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Graduation thesis

TEACHING ENGLISH THROUGH SONGS

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Abstract

This paper focuses on finding out what are the main considerations that should be taken into account when deciding about teaching English as a Foreign Language through songs and suggesting possible guidelines for teachers. It takes into consideration the criteria for the selection of songs and appropriate tasks. It also emphasizes the importance of getting to know the students´ habits and preferences, as well as points out the usefulness of feedback in the form of students´ opinions on teaching through songs. After theoretical and historical background of Second Language Acquisition and English Language Teaching, and after listing suggested criteria for selecting songs and tasks, the paper continues with presenting a small-scale study conducted in a Croatian primary school. The study examined students' habits and listening preferences, when it comes to listening to songs, as well as their personal opinions about teaching English through songs. Finally, results are presented and discussed.

Key words: teaching English through songs, Second Language Acquisition, English Language Teaching, research, students´ listening preferences and personal opinions

Sažetak

Ovaj rad fokusira se na pronalazak glavnih smjernica koje treba uzeti u obzir kod poučavanja Engleskog kao stranog jezika kroz pjesme te prijedlog mogućih smjernica za nastavnike. U obzir uzima kriterije za odabir pjesama i prikladnih zadataka. Također naglašava važnost upoznavanja navika učenika, njihovog odabira pjesama te važnost povratne informacije učenika o poučavanju pomoću pjesama. Nakon teorijskog i povijesnog pregleda Usvajanja drugog i stranog jezika i Glotodidaktike, te nakon prijedloga kriterija za odabir pjesama i zadataka, rad se nastavlja s predstavljanjem istraživanja malih razmjera provedenom u jednoj hrvatskoj osnovnoj školi. Istraživanje je ispitalo navike, stavove i glazbeni odabir učenika te njihova osobna mišljenja o poučavanju engleskog jezika kroz pjesme. Na kraju su predstavljeni rezultati istraživanja i kratka diskusija istih.

1. Introduction

Since time immemorial, people have been writing poetry and song lyrics, composing songs and dancing to them. It was a way of having fun and connecting with others. Poetry and music are ways of expressing. Music is one of the life forces that should work in a way to encourage people into radical action, to motivate them. Music is everywhere around us and has become a vital part of our life. So, we can use it as a tool for learning and development of our being in many different ways and situations. When thinking in terms of what a foreign language learner could be able to acquire by listening to songs in the target language, one could conclude that there are numerous beneficial sides to listening to songs in a target language, as is also evident in relevant literature. For example, paying attention to the song text can enable a learner to acquire lexical units through song texts, students can learn grammar via songs, they can learn about culture, ways of living, and since the songs are authentic material they can help students to get to know colloquialisms and informal language. Songs can also be useful in learning about rhythm patterns, intonation, stress, fluency and grammatical structures. In this paper, the term "song" will be used to refer to music with lyrics, or a text accompanied with music. A song consists of the lyrics and tune.

The theme of this paper is teaching English as a foreign language by using songs in primary school. Some of the questions which will be raised are the following: what are the main considerations when deciding about teaching through songs, which types of tasks and songs are suitable for teaching, what are the music preferences and listening habits of students, do students consider learning through songs useful and important, and what are their opinions about the importance of listening to music in English. The reason I have chosen this topic is that when I was little, I would listen to music in English and try to sing along. I would look up the lyrics on the internet and translate unknown words or try to figure out the meaning of metaphors or some ambiguous phrases which gave me a lot of pleasure. Soon, I realized that I can actually learn a lot by listening to songs and singing along. I would also move, dance or even try to play the song on the piano. All of that was so exciting for me because I could have combined several of my hobbies into a whole, from which I have had benefit in different aspects of my learning and development as a human being.

This paper consists of two parts. The first part provides a theoretical background and the second part of the paper presents an empirical research. A small-scale study is conducted in a primary school with the second and sixth grade students of English as a Foreign Language. The main aim of this study is to explore the practical implementation of teaching through songs. The

specific aims are to investigate the practical usefulness of the suggested criteria for selecting songs, to find out the student preferences and habits when it comes to listening to songs as well as to find out their opinion on teaching English as a foreign language through songs in primary school, and to find out what are the guidelines for planning and the actual teaching English through songs. Possible guidelines will be presented, based on relevant literature. The research instruments used in this study are criteria for selecting songs, two questionnaires for students, students´ written feedback and personal research journal.

2. Theoretical background

In this chapter we will give an overview of former studies and research in Second Language Acquisition (SLA) and Theory of English Language Teaching (ELT) in regard to teaching songs in English as a Foreign Language (EFL) classroom. In this paper, more attention will be paid to listening skill and developing the listening comprehension, as well as teaching vocabulary since there was no room to further investigate all of the aspects of how one can benefit from learning through songs.

2.1. Second Language Acquisition and the Role of Songs

This section includes an explanation of what is Second Language Acquisition and in what way do songs relate to it. According to Selinker and Gass (1994), Second language acquisition (SLA) is a relatively young discipline that developed significantly in the past 40-50 years. It is the study of how second languages are learned, and the acquisition of a non-primary language. It is the study of how learners create a new language system with only limited exposure to a second language. It is the study of what is learned of a second language and what is not learned; of why most second language learners do not achieve the same degree of knowledge and proficiency in a second language as they do in their native language; of why only some learners appear to achieve native-like proficiency in more than one language. Also, SLA refers to the process of learning another language after the native language has been learned (according to Gass and Selinker, 2008). According to Saville-Troike, “SLA refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language” (Saville-Troike, 2012: 2). SLA also includes informal second language learning that takes place in a natural context, formal second language learning

that takes place in a classroom, and second language learning that is a mixture of the two (Saville-Troike, 2012). Furthermore, the study of how second languages are learned is part of the broader study of language and language behavior. In sum, "second language acquisition is a complex field whose focus is the attempt to understand the processes underlying the learning of a second language" (Gass and Selinker, 2008).

The overview of empirical research and previous studies in the field of SLA shows interest for the role of music and songs in the acquisition of a second language. Some research findings have shown that the use of songs does not enhance learning, but there are also some studies that have stated that the role of music and songs in second language acquisition and learning is beneficial. For example, in 1990, Medina investigated the effect of songs on the English vocabulary acquisition of the Spanish speaking children in the second grade of a primary school in Los Angeles. The research results show that: "A musical medium promotes language acquisition to the same extent as a non-musical medium. Stated differently, the same amount of vocabulary is acquired through listening to a song as listening to a story." (Medina, 1990: 3). On the other hand, the more recent empirical study of Schön *et al*. (2008) shows that music can be very helpful in learning: "Results confirmed the hypothesis showing a strong learning facilitation of song compared to speech. Most importantly, the present results show that learning a new language, especially in the first phase wherein one needs to segment new words, may largely benefit of the motivational and structuring properties of music in song." (Schön *et al.*, 2008: 975). According to an online site SongsForTeaching.com, which is designed specifically for teaching through songs and promoting learning through songs; songs and music benefit students in many ways such as " songs nourish the brain while affecting all areas of development, strengthen listening, motor skills, problem solving, spatial-temporal performance and literacy, help develop critical listening skills, create space for emotional well-being, provide opportunities to practice social skills, support phonemic awareness, instill acts of kindness and cooperation, calm and focus the mind and encourage interaction in non-threatening ways. [1]" Furthermore, as Griffe (1995) states that "songs have a place in the classroom for helping create that friendly and co-operative atmosphere so important for language learning" which agrees with Suggestopedia which used instrumental music in classroom in order to ease up the learning environment and relax the students. Therefore, songs can help students learn in a relaxing and stressfree surroundings.

[1] http://www.songsforteaching.com/teachingtips/benefitsofmusicwithyoungchildren.htm

2.2. Music and Songs in various Methods and Approaches

When we talk about teaching and learning processes in foreign language classrooms, we should also briefly discuss some of the language teaching methods and approaches that were or still are being used. Historical overview shows numerous methods and approaches to teaching English as a foreign language. Approach describes "how people acquire their knowledge of the language" and tells us about the "conditions which promote successful language learning" while a method is the "practical realization of an approach" (Harmer, 2007: 62). The methods and teaching approaches to be briefly presented in this paper are the Grammar Translation Method, the Direct Method, the Audiolingual Method, The Presentation, Practice, Production Method (or PPP) and its alternatives, Suggestopaedia, the Total Physical Response (or TPR), the Silent Way, the Communicative Language Teaching (also known as the Communicative Approach) and the Task-Based Learning (or TBL), with the special interest in using songs in the foreign language teaching.

The origin of the Grammar Translation Method may date back to classical method of teaching Latin and Greek. The Grammar Translation Method instructs that students are given explanations of individual grammar instances, example sentence and a translation into their mother tongue (their first language or L1) The Direct Method would connect words, grammatical forms to objects and pictures to explain the meaning, according to Harmer (2007). The Audiolingual Method used stimulus-response-reinforcement model. The teacher would stimulate good learning habits through positive reinforcement which came from drills and later substitutions (Harmer, 2007: 63). The Presentation, Practice, Production (or PPP) is a variation of audiolingualism which practiced putting language in "clear situational contexts" (Harmer, 2007: 63). Learners reproduce what they heard through choral or individual repetition or cue-response drills. Suggestopaedia is a method concerned with the learning environment which is supposed to be relaxing and comfortable with music in the background. The Total Physical Response (TPR) advocates learning through repetition, commands and instructions. It uses listening and pronunciation activities introduced through repetitive songs, rhymes, chants, and choral repetition. In the Silent Way teacher reserves himself from talking. In this way, the learner "discovers and creates language rather than just remembering and repeating" (Harmer, 2007: 63). The Communicative Language Teaching (CLT), that has been widely used approach to foreign language teaching and learning since the 70s years of the 20th century in the world. It puts communicative functions that people perform with language in the first place. Students learn through meaning-focused communicative tasks and exposure to language in use, i.e. in realistic communication. Authentic materials are often used, especially with young learners, for

example nursery rhymes, chants, as well as popular rock or pop songs. The Task-Based Learning (TBL) puts the performance of meaningful tasks central to the learning process.

From all of the above mentioned historical methods and approaches to teaching before the acceptance of CLT, only TPR and Suggestopaedia used music while teaching a foreign language. Suggestopaedia did not use music in today's sense of using music and songs for communication goals, but it only used instrumental music in the background to create a positive and relaxed learning environment. TPR will be explained in the next subsection.

Nowadays, teachers mostly use TPR and CLT as a main teaching approach where they incorporate teaching through songs, and implement mime and gesture to convey meaning and atmosphere, realia to stimulate activity, and pictures or graphs to facilitate learning. They use flashcards, cue cards, photographs and illustrations, as Harmer (2007) explains. Considering the diversity of SLA contexts and different factors/variables involved in these contexts, a single teaching method is unlikely to guarantee the best results. Therefore, as Lightbown and Spada (1993) suggest, language teachers need to be flexible enough to adapt to the demands of their immediate teaching context.

3. Teaching English through Songs

This section will present the historical overview of teaching through songs, explain why is it good to teach and learn a foreign language through songs, further explain TPR, explain ways of developing listening comprehension skill through songs, music and songs in teaching and acquiring vocabulary, suggestions for the types of tasks when teaching through songs, as well as a brief overview of the Croatian curriculum for primary schools.

Teaching through songs is not a new concept as evident in the literature. One of the first studies on teaching through songs is as early as 1962 Bartle's research, Richards (1969), and Jolly (1975) (as cited in Engh, 2013). In his article, Engh gives reasons as to why use music in English language learning and the reasons come from various fields and disciplines such as, First Language Acquisition, SLA, Cognitive Science, Anthropology, etc. One of the reasons mentioned was that songs help a teacher "teach cultural norms and ideals of the target language" (Engh, 2013: 115), since music is a "faithful reflection of the culture from which it derives" (Jones, 2008: 10, as cited in Engh 2013: 115).

According to an online site Songs for Teaching, "music stimulates all the senses, helping children learn to recognize patterns and sequence. Early music exposure helps children learn by promoting language, creativity, coordination, social interaction, self-esteem and memory. Singing games support children's need to socialize and play and music helps "wire" the brain, supporting a higher level of thinking. Studies suggest that music and movement nourish the brain while affecting all areas of development, strengthen listening, motor skills, language, problem solving, spatial-temporal performance and literacy, help develop critical listening skills, create space for emotional well-being, provide opportunities to practice social skills,support phonemic awareness, instill acts of kindness and cooperation, calm and focus the mind, encourage interaction in non-threatening ways. [2]

Children learn better through interesting activities and for this reason songs, rhymes and games are very useful tools for teaching them a foreign language. Actually, these are the tools that help children learn in an enjoyable environment without making them feel the pressure of learning a foreign language (Ara, 2009: 168).

There are other numerous factors which come in favor of using songs in EFL classroom. "Songs serve as the very source of such target language use that helps promote students' language awareness in learning English as a foreign language" (Shen, 2009: 91), which means that the language used in the songs can be a real life, authentic English spoken by a native speaker which provides appropriate input. The songs are a perfect tool for language teaching because "Their richness in culture and themes, their idiomatic and poetic expressions, their therapeutic functions and so on makes them an impeccable tool for language teaching" (Shen, 2009: 88). Basically, one can find a song about anything, especially now when we have everything at our disposal on the internet; an abundance of teaching material which is highly expressive. York indicates that "songs can be considered a useful tool for developing automatisation in communicative contexts due to their repetitive nature, and ability to be worked into communication-based activities" (York, 2011: 62).

