to enhance learning is an important part of video methodology".

The other advantages of using video materials in a foreign language classroom is that the teacher can stop the material, replay the particular part of the song and start it again for the learners to repeat the vocabulary several times, if necessary. This technique is called Freeze framing technique and it may be used for teaching particular vocabulary or to call students' attention to some points.

CHAPTER THREE: METHODOLOGY

The Methodology part of this paper includes Setting and Participants, Materials, Instrumentations and Procedure. Each of the above mentioned sections gives detailed information about particular sections mentioned above.

3.1 Research Question

For this research project the following research question was formulated:

What is the impact of using video-based songs in target language on learners' vocabulary acquisition?

For finding out the impact of using video-based songs in the target language on the learners' vocabulary, results of the tests were used. The design of the test was quasi-experimental: the participants of the project were selected randomly by the Department of English Program of American University of Armenia. The study was conducted within two groups: control and experimental.

In order to conduct this experiment, two groups from Experimental English Classes (EEC) from the Department of English Programs (DEP) at the American University of Armenia were selected. The target population was grouped according to the results of the placement test conducted prior by the DEP. A Quasi-experimental study

was conducted for this research. Both experimental and the control groups were given the same pre-test and a post-test. The aim of the pre-test was to assess the learners' vocabulary proficiency level prior to instruction. The aim of the post-test was to assess the learners' vocabulary achievement at the end of the course and find out whether there was a significant difference in vocabulary knowledge between the control and the experimental groups.

Thus, the study tried to find out whether there is any significant relationship between listening to video-based songs in the target language (in the given case English) and developing vocabulary.

3.2 Settings and Participants

This research was conducted in the Experimental English Classes (EEC) run by the Department of English Programs at the American University of Armenia. The target population was grouped by EEC as a result of a placement test. Accordingly, the learners were placed in Preparation Level 3(B and C) which were selected for this study. Two groups - experimental and control groups were selected for this purpose. This study lasted for ten weeks, with twice-a-week meetings for 55 minutes.

The participants of the research project were children whose age varied from 6 to 11. The number of participants in experimental group was 9 and the number of participants in the control group was 12. Participants of both groups had elementary level of English knowledge.

3.3 Materials

The materials that were used for this research project in the experimental group were video-based songs downloaded from different sources, a laptop computer and speakerphones and the learners' course book "English Live 3".

The materials that were used in control group were handouts, chalk, blackboard and the course book "English Live 3". "English Live" is a series of books designed for children with different linguistic backgrounds who begin learning English as a foreign language. "English Live" series are designed at four levels: preparation, construction, communication and academic. The "English Live" books are intended to help learners to advance from the very beginning level to the advanced levels of language proficiency. As mentioned above, for this research "English Live 3" was chosen. This series consists of Students' book (with a CD) which is supplemented by a workbook. The aim of this series is to build up correct pronunciation of the sounds, words and sentences. It also aims to develop listening and reading comprehension skills through word-picture correspondence. The activities in this book are task based activities. "English Live 3" included 18 lessons. All 18 lessons were covered during the experiment.

3.4 Instrumentations

In this part of the paper detailed information about the instrumentation for data collection is provided. In order to find out the answer to the research question, the same pre-test and post-test(for the pre and post tests see appendix B) were administered both in control and experimental groups.

3.4.1. Instrumentations for Data Collection

The first data collection technique for vocabulary assessment was a pre-test which was administered during the first meeting of the second session in both experimental and control groups. The pre-test was compiled based on the vocabulary integrated in "English Live" Book 2 intended for Preparation Level 2 students and was administered on the second day of starting the regular classes in EEC Preparation Level 3. Songs in the target language were used as instructional tools in the experimental group.

The second data collection technique for vocabulary assessment was a post-test which was administered during the penultimate meeting and it was administered in both experimental and control groups. Conducting a pre-test and a post-test allowed me to compare the results between the students' prior vocabulary knowledge and their vocabulary knowledge after a ten-week experiment. The results of both tests were analyzed through SPSS package in order to find out whether the means of both experimental and control groups were statistically different or not.

