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**The Effect of Using Educational Songs on the Third Graders'
Achievement in English Language in Rafah**

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ



”وَاللّٰهُ اَخْرَجَكُمْ مِّنْ بُطُوٰى اٰمِهَاتِكُمْ لِتَتَلَمَّذُوْا سَبِيْنًا وَجَعَلَ لَكُمُ السَّمْعَ

وَالاَبْصَارَ وَالْاَفْئِدَةَ لَعَلَّكُمْ تَتَّقُوْنَ”

صَدَقَ اللّٰهُ الْعَظِيْمُ

سورة النحل اية : 78

Dedication

To My mother and father for all their support ,
encouragement ,and unconditional love through out
my life .

To my sisters and brothers who gave me the
courage to pursue this study .

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Abstract

The study aimed to investigate the effect of using educational songs on the third graders' achievement in English language in Rafah .

For answering the questions of the study , the researcher adopted the experimental approach . The sample of the study consisted of (77) pupils as experimental group and (77) pupils as control group . The educational songs method was used in teaching the experimental group , while the traditional method was used with the control one in the first term of the school year (2009 – 2010) . An achievement test was designed and validated to be used as apre - post test .

The data of the study were analyzed , using T- test , two ways ANOVA. Effect size technique was used to measure the effect size of educational songs method on the experimental group in each scope of the test .

The results of the study have shown the following :

- There are statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the pupils who learned English language through songs (experimental group) and those who learned English language through the traditional method (control group) in favor of the experimental group .
- There are statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the male experimental group who learned with songs and the male control group who learned with the traditional method in favor of male experimental group .
- There are statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the female experimental group who learned with songs and

the female control group who learned with the traditional method in favor of female experimental group.

- There are statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the experimental group and the control group due to the interaction between gender and method .

Based on these findings , the study recommended the necessity of implementing educational songs method in teaching English language to bring about better outcomes in students' achievement of English language .

ملخص الدراسة

أثر استخدام الأناشيد التربوية علي تحصيل اللغة الإنجليزية لدى طلبة الصف

الثالث الأساسي في محافظة رفح

هدفت الدراسة إلي التعرف علي أثر استخدام الأناشيد التربوية علي تحصيل اللغة الإنجليزية لدي طلبة الصف الثالث الابتدائي في محافظة رفح .

وللإجابة عن تساؤلات الدراسة استخدمت الباحثة المنهج التجريبي ، حيث توزعت عينة الدراسة والتي تكونت من (77) طالبا وطالبه و (77) طالبا طالبة واستخدمت الباحثة الأناشيد في تدريس المجموعة التجريبية بينما استخدمت الطريقة التقليدية في تدريس المجموعة الضابطة وذلك في الفصل الدراسي الأول من العام (2009 – 2010) .

ولقد قامت الباحثة ببناء اختبار تحصيلي ومن ثم التحقق من صدقه وثباته واستخدم كاختبار قبلي وبعدي للدراسة .

تم تحليل نتائج الدراسة باستخدام اختبار " ت " والتباين الثنائي بالإضافة إلي معادلة حجم الأثر وذلك لقياس حجم أثر الأناشيد علي التحصيل المختلفة للغة الإنجليزية .

وتوصلت الدراسة إلي النتائج التالية :

• توجد فروق ذات دلالة إحصائية عند مستوي الدلالة ($\alpha \leq 0.05$) بين متوسط درجات

الطلبة في المجموعة التجريبية الذين يدرسون بطريقة الأناشيد ومتوسط درجات الطلبة

في المجموعة الضابطة الذين يدرسون بالطريقة التقليدية تعزي إلي طريقه الأناشيد

لصالح المجموعة التجريبية.

• توجد فروق ذات دلالة إحصائية عند مستوي الدلالة ($\alpha \leq 0.05$) بين متوسط درجات

الذكور في المجموعة التجريبية الذين يدرسون بطريقة الأناشيد ومتوسط درجات الذكور

في المجموعة الضابطة الذين يدرسون بالطريقة التقليدية تعزي إلي التجريبية ذكور .

• توجد فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha \leq 0.05$) بين متوسط درجات الإناث في المجموعة التجريبية الذين يدرسون بطريقة الأناشيد ومتوسط درجات الإناث في المجموعة الضابطة الذين يدرسون بالطريقة التقليدية تعزي إلي التجريبية إناث .

• توجد فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha \leq 0.05$) بين متوسط درجات الطلبة في المجموعة التجريبية الذين يدرسون بطريقة الأناشيد ومتوسط درجات الطلبة في المجموعة الضابطة الذين يدرسون بالطريقة التقليدية تعزي إلي التفاعل بين الجنس والطريقة .

وهذا وقد أوصت الدراسة بضرورة توظيف الأناشيد التربوية في تعليم اللغة الإنجليزية لتحقيق نتائج أفضل في تحصيل الطلبة .

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Chapter I

Study Background

1.1 Introduction

1. 2 Needs of the Study

1. 3 Statement of the Problem

1. 4 Hypotheses of The Study

1 . 5 Objectives of the Study

1. 6 Significance of the Study

1. 7 Limitations of the Study

1. 8 Terms of the study

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Summary

Chapter I

Study Background

1.1 Introduction

Language is a form of social behavior; it is a means of communication which occurs between and among people. It is used, in general by people to express themselves, to interact with others, to gain information, to reflect culture, and to learn about the world around them.

With the advent of computer and the globalization age, the world has become a small village. We need language for communication , English has become an international language where people of different nationalities speak English to communicate with others. It is the language of technology and commerce. The demand for learning a foreign language increased. Nowadays, English language forms a permanent part of the curriculum, from kindergarten up to university.

Realizing the importance of English language, Palestinian National Curriculum Development Team, and after an extensive investigation of curricular models used in neighboring countries and other developing countries, has devised a model that is believed to suite the Palestinian (English Standards document, 1999:11).

However, the low level of students' achievement in English Language achievement is noticed (Sorour, 2009:5). Many complaints are being raised by teachers, regarding students (Al-Ghussain, 2000). This may be due to the nature of curriculum, evaluation instruments, strategies, and methods used in teaching learning process (Hamad, 2005:3) .

New authentic techniques may contribute in solving this problem . Teaching English for young learners is completely different from English for adult, because they have peculiar physical and behavioral characteristics. Young learners need to be

provided with an atmosphere that will help to stimulate their imagination and creativity through activities appropriate to their own world. In this sense, teachers should modify their teaching techniques and strategies in a way that appeals to students' abilities, aptitudes and modalities and create that promising classroom environment where students learn English language through amusement and enjoyment (Cakir, 2004 - cited in Harb 2007) .

For young EFL pupils, carefully chosen materials are quite important. Elnashar indicates the efficiency of using songs in English teaching learning process .Songs will help students develop physical coordination (Elnashar 2003:5) . Moreover, songs can create a relaxing, entertaining and non-threatening classroom atmosphere in which the anxiety filter of learners will be lowed and they will be more open to learning in this regard (Schoepp, 2001). Musical activities are highly motivating and entertaining (Leeper & others , 2004) .

Many studies indicate the effectiveness of using songs in teaching different school subjects including English language teaching (Kocabas, 2009 ; Torres 2009 ; and Chen & Chen ,2009) . The previous studies stressed the importance of using songs in English language teaching, especially for young learners . Consequently, the present study attempts to investigate the effect of using educational songs on the third graders' achievement in English language in Rafah. .

1. 2 Needs of the Study

Good language users, both first language and second language, are able to use it efficiently and effectively. The demand for learning a foreign language increased, however the history of foreign language learning and teaching often appears to have been history of failure (Kara , 1992 :21) . Also, she added that many researches and studies tackled this issue, each tried to promote teachers and learners a better way for learning foreign language. But language learning is still a hard task which sometime be embarrassing (Kara, 1992: 16-21) .

This may be due to the following reasons:

- The effect of mother tongue. Students make up a sentence first in their mother tongue, and then they translate it into English.
- English is an abstract knowledge. It is difficult to study a foreign language when they never get a chance to practice it outside the classroom.
- The size of the classroom and the number of the students. The classrooms are arranged in four rows and students sit behind each other, they can't appropriately communicate with each others.
- The syllabus. It consists of more skills, and time is limited for teaching these skills.

The researcher feels that the problem in teaching English may be due to the teacher, materials , curriculum or the students themselves . However , a good teacher can exceed these problems and evoke student learning . So , in this study the researcher used educational song method , songs spark intrinsic motivation which raises students interest that evoke learning .

1.3 Statement of the Problem

The problem of the study can be stated in the following main question:

What is the effect of using Educational songs on the third graders' achievement in English language in Rafah?

This main question can be stated in the following sub- questions :

1. Are there statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the pupils who learned English language through songs (experimental group) and those who learned English language through the traditional method (control group) due to educational songs method ?
2. Are there statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the male experimental group who learned with songs and the male control group who learned with the traditional method ?
3. Are there statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the female experimental group who learned with songs and the female control group who learned with the traditional method ?
4. Are there statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the experimental group and the control group due to the interaction between gender and method ?

1.4 Hypotheses of The Study

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the pupils who learned English language through songs (experimental group) and those who learned English language through the traditional method (control group) due to educational songs method .

2. There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the male experimental group who learned with songs and the male control group who learned with the traditional method .
3. There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the female experimental group who learned with songs and the female control group who learned with the traditional method .
4. There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the experimental group and the control group due to the interaction between gender and method .

1. 5 Objectives of the Study

The study aims at achieving the following objectives:

- 1 – To investigating the effect of educational songs on students achievement .
- 2 - To recognizing whether educational songs is affected by the gender variable .
- 3 - Find out if there are statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the experimental group and the control group due to the interaction between gender and method .

1. 6 Significance of the Study

The significance of the present study lies in what it will offer to the following groups:

- 1- English teachers who seek to develop the students' achievement .

- 2- Educational supervisors who guide the performance of the teachers and monitor the process of the syllabus implementation.
- 3- Designers and planners of the curriculum who decide the form and content of learning materials .

1.7 Limitations of the Study

- The study was conducted to examine the effect of using educational songs on the third graders' achievement in English language in Rafah . The study is limited to teaching English language text book of English for Palestine "3" units (5 , 6 , 7, 8) through songs .
- The sample of the study is limited to 154 students at an UNRWA school in Rafah area. Students in Ibn Sina Elementary boys' school and AlRazi Elementary girls' school.
- The study is carried out in the first term of the school year (2009-2010).

1.8 Definition of terms

The following terms are operationally defined for this study :

1. Effect

It's the change in the students' achievement level in English language as a result of using educational songs in teaching English language , it's statistically measured .

2. Educational songs

Musical work that tackles different topics to help students acquire language or skills through interesting and valuable songs .

3. Third Graders

This refers to the pupils who are in the first elementary classes in UNRWA and governmental schools in Palestine .

4. Achievement

Is the information , skills and experiences of English language introduced in the content and acquired by learners through learning process of English learning .

Achievement is measured by the marks the student gets in the examinations .

1.9 Research Procedures

- Reviewing the literature and the previous studies related to teaching English songs .
- Analyzing the suggested units.
- Designing the songs and the achievement test.(checking the validity by introducing song and achievement to the referee committee).
- Designing a teacher' s guide.
- Selecting the sample of the study.

- Applying the achievement test (pre-test) on the sample.
- Carrying out the experiment
- Applying the achievement test as a post-test and recording the results .
- Analyzing and interpreting the results.
- Presenting the suggestions and recommendations in the light of the study.

Summary

In this chapter , the researcher provides a relevant introduction presenting the importance of the subject. Also, the researcher introduces the statement of the problem , questions of study, hypotheses of the study , significance of study, objectives of the study , limitations of study , definitions of terms , and procedures of the study are also presented .

Chapter II

Theoretical Frame work & Previous studies

Part One Theoretical Frame work

2. 1Language and Acquisition

2.1.1 How Do Children Acquire Their First Language?

2. 1.2.The Features of The child's Language Environment

2.1.3 The Child's Learning Strategies

2.1.4 Teaching English To Young Learners

2.2.Educational Songs

2.2.1 Definition of Songs

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2.3 Songs In Language Learning

2.3.1 Songs as Teaching Aid

2.3.2 Why Use Songs and Rhymes In Class ?

2.3.3 Procedure In Applying The Songs

2.4 Songs To Improve Language Skills

2.5 The Pedagogical Benefits of Songs

Part two Previous studies

1. Related studies concerning using songs in teaching English language

2. Related studies concerning using songs in teaching other subjects

3. Related studies concerning achievement in English

4. Commentary on the Previous Studies

Summary

Chapter II

Theoretical Frame work & Previous studies

Part One Theoretical Frame work

Introduction:

This chapter is divided into two parts. Part One discusses the review of literature. Part Two deals with the Previous studies.