As it has already been mentioned, one of very useful methods when teaching through song is the Total Physical Response (TPR). According to TPR Theory, second language should be learned the way the first language is. "TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of

[2] http://www.songsforteaching.com/teachingtips/benefitsofmusicwithyoungchildren.htm

the deaf. The process is visible when we observe how infants internalize their first language" (http://www.tpr-world.com/what.html). This is done through imitating and responding to commands during the acquisition of the first language in early childhood. With young learners of foreign languages, songs can help us provide these commands in a slightly natural and neutral medium. Commands given through songs are less stressful, and students can give the commands themselves, effectively performing the activity they are supposed to perform, and practicing the very act of giving commands, i.e. speaking. In this way, the method of using songs in conjunction with TPR effectively bypasses one of the main initial drawbacks of the Theory – the lack of produced language. The students are passively connecting their actions with the lyrics of the songs and at the same time effectively learning what the words mean. While this theory does have oral fluency as a goal later on, it does not focus on it at first. By practicing the theory through songs and chants, this is negated in a way students find enjoyable, effectively negating the affective barrier sometimes responsible for blocking the learning of a language. It is also possible to avoid the often unnatural form of drills used in a classroom. Instead of mechanically issuing commands, they come in a form well known to virtually every human being. This is possible due to the fact that songs do not necessarily use the imperative mood when delivering commands, and are instead "played along" with. York supports this method but adds the component of music; he states that "the strong rhythmical element of songs makes acquisition of the language easier than trying to remember a spoken version" (York, 2011: 63).

Using music in teaching synergizes well with Howard Gardner's Multiple Intelligences Theory[3]. According to Gardner´s theory, the intelligence consists of several different aspects, and when applying this theory to teaching, we are faced with the idea that in order to successfully teach a second language, we should adhere to as many different intelligences as possible, since he describes that people use a variety of mental processes while thinking. Songs, rhymes, and chants make it possible to use several different aspects at the same time. The predominant one would of course be the musical intelligence, followed closely by bodily-kinesthetic. Verbal-linguistic intelligence is also present, because the text of the songs actually consists of words. Students with an aptitude towards musical intelligence usually enjoy singing and/or playing musical instruments. This is of great help when it comes to learning a new language. When combined with the ease of recognizing musical patterns and tones, new vocabulary presented through songs becomes a lot less problematic to memorize. Through their

[3] Gardner, 2011, first published in 1983, as cited in http://www.tefl-c.com/online/wp-content/uploads/2010/02/Unit_14_Teaching_Through_Songs_and_Chants-May-2009-B.pdf

auditory aptitude, students will immediately make the connection between the sound and the word, and easily find the connection later on, when the word or meaning needs to be recalled. Therefore, songs help not only to convey meanings of words or phrases we want them to learn, but also the subtle nuances in communication caused by different stress and rhythm within the words or phrases themselves. Along with all of the above mentioned benefits, using songs keeps learners motivated, and makes sure their attention and interest are at a high level.

In addition, as Murphey notes, songs "have the ability to get 'stuck in one's head' (Murphey, 1990, as cited in York, 2011: 63), a phenomenon where one continues to sing a song long after listening to it. This phenomenon, in conjunction with the rhythmical and melodical elements of music, can help students to memorize linguistic properties of the language.

3.1. Developing Listening Comprehension Skill through Songs

With the help of songs in English language teaching, students can develop their language skills. It is important to highlight that music and songs can be used to teach almost every language skill and ability such as pronunciation, rhythm, stress, intonation, sentence pattern, reading and speaking skills, etc. but due to the limited time span for conducting this research the researcher could not commit herself to researching the teaching of aforementioned skills, and only focused on teaching listening skill and vocabulary.

Listening is a complex skill which is carried out differently in different situations. When one listens, one has to recall what he already knows about the topic and if he knows a lot, he does not have to put a lot of effort into listening. If we listen to something or about something for the first time, we have to focus and concentrate to understand, write down or remember what is being said. Also, if we know about the topic, we can predict what will be said.

Listening skill is a receptive skill once considered to be passive, but in recent years, researchers have paid much more attention to it. First of all, oral communication is based on the idea that one party is listening to the other. When it comes to teaching a second language, we need the learners to actively listen to what is being said. This way we can convey meaning, rules, and principles on which a language is based to our students, as well as prepare them for active and fluent communication, which is, in fact, the goal of second language acquisition. Songs, chants, and rhymes can play a huge role in this. By presenting a song to learners, we are making them employ their listening skills and focus on whatever aspect of the language we are

attempting to teach. In everyday life, people usually react to music positively, so this makes an ideal medium for learners to practice their listening skills on.

Active listening refers to the idea that listeners can and are supposed to have control over the music they listen to, and that they should give a feedback of what they had heard through pharaphrase. In regard of having control over the listening material, Pachet (1999) says "that gives the possibility of proposing different perceptions on a piece of music" as opposed to traditional listening, in which "the musical media is played passively by some neutral device" (Pachet, 1999). The objective of active listening is to "increase the musical comfort of listeners, and, when possible, to provide listeners with smoother paths to new music (music they do not know, or do not like)." Pachet also promotes giving "novel titles to users, with the hope that these recommendations will be enjoyed" (Pachet, 1999).

We do however need to make sure the students are actually listening, instead of simply hearing the songs. There are numerous ways to check this, and by checking this, at the same time we can check the learners' comprehension of the message of the song, as well as the understanding of particular vocabulary items in the lyrics. We also want to focus on developing their comprehension skills. Teaching spoken language comprehension is of primary priority if we want to achieve communicational goal. (Oštarić and Lovrović, 2010: 200). Another author states that learning how to listen "is a precondition for successful development of other language skills"(Legac, 2008: 68).

According to Harmer (2007), students improve their listening skill through a combination of extensive and intensive listening. The former means that students choose for themselves and "listen for pleasure and general language improvement" usually outside the classroom, while intensive listening is mostly done in the classroom guided by the teacher (Harmer, 2007) .

Developing listening skill can be done in various ways and tasks through three main stages of the listening process. According to Harmer (2007), those three main stages or phases are pre-listening, while listening and post-listening stage or phase. Each of them has its role. In pre-listening stage, students solve an introductory task which may be brainstorming about the topic to get motivated and to activate their previous knowledge. The teacher should try to construct an image of what they are about to listen to. In while-listening stage, students can do anything from circling, crossing out, matching, note-taking, answering to questions and so on. In post-listening stage, students check their answers and reproduce what they have just heard in various ways. This will be further explained later in the paper.

Another aspect of improving the listening skill through songs is that in this way, students have the opportunity to hear the language in its original form. This gives them a chance to observe the language in its natural habitat and hear the words presented by native speakers. As Orlova states students, while listening to a song, "begin to recognize the words and notions easily understood by native speakers but which may present difficulty for foreigners" (Orlova, 1997: 41). Usually, listening to native speakers can be a problem for learners because spoken language is a lot smoother than their own, and often the teacher's. In songs learners encounter authentic language, slang, colloquial language, metaphors and other figures of speech which prepares them the various phonetic changes that happen in the spoken language. Since one of the aims of English language teacher is to prepare learners for real life situations, using authentic materials is crucial. They connect the students with real world in which English language is a mean of mass, global communication (Oštarić, 2010). Harmer also advocates the use of authentic materials because "it is vital for students to get practice in dealing with written text and speech where they miss quite a few words" (Harmer, 2007: 273).

Another reason in favor of teaching listening is because it helps students to acquire language on a subconscious level. When we listen to something repeatedly it stays in our head whether we want it or not. A lot of exposure to language is a basic requirement for language learners and by listening learners can get insight in rhythm, intonation, stress and pronunciation as well as memorize grammatical structures and patterns.

However, there are also some problems associated with teaching listening. As Legac (2008: 67) states, there is a problem of selecting materials that is the speed of the song for example, also there is a problem of determining the difficulty level, as well as how to practice it, assess and test it. One should also keep in mind that some students lack background knowledge and the fact that some students tend to try to understand every word instead of guessing from the meaning. Nevertheless, there are good reasons for using songs in a classroom as was written earlier in the paper.

3.2. Music and Songs in Teaching and Learning Vocabulary

According to Gass and Selinker (2008), in second Language Acquisition (SLA) research there has been much less attention paid to the lexicon than to other parts of language. There are various reasons for believing that lexis is important in SLA, if not the most important factor, because lexicon makes language production, it is highly important in the comprehension and lexical errors may well interfere with communication. If one cannot isolate words from the

speech stream, the input cannot be understood. From this, it is evident that the input depends on lexical skills (Gass and Selinker, 2008).

When it comes to teaching formal second language vocabulary, instruction should be „based on a variety of teaching techniques and activities in order to cater for individual learning styles and to break the classroom routines“ (Pavičić-Takač, 2008: 23) In the process of vocabulary teaching, the teacher plays several roles. He or she „monitors comprehension and production, corrects errors, directs, evaluates, tests, encourages and rewards his or her learners“(Pavičić-Takač, 2008: 23). The teacher should also motivate learners to learn vocabulary and develop their interest in expanding their lexical knowledge on their own not only in classrooms. When it comes to teaching strategies, teacher decides which strategy he will use, which depends on the content, available time and learners' preferences. A review of the literature has given a list of teaching strategies that fall into two major categories: 1) Presentation of meaning and form of new lexical items and 2) Review and consolidation (recycling and practicing) of presenting lexical items. Also, students often times do not know how to learn systematically, so teachers should instruct them. Since learners are mostly passive recipients, Pavičić-Takač suggests some strategies for the presentation of new lexical items: “connecting an L2 item with its equivalent in L1, defining the meaning, presentation through context, directly connecting the meaning to real objectives or phenomena and active involvement of learners in presentation” (Pavičić-Takač, 2008: 20). The same author suggests some strategies for reviewing and consolidating of presented lexical items, such as: mechanical repetition of the words, copying words, word manipulation, integrating new words with the already known, semantic elaboration, creating mental images, personalisation, tasks for word identification, tasks for recalling words from memory, tasks for the expansion of lexical knowledge, productive use of words, and multiple encounters with the word.

Again, there are some difficulties when it comes to learning new words. First of all, “each English word has its own stress pattern, with very complex ‘rules’ to guide learners. Secondly, “even when the same words exist in both languages, the number of syllables is not always identical.” Thirdly, “weak syllables are central to English”. Teaching through songs can help deal with these problems. “Words in songs fit the music, helping learners associate the number of syllables / stress in these words, with memorable rhythms. The songs contain endless examples of weak syllables, helping to convince learners of the way English is pronounced”.[4]

[4] http://www.teachingenglish.org.uk/think/pron/song_pron.shtml

Teaching and learning vocabulary in a foreign language classroom is connected with the choice of the most appropriate types of tasks and this is why it makes the topic of the next chapter.

3.3. Suggestions for Types of Tasks when Teaching through Songs

In the recent relevant theoretical and methodological literature, there are numerous ways to present a new song to the class. For example, Legac (2008:68,69) gives us some suggestions for presenting a new listening text. He suggests introduction to the text by announcing the topic of the text, and asking students to try to guess and predict what they are going to hear. The next task should include reading something relevant to the text, looking at pictures or discuss the topic. While-listening tasks should include *putting pictures or sentences in order* and *gap filling*. According to the same author, teacher should also inform the students that it is not important to hear and understand every lexical item to understand the text. Post listening tasks should include *problem-solving, matching, summarizing, interpreting* etc.

Another author, Oštarić and Lovrović (2010), suggest four types of tasks: *fill-in the words missing, arranging verses, correcting mistakes*, and *writing a dictate*. In the task type *filling in the missing words*, students have to listen to the song and fill in the words which teacher left out on purpose. First, they listen to the song without the lyrics, then they get the text and fill it in while listening for the second time. After the second listening, the teacher helps the students check the answers. In the task type, *arranging the verses*, students first listen to the song, then they get the text with scrambled verses. During the second listening they should arrange them in correct order, and during the third listening students can check and correct their answers. In the next task type, *correcting mistakes*, students get partially incorrect text. First they listen to the song, then they try to correct the mistakes during the second listening, and they check their answers during the third listening. Another type, *writing a dictate*, consists of first listening to the whole song, second listening with trying to write the words during which teacher should pause the song after each verse and after that students check what they wrote for themselves.

3.4. Teaching English through Songs in the Croatian Curriculum for Primary Schools

Teaching English as a Foreign Language in Croatian primary schools is regulated with the national curriculum and some other very important documents such as the National Frame

Curriculum (*Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje*, MZOŠ, 2011) and the Syllabus for Primary Schools (*Nastavni plan i program za osnovnu školu*, MZOŠ, 2006). According to these documents, it can be seen that in Croatian primary schools, teachers should teach with the help of songs because through them learners develop listening and reading skills. Songs can also serve as an introduction to a topic in the field of culture and civilization. The authors of the Syllabus and the National Frame Curriculum point out the role of chants and songs. Since primary school teaching and learning a foreign language is based on multisensory (visual, auditive, tactile, etc.) and integral learning which caters to cognitive, affective, and material aspects of students, in early stages, learning a foreign language mainly should rely on voice communication, learning through mime, gestures, facial expressions, games and songs. Young learners learn and acquire a foreign language with their whole body and senses. Children love recitation songs, songs for singing and nursery rhymes. Songs can help the teacher not only as a recreational activity, but also for practicing pronunciation and specific rhythms, as cited in the Croatian National Educational Standard. The National Frame Curriculum (MZOŠ, 2011, 80) states that students should develop a positive attitude towards active listening in a foreign language, independently or with a help of a teacher, by means of different sources of audio material, including electronic media. Students should be able to follow the contents of different audio and audio-visual, as well as literary and non-literary texts. It can be concluded that the policy makers support and encourage the use of songs while teaching and learning a foreign language from the first to the eight grade of the primary school. However, review of textbooks in Croatian schools showed a lack of songs in them. For young learners, aged 7-10 there are some songs in the textbooks (Dip in) but the older the students, the less songs there are in the books (for example in the textbooks such as Way to go, Solutions, New Headway, Matrix).