The pre-test contains activities such as: Multiple Choice, Picture matching, Picture labeling. To conduct the pre-test listening section, one of DEP members was recorded. Both the pre-test and the post-test included three sections. All three sections aimed to check the participants' vocabulary knowledge. The rationale for selecting vocabulary in the pre-test was as follows: section 1 included vocabulary included in the learners' course-book and that has been taught through songs. The second section of the post-test included words not integrated into the learners' course-book but the words were taught through songs. The third section of the post-test included expressions that were taught through songs.

3.5 Procedure

3.5.1The procedure of teaching vocabulary through video-based songs in the experimental group

As it was mentioned earlier, the experiment was conducted between two groups: experimental and control. In the experimental group video-based songs were used for teaching vocabulary that was included in the learners' course book.

At the teaching stage of the vocabulary, songs were played twice. If the particular unit was a thematic one, for example, colors, transportation, etc, the topic was introduced to the learners through questions. For example, "What colors do you know? "What colors do you like?", "How do you get to school?" etc. After the songs were played twice and the students were familiar with the target vocabulary, they were required to sing along with the song. As it has been mentioned above, repetition is a key factor to success. Therefore the learners were required to repeat the target vocabulary several times. To retain the new words in their memory, printouts with the target vocabulary were introduced to the learners. After the students repeated the new vocabulary several times, a number of activities were carried out. To teach the target vocabulary, as pointed above, flashcards, printouts and some other materials were used. To check whether the learners have acquired the vocabulary related to the colors, the learners were asked to point out the colorful flashcards that were posted on the blackboard in advance. The learners were also asked to color the printouts of the pictures from the previous units (for example, a

book, a car, a cat, a cow, a hat, grass, etc.) in the color that I would dictate. For example, "the grass is green", "the car is red," "the cow is black and white". After completing the activity, the printouts were compared and the answers were checked. To retain the vocabulary related to the colors, the learners were also required to show some objects of the colors that they heard in the song on colors. To teach the vocabulary on transportation, the students were asked what means of transportation they knew. After a short conversation, a song that teaches the means of transportation by Peter Weatherall was played twice. When the learners were familiar with the target vocabulary through the printouts related to the means of transportations, they were required to answer the question "How do you get to school?". When the learners were to answer the question mentioned above, pictures of the target vocabulary on different means of transportations were introduced to the learners and the students were supposed to use the construction " I get to school" with the introduced picture in order to practice the new words.

3.5.2 The procedure of teaching vocabulary through video-based songs in the control group

To conduct the research, both the experimental and the control groups were taught the same vocabulary. However, as mentioned earlier, songs were selected as instructional tools through which the target vocabulary was introduced to the learners only in the experimental group. Unlike the experimental group, no songs were used for the same purpose in the control group. To teach the target vocabulary to the control group, printouts, flashcards and some other educational materials were used. As explained earlier, if the unit was a thematic one, students were introduced to through questions and

later the target vocabulary was presented to them through printouts, flashcards and other educational materials. To teach the new words the activities were the same as in the experimental without using any songs. In both groups students were required to do a number of activities in order to retain the new vocabulary.

CHAPTER FOUR: RESULTS

4.1 Test Result Analysis

Because sample sizes for both groups were small the non-parametric, Mann-Whitney U Test and Wilcoxon Signed Ranks Test have been applied between groups and within group comparisons.

Mann-Whitney Test on comparison of pre-test and post-test for experimental and control groups.

Mann-Whitney Test

Table 1

Ranks

			N	Mean Rank	Sum of Ranks
Pret est	Experim ental		9	13.44	121.00
	Control		12	9.17	110.00
	Total		21		

Pos ttest	Experim ental	9	11.89	107.00
	Control	12	10.33	124.00
	Total	21		

Table 2

Test Statistics[b]

		Pr etest	Posttest
	Mann-Whitney U	3 2.000	46.000
	Wilcoxon W	1 10.000	124.000
	Z	- 1.605	-.585
	Asymp. Sig. (2-tailed)	.1 09	.558
	Exact Sig. [2*(1-tailed Sig.)]	.1 29[a]	.602[a]

a. Not corrected for ties.