2.1 Language and Acquisition

Language with all of its magnificent complexity is one of the greatest gifts we give our children. It is misconception that children learn language passively. Language acquisition is a product of active, repetitive, and complex learning (Bruer: 2006). That is why we should realize how children learn language, so that we can provide them with the right learning environment (Hughes, 2004:2).

The climate of the school is important for the creation of effective learning environments. Creating a suitable atmosphere would help learners to learn the target language, no matter how difficult it is. It is psychological secure setting in the classroom that would enhance learning through enjoyment and pleasure. If learner feels negative feelings about learning foreign language such as, fear, insecurity and embarrassment are to be considered by the teacher (Cakir , 2004 :101-112).

Children in the first classes at schools find the foreign language as something funny , and teacher can notice that learners have positive attitudes towards learning the language (Lewis , 1986 :12) . As songs are having magical effects , teacher can uses songs in the learning process .

Teachers play a vital role in evoking learners to learn language , by enhancing them with the activities that are pleasant , meaningful and non-threatening . Learner's actions and responses can tell teachers about what they already Know (Cockburn , 2001 :114) .

2.1.1 How Do Children Acquire Their First Language?

Both, Piaget and Vygotsky have perspectives about how children learn language. Piaget believes that children learn language through actions . While Vygotsky emphasizes social interaction, he sees that children built new concepts by interacting with others (McMahan , 1996 : 26-29).

Chomsky views learning language as an innate process , and felt that there was an innate language capacity in all of us , which he called Language Acquisition Device (LAD) . A number of linguists don't agree with Chomsky and criticize his view. One of the counter arguments to Chomsky's LAD was the psychologist Burners idea of LASS which claims that if there is as Chomsky suggests , a language acquisition devices , or LAD , there must also be A language Acquisition Support System , or LASS , which refers to the family and entourage of the child (Hughes, 2004 : 2-10) .

According to Bruce (2006) there is no genetic code that leads a child to speak English or Arabic . We are born with the capacity to make 40 sounds and our genetics allows our brain to make associations between sounds and objects, action or ideas. The combination of these capabilities allows the creation of language. The amusing sounds of a young toddler practicing language is really their modeling of the rhythm, tone , volume and non –verbal expressions they see in us . So language is not completely innate but it needs practice to be learnt. Heredity and environment are essential in developing the child's language.

2.1.2 The Features of The child's Language Environment

McGlothlin (1997) selected the following features of child's language environment :

1. There is no direct pressures to learn.
2. There is no time limit for learning .

3. The language is not sequenced by grammar or vocabulary .
4. There is lots of repetition . His life contains repetitions and the language around him reflects it .
5. Both the language and the world are new and therefore interesting .
6. The language is spoken in the context of the surrounding world .
7. The child has many opportunities for using the language to communicate to those around him .
8. Much of the language is simplified to the level of understanding of the child . It is tailor made for the child .

2.1.3 The Child's Learning Strategies:

McGlothlin (1997) states the following :

- 1- The child is not interested in language for its own sake .
- 2- The child is not disturbed by the language he does not understand .
- 3- The child enjoys the repetitive events of his life , and uses this enjoyment to help learn .
- 4- The child uses his primary interests to help him learn .
- 5- The child directs his attention to things that are easy to understand .
- 6- The child adds words to his speaking vocabulary more easily if he already knows how to pronounce them .
- 7- The child immediately uses the language , and his success in communication builds confidence .
- 8- The child brings tremendous ingenuity to the task of learning .

According to the above mentioned strategies, it is necessary to know how learners learn the language and prepare suitable situations and environment for

learners to have an effective learning . Learners should feel secure . Security is needed in the classroom , it helps learners to learn more effectively .

2.1.4 Teaching English To Young Learners

As English is becoming more accepted as an international language , it is being taught from kindergarten up to university as a second or a foreign language . So teaching English to young learners has become a branch in the field of teaching.

The goals of learning English second language (ESL) are often quite different (Gebhard , 1996 :3) . The term acquisition is used for the former , and learning for what goes on in the classroom (Stevick ,1982 : 21) .

For young learners, it is important to provide them with experiencing language to ensure successful learning, because they learn from experience (Littlewood , 1984 :4) . Young children are professional learners who spend most of their day in learning environment . The characteristics of good language learners and the way they learn will be highly influenced by the type of environment in which they learn . The quality and style of teaching children are exposed to will greatly influence their language learning success, but this does not mean that children come to English classroom as empty vessels for their teacher to fill (McLaughlin , 2004 :8) .

Young children don't come to the language classroom empty – handed. They bring with them an already well-established set of instincts, skills and characteristics which help them to learn another language (Halliwell , 1992 : 3) .

Phillips (1993 :7) sees that it can be assumed that the younger the children are , the more holistic learners they will be . Younger learners respond to language according to what it does or what they can do with it , rather than treating it as an intellectual game or abstract system . This has both advantages and distinguishes. On the one hand they respond to the meaning underlying the language used and don't

worry about individual words or sentences, on the other , they don't make the analytical links that older learners do . Younger learners have the advantage of that being great mimics, are often unselfconscious , and are usually prepared to enjoy the activities the teacher has prepared for them . These factors mean that it is easy to maintain a high degree of motivation and to make the English class an enjoyable , stimulating experience for the children .

Here are some points to bear in mind for teaching young learners (Phillips , 1993 :3) :

- The activities should be simple enough for the children to understand what is expected of them .
- The task should be within their abilities : it needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work .
- The activities should be largely orally based . With very young children listening activities will take up a large proportion of class time .
- Written activities should be used sparingly with younger children . Children of six or seven years old are often not yet proficient in the mechanics of writing in their own language .

The kinds of activities that work well are games and songs with action , total physical response activities , tasks that involve colouring . Cutting and sticking, stories all these activities have an obvious communicative value .

2 .2 Educational Songs

2.2 .1 Introduction

Music and songs are every where in our daily life . Nowadays it is hard to neglect songs . They are used on TV , radio in most shops , restaurants public places and during important occasions of human lives .

Current technological inventions , such as mobile phone enable people to listen and enjoy with their favorite songs any where at any time . Many people listen to it while traveling and even while they are walking in the streets .

Music is a unique means of communication that inspires and motivates children , some people think that fetuses respond to music in the womb . It seems to have a calming effect and is even attributed to thinking neurons in the brain, promoting intelligence (Hobart and Frankel , 2005 : 95) . From a very young age , babies will respond without discrimination but with enjoyment to a wide range of musical and rhythmic sounds . Lullabies are often used to soothe babies to sleep (AL fare , 1983 :43) .

2.2.1 Definition of Songs

- Songs can be defined as art works if they are sounded (sung) with the accompaniment of musical device (Jamalus , 1988 : 5 as quoted by Ratnasari , 2007 : 10) .
- Songs as a short poem or a number of verses set into music and intended to be sung (Hornby . 1995) .
- Song is a kind of art work that are intended to be sung either with or without instrumental accompaniments (Ratnasari , 2007 : 11) .

From the previous definitions the researcher sees that songs are short poem , a number of verses or musical work that are intended to be sung either with or without

instrumental accompaniments . Educational songs musical work tackles different topics to that help students acquire language through interesting and valuable songs .

2.2.2Types of The Songs

Songs can be classified into seven categories (Taha , 2003 : 24-25)

Religious Songs

Set of beliefs and practices that have function of addressing the fundamental question of human identity . The sum total of answers given to explain humankind's relationship with the universe .Religion songs concerned with the narrative of Muhammed life .It tackles topic from siras.

Social Songs

These are songs that develop the positive social characteristics like ; respect parents , respect and acceptance of the other , urge to cooperation , generosity , help the weak and the oppressed .

Movement Songs

These have various educational, pedagogical aims. It depend on the description of or the imitation of the movement of birds , animals concerns with music rhyme and acting .

Descriptive Songs

Songs that draw attention of children to see the view of nature like ; sun, moon and excite children to meditation . Also spread the spirit of love between him and the nature .

Educational Songs

Are songs tackles topics related to sciences or skills which children learn it such as reading , math , a foreign language and other subjects .

Popular songs

These are folk songs that accompany the child during play and sleep . It associated with popular beliefs and tales of legendary .

National Songs

These are anthems that highlight the issue of land and people . It concentrate on the glories of home , struggles and defend of land .

Studing the previous songs , one could deduce that songs are varied , have a theme , stimulate and motivate toward positive features . The researcher emphasizes that each type of songs can be effective .

2.2.3 Elements of Songs

When a song is played , we listen to its lyrics and melody . , we enjoy with the harmony , the expression and the rhythm . It means that a song is a unity of some music element . The elements of music are divided in two categories (Ratnasari , 2007 : 11) .

- The first category is the main elements . It consists of rhythm , melody , harmony and lyrics . Rhythm is the stretch of movement of the sounds . It becomes the base element in music . It is like how to sound a word . Melody is the arrangement of stretch sound . Harmony is the unity of two or more tones that have different level played together . The last is lyrics , it can be said as musical sentences .
- The second category is the expression element . It is the way of the musicians express their mind and feeling that consists of tempo , dynamic and voice color .

The researcher sees that all the elements above are needed when someone creates a song .

2.2.4 Selection of The Songs

The age of the student is very important for the teacher to decide about what to teach and how to teach . When the teacher wants to apply songs in classroom , he / she should know the age of students and what kind of songs he / she would bring into the class . This is the problem if the teacher wants to use song in class . Harmer suggests two ways to solve the problem about the way in selecting the songs to be brought into the class(Harmar , 2001 : 243) .

1. The first is to have students bring their own favourite songs to class . If they do this , however , the teacher may want to have time (a day or two) to listen to the song and try to understand the lyrics.
2. The second solution is to use older songs , and to ask students whether they think they still have merit , whether they like them , despite their antiquity . Teacher can then choose songs which they like , or which are appropriate in terms of topics and subject matter .

In this study , the researcher takes 12 songs related to the topic , based on English for Palestine "3" book . The researcher did not use any of these ways , because the ages of students are between (8-9) . The students of these ages have special characteristics ; they didn't have any experience or knowledge for choosing songs . So , the researcher designed the songs and thought that these songs are appropriate for them . These songs match the students' different abilities .

2.2.5 The Principles For Songs Selections :

(Tassoni and other , 2002 :424 – 428) mention some of these principles :

- 1) Songs and rhymes for young children should be fun and easy to learn .
- 2) Songs should have a relevance to the children environment .

- 3) Songs should be linked to the theme , its necessary to avoid songs or rhymes which are theme related but uninteresting .
- 4) Songs should be bright with clear image to attract children .
(AL shenawi and others , 2001: 149) mention other principles
- 5) Songs should be not too short or too long .
- 6) Songs should have clear and easy glossary and vocabulary . Vocabulary should be familiar with content of songs .
- 7) Songs should have rhythm and melody .
- 8) Songs should be appropriate to the content and the students level and culture .

Based on what is mentioned about principles , the researcher can benefit from them to construct the educational songs which are used in the current study .

2.2.6 The Characteristics Of Children Songs

There was a close relationship between children and songs . All children are musical (Linde : 1999) . Song has a powerful on emotions , parents know a quite gentle lullaby can soothe a fussy baby (Young and Gillen , 2007) . So it is necessary to select songs , the content of songs could enrich children life experiences values and language . The content of children's songs included various topics .

The Characteristics Of Children Songs are as follows (Feng , 1995 cited in YuLiu , 2005 : 72)

- Interesting and attractive themes .
- Simple and plain words .
- Natural and active tones .
- Short and repeated sentence structures .
- The use of rhymes.

- Imaginative and humorous style .

In the researcher's opinion , the rhyme is the spirit of children songs , but other characteristics should be taken into consideration .

2.3 Songs In Language Learning

Plato remarked as early as 300 BC that music was the most powerful educational aid . Children have a natural inclination to sing and play , and these activities form a vital part their development (Linda , 1999) .

The concept of learning , as it is understood today , has been greatly influenced by the psychological study of the learning process . Consequently there are lots of theories concentrated on learning .

According to the theory of Multiple Intelligence (MI) , Gardner points out that there are number of distinct types of intelligence possessed by each individual in varying degrees . He proposed a linguistic intelligence , musical intelligence and bodily intelligence (Haboush , 2010 : 4) .

Music , bodily and language are linked in Harvard Gardner's theory of Multiple Intelligences . Some songs are good for singing , others for doing actions to the music , and the best one are good for both (Phillips , 1993 : 100) . Music and movement help children to (Minett , 2005 : 203) .

- Develop movement skills .
- Listen and respond to actions .
- Extend their range of movement .
- Improve posture and balance .
- Learn about dances in other cultures .
- Use their imagination when they mime to music .
- Keep fit .

- Have fun .