All in all, empirical research in SLA on usefulness of using songs in teaching a foreign language has confirmed that songs provide very useful and valuable teaching material for acquiring a foreign language. Historical overview of methods and approaches for teaching a foreign language has shown that only a few methods used songs and music in teaching. Authors who concern with the issues of teaching methods, such as Harmer, mention using songs in teaching and encourage it. As it has been presented, the songs are useful for developing linguistic competences as well as learning vocabulary and teachers should take them into consideration.

The next part of this paper is a small scale case-study conducted in one primary school in Croatia. In the study, the researcher tried to apply presented criteria, techniques and investigate students' opinions on teaching English through songs.

4. Research

This small study was conducted as a part of a university course called School Practicum, and this was the researcher's first time to teach students in a classroom. In the following pages aims, objectives, participants and criteria will be explained, after which will follow the description of the procedure and the presentation of the results and discussion.

4.1. Aims of the research

The main aim of this study is to explore the practical implementation of teaching English as a foreign language through songs to different age groups (students in second and sixth grades) of students in primary school. The specific aims are to investigate the practical usefulness of the suggested criteria for selecting songs, to find out students' preferences and habits when it comes to listening to songs as well as to find out their opinion on teaching English as a foreign language through songs and to suggest guidelines for planning and teaching English as a foreign language through songs. There are following research questions:

1) What are the main considerations to take into account when deciding about teaching through songs? It is expected that deciding about teaching through songs should involve the selection of songs and types of tasks appropriate for students' age and level of knowledge of the English language.

2) What are the music preferences and listening habits of learners of different age groups? It is expected that most students love and take pleasure in listening to music and find it amusing and useful for learning, particulary vocabulary, and that they love listening to music in English language.

3) What are the opinions of learners of different age groups about teaching through songs? Positive opinions of the majority of students are expected.

4) What are the suggested guidelines for planning and teaching English as a foreign language through songs? The practical teaching experience and the survey results are expected to form some guidelines for planning and teaching English as a foreign language through songs.

4.2. Participants

There were two groups of participants who took part in this research. One group of participants was comprised of 47 sixth grade students of a primary school in Osijek, from which 29 were female participants and 18 of them were male participants. The average age of this group was 13, and for the purpose of this research, this group will be named as Group A. They have been learning English as an obligatory subject from the first grade and at the time this research took place it was their sixth year of learning English.

Another group was comprised of 37 second grade students of a primary school, from which 24 were female and 13 were male. The average age of this group is 8. For the purpose of this research this group will be named as Group B. They learn English as an obligatory subject from the first grade, so at the time this research took place it was their second year of learning.

4.3. Objectives and instruments

In order to accomplish the aims and answer the research questions which were posited, the researcher will first have to read the relevant literature and find criteria and guidelines on how to select appropriate songs and tasks, then form questionnaires with which will information on students' habits and preferences be gathered. The third instrument is students' feedback in the form of written statements. As a fourth instrument, a personal research journal will be kept in which the researcher will write his thoughts and comments about the students, and in the end everything will be evaluated and analyzed.

As a means of researching this topic, the researcher will use the criteria guidelines for selecting songs which were gathered by examining relevant literature, two questionnaires developed specifically for this research based on suggestions by Mihaljević Djigunović (1998), students' qualitative open written feedback which they gave after the lessons, and personal

research journal which will be written during and after the lessons. The next few subchapters describe each instrument.

4.3.1. First Instrument - Criteria for Selecting Songs

For efficient teaching through songs there are a few important criteria for the selection of songs which a teacher should follow. It depends primarily on the aims and goals of lessons, learners' age and the level of linguistic competence. In the relevant literature, we can find some guidelines and advice on how to choose a suitable song for certain educational objectives as well as for learners' age. Finding the specific song useful for the learners and the stage of learning they are in could prove to be a troublesome endeavor, because there is a vast amount of songs that can be used in class.

The review of the relevant literature showed some interesting suggestions. For example, as to what kind of songs should one use in ELT Orlova states that "they must appeal to the target audience and they should present a certain aesthetic value. In other words, learners should like them" (Orlova, 1997: 47). Also, sometimes songs have structures which seem odd to foreigners while native speakers understand them easily. The following list is a list of traits a song should have in order to qualify for being usable within a language learning class. As guidelines one could use the following seven qualities, which are at the same time criteria, as suggested in the recent literature[5]. Every criterion will be explained in short.

a) Relevancy

Firstly, a song should be relevant to the topic covered in class. Secondly, it is important to present it at the right time, within the right context. Regarding relevancy, we can base the song on the topic of the lesson, or base the lesson on the song. We have to remember that a single lesson should form a whole. In other words, all the activities in a lesson should be coherently connected in a unit. Because of this, it is important that all the tools used in that lesson, i.e. teaching materials and types of activities, aim for the same goal by the end of it.

b) Meaningfulness

[5] as cited at http://www.tefl-c.com/online/wp-content/uploads/2010/02/Unit_14_Teaching_Through_Songs_and_Chants-May-2009-B.pdf

Every song used in class, should have a clear function. Songs, while fun in their nature, are not to be used merely for fun. We strive to teach the learners to be competent enough to one day function in society as speakers of a language other than their own, and because of this, every means we use should have a clear purpose in class. Using songs in lessons must have an educational goal.

c) Interestingness

When selecting a song or chant, we should always keep in mind what our students may find interesting. Taking into consideration their individual preferences, a teacher could attempt to cover as many different student's interests as possible. This is not just referring to the topic of the song's lyrics, but the way the song is presented as well. Different songs give a teacher a chance to cover different intelligences presented in the Multiple Intelligences Theory. A teacher could conduct a poll or voting for the song to be learnt or investigate student´s music habits or listening preferences. In that way students get to be heard. For this a teacher should know his students and be willing to, in a way, cater for their needs.

d) Comprehensibility

This is an aspect related to the age level of the students, and along with that, their linguistic competence. The songs used should always be something that the students can more or less understand. The meaning of individual words and phrases can be presented before the song itself, or even with the song. What is more, when one listens to a song several times, the meaning becomes more understandable and a person can internalize the meaning.

e) Age appropriateness

When we say a song should be age appropriate, this means both contextually and linguistically. The song should cover the themes and topic learners can relate to, in a language they can more or less comprehend. Giving young learners a song with a language level appropriate for them, while the content of the song is either too abstract or too mature for them will make them either confused, or lose interest. On the other hand, giving them a contextually appropriate song with too complex linguistic aspects will bring them to a situation in which they have no way of grasping the meaning of what was presented. Furthermore, giving older learners a song with a relatively inappropriate content (immature or uninteresting) will make them lose their interest.

f) Simple story

A song having a simple story is important not only for younger, but also for older learners, when it comes to focusing on new vocabulary. The teacher's goal is to have them focus on what the teacher finds relevant for the lesson when the song is used. If a complex song (in a storyline sense) is used, learners will focus on the story instead of what we wanted them to focus on in the first place. More complex stories are fine if the goal of the class is the storyline of the song or chant. If the goal is vocabulary, it is better to keep things simple.

g) Memorable melody

Along with the lyrics, a very important part of a song is its melody. If a melody is memorable and "catchy" enough, the students will go home still chanting or humming the song covered in class. If this happens, it is implied that the students are also using the lyrics over and over again and that they will understand the usefulness of listening songs and singing in a foreign language.

After considering all aforementioned criteria, we propose one additional criterion:

h) The type of songs

When considering the music genre or the type of the song, one can choose among authentic songs for young children, authentic traditional English folk songs, modern popular rock/pop songs, songs specially written for learning a language, and songs or chants which a teacher can write on his own, incorporating new lyrics in an already existing and/or known melody, which meet the intention of teaching a specific topic.

4.3.2. Second instrument - Questionnaires

Two questionnaires for students were developed, which are connected with two research questions. The first questionnaire was created in order to understand students´ preferences and habits before conducting lessons with songs, and the second one in order to get their feedback on teaching through songs after the lessons have been conducted. It included two questions that inquired about their favorite musician and type of music. By browsing relevant literature the researcher did not find an appropriate questionnaire for the topic he was researching, however, she had used the question pattern from the questionnaire for exploring motivations and preferences proposed by Mihaljević- Djigunović (1998). The statements she used served as an example of how to write questions for this particular research. There were two versions of the same questionnaire for 2nd and 6th grade students. The versions differ in number of questions.

The questionnaires for both groups of students were written in Croatian because it was easier for the participants to understand all the statements. The rating scale used in questionnaires for all statements is *Likert-type* scale. The participants were expected to show their agreement with the statements by circling the numbers from 1 to 5, where 1 stands for *I do not agree at all,* and 5 for *I agree completely* (see Appendix 3). The questionnaires were anonymous.

The first questionnaire for Group A (6th grade students) consisted of three parts: general information (age, gender and the number of years of learning English), the list of statements and two unfinished sentences. There were eleven statements: *I listen to the music in English language*; *I like listening to the music in English language*; *When I hear a song I look for the lyrics of the song to understand better what is it about*; *If there are unknown words, I look for their meaning in a dictionary or on the internet*; *I sing along; Music (songs) helps me learn about the rhythm of the language; Music (songs) helps me learn about the culture of the speakers of English language*; *Songs help me to memorize new vocabulary; Repetition of the text and melody help me to memorize grammatical structures easier; Learning through music/songs is fun and relaxing.* In the third part of the instrument, the pupils had to finish two sentences: *My favorite type of music is…*, and *My favorite singer/band is….*

The first questionnaire for Group B (2nd grade) before teaching through songs consisted of two parts: the general information and the list of statements. There were four statements in the first questionnaire: *I love learning English through songs; I think songs help me in learning English language; I think it is easier to remember new words if I repeat them with singing; I think we should learn through songs more often*.

The second questionnaire for 6th grade students consisted of two parts: general information and the list of statements. There were seven statements as follows: *It was fun to learn through song; I have enjoyed learning through song; I think songs have helped me to remember new words easier; From now on I will listen to more music in the English language; I think I have learned a lot through listening to the songs; I think the song helped me to connect with the topic of the lesson* and *I think that this way of learning is needed in schools and outside the school*.

The second questionnaire for 2nd grade students consisted of two parts; general information and four statements: *I think I have learned a lot while listening to the songs; It was fun learning through song; I think songs have helped me to remember new words more easily; From now on I will listen songs in English in my free time.*

4.3.3. Third instrument - Students´ written feedback

Stutents' written feedback served as a fourth instrument where students were asked to reflect on the lessons during which they were taught English through songs, especially on the usefulness and importance of learning English in such a way. They were also asked to comment on song texts, types of tasks and the choice of music, and write down their general comments and opinions (whether they liked something or not, if not why, etc.). This will be further explained in the discussion part.

4.3.4. Fourth Instrument - Personal Research Journal

During and after the lessons, the researcher kept a research journal in a notebook by taking down notes about students' reactions, behavior, and emotions expressed during the lessons. The notes were taken during the time when the students were involved in activities, because it gave the researcher enough time to write down the notes, plus it is best to write immediately and during the lesson itself. The notes are divided into two groups, students' behaviour and reactions during lessons, and the way the lessons developed, as those seemed to be the most important aspects. Personal research journal will be further analysed in the discussion part.

4.4. Procedure

The research was conducted in five phases: first phase was preparation for teaching, second phase was the first survey with the first questionnaire, third phase was teaching Eanglish through songs in regular classes of English, fourth phase were the second survey with the second questionnaire and students' feedback notes, and fifth phase was lesson analysis in the form of informal talk with the regular teacher (who was at the same time the researcher's mentor), together with the analysis of students' feedback notes and observational journal. Observational journal was being written throughout second, third and fourth phase. The research was conducted during eight 45 minute-long classes. The researcher was teaching the pupils in two 2^{nd} and two 6^{th} grades of primary school for four days and conducted the research. During the whole time, the pupils´ regular English teacher was present in the classrooms. Her presence in classes and

opinions expressed during lesson analysis helped the researcher to gain an objective point of view.

The first phase was conducted by choosing the most appropriate songs and tasks for before, while and after listening and by writing daily lesson plans. The criteria used for the selection of the songs were relevancy, meaningfulness, interestingness, comprehensibility, cge appropriateness, simple story, memorable melody and the song type, that have previously been described in this paper.[6] According to the criterion of relevancy, songs *Misty Mountains*, *Sustainable Earth Song*, *Action Song* and *Pirate Song* were found to be connected to the topic of the lesson. Songs *How You Remind Me*, *Have You Ever,* and *Respect Song* were selected because of their important topics and the lessons were based on these songs. All of the songs were meaningful to the students because they had a specific purpose. As far as the genre is concerned, the songs for 6th graders, *Have you ever* and *How You Remind Me*, are authentic popular rock and pop songs. The Song *Misty Mountains* is a theme song form a popular movie, and *Sustainable Earth Song* is an educational song for raising awareness regarding environment preservation. The two of the songs for the 2nd graders are songs specially written for teaching and learning a foreign language and are a part of the Dip In 2 textbook (*Action* Song and *Pirate* Song, see Appendix 2), while the third one is an additional song that deals with the topic of respect (*Respect Song*). The chosen songs send a positive message and something to think about to the participants, only *Action* and *Pirate Song* were designed for learning action verbs. According to the personal opinion of the researcher all songs appeared to be rather interesting to the most of the participants. They were assumed comprehensible enough and appropriate for students' age. According to the researcher's opinion, all of the songs tell a relatively simple story, and finally, all of the songs have a memorable and appealing melody. (For songs' texts see Appendix 1).