Test Statistics[b]

	Pretest	Posttest
Mann-Whitney U	32.000	46.000
Wilcoxon W	110.000	124.000
Z	-1.605	-.585
Asymp. Sig. (2-tailed)	.109	.558
Exact Sig. [2*(1-tailed Sig.)]	.129[a]	.602[a]

b. Grouping Variable:

Group

Table 2 shows that there is no significant difference between both (experimental and control) groups in pre-tests null hypothesis is not rejected as p=0.129, which is not less than 0.05.

From table 2 it becomes clear that there is no significant difference between both groups (experimental and control) in post-tests. null hypothesis is not rejected because p=0.502

Wilcoxon Signed Ranks Test on pre-test and post-test comparison for the experimental group.

Wilcoxon Signed Ranks Test

Table 3

Ranks[d]

		N	Mean Rank	Sum of Ranks
posttest – pretest	Negative Ranks	3[a]	3.67	11.00
	Positive Ranks	5[b]	5.00	25.00
	Ties	1[c]		
	Total	9		

a. posttest < pretest

b. posttest > pretest

c. posttest = pretest

d. Group = experimental

Table 4

Test Statistics[b,c]

	posttest - pretest
Z	-.981[a]
Asymp. Sig. (2-tailed)	.326

a. Based on negative ranks.

b. Group = experimental

c. Wilcoxon Signed Ranks Test

Table 4 shows that there is no significant difference between the pre-test and the post-test of the experimental group. Null hypothesis is not rejected, as p=0.326, which is less than 0.05.

Wilcoxon Signed Ranks Test on pre-test and post-test comparison for the control group.

Wilcoxon Signed Ranks Test

Table 5

Ranks[d]

		N	Mean Rank	Sum of Ranks
posttest - pretest	Negative Ranks	1[a]	1.00	1.00
	Positive Ranks	8[b]	5.50	44.00
	Ties	3[c]		
	Total	12		

a. posttest < pretest

b. posttest > pretest

c. posttest = pretest

d. Group = control

Table 6

Test Statistics[b,c]

	posttest – pretest
Z	-2.552[a]
Asymp. Sig. (2-tailed)	.011

a. Based on negative ranks.

b. Group = control

c. Wilcoxon Signed Ranks Test

Table 5 shows that there is a significant difference between the pre-test and the post-test of the control group in favor for the post-test. Null hypothesis is rejected as $p=$ 0.011, which is less than 0.05.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.1 Findings and conclusion

The results and findings obtained from the data analysis of the experimental group suggest that there is no significant difference in listening to songs and learning vocabulary. The analysis of the data on comparison of pre-test and post-test of the experimental group show that, as mentioned above, there is no significant difference from the pre-test to post-test. This implies that video-based songs seem not to have positive impact on learners' EFL vocabulary achievement. As illustrated in Table 3 and 4, null hypothesis is not rejected, because p value is not less than 0.05.The findings obtained from the data analysis of the pre-test and post-test of the control group (Tables 5 and 6) show that there is significant difference between the students' performances as p value is less than 0.05. From the results of the data it may be concluded students in the control have significantly progressed in learning vocabulary.

As it may be noticed from Table 6, there is a significant difference between the pre-test and the post-test of the control group in favor of the post-test.

Thus, it may be concluded that the learners of the control group made a significant progress in learning vocabulary through traditional method in favor of a post-test. According to Table 6, it may be concluded that the traditional method of teaching vocabulary is an effective way of teaching vocabulary.

The objective of this research paper was to find out whether there a relationship between listening to and watching video-based songs and developing vocabulary. This paper is divided into two parts: theoretical and practical. In the theoretical part examples of research papers conducted on the effectiveness of using video-based songs for teaching vocabulary were discussed. In the practical part a detailed description of the steps conducted during the experiment both in experimental and control groupswas provided.

The participants for this research were young EFL learners whose age varied from 5 to 6. The project was conducted at Experimental English Classes (EEC), Preparation Level 3, at the American University of Armenia. This research study had a quasi-experimental study. Two groups: experimental and control were chosen for the study. Video-based songs were used as instructional tools in experimental group for teaching vocabulary. To assess the learners' (both in experimental and control group), preliminary vocabulary knowledge a pre-test was conducted. The test was administered during the second meeting of the first session. The experiment lasted for ten weeks with 2 meetings a week for 55 minutes. To see whether the learners of both groups made any significant progress in their learning, a post-test was administered in both groups during the ninth week.