For young EFL learners , chosen materials are quite important , Among materials used in class , songs are of great value . Tim Murphy (1992) in his book " Music and Song " as quoted by (Yi Liu , 2005 :14) indicated the great value of songs in language learning :

- Songs preced and aid the development of speech in human .
- Song preced and aid the development of language in young children .
- The song stuck in my head phenomenon (SSIMH) reinforce the ideas that songs on our short – and long term memory .
- Songs are written in simple conversational language ,with lots of repetition .
- Songs are relaxing .
- Songs are short , self – contained texts, easy to handle in a lesson .

Much previous research has provided insights into the advantages of learning English through songs in the classroom . Teachers may adopt songs in the EFL classroom for many reasons and they mainly come from three different aspects : effective , cognitive and linguistic (Schoepp , 2001) . First , songs can create a relaxing , entertaining and non threatening classroom atmosphere in which learners lower their anxiety filter and to be more open to learning . Second the nature of songs is repetitive and it facilitates automaticity in language development process , Singing is an easy way of memorizing something and melody seems to help us retrieve the information effortlessly . Third , some songs consist of colloquial English which can prepare learners for conversation in real life situation .In addition to these three reasons mentioned above , songs can also be a culturally rich resource and easy to be handled in a lesson (Murphy as quoted by chen and chen , 2009 : 17- 18) .

To sum up , songs are very significant in English language class provides many advantages . They entertain and relax the students while they are learning or practicing songs stimulate students to get involved and participate actively in language learning activities . They eliminate the students negative attitude toward learning .

2.3 .1 Songs as Teaching Aid

Teaching aids are devices which act as middle conditions between students and what he is to learn (Sampath and others , 1998 : 88) .

It is used in order to facilitate the teacher to achieve the goal of teaching learning process . The teacher can select the aids which are suitable for realizing different learning outcomes . In this study , the researcher uses songs as the aid in improving the students achievement .

Music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish (Harmer , 2001 : 242) . Songs are a good resource for English teaching .

2.3.2 Why Use Songs and Rhymes In Class ?

The Center for developing English language teaching (1991 : 35) suggest the Following :

1. Pupils enjoy them . So they increase student motivation , in the same way that classroom games do .
2. They give intensive language practice . When students learn a song or rhyme , they have to listen carefully and have to repeat the same phrases many times . If pupils a song , they will probably sing it outside the class , so this gives them even more language practice .

3. Once students have learnt a song or rhyme , they will probably remember it for along time . So the vocabulary and structures will become a permanent part of their knowledge of English.
4. Song and rhymes help students to become familiar with the natural stress patterns and rhythms of English , which are an important (and difficult) part of learning the language . When they sing a song , they are forced to use the correct stress pattern .
5. Songs and rhymes can help consolidate structures and vocabulary the pupils have learnt previously .

Murphy suggests the following activities that teachers can do with students when teaching English through songs(Murphey , 1992 : 9-10 as quoted by Rosova , 2007 : 20-21)

1. Listen .
2. Sing without listening to any recording .
3. Talk about songs .
4. Write songs.
5. Perform songs.
6. Discuss a song .
7. Study grammar .
8. Practice selective listening comprehension .
9. Read songs for linguistic purposes .
10. Translate songs .
11. Write dialogues using the words of a song .
12. Do role plays .
13. Dictate a song.

14. Use a song for gap – fill , cloze or for correction.
15. Use music for background to other activities .
16. Integrate songs into project work .
17. Practice pronunciation , intonation and stress .
18. Do choral repetition .
19. Teach vocabulary .
20. Teach culture .

In my view , using songs in classroom is a great way to motivate students and generate enthusiasm for what they are learning . Songs provide a positive environment that enhances students interaction .

2.3.3 Procedure In Applying The Songs

To use songs in the classroom , the teacher should plan for the application of the songs . In applying songs , the researcher produces two procedures suggested by Haycraft and Ur and Wright .

The procedure of using songs suggested by (Haycraft , 1983 : 93) as follows :

- 1) Play the tape as many times as necessary and ask question .
- 2) Get the class to use line by following the tape
- 3) Divide up the class and have group , each singing a line . Replay the tape as often as necessary . Find out who has a good voice and try to get solos .
- 4) Play and sing when ever you want to revise . It is good to play songs at the beginning of class , while everyone is setting down.

The procedures suggested by (Ur and Wright , 1993 : 77 – 78) as follows :

1. Preparation : select a tape recording of a song . Prepare a poster or cards of the words of the song.

2. Procedure : first , play the song on the tape or sing it to your students . Second , show the words of the songs . Third , ask the students to follow the words . Sing while play a song again .

In this study , the researcher used both procedures suggested by Haycraft and Ur and Wright .

2.4 Songs to Improve Language Skills

In the foreign language teaching there are differences between four major skills which should be equally practiced in teaching process. These skills can be differentiated into receptive skills (listening and reading) and productive skills (speaking and writing) .

Songs can develop the four skills areas of listening , reading , speaking and writing (Saricoban and Metin : 2000) .

2.4.1 In Listening

In our daily life , we listen more than we read, speak or write . Listening is an important skill in learning a language . Listening to song is generally considered to be a pleasurable activity .

Songs present a type of highly motivational authentic listening material that can be used in several different ways (Ur , 1996) .

- True / false exercises.
- Multiple choice exercises .
- Listen and do exercises , students can imitate the actions in the songs .
- Gap-fill exercises either with or without a list of words to chose from .
- Put lines into the correct sequence
- Pronunciation exercises .
- Drawing a picture based on the song word , or based on the mood and atmosphere .

- Classify words based on a list of words which the students listen to and tick off or categorize as they hear it .
- Correct mistakes in the song , finding words that were not sung .
- Ticking pictures of what they hear .

2.4.2 In Reading

Reading means reading and understanding . According to Ur , students usually want to understand every single word , solution is to pre teach difficult vocabulary or to give students dictionaries , the dictionary is best used as a means to confirm or disprove a preliminary guess of their own , based on understanding of context (Ur , 1996 : 138 -149) .

Regarding the difficulty of reading tasks , Harmer claims that there should be a balance between the text and the task , if the text is difficult , the task should be easy and vice versa . Tasks should be difficult but achievable (Harmer , 2001 : 208) .

Songs can be used as a basis for variety of reading activities .

- Reading a text related to the band or the theme of the song .
- Skimming through the gapped lyric and predicting answer .
- Reading the song and predicting the mood of the song .
- Reading the song and guessing the song title .
- Getting the jumbled song in the correct order .
- Matching words with their definitions .
- Gap filling either with or without the list of missing words .
- Correct mistakes in the song .
- Re- reading the songs and checking correct answer .
- Reading a song aloud .

2.4.3 In Speaking

First of all , speaking is a very complex skill . One frustration commonly voiced by students is that they have spent years studying English but still can't speak it (Kubjatova, 2009 : 19) .

According to Ur , the speaker has to pay attention to vocabulary , grammar , and pronunciation at the same time . He or she has to be a good listener . The reason for unwillingness to participate in speaking activates is students lack of interest and motivation . Often students feel afraid of being embarrassed by producing mistakes . Classroom environment might seem to them artificial , out of touch with real life situations (Ur , 1996 : 121) .

Songs can be used as a basic for variety of speaking activities :

- Predicting the lyrics or the mood of the song according to its title .
- Guessing the name of the song .
- Discussing the topic that is linked to the song .
- Summarizing or retelling the song .
- Translating the song .
- Describing a relevant picture or photograph .
- Guessing the meaning of difficult words and phrases .
- Role playing the events from the songs .
- Guessing the following line of the songs , creating new ones .
- Repeating the lines and practicing pronunciation .

2.4.4 In Writing

Writing is a process that what we write is often heavily influenced by the constraints of genres , then these element have to presented in learning activities (Harmer , 2004 : 86) .

To encourage the students in writing , teacher plays an important role in developing their ability . the teacher should be patient to support them . Teacher has to give them a lot of exercises and practices on how to express their ideas . Teacher has to try to find away of composing writing that is easy to them .

Songs can help to develop writing skills in several way through songs activities (Kubjatova, 2009 : 18)

- Taking notes of the song lyrics .
- Completing the songs .
- Taking notes of the song (mood) .
- Students can write their own alternative song.
- Write antonyms / synonyms words of the songs .

It is clear that songs are very important and beneficial to improve language skills if it used properly inside the classroom . So the researcher will use songs to develop students skills .

2.5 The Pedagogical Benefits Of Songs

Songs constitute a wonderful tool for engaging learners and reinforcing their learning if they are used appropriately . This is a fact that no educator can dispute or argue .

The benefits of songs as a teaching tool is noticeable . Many authors have proposed . These benefits touch all the aspects of the Childs character (Schoepp :2001) .

Mental Benefits

1. Educational songs enhance students to retention of foreign language words (Siskova , 2008 : 31) .

(Taha , 2003 : 22) mention the following

2. Educational songs enhance students reasoning skill and high order thinking .
the students in the song is a creative thinker .

3. Educational songs develop students knowledge classification , analysis and synthesis .

Affective Benefits

(Saricoban and Metin : 2000) proposes these benefits .

- 1) Educational songs are a demand for lowering the students affective filter and eliminating any psychological barriers toward the effective learning .
- 2) Educational songs offer the students a comfortable and a secure environment that affects their positive interaction and involvement .

(Hearron and Hildebrand , 2005 : 303) states other benefits .

- 3) Educational songs alleviate boredom and develop a sense of achievement which result in self confidence and independence .
- 4) Educational songs stimulate students readiness and a aptitudes toward Educational songs learning .
- 5) Educational songs provide the students with a special atmosphere full of fun , attraction and excitement which reflects on their motivation during teaching

Social Benefits

1. Educational songs develop students morals , co-operation and respect and the acceptance of the other .
2. Educational songs help students to learn how to collaborate with other to make music and how individuals combine to make sounds .
3. Educational songs promote healthy competition .
4. Educational songs build whole class participation .

Pedagogical Benefits

In this aspect , educational songs play a basic role in the teaching learning process which brings about remarkable results in the students school achievement .

(Cakir ,1999) point out a lot of these benefits

1. Educational songs a valuable vehicle for second language acquisition .
2. Educational songs change the traditional role of both ; teacher to be a guide , a supporter and a facilitator and the learner to be an active participant .
3. Educational songs enhance students' communication of competence as they enhance their language .
4. Educational songs shift the classroom mood from a deadly boring mood into an interesting one .

In additions to the above mentioned points about the benefits of songs , the researcher thinks that songs are the most needed method to acquire language . It increases student's ability to concentrate . It also increases the pleasure and effectiveness . The researcher believes that songs help students learn and retain words more easily .

Part two Previous studies

This part deals with related studies that carried out to recognize the effect of using educational songs on the EFL students' achievement . These studies can be classified under three domains:

1. Related studies concerning using songs in teaching English Language .
2. Related studies concerning using songs in teaching other subjects .
3. Related studies concerning achievement in English .

1. Related studies concerning using songs in teaching English Language

Chen & Chen's Study (2009)

The objective of this study was to explore whether the use of English popular songs can enhance elementary school students motivation for learning English. It was also an attempt to investigate the relationships between learning motivation and learning performance. Participants included 166 six – grade students from five classes in an elementary school in the north district of Taiwan city. The researchers designed a questionnaire. The results of this study showed that the majority of students were interested in learning English popular songs and their learning motivation also increased after engaging in this creative teaching activity. As for teaching performance, students felt that their English abilities, especially listening ability, have improved after learning the songs.

Lee's Study (2009)

The purpose of the study was to teach urban young children music concepts and English by composing creative music and songs with contrast elements. The subjects were seven urban young children aged from three to four in Taiwan kindergarten. The study applied the music to teaching content. The methodology was

a qualitative study and quantitative data used to receive objective support. Assessment included a pre-test at the beginning, a post- test and participation observation at the end of the study. The results show that through the use of creative music pieces of contrast and song activities, urban young children's understanding of music concept was progressive and English ability was improved.

Abd Rahman's Study (2008)

The purpose of this study is to verify the effectiveness of using songs to reinforce the learning of subject – verb agreement (SVA) . The study adopted quasi - experimental design. Thirty seven primary five pupils from Sekolah Kebangsaan Sri Pulai were divided into two groups, the experimental group and the control group. The experimental group went through the song based tasks in there different sessions while the control group resumed normal lesson. The instruments used in collecting data were pre- test, post- test, and observation of treatments from a recorded tape, and students, reflection sheet. Data were analyzed qualitatively and quantitatively. The findings, showed that song based activities are useful tools to reinforce the learning of SVA and provide an enjoyable classroom atmosphere.