[6] There were four different songs for the Group A: *Sustainable Earth Song* by Mark Andrew Hansen (https://www.youtube.com/watch?v=Xu1rwwKVIh0), an expanded version of the song *Far Over The Misty Mountains Cold* from the movie *The Hobbit* (https://www.youtube.com/watch?v=SuGVrEWfovQ), the pop song *How You Remind Me* by Nikleback (https://www.youtube.com/watch?v=1cQh1ccqu8M), and the pop-rock song *Have You Ever* by The Offspring (https://www.youtube.com/watch?v=-enWFTi_CDE). There were three songs for the Group B. Two songs are a part of the textbook *Dip in 2, Action Song* and *Pirate song*. The third, additional song was *Respect Song* by *Have Fun Teaching* (https://www.youtube.com/watch?v=ZgidfFs-j4M). The texts of all the songs are in the Appendix 1.

Since the songs were used for teaching purposes, it was also important to choose appropriate pre-, while- and post-listening tasks. As previously mentioned in this paper, the advice from the relevant literature (for example Harmer, 2007; Legac, 2008; Pavičić-Takač, 2008 and Oštarić, 2010) were followed for the songs that were chosen for the lessons (*Sustainable Earth Song, Far Over The Misty Mountains Cold, How You Remind Me, Have You Ever, Respect Song*). Since the songs were selected by the researcher and they were not a part of the textbook, the researcher had to compose the tasks by herself. The two songs for the second graders (*Action Song* and *Pirate Song*) that were a part of their textbook were already accompanied by different pre-, while- and post-listening tasks.

During the second phase of the research, the survey before teaching through songs, in both groups of participants, was conducted (see Appendix 3). The questionnaires were administered at the beginning of the regular English classes for about 7 minutes. Before collecting the data, the learners were explained that the questionnaires were anonymous. The prior conversation with their regular English teacher was a source of useful information for the researcher. The analysis of the questionnaire follows in the next section.

Thirdly, during the third, teaching phase, participants had to listen to the songs and solve the tasks before, while and after listening (see Appendix 2). It should be mentioned that the explanations of tasks for both groups were written in Croatian. The teacher´s/researcher´s oral explanations were in English, except for the situations when the task was not clear enough and the explanation in the first language was additionally required. Here is a short description of the teaching steps connected to a group of participants and a certain song:

4.4.1. Teaching Group A (6th grade students) Through Songs

Sustainable Earth Song by Mark Andrew Hansen: the teacher first introduced the song to the students explaining why is it important to learn about environmental protection, and students discussed and gave their opinions on the topic. Then, students were asked to think about words that come to their minds when they hear the word “environment”. The answers were written on the blackboard. After that, they listened to the song without reading the lyrics to get to know the song, its rhythm and tempo. The teacher then checked the general comprehension of the song. After that, students listened to the song while reading the lyrics and were asked to fill in the gaps after which we checked the answers together, and found unknown words and wrote them on the blackboard. There was no need for the third listening. The post- listening task was to match the English word with a Croatian equivalent. An additional task was to make a poster of things one

can do to help save the environment. The students were divided into four groups. One person from each group had to present their poster using the vocabulary from the lesson. In the end they wrote feedback for the song(for tasks, see Appendices 2 and 6)

How You Remind Me by Nickelback: first, the teacher asked about different music genres and student's preferences when it comes to music. Then they talked about the genre of the song and the band. Then, the teacher gave the handouts and students were supposed to read the song and the tasks by themselves in order to get to know them. The teacher further explained what was required of them. Then, the students listened to the song for the first time. The researcher wanted students to fill in the gaps during the second listening, but they solved them right away. During the second listening, they were supposed to arrange the sentences in the correct order and solve a gap filling task, but they had done it during the first listening, so we just listened to the song, and gave the opportunity to the students who did not manage to solve all of the tasks to solve them. After the second listening, students checked their answers with the teacher. Then the unknown and ambiguous words and phrases were explained and the students and were given another task for the comprehension of unknown words, where they had to match the word or a phrase with a Croatian equivalent. The additional task was to interpret the song together and sing along if they wanted. In the end they were supposed to write feedback for the teacher, but a lot of them did not want to. Then they listened to the song once again just for the pleasure because they liked it very much (see Appendices 2 and 6).

Misty Mountains : since the topic of the lesson was *Fantasy world*, this song seemed appropriate. It is a well-known theme song from a popular novel and movie *The Hobbit* by J. R. R. Tolkien. The teacher first introduced the topic of the class and encouraged the participants to talk about mythological creatures and The Hobbit with the help of task D from *Dip in 6* textbook on the page 119. Students then listened to the song for the first time without reading the song lyrics and the teacher checked for the general understanding of the song. The song was a little difficult for some students as it was expected since the language in the song is archaic. During the second listening, the students were required to circle the correct word and to fill in the missing word. We checked for the answers together. Another task, regarding the unknown words, consisted of matching the word with the definition. After all of the words were explained, students were asked to translate the song together since it was a difficult song to understand and give their opinions and the interpretation of the song lyrics (for tasks, see Appendix 2, for feedback Appendix 6).

Have you ever by The Offspring: at the beginning of the lesson, the teacher introduced the song and the band by explaining what is their mission and what kind of songs do they usually compose. She handed out some pictures of the band so the students can see who the musicians are. Since the song sings about the problems in American culture, the teacher asked the students some questions about American culture. Students then listened to the song once for a general idea about the song. Then, students read through the lyrics and the tasks and listened to the song for the second time filling in the gaps as the song progressed. The third listening was to verify if they wrote the correct word. After the third listening, the answers were checked and the unknown words explained. Then, the students were given a matching task and a task that required guessing the word from the definition. The last task was to interpret the meaning of the lyrics and comment (give feedback) the song (see Appendices 2 and 6).

4.4.2. Teaching Group B (2nd grade students) through songs

The second group of participants had two songs from the textbook *Dip in 2*, called *Action Song* and *Pirate Song*. An additional song was *Respect song*, which was picked out because it teaches about an important topic, which is respecting themselves and people around them.

Pirate Song from *Dip in 2* textbooks: students were first asked to define what does "action mean", what kind of actions there are, and then they listened to the song while reading the lyrics. During the second listening students solved a matching task from the textbook. Then students checked the answers together with the teacher after which the teacher showed them cards with the pictures on them and students were supposed to guess the action and say it in English. The third listening was accompanied by miming out the words and singing along. After that, the teacher explained some unknown words and wrote them on the blackboard. The additional task of checking the comprehension consisted of showing the flashcards to which students were required to act out the word and say it in English (for tasks, see Appendix 2).

Action Song from *Dip in 2* textbooks: students were first asked to tell what a pirate is and what does he do. Then they listened to the song while reading the lyrics. During the second listening students solved the matching task from the textbook. Then students checked the answers together with the teacher after which the teacher showed them cards with the pictures on them and students guessed the actions and the words. The teacher wrote the words on the blackboard and gave the translation. The third listening was accompanied by miming out the

words and singing along. The additional tasks of checking the comprehension consisted of showing the flashcards to which students were required to act out the word and say it in English, and the teacher did the actions herself and students had to say the words in English. Then, students gave feedback on the songs and were supposed to draw a pirate or a ship. (Appendices 2 and 6).

Respect Song by *Have Fun Teaching:* The teacher introduced the topic of the lesson by asking students what they know about the topic of respect. Whether they think it is important to give respect or not, and who should be respected. Then they first listened to the song without while reading the lyrics. The second listening was accompanied with lyrics and students were supposed to fill in the gaps and the third listening involved underlining the unknown words. Then the words were explained, and the students were given a matching task to do in pairs. After checking the answers, they listened to the song again and sung along. In the end they were asked to give feedback for the song (see Appendices 2 and 6). Since the learners were only eight years old, the feedback was not much. During the teaching phase, the researcher kept an observational journal which will be analyzed in the next section.

After teaching both groups through songs, the new survey was conducted and the participants were asked to complete the second questionnaire. The questionnaires were administered at the end of the regular English classes for about 5 minutes. Before collecting the data, the learners were explained that the questionnaires were anonymous.

Finally, the fifth phase of this research consisted of analyzing qualitative data gathered with the questionnaires and students' feedback, analyzing the notes from the research journal and the lesson analysis with the mentor (participants´ regular English teacher). The students´ written notes were read and analyzed. During the lessons, the researcher kept a research journal to record students´ reactions, behavior and emotions expressed during the class as well as their progress. It gave valuable additional information about the efficiency of teaching procedures, and the answer to the question whether participants liked or disliked the songs and the tasks. The lesson analysis also helped the researcher to decide which tasks were appropriate and which perhaps not for teaching English through songs in two different age groups of participants.

4.5. Results and discussion

In this section, the results of the questionnaires for both groups will be analyzed, after which the feedback notes analysis will follow, and lastly observational journal will be briefly

presented. After all of that a brief discussion will follow where the researcher will give her comments.

Firstly, the questionnaires. The data inputs from the questionnaires were analyzed quantitatively by the means of simple descriptive statistics (*Excel* program). Because of the small number of participants in each group, only a percentage is indicated.

The purpose of the first questionnaire was to gain better understanding of the students' preferences, attitudes and habits when listening to music and songs. Both versions of the first questionnaire provided the teacher/researcher with useful information and helped her to understand the students' preferences in order to decide whether to teach English through songs, to choose appropriate songs and to prepare more thoroughly.

The purpose of the second questionnaire was to examine students' opinions on teaching English language through songs and whether they had some benefits from that of not.

The researcher analyzed the collected data in order to check the appropriateness of the selected songs. According to the answers from the third part of the first questionnaire, i.e. general questions about the favorite musician or a band, the mayority of students in the sixth grade listens to pop and rock songs in English. They prefer contemporary artists, such as Beyonce and Red Hot Chily Peppers, and a minority of them listen only to Croatian and Serbian music. There were no such questions in the first questionnaire for the second graders, because it was anticipated that they prefer Croatian music. The questions about the favorite artists or bands were not seen as relevant for the choice of songs for this group of participants, since the songs, two of them, were already chosen as a part of their textbook.

4.5.1. First Questionnaire for the group A

The results of the descriptive statistical analysis of the first questionnaire for the 6th graders (Group A) are as follows: there were 47 participants (N = 47) who took part in this research and all of them answered all of the questions.

To the statement *I listen to music in English language* 81.56% of students agree and 18.44% disagree or have no opinion. Wtih the statement *I like listening to music in English language* 76.59% of students agree and 23.41% disagree or do not know for sure. The statement *When I hear a new song, I look up the song lyrics so I can understand better what is the singer*

singing reveals that 53.18% of students agree, and 46.79% disagree or do not know. With the fourth statement, *If there are unknown words, I look for their meaning in a dictionary or on the Internet,* 53.18% said they do and 46.81% said they do not or do not know. The next statement, *I sing along with music,* 68.08% replied they do, and 31.9% said they do not or hold no opinion. Sixth statement, *music helps me learn about the rhythm of the language,* reveals that 60.8%) agree and 31.9% disagree. 68.99% of students agree with the statement that *music helps me learn about the culture of the English speaking nations* and 31.91% disagree or are not sure. The following statement, *melody helps me remember new vocabulary,* shows that 68.09% agree and 31.91% disagree or do not know. Ninth statement, *repetition of songs' text helps me memorize new vocabulary,* shows that 68.09% think they do, and 31.91% they do not. The next statement *repetition of the text and melody helps me to memorize grammatical structures easier* reveals that 54.32% of students agree, and 45.68% do not agree or do not have an opinion. The last statement, *learning through music/songs is fun and relaxing* shows that 87,23% agrees, and only 12,77% do not agree (for detailed percentage see the table A in Appendix 4)

Statements that are considered relevant and most important for this research are: *melody helps me remember new vocabulary*, *repetition of songs' text helps me memorize new vocabulary*, *learning through music/songs is fun and relaxing.*

4.5.2. First questionnaire for the Group B

The results of the descriptive statistical analysis of the first questionnaire for the 2nd graders (Group B) are as follows: there were 37 participants (N = 37) who took part in this research and all of them answered all of the questions.