In order to analyze the data, the non-parametric Mann-Whitney U Test and Wilcoxon Signed Ranks Test were applied between groups and within group comparisons. As the results of students' test results show, the tested method proved to be ineffective in general, i.e. watching and listening to video-based songs may not positively contribute to developing the target language. As mentioned above, the result of the final test also showed that the learners made significant progress in favor of the post-test and that the traditional method was a better way of teaching vocabulary.

To sum up, it may be concluded that based on the findings of this current study video-based songs appear not to have any effect on young EFL learners' vocabulary building.

5.2 Limitations

While conducting the experiment a number of difficulties were encountered. The first limitation was that some of the learners were shy and did not feel comfortable to sing

along with the songs. Some students felt uncomfortable to repeat the new vocabulary which may have been one of the reasons that led to the lack of repetition and the target vocabulary may have not been fixed in the learners' memory. The other issue that was that not all the learners liked the chosen songs therefore not all the learners were willing to sing with the songs. However one of the main limitations that was encountered was the following: as mentioned above, not all the units in the book intended for Preparation Level 3 "English Live" by H. Farhadyand A. Shahoumian (2003) are thematic based. Therefore, to teach the given vocabulary of one unit, several songs which contained both the target vocabulary and also some other unknown words were used. For instance, to teach the vocabulary of Unit 5 (a car, a garden, a van, dad, a cat, red, pink) the following songs were used: "The butterfly color song" by A., J. Jenkins(2.27 min), "Animal Song" by Peter Weatherall (1.32min.), "Transportation Song" by Peter Weatherall (2.12min.), "In The Garden Song" by A., J. Jenkins(1.15min.). Thus, using several songs to teach the target vocabulary may have led the learners into confusion and the learners had difficulty in retaining the new words in their long term memory. In order to see the songs used in this study, see appendix A.

5.3 Recommendations

To use songs for teaching the target vocabulary more effectively, it would be recommend the teachers of using songs for teaching vocabulary, first of all, to try to choose songs that are thematic based. Using songs for 10 weeks it was noticed that thematic based songs may be considered as better tools for teaching vocabulary. The second issue that is suggested language teachers to take into consideration is the length of

songs. Based on the experiment it would be more effective to use songs that are not longer than 2 minutes. It was noticed that the learners had difficulty in concentrating on the key vocabulary if the song was longer than 2 minutes and contained many unfamiliar words.

It is also recommended that songs should contain vocabulary which is quite relevant to topics being covered in their textbooks. To make the teaching more productive, it would be recommended to choose rhythmic and lively songs so that the learners have a chance to move around and waste the energy. Conducting classes in Motor imaging way would be another beneficial way of teaching vocabulary. In Motor imaging lessons the learners are required to pantomime the word that they have already been introduced through songs and other educational materials. For instance, to retain the vocabulary on the rooms (bathroom, bedroom, dining-room, and living-room) in the house the learners were asked to act out the word "bathroom". To pantomime the "bathroom" the learners raised their hands and pretended washing their heads. To act out the word "dining-room" the learners pretended eating. As pointed above, there were some shy students who did not feel comfortable to sing along the song and there were also learners who did not like a particular song and therefore were not willing to sing along the song either. To avoid such problems, it is recommended not forcing the learners to sing along with other learners, because as it is mentioned above, learning happens when the students are relaxed and there is no tension. Thus, to teach the target words, it would be recommend the language teachers, instead of forcing the learners to sing the song and repeat the lyrics, pause the video and ask the student to define the particular "picture". For example, if the word "spider" is being taught through the Incy-Wincy

Spider video-based song , and the song contains many unfamiliar words, the video may be stopped ,and the student can be required to repeat the target words. It would also be recommend the language teachers to choosing a suitable song in terms of the language difficulty. It is also important to choose songs with clear lyrics and a good quality. The other important issue is that it is preferable to use video materials that do not contain subtitles, as subtitles may distract the learners' attention as they try to read the text.