Lun liu's Study (2008)

The purpose of this study was to explore the effects of using songs on elementary school students, English learning motivation through integrating English songs and nursery rhymes in music classes. A total of 197 students of 4th and 5th grades from Chai- Yicity participated in this study, and were divided into control and experimental groups each grade. A quasi - experimental research approach was employed for 8 weeks to integrate English songs and rhymes in music classes in the experimental group while the control group only had the regular class. The main instruments of this were the pre test and post test of students, motivation toward

English learning scale and students, responses and perceptions toward English song teaching in music classes scale as well as two open end questions. The results of this study imply that the effect on applying this kind of musical approach can be positive in elementary school students, English learning.

Siskova's Study (2008)

The objective of the research was to test and measure the effectiveness of teaching vocabulary through music . The sample are pupils of an elementary school in Kromeriz . This method tested three groups of students , the seventh , the eighth and the ninth grades . There were fifty two children altogether in those three group out of which eighteen pupils are in the eighth, the same number in the ninth grade , while there are only sixteen students in the seventh grade . The researcher adopted the experimental method. He used a questionnaire as a tool of the study. The results showed that students had better results on teaching vocabulary through songs.

Rathnasari's Study (2007)

The objective of this study was to describe how songs influence the student achievement in pronouncing English words. Fore answering the question of the study, the researcher adopted the experimental approach. The sample of the study consists of 30 students in academic year 2006/2007.To get the empirical data of the students achievement in pronouncing English words , the researcher used a test of sound production and questionnaire . Based on this study, it is found that the use of songs in teaching English is effective to improve the students pronunciation and very beneficial for the students in order to facilitate them in learning English. It is suggested that songs in teaching can recommended for the teacher English teacher .

Paini 's Study (2006)

This study investigated using music to enhance learning in the seventh grade English classroom. Twenty three students were participated in this study. It adopted quasi - experimental design. The study explored introducing grammar, writing and poetry with musical enhancement. It focused on student motivation, behavior, interest and participation. Field studies, behavior chart, reflection sheets, journal entries and interviews were used . The researcher found that when using music there was an increase in students' interest, enthusiasm, participation and also an improvement in classroom behavior.

Lee's Study (2004)

The purpose of this study was to investigate the effect of English songs in multimedia based system on learning motivation and achievement of fifth grade elementary students . A quasi- experimental design was used. Two classes of fifth grader students from an elementary school in Ping Tung country were randomly assigned to the experimental group and control group. After students took pre-test on English motivation and achievement, the multimedia based English songs instruction was implemented in the English class of the experimental group, while the control group accepted instruction in the traditional way. After seven weeks, both groups took post test on English motivation and achievement. Additionally , the experimental group took questionnaire instruction of English songs in multimedia based system. The findings of the study were showed the following:-1- the experimental group scored higher on English motivation scale than the control group. 2- The experimental group hold positive attitude toward multimedia based English songs instruction, they consider instruction of English songs in multimedia based system as a good way to learn English, and hope this way of instruction could continue.

Besar's Study (1999)

The research was carried out to determine the effectiveness of using songs in teaching vocabulary for the upper-secondary students. The sample consists of 34 students divided into two groups, experimental group who learnt through songs and the control group who learnt through the traditional method. The researcher utilized 5 selected English songs to teach vocabulary to the students in experimental group. The pre-test and post-test were provided to identify the students' improvement in vocabulary. Besides that, t-test was used to see if there is a significant difference between control and experimental group to prove the hypotheses of the research. After treatment, the experimental group showed some improvement and simultaneously proved that the hypotheses were true.

Sedik's Study (1999)

The purpose of this study was to examine the effectiveness of using songs in enhancing student's listening skill . 30 students from Sekolah Menengah Jalan, Bangi participated in this study. This study utilized experimental method. The researcher prepared a pre - test, post - test and questionnaires to measure the effectiveness of the activities. The result of the post- test showed that there is an improvement in the students score after using songs.

2. Related studies concerning using songs in teaching other subjects

Kocabas's Study (2009)

The study aimed at examining the effect of Mathematics course that are supported by using songs on the students attitude, achievements and multiple intelligence. Scale of attitudes towards Mathematics, Mathematics achievement Test for 5 units, multiple intelligence inventory for students were used as data collecting instruments. Sample of study was composed 286 third graders at primary schools in

Izmire (Turkey). In this study, it was found that there were meaningful differences in favor of the experimental groups on attitudes of Mathematics course in pre- test post- test comparisons. As a conclusion form this study , it can be said that developed Mathematics songs decreased Mathematics anxiety and increased positive attitudes towards Mathematics which results in an increase in students achievements .

According to gender it was found that male students' attitudes were higher than female students in the experimental groups. There were meaningful differences in favor of experimental groups at Mathematics achievement tests. But also there were no meaningful differences according to gender at Mathematics achievement tests. The researcher recommended using songs for Mathematics course. Mathematical songs should take place in the content of "teaching Mathematics" and Teacher Training Programme in faculty of education.

Torres's Study (2009)

This study investigated the incorporation of music in the Spanish classroom and how it effected students achievement , motivation and ability to learn and memorize new vocabulary . The participants were fourth grade English speaking students learning Spanish. The researcher conducted his study with two fourth grade classes comprised of twenty students each. One group learned Spanish with the use of songs while the other class learned Spanish through spoken words. Data were extracted from surveys, questionnaires, observation and formal assessment. Results indicate that the majority of students greatly benefited from the implementation of music within the classroom and that nearly every student reported that the use of music made Spanish easier and more fun. Results also suggest that the use of music in the Spanish classroom helps to motivate students, aids in memorization, which in turn improves overall achievement.

Ying Liu 's Study (2005)

The purpose of this study was to develop the curriculum materials to teach American children about the culture of Taiwan through Taiwanese children's songs . Researcher designed music curriculum materials for American teachers to implement multicultural music education with four Taiwanese children's songs .Each song has four activities for different . Each song has four activities for different age levels of elementary students . The researcher used test . The results showed that American children's know more about the culture and music of Taiwan than they know before .

AbdAlhq's Study (2003)

The purpose of this study was to investigate the effect of Rhythmic music on learning Gymnastics' floor exercise for female physical education majors at An Najah national university. To active that the study conducted on (20) female students, (10) has experimental group, and (10) as control group. Independent t-test conducted for data analysis, and the results revealed that there is a significant difference at ($\alpha = 0.05$) in skill level between the experimental and the control group in favor of the experimental group. The researcher recommended using Rhythmic music for learning Gymnastics skills.

Taha 's Study (2003)

This study aimed at investigating the reality of teaching music and songs in the primary stage in the governmental schools in Palestine . The sample of the study consisted of (57) teachers . The researcher attempted the analytical descriptive approach . He used the questionnaire as the tool of the study .The results revealed that there were statistically significant in the reality of teaching music and songs in the primary stage attributed to the sex variable in favor of male .

Almaqsoud and Alziana's Study (2001)

This study focused on the effect of musical activities on acquiring some social skills for preschool children through some suggested activities that included singing , playing on musical instruments , listening to music ,moving with music and creating new poems and melodies . The subjects of the study were (30) child (male and female), 5-7 years of age. For data collections , the researchers used these tools: - a questionnaire to collect economic, social, and cultural data about the families of the participants, observation form aims at observing children behavior and the suggested activities to train the kindergarten children to acquire some social skills. The study indicated that there is a statistical significance difference between the means scores of the experimental group before and after presenting the activities in favor of after application scores. There is a statistical significance difference between the means scores of the experimental group and the control group in favor of the experimental group after the application of the activities.

3. Related studies concerning achievement in English

Saleem's Study (2009)

The study aimed at determining the impact of self- learning strategy on the learners achievement from the public secondary school English teachers, perspectives in Tulkarm governorate . The study examined the role of teacher variables (gender, qualification, and years of experience) in the degree of self learning strategy impact on the learner's achievement. To achieve the purpose of the study, the researcher chosed a sample, which is the whole population of the study, used the descriptive statistical method. It consisted of 76 male and female teachers in governmental schools in Tulkarm governorate. The researcher developed and administered a 40 item, four domain (reading skills, listening skills, writing skills, speaking skills)

questionnaires to the sample of the study. The results of the study showed that self-learning strategy has a significant degree of impact on the learner's achievement. Furthermore, the results reveal that the first rank was for the reading skills. The results also show that there are significant differences in male teacher's perspectives toward the impact of the self-learning strategy on learners, achievement in listening, speaking, and writing skills and total score for all domains, while female teachers' perspective is better than male in reading skills.

Abu Ghazal's Study (2008)

The main of this study was to examine the effect of applying a suggested program based on the visual, auditory and kinesthetic learning styles on achievement of the 7th graders in English and their attitudes toward it. The experimental approach is attempted for examining the hypotheses of the study where there are two equivalent groups, the experimental group and the control one. Every group includes (44) male students, purposively chosen from Maghazi prep boys, school. The researcher has prepared the tools used in the study which consist of the pre-test and post-achievement test, the learning styles questionnaire, the attitude scale, and the suggested program that consists of lessons planned according to students' learning styles on the 7th graders, achievement in English and their attitudes towards it.

Nada's Study (2008)

The study aimed to investigate the effect of using concept maps on achieving English grammar among the ninth graders in Gaza governorate. For answering the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of (133) male students from Al-Zaitun prep (A) school. An achievement test of five scopes with (49) items was designed and validated to be used

as a pre and a post -test. The study indicated that there are statistically differences in the ninth graders, achievement of English grammar due to the method in favor of concept maps strategy.

Harb's Study (2007)

The study aimed to investigate the effectiveness of educational games on the sixth graders, achievement in English language in Gaza southern Governorates . For answering the questions of the study, the researcher adopted the experimental approach. The sample of the study consist of (94) male students from Omariya Elementary Boys school and (98) female students from AlRazi Elementary girls school in Rafah. An achievement test was designed and validated to be used as a pre and post - test . The study indicated that there are statistically significant differences in the sixth graders' achievement of English language due to the method in favor of educational games strategy. It also showed that there are statistically significant differences in the sixth graders, achievement of English language due to gender in favor of the female experimental group.

Quddoumi's Study (2007)

The purpose of this study was to examine the effect of using educational games in the academic achievement and retention of English for the fourth grade students at Nablus governmental schools . The researcher adopted the experimental approach. The study tool (exam of achievement) was prepared after having a look at the fifth and sixth units of the English curriculum for the fourth basic grade. Six educational games were designed to teach the context. The sample was consisted of 120 students, of the fourth basic grade at Nablus governmental schools. They were divided into groups, the experimental group which was taught with the educational games, and the control group which was taught traditionally. The application lasted

for two weeks. The researcher used the SPSS program to analyze the data. The result of the study have shown the following there were statistically significant differences at ($\alpha = 0.05$) between the pre, post and retention measure of achievement of the experimental group.

Hamad's Study (2005)

The study aimed to measure the effect of using Role player strategy on the eight graders' achievement in English language . For answering the questions of the study, the researcher attempted the experimental approach, choosing two equivalent groups of the eight graders in Amr Ibn Al-As high school. The subjects of the experimental group (39) were taught by role play strategy while the subject of the control one (39) was taught by the traditional way. The study results were statistically analyzed, using t-test and Man Whitney techniques. They indicated that the experimental group did better on the post-test than the control one did.

Maraheel's Study (2004)

The purpose of this study was to investigate the effect of using pragmatic competence test on the ninth graders, proficiency of the major four skills in Nablus city . The sample of the study consisted of 393 ninth grade students (198 males and 195 females). For data collection, the researcher developed an instrument pragmatic competence test . It was administered to assess the general language proficiency of the students as well as their reading comprehension, writing, speaking and listening. The training program comprised 10 sessions, which aimed at training the experimental group. On the other hand, the control group was taught the same material but didn't receive any training. The conclusion of the study there were significant differences at $\alpha=0.05$ in the improvement of the ninth grade students which might be attributed to the use of pragmatic competence activities on the four skills before and after the

training program. The researcher recommends that teacher give emphasis to the use of pragmatic competence activities.

4 . Commentary on the Previous Studies:

These studies were conducted by different researchers in different universities and schools .There were relations of similarities and differences between these studies and the current study through the following:

- **Objectives**

Studies like Chen and Chen (2009) , Lun liu (2008) and Lee (2004) concentrated on examining the effect of songs on students motivation for learning English . Lee (2004) and Rathnasari (2007) investigated the effect of songs on achievement. While Sedik (1999) devote to examine the effectiveness of using songs in enhancing student's listening skill. Baser (1999) and Siskova (2008) measure the effectiveness of using songs to teaching vocabulary. Abd Rahman (2008) focused on using songs to reinforce learning of grammar. Paini (2006) study investigated the using music to enhance learning in seventh grade English classroom. Some studies like Saleem (2009) , Abu Ghazal (2008) , Nada(2008) , Qaddoumi (2007) , Harb (2007) , Hamad (2005) and Maraheel (2004) examined different strategies on students achievement .

Studies like Kocabas (2009) , Torres (2009) , AbdAlhq (2003) and Almaqsoud and AlAiana (2001) focused on the effect of songs on different school subjects .