With the first statement *I love learning English through songs* 89.19% said they argee, and 10.81% said they do not or do not know. The next statement *I think songs help me in learning English language* reveals that 94.59% agree, and only 5.41% disagree. Third statement *I think it is easier to remember new words if I repeat them with singing* shows that 64.86% students think it is easier, and 35.14% do not know or do not think it is easier. The last statement, *I think we should learn through songs more often,* shows that 86.49% of the students agree, and 13.51% do not agree. (for detailed percentage see the table B in Appendix 4)

The most important statement for this particular research is: *I think it is easier to remember new words if I repeat them with singing*

4.5.3. Second Questionnaire for the Group A

The purpose of the second questionnaire was to get the students´ opinions about teaching English through songs as a feedback. The results of the descriptive statistical analysis of the second questionnaire for the 6th graders (Group A) are as follows:

With the first statement, *It was fun learning through song,* 85.12% of the students said that they agree, and 14.88% said they do not agree or do not know. The second statement, *I have enjoyed learning through songs,* shows that 82.99% agree, and 17.01% do not agree or have no opinion. The third statement, *I think songs helped me to remember new words easier,* reveals that 78.73% of th students agree and 21.27% do not agree or do not have an opinion. The fourth statement, *from now on I will listen to more songs in English language,* 72.35 of the students agree and 27.65% of the students disagree or do not have an opinion. The next statement, *I think I have learned a lot by listening to the song*, shows that 72.33% agree, and 27.65% do not agree or do not hold any opinion. The sixth statement, *I think song helped me to connect with the topic of the lesson,* shows that 87.25% of the students agree and 12.75 do not agree or do not know. And the last statement, *I think that this way of learning is needed in schools and outside schools,* shows that 74.5% of the students agree with it, and 25.5% do not agree or mostly do not know (for detailed percentage see table C inAppendix 4).
The most important statements for the research are: *it was fun learning through song, I think songs helped me to remember new words easier and I think that this was of learning is needed in schools and outside schools.*

4.5.4. Second Questionnaire for the Group B

The results of the second questionnaire for the group B are as follows: to the first statement *I think I have learned a lot today by listening to a song,* 81.08% of the students responded that they agree, whereas 18.92% said they do not agree or do not have an opinion. The second statement, *It was fun to learn through song* shows that 91.89% of the students agree, and only 8.11% do not agree. Next statement, *I think songs helped me to remember new words easier* 81.08% agree and 18.92% do not agree. The last statement, *from now on I will listen to the songs in English language in my spare time*, shows that 62.16% of the students say they will, and 37.84% say they will not (for detailed percentage see table D in Appendix 4).

The most important statement for this particular research is: *I think songs helped me to remember new words easier*

There were some statements from the first and the second questionnaire for the Group A that could be compared: *Learning through songs is fun and relaxing* (1st questionnaire) and *It was fun learning through song* (2nd questionnaire) and *melody helps me to memorize new vocabulary* (1st questionnaire) and *I think songs have helped me to remember new words easier* (2nd questionnaire).

The results for the first pair of statements that consider having fun during learning was interesting. In the first questionnaire, 87.23% of participants agreed with the statement *Learning through songs is fun and relaxing*, whereas in the second questionnaire there were 85.12% who strongly agreed with the statement *It was fun to learn through songs*. It is possible that the students changed their opinions after being taught through songs because they were dealing more with "the learning" than the "fun part of the song"or they did not like the chosen songs. (see Figure 1).

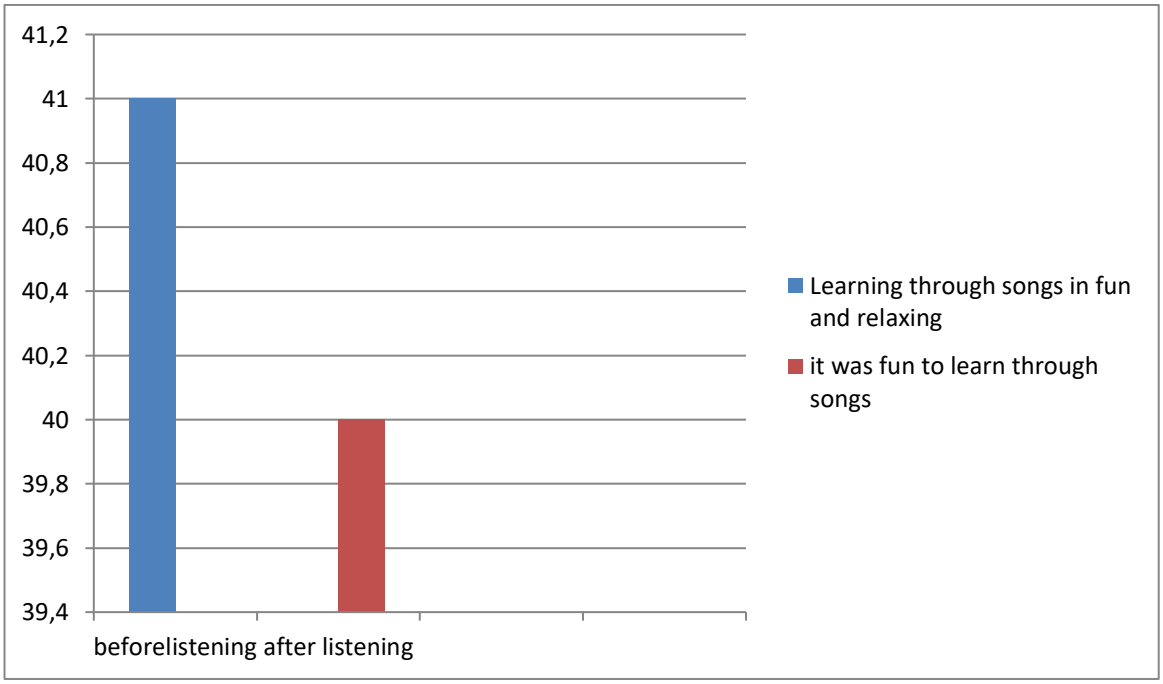


Figure 1: Statements about having fun with learning through songs in the first and the second questionnaire for the Group A

However, the second pair of statements proved that students changed their opinion regarding whether songs help them acquiring new vocabulary or not. In the first questionnaire, 68.9% of participants agreed with the statement that *Melody helps me remember new vocabulary*, whereas 78.73% agreed with the statement *I think songs helped me to remember new words easier*. Here we can see that there was a slight change of belief after being taught through songs during the English lesson. Maybe if participants had more teaching hours, more of them would come to realize the same thing (see Figure 2)

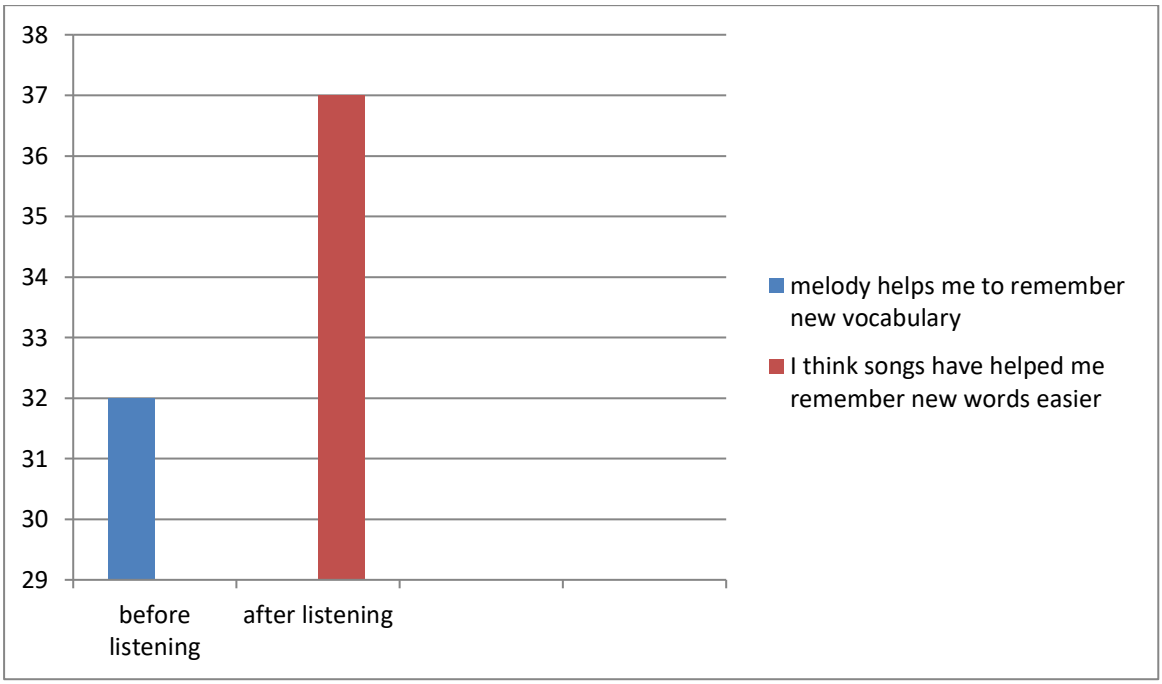


Figure 2: Statements about memorizing and remembering vocabulary through songs in the first and second questionnaire for the Group A

Another important statement from the second questionnaire for the group A was *I think that this way of learning is needed in schools and outside schools* to which 35 students agreed (see Figure 3).

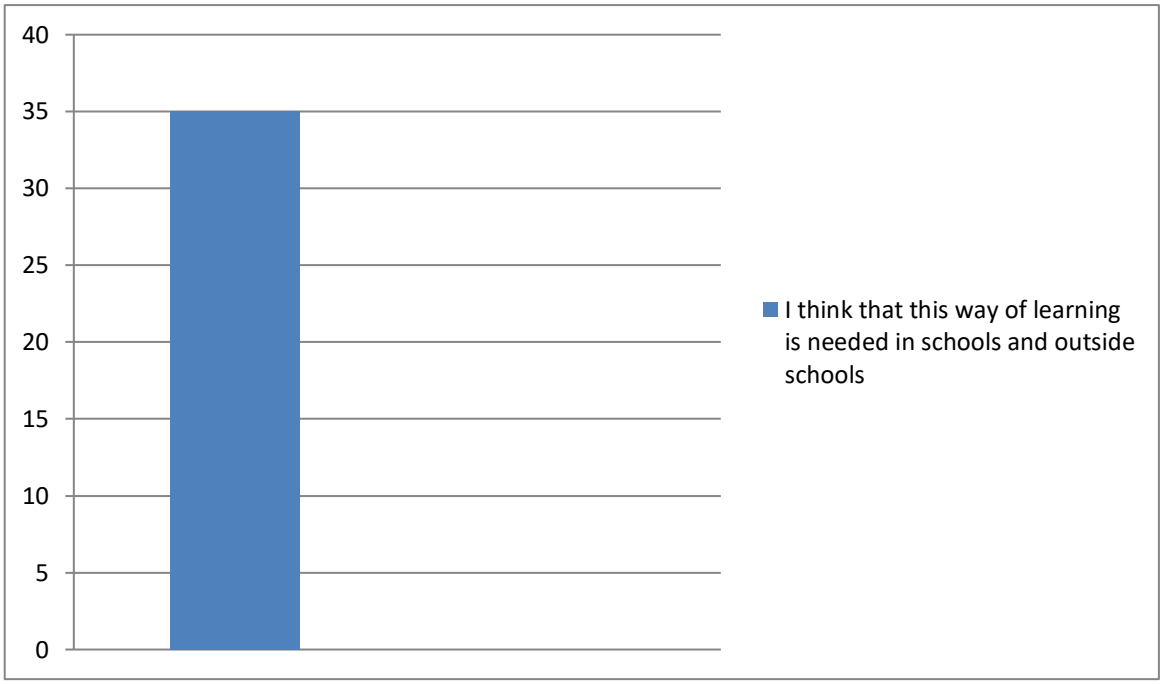


Figure 3: Statement about learning English through songs

From this one can conclude that students want to learn more often through songs. As it has already been mentioned earlier in the paper, in the Croatian school curriculum as well as in English language textbooks there is little space for this way of teaching.

The first survey revealed that most of the students said they like learning English through songs and that it is a fun way of learning a language. They also agree that learning through songs is helpful and that they aid in learning new vocabulary. Most of them also agree that teachers should use more songs in teaching English and they will try to listen songs in English in their free time. Most of them usually listen to music in English to some extent, and there are several who dislike foreign music and disagree with this, they prefer regular learning and songs in Croatian language. It can be seen that students' opinions are rather positive for the majority of questions and for the majority of students

In the questionnaires for the Group B there is one set of statements that can be compared, *I think it is easier to remember new words if I repeat them with singing* (first questionnaire) and *I think songs helped me to remember new words easier* (second questionnaire). The first questionnaire reveals that 64.86% of the participants think that they will more easily remember new words, and the second questionnaire shows that some students changed their opinions and now 81.08% think it is easier to learn through songs.