5.4 Suggestions for Further Research

Further research is proposed:

- to use topic-based video-songs

- to consider the amount of new words in songs used to teach vocabulary

- to consider the length of songs

- to conduct a similar study with a larger sample

- to engage learners with different English mastery level and from different age groups

- to try to use songs that learners like

- to use video-songs with subtitle

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APPENDICES

Appendix A: Pre & Post Tests

Pre Test

American University of Armenia

Department of English Programs

EEC

Name _____

1. *Listen to the speaker and circle the picture of the word that you hear (5 points)*

1

2

3

4

5

6.

7.
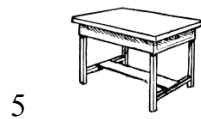
2. *Match the pictures with the word s (5 points)*

1. A frog   a

2. A fox   b

3. A mouse   c

4. A wheel   d

5. A cat   e

6. An egg   f

7 A cow   g

8. A whale   h
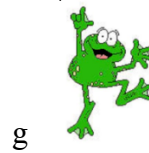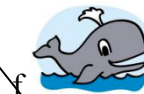
3. *Look at the pictures and circle "Yes" or "No" (5 points)*

1. Is it a tooth?

Yes   No

2   Is it a thumb?

Yes   No

3   Is it an elephant?

Yes   No

4   Is it a nose?

Yes   No

5   Is it a fork?

Yes   No

6. Is it a table?

Yes   No

Transcript for the listening section: *Pre-test*

Listen to the speaker and circle the picture of the word that you hear (5

points)

1 dish

2.bench

3. chin

4. house

5.fork

All the items are scored equally: 1 point per item. This is done for the purpose of convenience while counting the scores.

Post Test

American University of Armenia

Department of English Programs
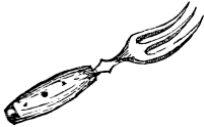
EEC

Name_____

Task 1

Listen and circle the correct picture (8 points)
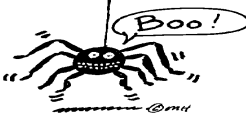
2		
3		
4		
5		
6		
7		

8		

Task 2

Look at the pictures and choose the correct word (8 points)

1		
	Kitchen	**Bedroom**

2	Frog	Spider
3	Duck	Puppy
4	Toes	Nose
5	Garden	Bridge
6	Van	Bike
7	Bathroom	Living-room

	Fly	**Butterfly**

Task 3

Connect the pictures with corresponding words (4 points)

1

In the summer it is

In the winter it is

windy

cold

2

hot

fogg

3

Go

down

through

tired

4

up

Go

down

5.
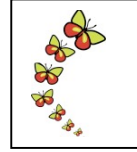
I am

sad

happy

I am

hungry

7.

Open the umbrella

8.

Fly up

Shut the umbrella

Fall down

Total_____/20

Transcript for the listening section: *Post-test*

Listen to the speaker and circle the picture of the word that you hear (5 points)

The key words in the vocabulary section are marked with #

1 bag

2. bird

3. monkey

4. fish

5.sheep

6. wheel

7. fork

Scoring Guide

All the items are scored equally: 1 point per item. This is done for the purpose of convenience while counting the scores.

Appendix B: *Song list*

Baa Baa Black Sheep Rhyme 00 min. 51 sec.

british-council-an-old-lady-who-swallowed-a-fly 2min 10 sec.

Farm Animal Song by Peter Weatherall 00. 43sec.

Going to the zoo tomorrow 2 min.

Head Shoulders Knees and Toes 02min 10 sec.

I'm Happy (Clip) 01min 04 sec.

In The Garden Song 01 min 30 sec.

Lesson 3 Karaoke_ Classroom Objects 01min 03 sec.

Numbers Song 01 min 04 sec.

Nursery Rhyme - Please open your Umbrella 01min 11 sec.

Nursery Rhyme - Please open your Umbrella 01 min 11 sec.

School schoolschool by Peter Weatherall 02min 12 sec.

The Animal Sounds Song 02 min 24 sec.

The Animal Sounds Song 01 min 05 sec.

The Butterfly Colors Song 02 min 27 sec.

The Clothing Song (Clip) 01 min 35 sec.

The Weather Song (Clip) - Kids + Children Learn English Song 01 min 13 sec.

The weather song by Peter Weatherall 01 min. 17 sec.

Toys Song by Peter Weatherall 01 min 59 sec.

Transportation Song by Peter Weatherall 02 min 12 sec.