The purpose of current study is to verify the effect of using educational songs on the third grader's achievement in English language in Rafah . It is consistent with Rathnasari (2007) and Lee (2004).

- **Samples**

Previous studies tackle different samples. Chen and Chen (2009) , Kocabas (2009) , Torres(2009) , Siskova (2008) , lun liu (2008) , Harb (2007) , and Qaddoumi (2007) , Lee (2004) , Ying Liu (2005) , focused on elementary schools . Abu Ghazal (2008) , Nada (2008) Pains (2006) , Hamad (2005) , Maraheel (2004) and Almaqsood and AlZiana (2001) , the subjects were from seventh , ninth and eight graders , while Lee (2009) from kindergarten . Saleem (2009) and Basar (1999) were from secondary schools. AbdAlhq study (2003) were from AlNajah national university.

The researcher conducted this study with third graders. It is consistent with Kocabas (2009) study .

- **Methodology**

Most of the previous studies adopted the experimental approach like Chen and Chen (2009) , Kocabas (2009) , AbuGhazal (2008) and Nada (2008) . Also, the current study adopted the experimental approach.

- **Tools**

Previous studies focused on different tools as the following:

- Studies employed one tool like Chen and Chen (2009) , Saleem (2009) , Siskova (2008) , Nada (2008) , Harb (2007), Maraheel (2007) , Ying Liu (2005) , and Hamad (2005) . Chen and Chen (2009) and siskova (2008) , Taha (2003) , they used a questionnaire , while others used pre and post test .

- Studies used two tools like : Kocabas (2009) pre and post test and scale of attitudes , Torres (2009) questionnaire and observation sheet Lee (2009) pre- post test and observation card , Lun liu (2008) pre-post test and motivation toward English learning scale , Rathnasari (2007) test and questionnaire , Lee (2004) pre- and post test and

questionnaire , Almaqsoud and Alziana (2001) questionnaire and observation sheet , and Sedik (1999) pre-post test and questionnaire .

- Studies used more than two tools : AbuGazal(2008) pre-posttest , questionnaire , and attitude scale , Abd Rahman (2008) pre-post test , observation sheet and reflection sheet , Pains (2006) field notes , behavior chart , reflection sheets , journal entries and interviews .

In this study the researcher used one tool pre-post- test . It is consistent with Chen & Chen (2009) .

- **Results**

All previous studies agreed that using songs have effective and efficient effect on learning English as well as on other subjects . Like ; Lee (2009) , Kocabas (2009) , Torres (2009) , Abd Rahman (2008) , Siskova(2008) , and Rathnasari (2007) .

- **Statistical Treatments**

Regarding to statistical treatments which used in the previous studies to measure the results , they were varied , T-test , ANOVA and others .

In this study , the researcher used T- test , Two way ANOVA .

This study may differ from the other studies in two aspects :

- 1-The place

As it is the first study in Gaza refugees schools (with their special conditions) that investigates the effect of using educational songs on the third grader's achievement in English language in Rafah .

- 2-The Palestinian context in Gaza strip

The context in Gaza strip is different from other places in the world, many people are unemployed and suffer from poverty , they depend on the services that improved by

the UNRWA , in general , the economical situation is very difficult and miserable because of the Israeli siege .

The researcher will benefit from these studies in some aspects, especially in writing the theoretical framework and the design of the achievement test. Also, these related studies will help the researcher to answer the questions of the study. Moreover, songs create a suitable learning environment that stimulate the students energy towards learning. This energy fosters students interaction which results in better achievement .

Summary

This chapter is divided into two parts. Part One discusses the review of literature . Literature review presented how children acquire their first language , the Features of the child's language environment , the child's learning strategies and teaching English to young learners . It also showed definition, types of the songs , the principles and characteristics of children songs . It also showed songs to improve language skills and the pedagogical significance of educational songs .

Part two previous studies: classified under three domains

1. Related studies concerning using songs in teaching English Language .
2. Related studies concerning using songs in teaching other subjects
3. Related studies concerning achievement in English.

Chapter III

Methodology

Introduction

3.1 Research Design

3.2 The Population of The Study

3.3 The Sample Of The Study

3.4The Variables of The Study

3.5 Controlling The Variables

3.6 Instrumentation

3.7 The Pilot Study

3.11 Songs of the study

3.12 Statistical Treatment

Summary

Chapter III

Methodology

Introduction

This chapter includes the procedures followed throughout the study . It introduces a complete description of the methodology of the study , the population , the sample , the instrumentation , the pilot study , a descriptive of the achievement test and the statistical treatment for the study finding .

3.1 Research Design

The study adopts the experimental approach which requires two groups of the students , an experimental group and a control one . The method of educational songs were used in teaching the subjects of the experimental group while the traditional method was used with the control group subjects .

3.2 The Population of The Study

The population of the study consisted of all third (male & female) graders at the UNRWA schools in Rafah for the school year (2009 -2010) . The population of the study was (3609) students , (1902) males and (1707) females .

3.3 The Sample of The Study

The sample of the study consists of (154) students distributed into four groups . Two experimental groups , male group consists of (40) students and female group consists of (37) students . Two control groups , a male group consists of (40) students and a female group consists of (37) students .

The researcher used a purposive sample from AL-Razi elem girls school and IBn sina elem boys school in Rafah . The researcher herself administrated the study . Table (1) shows the distribution of the sample .

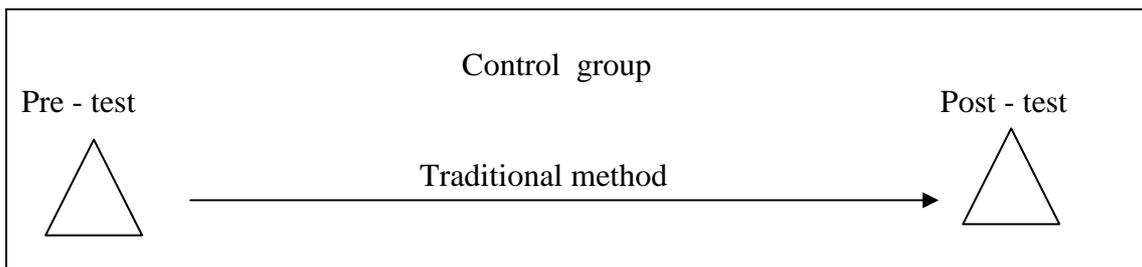
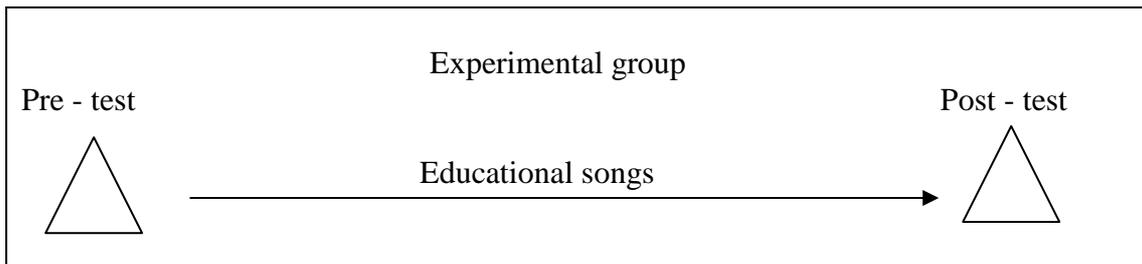
Table (1)

The distribution of the sample according to groups

| Group | Experimental | Control |
|--------|--------------|---------|
| Male | 40 | 40 |
| Female | 37 | 37 |

The subjects were equivalent in the economic , cultural and social levels . They were equivalent in their English language achievement in accordance with the statistical treatment of their results in October exam of the school year (2009 – 2010) . Age variable of the sample also was controlled before the experimental application .

Lay Out Of The Design Of The Study



3.4 The Variables of The Study

The study included the following variables :

A – The independent variable represented in the teaching method the educational songs method and the traditional method .

B- The dependent variable represented in the students' achievement in English language .

3.5 Controlling The Variables

To assure the results accuracy and avoid any marginal interference , the researcher tried to control some variables before the study .

1. Age Variable

The researcher recorded the students' ages from their school files at the beginning of the school year (2009 – 2010) . T _ test was used to measure any statistical differences . Table (2) and indicate that there were no statistically significant differences at (0.05) level between the experimental and the control groups due to age variable .

Table (2)

T.test results of controlling age variable

| scope | GROUP | N | Mean | Std. Deviation | T | Sig. value | sig. level |
|-------|--------------|----|-------|----------------|-------|------------|------------|
| Age | experimental | 77 | 8.182 | 0.170 | 0.986 | 0.326 | Not sig. |
| | control | 77 | 8.157 | 0.139 | | | |

2. General Achievement In English Language Variable .

T –test was used to measure the statistical differences between the groups due to their general achievement . The subjects' results in the October exam of the school year (2009 - 2010) were recorded and analyzed . Table (3) show that

there are no statistical differences at (0.05) between the experimental and the control subjects due to the general achievement in English variable .

Table (3)
T.test results of controlling general achievement English variable

| scope | GROUP | N | Mean | Std. Deviation | T | Sig. value | sig. level |
|-------------|--------------|----|--------|----------------|-------|------------|------------|
| Achievement | experimental | 77 | 14.455 | 0.597 | 0.721 | 0.472 | Not sig. |
| | control | 77 | 14.390 | 0.517 | | | |

Table (3) shows that there were no statistical differences at (0.05) between the experimental and the control subjects due to the general achievement variable.

3. Teacher Variable

The researcher by herself teach the two groups , the experimental and the control.

4. Previous Learning Variable

To make sure that the sample subjects are equivalent in their previous English language achievement , the researcher applied the pre achievement test . The results of the subjects were recorded and statistically analyzed used T – test . Table (4) show the mean and the standard deviation of each group in English previous learning . The results analysis indicated that there were no statistically significant differences between the experimental and control groups at (0.05) level due to their previous learning of English before the experiment .

Table (4)

T.test results of controlling previous learning in English variable on pre –post test

| scope | GROUP | N | Mean | Std. Deviation | T | Sig. value | sig. level |
|------------|--------------|----|-------|----------------|--------|------------|------------|
| Listening | experimental | 77 | 0.987 | 0.659 | -0.532 | 0.596 | Not sig. |
| | control | 77 | 1.039 | 0.549 | | | |
| Speaking | experimental | 77 | 1.468 | 0.897 | 1.717 | 0.088 | Not sig. |
| | control | 77 | 1.208 | 0.978 | | | |
| Reading | experimental | 77 | 1.091 | 0.710 | -0.934 | 0.352 | Not sig. |
| | control | 77 | 1.195 | 0.670 | | | |
| Writing | experimental | 77 | 1.208 | 0.800 | -1.611 | 0.109 | Not sig. |
| | control | 77 | 1.416 | 0.801 | | | |
| Structure | experimental | 77 | 0.857 | 0.555 | -0.898 | 0.371 | Not sig. |
| | control | 77 | 0.935 | 0.522 | | | |
| Vocabulary | experimental | 77 | 1.818 | 0.807 | -0.583 | 0.561 | Not sig. |
| | control | 77 | 1.896 | 0.852 | | | |
| Thinking | experimental | 77 | 0.597 | 0.494 | -0.662 | 0.509 | Not sig. |
| | control | 77 | 0.649 | 0.480 | | | |
| TOTAL | experimental | 77 | 8.026 | 3.013 | -0.697 | 0.487 | Not sig. |
| | control | 77 | 8.338 | 2.516 | | | |

Table (4) shows that there were no statistical differences at (0.05) between the experimental and the control subjects due to the pre test variable .

3.6 Instrumentation

To achieve the aim of the study , the researcher used the following tool :

1. Achievement Test :

A pre –post achievement test prepared by the researcher to measure the subjects' achievement . It was used as a pre test applied before the experimental and as a post test applied after the experiment (Appendix 3 page 89)

A. The General aims of The Test

The test aimed at measuring the effect of the songs on the subjects' achievement in English language . It was built according to table of specification (Appendix 2 page 88) .

B . The Items Of The Test

The items of the test fell into seven scopes :

A : Listening

This scope includes four questions that measure students' Knowledge , comprehension and application . Students' have to listen and tick true sentences . Also they are listen to sentences and number it , in the fourth question students listen and write a word that rhymes the same .

B: Speaking

This scope includes six questions that measure students' knowledge , comprehension and application . students have to match two columns after looking at pictures . Complete the dialogues and numbers .

C: Reading

This scope includes four questions that measure students' knowledge , comprehension and application . Students have to read a passage and choose the correct answers also answer comprehension questions .

D: Writing

This scope includes eight questions that measure students' knowledge , comprehension , application and analysis . Students have to answer four questions depending on their knowledge . In the other questions they are asked to form meaningful sentences through re –arranging jumbled words and change the word into plural .