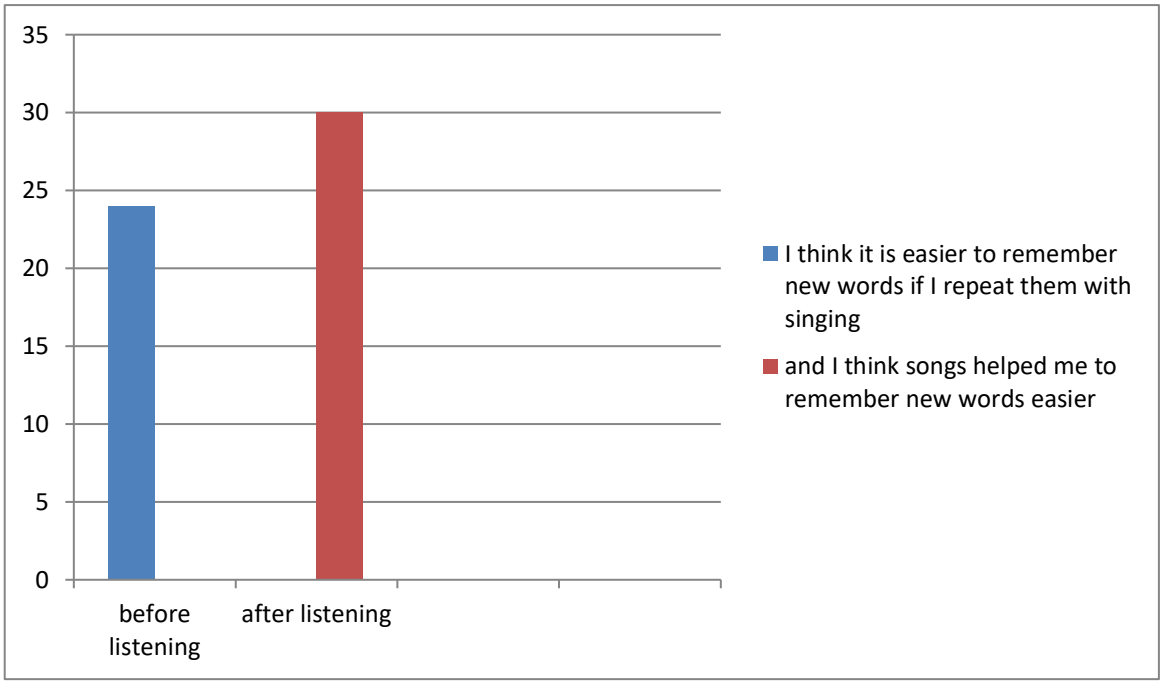


Figure 4: Statements about learning new vocabulary for the Group B

Another important thing to mention is the statement from the first questionnaire *I think we should learn through songs more often.* The results show that 86.49% of the participants think more songs should be included in the lessons as it was expected before conducting the research (see Figure 5).



Figure 5: Statement about learning through songs in the first questionnaire for the Group B

In the Group B the general attitude of the students is also positive. They had much fewer questions as they are too young to comprehend more complex questions. The results from the first questionnaire before teaching through songs show that the majority of students think that there should be more songs in English classes because they like that way of learning which had been presumed since younger students prefer learning through audio-visual and mime techniques. They also said that songs help them in learning English and it is easier to memorize words.

To sum up, the opinions of both groups of students are quite similar. The majority of the students enjoyed this way of learning and thought it was fun. Both groups, in general, agree that songs help in learning English language and that they are useful in more than one way. All in all, most of the students had positive reactions and opinions regarding learning English through songs as it was expected.

Finally, the qualitative analysis of students´ written feedback will be discussed. The total amount of 59 papers was collected. The qualitative feedback showed that students in general do have positive thoughts on this type of teaching, but some tasks, for some students turned out to be inappropriate, and not everybody liked the songs the researcher had chosen. This is due to personal preferences of music type and topics of the songs. The song by Nikelback *How you remind me* was particularly appealing, and the *Sustainable Earth Song* was boring for the majority because they are not interested in ecology and saving the environment, although this topic is a part of their textbook and is included in the national curriculum. Since this type of teaching was not used a lot during their English language learning, they were happy about learning in a different and fun way, and they consider it useful, but again the choice of songs seems to be an issue for some of them. Several students decided that they will listen to more music in English from now on, but some did not change their minds about music in foreign languages. Younger students all wrote positive comments as was expected. Also, some students did not write anything as a feedback. Some examples of their qualitative open statements can be seen in Appendix 5.

The qualitative analysis of the notes from the researcher's journal (Appendix 6) showed that there were many notes that referred to positive feedback, most of the students reacted positively and were willing to cope with the tasks, but of course there were students who were agitated because they had to listen to the songs they do not like. Some students expressed enthusiasm and exhilaration when they were told that they will be listening to songs, and five

students altogether said they did not like the idea, and persisted in their opinion during all of the classes. Sustainable Earth Song turned out to be boring because most of the students are not environmentally conscious and do not understand the importance of keeping the Earth as clean as possible. However, after the lesson, some pupils stated that they will try to be more cautious and aware of environmental problems.

The younger students, second grade pupils, were all happy about the idea of learning through song, especially with *Pirate* and *Action Song* since they have been waiting for them the whole academic year. They were most cooperative and willing to do all of the tasks without almost any difficulty. Also, the notes showed that younger students were more prone to learning through songs that the older ones. They all wanted to sing and mime, some even danced.

As for the lessons' organization, it turned out that some tasks were a bit easy, some a bit complicated for the time given to solve them, which caused either three, four minute delay or we were three, four minutes ahead of the plan. This was a result of the lack of the researcher's practical knowledge about lesson organization and possible ways the lesson could unfold; it seemed that all will be good in the lesson plans. Some tasks were carried out with no difficulty at all, and some took more time to solve than anticipated, so in the end, they managed to solve all the tasks within the lessons. With younger students the researcher had planned more tasks than were carried out, because the mentor teacher advised that they do not have a long attention span, so it would be better if they just keep drawing until the end of the lesson.

Notes also showed that it is highly important to take students´ music preferences into account when deciding which song should be used in teaching. Especially with older students because at that age they have already developed some of their interests and preferences, whereas second grade students do not have their preferences regarding music formulated, the question about their favourite musician and type of music seemed unnecessary. Since the first questionnaire, which asked about their preferences, was conducted only one day before the second lesson their answers regarding favorite musician could not have been taken into account for there was no time to prepare a new lesson. This was due to the time schedule of classes and teaching practice, which was conducted in only four days. The questionnaire results showed that fourteen students like domestic pop music, eight like Serbian music, and twenty five of them listen to music in English language. Twelve out of twenty five listen to pop and rhythm and blues, eight listen to rock and pop, and five prefer rock and rhythm and blues. Among favorite bands and artists are Thompson, Škoro, Severina and Jelena Rozga among Croatian musicians,

and Beyonce, Red Hot Chili Peppers, Avril Lavigne, Nickelback and Justin Bieber among foreign musicians. Personal journal and lesson analysis proved to be a very useful reflexive tool for future lesson planning. The most interesting observations, and the two groups of notes are to be found in Appendix 6.

The qualitative comparison of all the quantitative and qualitative results indicates the importance of thoughtful preparation by song and task selection, the importance of knowing the students and the importance of their feedback. The aforementioned criteria for selecting songs and the teaching procedure were analyzed qualitatively during lesson analysis with the experienced regular teacher (mentor) and analysis of the notes from the research journal. The criteria seemed to be useful to a certain extent. Actually, it is hard to find a song that fits all these criteria or guidelines. When it comes to the practicality of choosing a song to be used, a teacher could follow one or two of the proposed criteria. While planning and selecting the songs, the researcher tried to find a song that fits into the parameters of the characterization of a good song for teaching which were described earlier in the paper. While choosing the tasks the researcher also thought about the types of tasks suggested by Legac (2008) and Oštarić and Lovrović (2010) which proved useful. Some of the tasks that have been chosen were not so successful in the classroom reality. Since the researcher is an inexperienced teacher with very little knowledge of students, it is not easy to predict the possible difficulties. Also, more practical experience and the more skillful implementation of theoretical knowledge is needed. However, asking about students´ preferences and opinions, taking personal notes and conducting qualitative lesson analysis could help in improving the teaching English through songs.

5. Conclusion

After considering the theoretical background, the implementation of suggested instruments and the analysis of the results, as well as practical implementation of teaching English through songs with two age groups of participants in a primary school, it could be concluded that there are following answers to the research questions:

1) What are the main considerations when deciding about teaching through songs?

As previously expected, the selection of songs and the types of tasks according to some formerly established criteria or review of the relevant literature is helpful in deciding about teaching

through songs. In order to assure their motivation, teacher should choose songs that suit students' music preferences. If they do not like the chosen songs, their motivation for the involvement in the lesson will be lower. Their age should also be taken into account and their level of understanding the language of the songs. In the situations where the researcher is not aware of the students´ previous knowledge or their preferences, it is useful to consider a survey in order to get to know the students.

2) What are the music preferences and listening habits of learners of different age groups?

According to the expectations, most students from Group A prefer listening to music in English language. They find it amusing and useful for learning, especially vocabulary. However, some preferences were not expected, such as preferring listening to Serbian songs to listening to English songs.

3) What are the opinions of learners of different age groups about teaching through songs?

As previously expected, positive opinions of the majority of students from both age groups were found as a result of the second survey and students´ written qualitative feedback. In general, they agree that teaching English through songs is beneficial in numerous ways, but not everyone liked the chosen songs which had a negative effect on their answers. A teacher cannot cater to everyone's wishes, but he should agree with them what song would they want to learn through and every time choose a different type of song in order to satisfy all in the end.

4) What are the suggested guidelines for planning and teaching English as a foreign language through songs?

Alongside theoretical, practical teaching experience is also needed for any type of teaching, not only for teaching through songs. If a teacher thinks about the use of songs in the foreign language classroom, it is important to consider the following: firstly, the choice of songs according to the suggested criteria and the curriculum; secondly, the learner profile (especially their music preferences and listening habits); thirdly, the implementation of songs in the lessons – the choice of appropriate pre, while and post listening tasks during lesson planning and conducting the lessons; and finally, the learners 'opinions as feedback – it can help to decide whether it is justified to use the songs in the foreign language classroom.

The aforementioned considerations could be seen as guidelines for teachers who think of teaching English through songs. It is important to choose and plan in advance, as well as to know

the preferences and opinions of learners. The researcher personally believes that opinions of students are important and that they should be asked what they think about methods, techniques and materials teachers want to use. It is also important to choose adequate activities and tasks according to the planned learning outcomes. Asking learners for their opinions on teaching techniques can provide very useful information for the teacher. Lesson analysis that follows could improve future teaching through songs.

There are certain limitations in this study. First of all, the number of students who participated was too small, and the time for doing this research was limited to only eight teaching hours. Furthermore, the number of female and male participants was not equal. Also, the researcher was not familiar with previous knowledge of the students since the research took place during teaching practice.

Considering further research based on this one, there are many things which could be looked into such as, teaching culture or grammar through songs or students' level of motivation when learning through songs. It would also be good if the research took place with a larger number of participants and that the researcher is familiar with their knowledge of the English language. If the researcher is familiar with his students and knows their level of language knowledge, it could help him with the selection of songs and tasks would probably be more appropriate and would be more representative. Nonetheless the research still gives helpful information on the topic of teaching English through songs.

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Appendices

Appendix 1 - songs' texts

Group A

1. Sustainable Earth Song

The Earth is our home, our oceans and forests

The air we breathe, the sounds all around us

We must protect it for the future of our children

As we action our plans, to reach all our goals.

Chorus

We're working together, on a culture of change

We're in this forever, building a home that we can sustain

And its taken time to begin changing what we do

We are the agents of change turning grey skies to blue.

Our schools are the centre for change

To teach our children how to care and sustain

Informing and sharing, new thoughts and ways

To limit our footprint, so life is maintained

The challenge for us is to break the mould

[Chorus]

Bridge (Rap)

Green water, grey water, brown water, clear

Solar, wind power, clean green fuel

Reduce, re-use, recycle our waste

Switch off the lights, don't forget.

Carbon trading, reduce CO2

Live for tomorrow, the thing to do

This ain't no dress rehearsal, and that's why

[Chorus] x 2

By this time tomorrow see grey skies turning blue.

2. Misty mountains

Far over the Misty Mountains cold
To dungeons deep and caverns old
The dwarves of yore made mighty spells,
While hammers fell like ringing bells
In places deep, where dark things sleep,
In hollow halls beneath the fells.

The pines were roaring on the height
The wind was moaning in the night
The fire was red, it flaming spread
The trees like torches blazed with light

Then dragon's ire more fierce than fire
Laid low their towers and houses frail
The mountain smoked beneath the moon
The dwarves, they heard the tramp of doom.
They fled their hall to dying fall
Beneath his feet, beneath the moon.

Far over the misty mountains grim
To dungeons deep and caverns dim
The heart is bold that looks on gold;
The dwarves no more shall suffer wrong.

Farewell we call to hearth and hall!
Though wind may blow and rain may fall,
We must away ere break of day
Far over wood and mountains tall

With foes ahead, behind us dread,
Beneath the sky shall be our bed,

Until at last our toil be passed,
Our journey done, our treasure vast

3. How you Remind me by Nickelback

Never made it as a wise man
I couldn't cut it as a poor man stealing
Tired of living like a blind man
I'm sick of sight without a sense of feeling
And this is how you remind me
This is how you remind me
Of what I really am
This is how you remind me
Of what I really am
It's not like you to say sorry
I was waiting on a different story
This time i'm mistaken
for handing you a heart worth breaking
been wrong, i've been down
been to the bottom of every bottlle
these five words in my head
scream "are we having fun yet?"
yet, yet, yet
no, no
it's not like you didn't know that
I said i love you and i swear i still do
And it must have been so bad
Cause living with me must have damn near killed you
And this is how, you remind me
Of what I really am
This is how, you remind me
Of what I really am
It's not like you to say sorry
I was waiting on a different story
This time, i'm mistaken
For handing you a heart worth breaking
I've been wrong, i've been down
Been to the bottom of every bottle
These five words in my head
Scream "are we having fun yet?"
yet, yet, yet, no, no
Never made it as a wise man
I couldn't cut it as a poor man stealing
And this is how you remind me
This is how you remind me
This is how you remind me
Of what i really am
This is how you remind me
Of what i really am

4. Have you ever by The Offspring

Falling, I'm falling
Have you ever walked through a room
But it was more like the room passed around you
Like there was a leash around your neck that pulled you through
Have you ever been at someplace
Recognizing everybody's face
Until you realized that there was no one there you knew
Well I know
Some days, my soul's confined and out of mind
Sleep forever
Some days, I'm so outshined and out of time
Have you ever
Falling, I'm falling
Have you ever buried your face in your hands
Cause no one around you understands
Or has the slightest idea what it is that makes you be
Have you ever felt like there was more
Like someone else was keeping score
And what could make you whole was simply out of reach
Well I know
Someday I'll try again and not pretend
This time forever
Someday I'll get it straight but not today
Have you ever
Falling, I'm falling
Some days, my soul's confined and out of mind
Sleep forever
Some days, my darkest friend is me again
Have you ever
Someday I'll try again and not pretend
This time forever
Someday I'll get it straight but not today
Have you ever
When the truth walks away
Everybody stays
Cause the truth about the world is that crime does pay
So if you walk away
Who is gonna stay
Cause I'd like to think the world is a better place
When the truth walks away
Everybody stays
Cause the truth about the world is that crime does pay
So if you walk away
Who is gonna stay
Cause I'd like to make the world be a better place
When the truth walks away
Everybody stays
Cause the truth about the world is that crime does pay

So if you walk away
Who is gonna stay
Cause I'd like to think the world is a better place
I'd like to leave the world as a better place
I'd like to think the world

Group B

1. Pirate Song

Pirates are sailing, sailing accross the sea.

They are sailing, sailing as fast as can be.

The pirates are singing, singing, a pirate song

They are singing, singing,

But not for too long.

A storm is coming, coming, across the sea.

The wind is blowing,blowing

As strong as can be.

The ship is rocking,rocking. Oh, help me!

The pirates are swimming, swimming, to the land.

They are sleeping, sleeping, in the sand.

2. Action Song

I'm singing, I'm singing
Singing like a star
I'm playing, I'm playing,
Playing the guitar.
I'm dancing, I'm dancing,
Dancing rock and roll
I'm playing,playing,
Playing basketball.
I'm clapping, I'm clapping,
Clapping clap, clap,clap.
I'm snapping, I'm snapping,
Snapping snap, snap, snap.

3. Respect song

Everybody is special in their own way,

In the way that they look and the things that they say
So let's all get along on this wonderful day!
If you show respect to your neighbour,
They will give it back as a favour
Let's all get along on this wonderful day!
Respect yourself,
Respect others
Respect the school!

Appendix 2 – tasks

Group A

1. Far over the Misty mountains Cold

Far over the Misty Mountains cold
To dungeons deep and caverns old

The dwarves of yore made mighty spells,
While **hammers/ hands** fell like ringing bells
In places deep, where **dark/ stark** things sleep,

In hollow halls beneath the fells.

The pines were roaring on the height
The **lid/wind** was moaning in the night
The fire was **red/ led**, it flaming spread
The trees like torches blazed with light

Then dragon's ire more fierce than **fine/fire**
Laid low their towers and houses frail
The mountain smoked beneath the **moon/mule**
The dwarves, they heard the tramp of doom.
They fled their hall to dying **fall/ find**
Beneath his feet, beneath the moon.

Far over the misty mountains **slim/grim**
To dungeons deep and caverns dim
The **hard/heart** is bold that looks on gold;
The dwarves no more shall suffer wrong.

Farewell we **call/ fall** to hearth and hall!
Though wind may blow and rain may fall,
We must away ere break of **day/ say**
Far over wood and mountains tall

With foes ahead, **behind/ we find** us dread,
Beneath the sky shall be our bed,
Until at last our toil be passed,
Our journey done, our t**reasure/measure** vast

1. Poveži riječi

Dungeoun	patuljak
Cavern	plamen
Dwarf	pećina
Stark	davnina
Hollow	neprijatelj
yore	potpun, ukočen
Roaring	širiti se
Spread	maglovit
Blaze	hod
Ire	urliče
Fierce	zora
Frail	bijesan, divlji
Tramp	propast, zla kob
doom	rikati
Beneath	nježan, krhak
Misty	ljutnja
Slim	ispod
Ere	težak posao
Break of day	šupalj
Foe	strah
Dread	tamnica
Toil	prije

2. Odaberi 5 riječi i napiši rečenice na engleskom koristeći riječi.

Sustainable Earth Song

The Earth is our home, our oceans and forests
The air we breathe, the sounds all around us
We must protect it for the future of our children
As we action our plans, to reach all our goals.

Chorus
We're working together, on a culture of change
We're in this forever, building a home that we can sustain
And its taken time to begin changing what we do
We are the agents of change turning grey skies to blue.

Our schools are the centre for change
To teach our children how to care and sustain
Informing and sharing, new thoughts and ways
To limit our footprint, so life is maintained
The challenge for us is to break the mould

[Chorus]

Bridge (Rap)
Green water, grey water, brown water, clear
Solar, wind power, clean green fuel
Reduce, re-use, recycle our waste
Switch off the lights, don't forget.
Carbon trading, reduce CO2
Live for tomorrow, the thing to do
This ain't no dress rehearsal, and that's why

[Chorus] x 2
By this time tomorrow see grey skies turning blue.

How you remind me by Nickleback

1. Fill in the blanks with the words suggested by the clues in brackets, then listen to the song and check

Never made it as a 1_____ (adj.-having or showing good sense or judgement) man
I couldn't cut it as a poor man 2_____ (to take sth. that belongs to another person without permission)
Tired of livin' like a 3_____ (someone who cannot see) man
I'm 4_____ (physically or mentally ill) of sight without a sense of feelin'
And this is how you remind me

2. Put in the correct order and fill in the blanks

This is how you remind me
I what am of really 5 _____
This is how you remind me
I what am of really 6 _____
not to like sorry you say it's 7 _____

3. Fill in the blanks with the words suggested by the clues in brackets, then listen to the song and check

I 8 _____ _____ on a different story
This time I'm 9 _____ (to be wrong or to get the wrong idea of sth. or sb.)
For handing you a heart worth breakin'

I've been 10_____ (Antonymous: right), I've been 11 _____ (informal - to finish a drink quickly)
Been to the bottom of every 12_____ (container with a narrow neck and no handles)
These 13 _____ (four, ..., six) words in my 14 _____ (upper part of the body)
15 _____ (cry out loudly) "Are we having fun yet?"
Yet?, Yet?, Yet?, no, no
It's not like you didn't know that
I 16 _____ (expressed in words) I love you and I 17 _____ (make a solemn statement or promise under oath), I still do
It 18_____ (modal verb- deduction) have been so bad
Cause livin' with me 19_____ (modal verb- deduction) have damn near killed you

B) Put in the correct order and fill in the blanks.

This is how you remind me
I what am of really 5_____
This is how you remind me
I what am of really 6_____
not to like sorry you say it's 7 _____

4. Fill in the blanks with the words suggested by the clues in brackets, then listen to the song and check

I 8 _____ _____ on a different story
This time I'm 9 _____ (to be wrong or to get the wrong idea of sth. or sb.)
For handing you a heart worth breakin'
I've been 10_____ (Antonymous: right), I've been 11 _____ (informal - to finish a drink quickly)
Been to the bottom of every 12 _____ (container with a narrow neck and no handles)
These 13 _____ (four,....., six) words in my 14 _____ (upper part of the body)
15 _____ (cry out loudly) "Are we having fun yet?"
Yet?, Yet?, Yet?, no, no

(repeat)
Never made .....

Exercises

1.- Listen to the song and fill in the gaps with the following -ed words:

confined (2), realized, buried, walked, outshined, pulled, passed,

Falling, I´m falling
Falling, I´m falling
Have you ever _____ through a room
But it was more like the room _____ around you
Like there was a leash around your neck that _____
You through

Have you ever been at some place
Recognizing everybody´s face
Until you _____ that there was no one there you knew
Well I know

Some days, my soul´s _____ and out of mind
Sleep forever
Some days, I´m so _____ and out of time
Have you ever

Falling, I´m falling
Falling, I´m falling
Have you ever _____ your face in your hands
Cause no one around you understands
Or has the slightest idea what it is that makes you be
Have you ever felt like there was more
Like someone else was keeping score
And what could make you whole was simply out of reach
Well I know

Some day I´ll try again and not pretend
This time forever
Someday I´ll get it straight but not today
Have you ever

Falling, I´m falling
Falling, I´m falling
Some days, my soul´s _____ and out of mind
Sleep forever
Some days, my darkest friend is me again
Have you ever
Someday, I´ll try again and not pretend
This time forever
Someday I´ll get it straight but not today
Have you ever

When the truth walks away
Everybody stays
Cause the truth about the world is that crime does pay

So if you walk away, who is gonna stay
Cause I´d like to think the world is a better place (Repeat twice)
I´d like to leave the world as a better place
I´d like to think the world ...

2.- Match the -ed words with the following defintions:

a) Confined	1. Moved along by putting one foot in front of the other
b) Realized	2. Exerted force on (thing) to move it to oneself
c) Buried	3. Understood clearly

d) Walked	4. Moved onward
e) Outshined	5. Kept or restricted within certain limits
f) Pulled	6. Shone brighter than
g) Passsed	7. Covered up

3.- Find synonyms in the song for the following words and expressions:

a) Narrow strip for holding dogs

b) Front of head

c) Smallest

d) Once more

e) To claim falsely

f) every person

Group B

1. U riječima teksta pjesme podvuci nepoznate riječi

Respect song
Everybody is special in their own way,
In the way that they look and the things that they say
So let's all get along on this wonderful day!
If you show respect to your neighbour,
They will give it back as a favour
Let's all get along on this wonderful day!
Respect yourself,
Respect others
Respect the school!

2. Nadopuni praznine

Respect song

Everybody _____ special in their own way,

In the way that they look _____ the things that they say

So let's all get along on this wonderful _____ !

If you show respect to your neighbour,

They will give it back as a favour

Let's all get along on this wonderful day!

_____yourself,

Respect others

Respect the _____ !

3. Poveži riječi

Respect	put
Neighbour	poštovanje
Wonderful	sebe
Way	susjed
Yourself	slagati se
get along	predivan

4. Prevedi riječi na engleski

Put
Poštovanje
Sebe
Susjed
Slagati se
Predivan

5. Pjevaj pjesmu i uživaj! ☺

2. Action song

1. Listen to the song and match the sentences with the pictures

I'm singing, I'm singing
Singing like a star
I'm playing, I'm playing,
Playing the guitar.
I'm dancing, I'm dancing,
Dancing rock and roll
I'm playing,playing,
Playing basketball.
I'm clapping, I'm clapping,

Clapping clap, clap,clap.
I'm snapping, I'm snapping,
Snapping snap, snap, snap.

2. Pjevaj pjesmu i oponašaj riječi mimikom
3. Gledaj u kartice sa sličicama i pokaži gestama što je na slici
4. Gledaj u kartice sa slikama i reci na engleskom koja se akcija obavlja

2. Pirate song

Listen and number the words

Singing

Sailing

Rocking

Swimming

Sleeping

Blowing

1. Listen to the song and mime
2. Sing the song and mime
3. Cut out a pirate from the workbook, colour it and glue it to the stick

Appendix 3

A) 1st Questionnaire before teaching through songs (Group A, 6th grade of primary school)

Upitnik za učenike 6. razreda osnovne škole: Prije slušanja pjesama u nastavi

Molim te da ispuniš ovaj anonimni upitnik za potrebe istraživanja.

Dob: _____
Spol: M / Ž
Godina učenja Engleskog jezika: _____

Napomena: zaokruži jedan broj na skali od jedan do pet.
1. uopće se ne slažem
2. ne slažem se
3. nemam mišljenje

4. slažem se
5. potpuno se slažem

	Tvrdnje	**uopće se ne slažem**	**ne slažem se**	**nemam mišljenje**	**slažem se**	**potpuno se slažem**
1.	Slušam glazbu/pjesme na engleskom jez	1	2	3	4	5
2.	Sviđa mi se slušati glazbu na engleskom jeziku	1	2	3	4	5
3.	Kada čujem novu pjesmu potražim tekst pjesme kako bih bolje razumio što pjeva pjeva	1	2	3	4	5
4.	Ako ima riječi koje ne razumijem, potra što one znače u riječniku ili na internetu	1	2	3	4	5
5.	Pjevam uz glazbu	1	2	3	4	5
6.	Glazba/pjesme mi pomaže naučiti o ritm jezika	1	2	3	4	5
7.	Glazba/pjesme mi pomaže naučiti nešto kulturi naroda koji govore engleski jezik	1	2	3	4	5
8.	Melodija mi pomaže zapamtiti nove rije /vokabular?	1	2	3	4	5
9.	Ponavljanje glazbenog teksa uz glazbumi pomaže zapamtiti nove riječi	1	2	3	4	5
10.	Ponavljanje i melodija pomažu mi da lal zapamtim gramatičke strukture	1	2	3	4	5
11.	Učenje kroz glazbu/pjesme je zabavno i opuštajuće	1	2	3	4	5

Na slijedeća pitanja napiši vlastito mišljenje

1. Najdraža vrsta glazbe mi je _____
2. Najdraži izvođač mi je _____

B) 1st Questionnaire before teaching through songs (Group B, 2nd grade of primary school)

Upitnik za učenike 2. razreda osnovne škole: Prije slušanja pjesama u nastavi

Molim te da ispuniš ovaj anonimni upitnik za potrebe istraživanja.