E : Structure

This scope includes four questions that measure students' knowledge , comprehension and application . Students have to correct the underlined mistakes , fill in space and circle the correct answer .

F- Vocabulary

This scope includes twelve questions that measure students' knowledge , comprehension , application and analysis . Students have to circle the odd one out , choose the correct answer between brackets and put the correct word under the correct pictures .

g- Thinking

This scope includes two questions that measure students' comprehension and application . Students have to think of one word begin with " f " also find and circle one word .

3.7 The Pilot Study

To examine the appropriateness of the test item as well as their validity and reliability , the test was administered on a random sample of (30) students . The results were recorded and statistically analyzed . The necessary revisions and recommendations were made in the light of the statistic results . The empirical application helped in estimating the time needed for answering the questions according to the following equation :

Time of the first student + time of the last student

2

Therefore the time of the test was (90) minutes .

3.7 The validity of the test

The valid test is the test that measures what is designed to measure what it is designed to measure (Alagha 1996 : 118) . The study used referee validity and internal consistency validity .

A . The referee validity

The test was introduces to a panel of specialists in English language and methodology , experienced supervisors and teachers (Appendix 5 page 106) . The items of the test were modified according to their recommendation .

B. The content validity

The test was designed according to a table of specification (Appendix 2 page 88) . The researcher and another teacher analyzed the content (Appendix 6 page 107) . The researcher depended on Holstis equation to compute the reliability of the content . The consistency was (0.97) and this is an acceptable percentage . Analysis results as shown in table (5)

The Coefficient of reliability =

$$\frac{\text{Agreed points}}{\text{Agreed points} + \text{Disagreed points}} \times 100$$

Table (5)

Holstis equation to Analyzed skills

| Researcher & teacher | Agreed points | Disagreed points | The points total | Coefficient of reliability |
|----------------------|---------------|------------------|------------------|----------------------------|
| Skills | 152 | 4 | 156 | 0.97 |

According to table (5) the consistency was (0.97) and this is an acceptable percentage .

C. The Internal Consistency Validity

The internal consistency validity indicates the correlation of the degree of each item with the total average of the test (AlAgha , 1996 : 121) . It also indicates the correlation coefficient of the a verge of each scope with the total a verge . This

validity was calculated by using person Equation . the correlation coefficient of each item within its scope is significant at level (0.01) and (0.05) table (6) table (7) show the correlation coefficient of each scope with the whole test . According to table (6) and table (7) it can be concluded that the test was highly consistent and valid as a tool for the study .

Table (6)

Correlation coefficient of the scope with the test

| | TOTAL | Listening | Speaking | Reading | Writing | Structure | Vocabulary | Thinking |
|------------|-------|-----------|----------|---------|---------|-----------|------------|----------|
| TOTAL | 1 | | | | | | | |
| Listening | 0.902 | 1 | | | | | | |
| Speaking | 0.939 | 0.871 | 1 | | | | | |
| Reading | 0.864 | 0.721 | 0.788 | 1 | | | | |
| Writing | 0.973 | 0.854 | 0.929 | 0.809 | 1 | | | |
| Structure | 0.964 | 0.843 | 0.852 | 0.844 | 0.938 | 1 | | |
| Vocabulary | 0.933 | 0.821 | 0.815 | 0.722 | 0.875 | 0.905 | 1 | |
| Thinking | 0.772 | 0.636 | 0.730 | 0.911 | 0.739 | 0.751 | 0.576 | 1 |

r table value at df (28) and sig. level (0.05) = 0.444

r table value at df (28) and sig. level (0.01) = 0.561

As shown in the table (6), there is a relation of correlation between the scopes and the total degree and each scope with the other scopes at sig. level (0.01) that shows a high internal consistency of the Test which reinforces the validity of the Test .

Table (7)

Pearson Correlation coefficient for every item from the first scope with the total degree of this scope

| N | Pearson Correlation | Sig | n | Pearson Correlation | Sig |
|-----|---------------------|--------------|-----|---------------------|--------------|
| A1 | 0.726 | Sig. At 0.01 | A21 | 0.846 | Sig. At 0.01 |
| A2 | 0.817 | Sig. At 0.01 | A22 | 0.973 | Sig. At 0.01 |
| A3 | 0.648 | Sig. At 0.01 | A23 | 0.882 | Sig. At 0.01 |
| A4 | 0.645 | Sig. At 0.01 | A24 | 0.923 | Sig. At 0.01 |
| A5 | 0.853 | Sig. At 0.01 | A25 | 0.874 | Sig. At 0.01 |
| A6 | 0.828 | Sig. At 0.01 | A26 | 0.754 | Sig. At 0.01 |
| A7 | 0.894 | Sig. At 0.01 | A27 | 0.865 | Sig. At 0.01 |
| A8 | 0.590 | Sig. At 0.01 | A28 | 0.371 | Sig. At 0.05 |
| A9 | 0.647 | Sig. At 0.01 | A29 | 0.869 | Sig. At 0.01 |
| A10 | 0.731 | Sig. At 0.01 | A30 | 0.378 | Sig. At 0.05 |
| A11 | 0.675 | Sig. At 0.01 | A31 | 0.877 | Sig. At 0.01 |
| A12 | 0.793 | Sig. At 0.01 | A32 | 0.764 | Sig. At 0.01 |
| A13 | 0.701 | Sig. At 0.01 | A33 | 0.856 | Sig. At 0.01 |
| A14 | 0.385 | Sig. At 0.05 | A34 | 0.387 | Sig. At 0.05 |
| A15 | 0.840 | Sig. At 0.01 | A35 | 0.450 | Sig. At 0.05 |
| A16 | 0.764 | Sig. At 0.01 | A36 | 0.377 | Sig. At 0.05 |
| A17 | 0.838 | Sig. At 0.01 | A37 | 0.791 | Sig. At 0.01 |
| A18 | 0.803 | Sig. At 0.01 | A38 | 0.789 | Sig. At 0.01 |
| A19 | 0.909 | Sig. At 0.01 | A39 | 0.593 | Sig. At 0.01 |
| A20 | 0.565 | Sig. At 0.01 | A40 | 0.699 | Sig. At 0.01 |

r table value at df (28) and (0.05) level = 0.361

r table value at df (28) and (0.01) level = 0.463

3.8 The Reliability of The Test

The test is reliable when it gives the same results if it is re - applied in the same conditions (AlAgha ,1996 :118) . The reliability of the test was measured by Alpha cronbach and the spilt – half methods . According to table (8) and table (9) , the test is proved to be reliable . Alpha cornbach coefficient was (0.977) and the spilt –half coefficient was (0.969) .

Table (8)

Alpha Correlation Coefficient for the scopes of the test

| Domains | No. of items. | Alpha kronbach |
|----------------|----------------------|-----------------------|
| Listening | 4 | 0.796 |
| Speaking | 6 | 0.892 |
| Reading | 4 | 0.747 |
| Writing | 8 | 0.940 |
| Structure | 4 | 0.913 |
| Vocabulary | 12 | 0.905 |
| Thinking | 2 | 0.572 |
| TOTAL | 40 | 0.977 |

Table (9)

Spilt half Technique results

| Domains | No. of items. | Correlation | Spilt half |
|----------------|----------------------|--------------------|-------------------|
| Listening | 4 | 0.574 | 0.729 |
| Speaking | 6 | 0.780 | 0.877 |
| Reading | 4 | 0.672 | 0.803 |
| Writing | 8 | 0.918 | 0.957 |
| Structure | 4 | 0.849 | 0.918 |
| Vocabulary | 12 | 0.878 | 0.935 |
| Thinking | 2 | 0.401 | 0.572 |
| TOTAL | 40 | 0.933 | 0.969 |

According to table (8) and (9) , the instrument proved to be reliable . Alpha cronbach coefficient is between (0.572 – 0.940) and the spilt- half conefficient is between (0.572 – 0.957). It can be concluded that the tool is highly consistent and reliable to be used as a tool for the study .

3.9 Difficulty Coefficient

Difficulty coefficient is measured by finding out the percentage of the wrong answers of each item made by the students (Abu Nahia ,1994 :308) . The coefficient of the difficulty of each item was calculated according to the following formula :

$$\text{Co. of difficulty} = \frac{\text{Number of students who gave wrong answer}}{\text{Total number of students}} \times 100$$

Applying the formula , the difficulty coefficient of the test items varied between (0.25 – 0.75) with a total mean (0.40) thus , all the items were accepted .See table (10)

Table (10)

Difficulty coefficient of the test items

| No | Difficulty coefficient | No | Difficulty coefficient |
|------------------------------|------------------------|----|------------------------|
| 1 | 0.31 | 21 | 0.69 |
| 2 | 0.50 | 22 | 0.38 |
| 3 | 0.38 | 23 | 0.38 |
| 4 | 0.31 | 24 | 0.31 |
| 5 | 0.31 | 25 | 0.25 |
| 6 | 0.25 | 26 | 0.31 |
| 7 | 0.25 | 27 | 0.25 |
| 8 | 0.50 | 28 | 0.63 |
| 9 | 0.50 | 29 | 0.38 |
| 10 | 0.38 | 30 | 0.75 |
| 11 | 0.25 | 31 | 0.75 |
| 12 | 0.63 | 32 | 0.31 |
| 13 | 0.31 | 33 | 0.38 |
| 14 | 0.75 | 34 | 0.50 |
| 15 | 0.50 | 35 | 0.50 |
| 16 | 0.38 | 36 | 0.38 |
| 17 | 0.38 | 37 | 0.31 |
| 18 | 0.38 | 38 | 0.25 |
| 19 | 0.31 | 39 | 0.38 |
| 20 | 0.69 | 40 | 0.56 |
| Total difficulty coefficient | | | 0.40 |

3.10 Discrimination coefficient

The discrimination coefficients was calculated according to the following formula (Abu Nahia , 1994 : 311)

Discrimination coefficient =

$\frac{\text{The correct answers number in higher group} - \text{the correct answers numbers in low group}}{X100}$

The total number of students in one group

Applying to formula , the discrimination coefficient of the test items varied between (0. 25 – 0.75) with a total mean (0.59) thus all the items were accepted . See (table 11)

Table (11)

Discrimination coefficient of the test items

| No | Discrimination coefficient | No | Discrimination coefficient |
|----------------------------------|----------------------------|----|----------------------------|
| 1 | 0.63 | 21 | 0.63 |
| 2 | 0.75 | 22 | 0.75 |
| 3 | 0.75 | 23 | 0.75 |
| 4 | 0.63 | 24 | 0.63 |
| 5 | 0.63 | 25 | 0.50 |
| 6 | 0.50 | 26 | 0.63 |
| 7 | 0.50 | 27 | 0.50 |
| 8 | 0.50 | 28 | 0.25 |
| 9 | 0.75 | 29 | 0.75 |
| 10 | 0.75 | 30 | 0.25 |
| 11 | 0.50 | 31 | 0.75 |
| 12 | 0.75 | 32 | 0.63 |
| 13 | 0.63 | 33 | 0.75 |
| 14 | 0.25 | 34 | 0.25 |
| 15 | 0.75 | 35 | 0.50 |
| 16 | 0.75 | 36 | 0.25 |
| 17 | 0.75 | 37 | 0.63 |
| 18 | 0.50 | 38 | 0.50 |
| 19 | 0.63 | 39 | 0.75 |
| 20 | 0.63 | 40 | 0.63 |
| Total Discrimination coefficient | | | 0.59 |

3.11 Songs of the study

In this study twelve songs were designed by the researcher (Appendix 4 page 94). The aim was using these songs to teach four units (5 - 6 - 7 - 8) of " English for Palestine 3 " for the experimental groups , researcher introduced the songs to a group of specialists in English language and methodology , supervisors of English

language , in addition , long experienced third grade teachers (Appendix 4 page 106).

3.12 Statistical Treatment

- The data was collected and computed by using (SPSS) Statistical Package for Social Science , person correlation , Alpha cronbach technique and spilt – half technique were used to confirm the test validity and reliability
- T – test and was used to measure the statistical differences in mean between the experimental and the control groups due to the teaching method .
- η^2 was calculated to measure the effect size of educational songs on the different skills of English language .
- Two way ANOVA to measure the interaction between gender and teaching method .

Summary

Chapter three included a description of population . It dealt with the procedures as well as instruments used to carry out this study . It also included the research design and statistical methods used in analysis of the results of the study .

Chapter IV

Results of The Study

Introduction

4.1 Results Related to the First Hypothesis

4.2 Results Related to the Second Hypothesis

4.3 Results Related to the Third Hypothesis

4.4 Results Related to the Fourth Hypothesis

Summary

Chapter IV

Results of The Study

Introduction

The study aimed at investigating the effect of using educational songs on the third graders' achievement in English language in Rafah . This chapter introduces the statistical treatment of the groups' and its statistical significance . T test , two way ANOVA in addition to mean and standard deviation .

4.1 Results Related to the First Hypothesis

The first hypothesis is stated as follows

- ❖ There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the pupils who learned English language through songs (experimental group) and those who learned English language through the traditional method (control group) due to educational songs method .

To investigate the first hypothesis , mean and standard deviation of the experimental and control groups' results were computed . T- test was used to measure the significant of differences .

Table (12)

T - test results of differences between the experimental and control groups in the post test .

| scope | GROUP | N | Mean | Std. Deviation | t | Sig. value | sig. level |
|------------|--------------|----|--------|----------------|-------|------------|--------------|
| Listening | experimental | 77 | 3.143 | 0.806 | 4.610 | 0.000 | Sig. At 0.01 |
| | control | 77 | 2.532 | 0.836 | | | |
| Speaking | experimental | 77 | 3.909 | 1.815 | 2.891 | 0.004 | Sig. At 0.01 |
| | control | 77 | 3.065 | 1.809 | | | |
| Reading | experimental | 77 | 2.896 | 1.165 | 3.272 | 0.001 | Sig. At 0.01 |
| | control | 77 | 2.273 | 1.199 | | | |
| Writing | experimental | 77 | 5.740 | 2.425 | 8.249 | 0.000 | Sig. At 0.01 |
| | control | 77 | 2.818 | 1.945 | | | |
| Structure | experimental | 77 | 3.221 | 0.955 | 8.136 | 0.000 | Sig. At 0.01 |
| | control | 77 | 1.766 | 1.245 | | | |
| Vocabulary | experimental | 77 | 9.390 | 2.787 | 5.564 | 0.000 | Sig. At 0.01 |
| | control | 77 | 6.987 | 2.567 | | | |
| Thinking | experimental | 77 | 1.714 | 0.535 | 8.157 | 0.000 | Sig. At 0.01 |
| | control | 77 | 0.896 | 0.699 | | | |
| TOTAL | experimental | 77 | 30.013 | 7.516 | 7.762 | 0.000 | Sig. At 0.01 |
| | control | 77 | 20.338 | 7.947 | | | |

“t” table value at (152) d f. at (0.05) sig. level equal 1.96

“t” table value at (152) d f. at (0.01) sig. level equal 2.58

Table (12) shows that " t " computed value is larger than " t " value in all scopes and the total degree . This means that there are significant differences in favor of the experimental group due to the educational songs method .

Total score : the highest mean was for the experimental group (30.013) and the lowest mean was for the control group (20.338) . This means that the effect of the educational songs was significant in the post application of the achievement test of the experimental group in favor of the post application .

To calculate the effect size of the educational songs method , the researcher used Eta square " η^2 " using the following equation : (Mansour, 1997 : 5775)

$$\eta^2 = \frac{t^2}{t^2 + df}$$

The results of " η^2 " shown in table (14) indicate large effect of educational songs method in almost all of the scopes .

Table (13)

The table referee to determine the level of size effect " η^2 "

| Test | Effect size | | |
|----------|-------------|--------|-------|
| | small | Medium | large |
| η^2 | 0.01 | 0.06 | 0.14 |

(Mansour, 1997)

Table (14)

"t" value, eta square " η^2 " for each scope and the total degree

| Domain | t value | η^2 | Effect volume |
|------------|---------|----------|---------------|
| Listening | 4.610 | 0.123 | Medium |
| Speaking | 2.891 | 0.052 | Medium |
| Reading | 3.272 | 0.066 | Medium |
| Writing | 8.249 | 0.309 | Large |
| Structure | 8.136 | 0.303 | Large |
| Vocabulary | 5.564 | 0.169 | Large |
| Thinking | 8.157 | 0.304 | Large |
| TOTAL | 7.762 | 0.284 | Large |

According to " η^2 " shown in table (14) , it is observed that the effect of educational songs are medium on three skills listening , speaking and reading .This is due to that these three skills are complex skills that need a lot of continuous practice . It is observed that the effect size of educational songs are large on students achievement . This means that the effect of educational songs was significant . This large effect may be due to the activities which are used to develop students achievement .

4.2 Results Related to the Second Hypothesis

The second hypothesis is stated as follows

- ❖ There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the male experimental group who learned with songs and the male control group who learned with the traditional method .

To answer the second hypothesis , the researcher used T – test

Table (15)

T- test result of differences between the male experimental and male control groups in the post test

| scope | GROUP | N | Mean | Std. Deviation | T | Sig. value | sig. level |
|------------|--------------|----|--------|----------------|-------|------------|--------------|
| Listening | experimental | 40 | 2.725 | 0.784 | 2.475 | 0.016 | Sig. At 0.05 |
| | control | 40 | 2.250 | 0.927 | | | |
| Speaking | experimental | 40 | 2.750 | 1.463 | 0.063 | 0.950 | Not Sig. |
| | control | 40 | 2.725 | 2.025 | | | |
| Reading | experimental | 40 | 2.500 | 1.132 | 0.739 | 0.462 | Not Sig. |
| | control | 40 | 2.300 | 1.285 | | | |
| Writing | experimental | 40 | 4.575 | 2.561 | 2.017 | 0.047 | Sig. At 0.05 |
| | control | 40 | 3.475 | 2.309 | | | |
| Structure | experimental | 40 | 2.700 | 0.966 | 3.875 | 0.000 | Sig. At 0.01 |
| | control | 40 | 1.675 | 1.366 | | | |
| Vocabulary | experimental | 40 | 8.350 | 2.704 | 1.266 | 0.209 | Not Sig. |
| | control | 40 | 7.575 | 2.772 | | | |
| Thinking | experimental | 40 | 1.500 | 0.641 | 4.842 | 0.000 | Sig. at 0.01 |
| | control | 40 | 0.775 | 0.698 | | | |
| TOTAL | experimental | 40 | 25.100 | 6.539 | 2.379 | 0.020 | Sig. at 0.05 |
| | control | 40 | 20.775 | 9.456 | | | |

“t” table value at (78) d f. at (0.05) sig. level equal 1.98

“t” table value at (78) d f. at (0.01) sig. level equal 2.62

Table (15) , shows that "t " computed value is smaller than "t" table value in second , third and six scopes . This mean that there are no significant differences due to control an experimental group variable . Also table (15) shows that " t" computed value is larger than "t " value in others scopes and the total degree . This means that there are significant differences due to groups variable in favor of male experimental group .

4.2 Results Related to the Third Hypothesis

The third hypothesis is stated as follows

- ❖ There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the female experimental group who learned with songs and the female control group who learned with the traditional method .

To answer the third hypothesis , the researcher used T – test

Table (16)

T- test result of differences between the female experimental and female control groups in the post test

| scope | GROUP | N | Mean | Std. Deviation | T | Sig. value | sig. level |
|------------|--------------|----|--------|----------------|--------|------------|--------------|
| Listening | experimental | 37 | 3.595 | 0.551 | 5.644 | 0.000 | Sig. At 0.01 |
| | control | 37 | 2.838 | 0.602 | | | |
| Speaking | experimental | 37 | 5.162 | 1.236 | 5.451 | 0.000 | Sig. At 0.01 |
| | control | 37 | 3.432 | 1.482 | | | |
| Reading | experimental | 37 | 3.324 | 1.056 | 4.282 | 0.000 | Sig. At 0.01 |
| | control | 37 | 2.243 | 1.116 | | | |
| Writing | experimental | 37 | 7.000 | 1.472 | 16.193 | 0.000 | Sig. At 0.01 |
| | control | 37 | 2.108 | 1.100 | | | |
| Structure | experimental | 37 | 3.784 | 0.534 | 9.478 | 0.000 | Sig. At 0.01 |
| | control | 37 | 1.865 | 1.110 | | | |
| Vocabulary | experimental | 37 | 10.514 | 2.445 | 7.715 | 0.000 | Sig. At 0.01 |
| | control | 37 | 6.351 | 2.189 | | | |
| Thinking | experimental | 37 | 1.946 | 0.229 | 7.722 | 0.000 | Sig. At 0.01 |
| | control | 37 | 1.027 | 0.687 | | | |
| TOTAL | experimental | 37 | 35.324 | 4.137 | 12.902 | 0.000 | Sig. At 0.01 |
| | control | 37 | 19.865 | 6.001 | | | |

“t” table value at (72) d f. at (0.05) sig. level equal 1.98

“t” table value at (72) d f. at (0.01) sig. level equal 2.62

Table (16) shows that " t " computed value is larger than " t " value in all scopes and the total degree . This means that there are significant differences in favor of the female experimental group .

4.3 Results Related to the Fourth Hypothesis

The fourth hypothesis is stated as follows

- ❖ There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the experimental group and the control group due to the interaction between gender and method .

Table (17)

Mean and standard deviations for the male control group

| Group | Mean | Std. D |
|---------------|--------|--------|
| Control (40) | 20.775 | 9.456 |

In order to test this hypothesis , the researcher used two – way ANOVA

Table (18)

Results of two- way ANOVA

| Source | Type Sum of Squares | df | Mean Square | F | Sig. | Sig. level |
|-----------------|---------------------|-----|-------------|--------|-------|--------------|
| method | 3761.745 | 1 | 3761.745 | 79.845 | 0.000 | Sig. at 0.01 |
| gender | 833.741 | 1 | 833.741 | 17.696 | 0.000 | Sig. at 0.01 |
| Method * gender | 1191.459 | 1 | 1191.459 | 25.289 | 0.000 | Sig. at 0.01 |
| Errors | 7067.007 | 150 | 47.113 | | | |
| total | 110301.000 | 154 | | | | |
| Corrected Total | 12696.266 | 153 | | | | |

From table (18) , it is clear that there were significant differences between the experimental group and the control group in favor of interaction . Also there was interaction between gender and teaching method .

Summary

Chapter four dealt with the results of the study . The results of each hypothesis were analyzed statistically using different statistical techniques .

- The results of the first hypothesis proved that there are statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the students who learned English language through songs (experimental group) and those who learned English language through the traditional method (control group) due to educational songs method in favor of experimental group .
- The results of the second hypothesis proved that there are statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the male group who learned with songs and the male control group who learned with the traditional method in favor of the male experimental .
- The results of the third hypothesis proved that there are statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the female group who learned with songs and the female control group who learned with the traditional method in favor of the female experimental .
- The results of the fourth hypothesis proved that there are statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the experimental group and the control group due to the interaction between gender and method .

Chapter V

Findings, Discussion, Conclusion and Recommendation

Introduction

5.1 Discussion of the Results Related to the First Hypothesis

5.2 Discussion of the Results Related to the Second Hypothesis

5.3 Discussion of the Results Related to the Third Hypothesis

5.4 Discussion of the Results Related to the Fourth Hypothesis

5.5 Conclusion

5.6 Recommendations

5.7 Suggestion For Further Studies

Chapter V

Findings, Discussion, Conclusion and Recommendation

Introduction

The main purpose of the study is to investigate the effect of using educational songs on the third graders' achievement in English language in Rafah . The discussion of results is presented in this chapter . Consequently , on the light of the study results , the researcher is going to draw conclusion . Finally , recommendation will be suggested .

5.1 Discussion of the Results Related to the First Hypothesis

To investigate the first hypothesis , mean and standard deviation of the experimental and control groups' results were computed . T test was used to measure the significance of differences . Table (12 page 64) shows that " t " computed value is larger than " t " value in all scopes and the total degree .

This meant that there were differences of statistical significant in students, general achievement of all the language skills in the post test in favor of the experimental group .

According to table (12) , the highest mean was for the experimental group (30.013) and the lowest mean was for the control group (20.338) . This means that the effect of the educational songs was significant in the post application of the achievement test of the experimental group in favor of the post application . the researcher attributed that by using the educational songs with the students , we can arouse their attention , motivate them to participate in activates .

According to " η^2 " shown in table (14 page 65) it is observed that the effect of educational songs are medium on three skills listening, speaking and reading . This can be ascribed to speaking and reading skills are complex skills that need a lot of continuous practice . In contrast , the effect size on other skills (writing , structure , vocabulary and thinking) are large . this is owing to the educational songs which introduced to the experimental group .

The results of the first hypothesis is in consistent with the results of many researchers such as : Chen and Chen (2009) the results of this study showed that the majority of students were interested in learning English popular songs and their learning motivation increased . For learning performance , students felt that their English ability especially listening ability have improved after listening the songs . Abd Rahman (2008) revealed that songs based a activities are useful tools to reinforce the learning of subject – verb agreement and proved an enjoyable classroom atmosphere. Siskova (2008) showed that students had better results on teaching vocabulary through songs . The researcher found that the highest mean was for vocabulary , so Siskova (2008) is in consistent with the current study . Rathnasire (2007) found that the use of songs in teaching English is effective to improve the students pronunciation and very beneficial for the students in order to facilitated them in learning English . Lee (2004) confirmed that the experimental group scored higher on English achievement than the control group . The researcher considered instruction of English songs in multimedia based system as good way to learn English . Sedik (1999) showed that there was improvement in students score (listening skill) after using songs .