Dob: _____
Spol: M / Ž
Godina učenja Engleskog jezika: _____

Napomena: zaokružiti jedan broj na skali od jedan do pet.
1. uopće se ne slažem
2. ne slažem se
3. nemam mišljenje
4. slažem se
5. potpuno se slažem

	Tvrdnje	**uopće se ne slažem**	**ne slažem se**	**nemam mišljenje**	**slažem se**	**potpuno se slažem**
1.	Volim učiti engleski jezik kroz pjesmice	1	2	3	4	5
2.	Mislim da mi pjesme pomažu u učenju engleskog jezika	1	2	3	4	5
3.	Mislim da mi je lakše zapamtiti nove riječi ako ih ponavljam pjevanjem	1	2	3	4	5
4.	Mislim da bismo češće trebali učiti kroz glazbu/pjesme	1	2	3	4	5

C) 2nd Questionnaire after teaching through songs (Group A, 6th grade of primary school)

Upitnik za učenike 6. razreda osnovne škole: Poslije slušanja pjesama u nastavi

Molim te da ispuniš ovaj anonimni upitnik za potrebe istraživanja.

Dob: _____

Spol: M / Ž

Godina učenja: _____

Napomena: zaokružiti jedan broj na skali od jedan do pet.
1. uopće se ne slažem
2. ne slažem se
3. nemam mišljenje
4. slažem se
5. potpuno se slažem

	Tvrdnje	uopće se ne slažem	ne slažem se	nemam mišljenje	slažem se	potpuno se slažem
1.	Bilo mi je zabavno učiti kroz pjesmu	1	2	3	4	5
2.	Uživao/la sam učeći uz pomoć glazbe/ pjesme	1	2	3	4	5
3.	Mislim da su mi pjesme pomogle da lakše zapamtim nove riječi	1	2	3	4	5
4.	Od sada ću slušati više glazbe/pjesama n engleskom jeziku	1	2	3	4	5
5.	Mislim da sam dosta toga naučio slušajući pjesmu	1	2	3	4	5
6.	Mislim da mi je pjesma pomogla da se približim temi sata	1	2	3	4	5
7.	Mislim da je ovakav način učenja potreb u školama i izvan nje	1	2	3	4	5

Hvala na pomoći.

D) 2nd Questionnaire before teaching through songs (Group B, 2nd grade of primary school)

Upitnik za učenike 2. razreda osnovne škole: Poslije slušanja pjesama u nastavi

Molim te da ispuniš ovaj anonimni upitnik za potrebe istraživanja.

Dob: _____
Spol: M / Ž
Godina učenja Engleskog jezika: _____

Napomena: zaokružiti jedan broj na skali od jedan do pet.
1. uopće se ne slažem
2. ne slažem se
3. nemam mišljenje
4. slažem se
5. potpuno se slažem

	Tvrdnje	uopće se ne slažem	ne slažem se	nemam mišljenje	slažem se	potpuno se slažem

1.	Mislim da sam danas dosta toga naučio/la slušajući pjesmu	1	2	3	4	5
2.	Bilo mi je zabavno učiti kroz pjesmu	1	2	3	4	5
3.	Mislim da su mi pjesme pomogle da lakše upamtim nove riječi	1	2	3	4	5
4.	Od sada ću slušati pjesme na engleskom u svoje slobodno vrijeme	1	2	3	4	5

Hvala na pomoći.

Appendix 4

A) The results of the 1st Questionnaire before teaching through songs (Group A, 6th grade of primary school)

	Tvrdnje	**uopće se ne slažem**	**ne slažem se**	**nemam mišljenje**	**slažem se**	**potpuno se slažem**
1.	I listen to music in English language	10.64%	6.38%	2.12%	12.76 %	68.08%
2.	I like listening to songs/usic in English language	10.64%	6.38%	6.38%	34.04 %	42.55%
3.	When I hear a new song I look up The lyrics to better understand what the song is about	6.38%	12.76%	27.65%	23.4%	29.78%
4.	If there ar unknown words I look up their meaning in a dictionary or in the Internet	10.64%	10.64%	25.53%	27.65 %	25.53%
5.	I sing along	2.12%,	14.89%	14.89%	23.4%	44.68%
6.	Music and songs help me learn about the language rhythm	4.25%	12.76%	14.89%	30.4%	30.4%
7.	Music and songs help me learn about the culture of English speaking people	4.25%	8.51%	18.15%	31.92 %	36.17%
8.	Melody helps me remember new vocabulary	6.38%	12.76%	12.76%	31.92 %	36.17%
9.	Repetition of the lyrics help me	17.02%	4.25%	10.64%	25.53	42.55%

	remember new words				%	
10.	Repetition and melody help me memorise grammatical structures more easily	8.51%	8.51%	27.65%	18.15 %	36.17%
11.	Learning through songs is fun and relaxing	2.12%	2.12%,	8.51%	25.53 %	61.70%

B) The results of the 1st Questionnaire before teaching through songs (Group B, 2nd grade of primary school)

	Tvrdnje	**uopće se ne slažem**	**ne slažem se**	**nemam mišljenje**	**slažem se**	**potpuno se slažem**
1.	I like learning English language through songs	5.41%	0%	5.41%	21.62%	67.57%
2.	I think songs help me in learning English language	0%	2.70%	2.70%	27.03%	67.57%
3.	I think it is easier to remember new words if I repeat them by singing	2.70%	13.51%	18.92%	10.81%	54.05%
4.	I think we should learn through songs more often	5.41%	0%	8.12%	27.03%	59.46%

C) The results of the 1st Questionnaire after teaching through songs (Group A, 6th grade of primary school)

	Tvrdnje	**uopće se ne slažem**	**ne slažem se**	**nemam mišljenje**	**slažem se**	**potpuno se slažem**
1.	It was fun learning through song	4.25%	6.38%	6.38%	27.65%	57.45%
2.	I have enjoyed learning through songs	8.51%	4.25%	4.25%	34.04%	48.94%
3.	I think songs helped me to remember new words easier	6.38%	8.51%	6.38%	31.92%	46.80%
4.	From now on I will listen to more songs English language	6.38%	8.51%	12.76%	29.78%	42.55%
5.	I think I have learned a lot by listening	4.25%	10.64%	14.89%	27.65%	44.68%

	to the song.					
6.	I think song helped me to connect with the topic of the lesson	10.64%	4.25%	19.15%	31.92%	55.32%
7.	I think that this way of learning is needed in schools and outside schools	4.25%	4.25%	17.02%	23.41%	57.45%

D) The results of the 1st Questionnaire after teaching through songs (Group B, 2nd grade of primary school)

	Tvrdnje	**uopće se ne slažem**	**ne slažem se**	**nemam mišljenje**	**slažem se**	**potpuno se slažem**
1.	I think I have learned a lot today by listening to a song	8.12%	0%	10.81%	21.62 %	59.56%
2.	It was fun to learn through song	2.70%	2.70%	2.70%	10.81 %	81.08%
3.	I think songs helped me to remember new words easier.	8.12%	5.41%	5.41%	27.03 %	54.05%
4.	From now on I will listen to the songs in English language in my spare time.	2.70%	5.41%	29.73%	24.32 %	37.84%

Appendix 5- Examples of the students´ qualitative written feedback:

Positive comments and opinions	negative comments and opinions
- Bilo je lagano (it was easy) - Svidio mi se sat (I liked the lesson) - Nije loše. Not bad! ☺ - Sviđaju mi se sve pjesme pogotovo Pirate Song. (I like all the songs, especially the Pirate Song) - Sviđa mi se što smo plesali i glumili (I like that we sang and acted) - Bilo mi je jako zabavno (was very funny) - Sviđa mi se jer smo pjevali (I liked it	Bilo mi je teško pratiti jer je pjesma bila brza (It was difficult to follow the song because it was fast) Jedna pjesma je prebrza... ostale su ok (One song was too fast, the rest of them were ok) Malo je bilo prebrzo za pratiti, ali ipak zabavno (it was a little too fast to follow, but fun nonetheless) Ništa mi se ne sviđa, ja slušam cajke (I do not like anything I listen to Serbian music) Nisu mi se svidjele pjesme više volim domaću glazbu (I did not like the songs

because we sang) - Najviše mi se svidjela Pirate Song (I liked the Pirate Song the most) - Volim kad pjevamo pjesme na satu, da je bar češće (I like when we sing in class, I wish it was more often) - Sviđa mi se što smo crtali gusare (I liked it because we had to draw pirates) - Zanimljivo je učiti kroz pjesmu, puno bolje nego na tipičan način (It is interesting to learn through song, a lot better than the usual way) - Ja bi da svaki dan pjevamo i crtamo (I want us to sing and draw every day) - Svidjelo mi se što smo radili rock pjesmu u školi to nije uobičajeno (I liked that we did a rock song because it is not common) - Svidjelo mi se imati ovakav sat, volio bih da je više takvih (I liked having this type of lesson, I wish there were more lessons like this) - Bilo je opuštajuće učiti na ovaj način (It was relaxing to learn in this way) - Svidjelo mi se što smo na satu radili popularnu pjesmu (I liked that we did a popular song in class) - Svidjelo mi se što smo slušali pjesmu iz poznatog filma (I liked that we listened a song from a famous movie) - Sad vidim da je korisno slušati pjesme na stranom jeziku (I now see that it is useful to listen to songs in a foreign language) - Svidjelo mi se učiti na ovaj način	because I prefer domestic music) Ekološka pjesma je bezveze, briga me za ekologiju (Song about ecology was stupid, I do not care about ecology) Dobra ideja, ali pjesme mi se nisu svidjele (The idea is good, but I did not like the songs)

(Iliked learning in such a way)	

Appendix 6 - Examples of the notes from the personal research journal:

Nije baš kako sam mislila da će biti, valjda danas djeca više ne vole glazbu....ili su se glazbeni ukusi promijenili

Jedan dečko baš ništa neće raditi, ni nakon što ga je nastavnica opomenula
Jedan dečko s poteškoćama se jako trudi. Pohvalno.

Grade 6.b

Song "Have you Ever" by The Offspring

At the first mention of the song some students were very excited because they like rock music, and some were annoyed. Which was expected, not everyone likes rock music.
Students were surprised when they heard the song and a bit scared because it has a fast rhythm and it is a bit difficult. After giving them the handouts with lyrics they felt a bit relieved, because they could follow the song, but some students still think it is too fast. A few students said they particulary liked the song and are very excited about it. One student explicitly said that the song is too stupid for him and that he refuses to participate, but he was convinced by his fellow classmates to at least try to participate and not to cause trouble. The teacher later explained that he is like that always, he has behaviour problems and is a bad student in general so I need not to worry that my song was stupid.

After the third listening and after we found correct answers students felt better about the song, and after explaining all the unknown words they said they liked the message of the song. After analyzing the lyrics some changed their minds and acknowledged that the song was actually good and it teaches a valuable lesson.

Song "Misty Mountains"

One student is under an individualised teaching programme so the teacher si giving him extra help with the song, but nonetheless he is interested, excited and he participates in the discussions and tasks.

4 out of 23 students were particulary happy and active during the lesson because they really like The Hobbit. The same student who said that song "*Have you Ever*" was stupid said the same thing about this song.

At first students were surprised that they will be taught *The Hobbit* song, but in general, they were interested because it is different and "new". Some students are talking during the song, but their classmates were hushing them down so they could work. They felt a little discouraged, but I had warned then about the vocabulary and explained to them that it does not matter if they do not understand, that we are here to learn. Overall, they were excited because it was a theme song from a well known and famous movie.

6.a)

Song “How you remind me”

When I first announced the song a lot of students shouted sounds of excitement and exhilaration. They are familiar with the song and like it very much.

They seem very enthusiastic because we eill deal with this song. Also, positively surprised that they will do such a thing in school. Some asked if they could sing along to which I replied that it was my intention to encourage them to sing. There were no major problems with this song, everyone was willing to cooperate.

Song “Misty Mountains”

Students’ reactions were similar to the Grade 6B – they were surprised with the song, a little scared of the unknown words, but later they showed interest and were active in solving the tasks. Some stated they really like olkien, Lord of the Rings and The Hobbit and that they are happy because we are tackling with this song. Some of the words were difficult but with a little help they manage to successfully solve the tasks.

“Sustainable Earth Song”

Only a few students in both grades were happy about this song. I told them that it is the topic that has to be covered this year but it made no difference. They are not particulary interested in ecology, and saving the environment. The topic is boring. As for the song itself, it did not cause any major problems, most of the words are familiar and easy.

2.a and b

In both grades students have a very positive reaction to both the Pirate and the Action Song. They waited the whole year to cover them. They are all happy and enthusiastic. They are highly cooperative and want to sing them over and over again. They were happy that we danced and mimed.

When I introduced the Recpect Song they were a little confused but after I explained some unknown words they relaxed and started to be cooperative. They understand the importance of being respectful to others and agree that they sould be taught about it in school. They are very young students so they do not listen to foreign music except for two students, but they said that now they realise that it is good to listen to English songs and that they will look up some songs. What was sirprising is that they actually listen to Croatian pop songs by Severina and Jelena Rozga for example. They also watch their music videos which are in my opinion highly inappropriate for children their age, because some of the videos rather excplicitly show women’s bodies and how they treat themselves as well as how men treat them. Those videos impose such kind of behaviour as normal and in a way state that it is the way it sould be.

Overall notes

Most of the students think the lessons were instructive, and they learned something, but some of the students have different opinions. They perceived the lessons as interesting and enjoyable, which corresponds with the theory that songs are highly enjoyable teaching instrument. The students also described the lessons as fabulous, relaxing, and learning through games. Nevertheless,there was no one who said that they did not learn at least something.

Also, they were annoyed that they have to fill in the questionnaires and give feedback. The teacher said that they always react that way when they are supposed to do a similar thing. One student said that he is too lazy to think about it and some did not want to give any feedback. They thought that I would not notice.