5.2 Discussion of the Results Related to the Second Hypothesis

To answer the second , the researcher used T- test . The result of t- test show that there are statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the male experimental group who learned with songs and the male control group who learned with the traditional method in favor of male experimental .

The researcher attributed this to the educational song method and the activities which introduced to the male experimental group . The results of the second hypothesis is in consistent with the results of many researchers such as : Abd Rahman (2008) revealed that songs based a activities are useful tools to reinforce the learning of subject – verb agreement and proved an enjoyable classroom atmosphere. Rathnasire (2007) found that the use of songs in teaching English is effective to improve the students pronunciation and very beneficial for the students in order to facilitated them in learning English . Lee (2004) confirmed that the experimental group scored higher on English achievement than the control group .

5.3 Discussion of the Results Related to the Third Hypothesis

To answer the third , the researcher used T- test . The result of t- test show that there are statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the female experimental group who learned with songs and the female control group who learned with the traditional method in favor of male experimental . The researcher attributed this to the educational song method and the activities which introduced to the male experimental group . In addition , female experimental students are better and more cooperative than female control students at songs and sharing in the activities . This result consistent the results of Harb (2007) which showed that there was statistically significant differences in English achievement

level between the experimental group and the control one due to gender in favor of female experimental .

5.4 Discussion of the Results Related to the Fourth Hypothesis

From table (19 page 69), it is clear that there were significant differences between the experimental group and the control group in favor of experimental group .There was interaction between gender and teaching method .

There were statistically differences between experimental and control group . This may be attributed to teaching method , gender , and interaction . This result is in contrast to the result of Maraheel (2004) which showed that there were no differences of statistical significance due to the interaction between gender and teaching method in the students proficiency of the major four skills .

5.5 Conclusion

Several conclusion have been drawn from this study . These can be summed as follows :

1. Educational songs method had superiority over the traditional method in teaching English language .
2. Educational songs provided students with better learning environment which reflected on their achievement of English language .
3. Educational songs could enrich students vocabulary .
4. The students in the experimental group had much higher mean scores in achievement test than those of the control group .
5. Educational songs stimulated students towards English language .
6. Educational songs method was very effective in motivating shy students towards participation and interaction.

7. Educational songs proved students with enjoyment , pleasure , enthusiasm and variation which were significant enough to effect the students achievement positively .

5.6 Recommendations

In the light of the findings of the study , the researcher has the following recommendations :

Teachers are recommended to overcome students' weakness in the four skills through proving them with educational songs which related to their study . These songs can stimulate students' interest and motivation .

- 1) Teachers should use a variety of songs that enhance students knowledge .
- 2) Training English teachers on using educational songs during the teaching learning process .
- 3) The course designers are recommended to introduce education songs in text book .
- 4) Supervisors are recommended to prepare and distribute instruction materials that increase teachers' awareness of educational songs method significance and necessity of using this method in teaching English especially with young learners .

5.7 Suggestion For Further Studies

In the light of the study findings , the researcher also recommends the following :

1. Conducting studies based on songs to develop the other English skills (reading , speaking , writing and listening) .
2. Conducting studies based on songs to develop vocabulary .
3. Conducting studies based on songs to develop English reading comprehension skills for the lower and advanced graders .

4. Conducting studies based on songs to improve pronunciation of English .

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Appendixes

Appendix (1)

Referee Application

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

The effect of using educational songs on the third graders' achievement in English language in Rafah

This study is designed and prepared to investigate the effect of using educational songs on the third graders' achievement in English language in Rafah .

You are kindly invited to check achievement Test and songs , which are designed to collect data for the study .

The test and songs will be limited to " English for Palestine 3" unites (5 - 6 – 7 – 8) .

I would be so grateful if you provide me with your comments . Any modifications , additions , or omissions will be taken into consideration .

The researcher

Referee's name

.....

Appendix (2)

The table of specification

| <i>Bloom level</i> Content | Knowledge | Comprehension | Application | Analysis | Weight of skills | Total |
|-------------------------------|-----------|---------------|-------------|----------|------------------|-------|
| Listening | 1 | 1 | 2 | | 10% | 4 |
| Speaking | 2 | 2 | 2 | | 15% | 6 |
| Reading | 1 | 1 | 2 | | 10% | 4 |
| Writing | 2 | 2 | 3 | 1 | 20% | 8 |
| Structure | 1 | 1 | 2 | | 10% | 4 |
| Vocabulary | 3 | 4 | 4 | 1 | 30% | 12 |
| Thinking | | 1 | 1 | | 5% | 2 |
| Total | 10 | 12 | 16 | 2 | | 40 |
| Weight objectives of | 25% | 30% | 40% | 5% | 100% | |

Appendix (3)

Achievement Test Third Grade

Time / 90 minutes

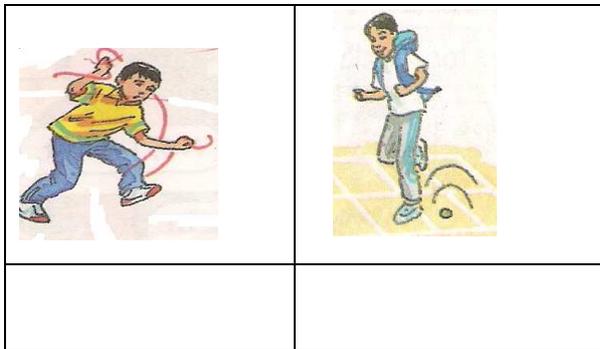
Name.....

Class.....

| |
|-------------|
| ----- 40 |
|-------------|

Listening (4 Marks)

1- Listen and tick



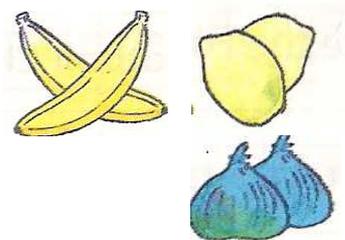
2- Listen and number :

- My mother's birthday is in May . ()
- There's an English club picnic . ()
- It's very hot in Jerusalem . () .

3 - Write a word that rhymes " bike "

Speaking (6 Marks)

Match the following :



1- Are the bananas next to the figs ? () they are in front of the lemons.

2- Where are the figs ? () they are between the figs and the lemons.

() No , they aren't .

Ali : snakes can you see ?

Omar : I can see three snakes .



Khalid : Can you see a bird ?

Amal :



Complete the numbers :

Twenty two and

Reading (4 Marks)

My uncle's birthday is in July . He is twenty five. He has a party . There are a lot of candles . We are very happy .

- Uncle's birthday is in June () .

He has a party (His – Her) birthday is in July .

3 - Answer these questions :

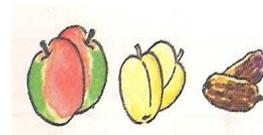
A- How old is he ?

.....

B-When is uncle's birthday ?

.....

1- Answer the following questions :



- Where are the apricots ?

The apricots are..... the dates and the apples .

- Can Huda skip ?

.....



- How many letters are there in September ?

.....

- Is it hot in your town today ?

.....

Change the word into plural :

Candle

3- Re-arrange the following sentences

You - hat – don't – forget

.....

Palestine – I'm – from

.....

The zoo – are – to– we – going

.....

Structure (4 Marks)

Correct the underlined mistakes :

- How much days are there in the week ?
- Can you swimming ?

Look at the picture then first fill in the space using the following



In front of - next to

- Salwa is sitting Arwa .

Miss layla is standing (next to – in front of – between) the girls.

Vocabulary (12 Marks)

1- Circle the odd one out :

- | | | | |
|---------|---------|---------|----------|
| 1- coat | hat | sweater | umbrella |
| 2- wolf | cat | lion | tiger |
| 3- fig | apricot | cake | date |
| 4- May | April | January | Sunday |

2- Choose the correct answer :

a- It's hot

- 1- take your coat 2- take your hat 3- take your sweater

b- When you begin a letter

- 1- Dear 2- see you 3- Goodbye

C - When someone asks you " When's your brother's birthday you say:

- 1- His birthday is march . 2- His birthday is in march . 3- His birthday is on march .

D- When you are at the birthday party

- 1- Hello ! 2- Happy birthday ! 3- How are you ?

Look at the pictures then choose the correct word :

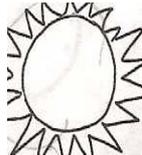
Hot

Cold

rainy



.....



.....



.....

Compare between these two words by saying plural or singular :

Photographs..... Kite

Thinking (2 Marks)

- think of one word begin with "f"

Think find and circle one word

| | | | | | | |
|---|---|---|---|---|---|---|
| e | t | r | e | g | b | d |
| k | q | u | f | r | i | o |
| J | a | n | w | a | r | y |
| n | p | o | v | k | d | n |
| g | f | a | u | i | t | c |
| I | g | r | t | p | e | s |

Appendix (4)

Educational Songs

Unit 5 / lesson 1

Lesson objectives : by the end of this song , Ss will be able to :

❖ Ask and answer using can you see ?

Vocabulary : looking for , bird , see , tree , can .

Structure : Can you see ? yes , I can / No, I can't

Hello friend song

Hello friend hello friend

What can you see ?

What can you see ?

I can see a big tree

Can you see a bird ?

Can you see a bird ?

Yes, I can. It's in the tree .

Unit 5 / lesson 2

Lesson objectives : by the end of this song , Ss will be able to :

❖ Ask and answer using Can he/ she ?

Vocabulary : Swim , play football , skip , hop .

Structure: Can he / she swim ? yes , he/she can
No he /she can't

Action song

Look at Ali
Look with me
Look with me

Can he swim ?
Can he swim ?
Yes , he can .
Yes, he can

Look at Sally
Look with me
Look with me

Can she skip ?
Can she skip ?
No , she can't
No , she can't

Unit 5 / lesson 3

Lesson objectives : by the end of this song , Ss will be able to :

- ❖ Ask and answer using How many ...can you see ?

Vocabulary : tiger , zebra , lion , rabbit , snake .

Structure : How many ... can you see ?

Let's Go song

Hi friends let's go
Where Where
To the Zoo
We are going to the zoo
To see a kangaroo
And a lion too
The tiger gives a roar
Its wants to eat more
We are going to the zoo
How many snakes can you see ?
Three snakes I can see
The snakes slide on the tree .

Unit 6 / lesson 1

Lesson objectives : by the end of this song , Ss will be able to :

❖ talk a bout prepositions .

Vocabulary : next to , in front of , between , behind .

Structure : ... is next to

Where is it song ?

Where's the skirt ?

Where's the skirt ?

It's next to the shirt .

It's next to the shirt

Where's the hat ?

Where's the hat ?

It's here behind the cat .

It's here behind the cat

Where's the flag?

It's between book and bag .

Unit 6 / lesson 2

Lesson objectives : by the end of this song , Ss will be able to :

❖ Talk and ask about prepositions .

Vocabulary : figs , lemons , apricots , grapes , apples .

Structures : Are they in front of ...
Where are the?

Fruits song

One , two , three , four
Fruits are delicious , I am sure

Five , six , Seven , eight
Look at the dates
It's next to grapes

One , two , three , four
Fruits are delicious , I am sure
Five , six , Seven , eight
I have only three dates
The dates are between two
things
Figs and grapes

Nine then nine ten
The apples are in front of
lemons.

Unit 6 lesson 3

Lesson objectives : by the end of this song , Ss will be able to :

❖ Use imperatives .

Vocabulary : picnic , fruit , bring , forget , kite , sandwiches .

Picnic song

Do you like picnics ?

Do you like picnics ?

Yes, I do .

Yes ,I do .

let's go on Friday .

And let's play all the day

You are right .

You are right .

bring your kite .

And I'll ride my bike.

Don't forget your hat .

And let's meet at the park .

Unit 7 / lesson 1

Lesson objectives : by the end of this lesson , Ss will be able to :

- ❖ listen and say the months of the year .

Vocabulary : months of the year January , February

Structures revised : How many?

Time for another year

January, February, March

April, May, and June

July and August, goodbye summer

Autumn coming soon.

Hey September, October, November

It's December winter here

Goodbye eid , that's the end

Time for another year

Retrieved July , 2009 from [http:// www.britishcouncil.org/learnenglish/Learn English Kids Song](http://www.britishcouncil.org/learnenglish/Learn English Kids Song)

Unit 7 / lesson 2

Lesson objectives : by the end of this song , Ss will be able to :

❖ Ask and answer about birthday .

Vocabulary : Good evening , party , birthday cake , candles .

Structures : When is your mother's birthday ?

Birthdays song

Old uncle has a party

E- I- E- I- O

His birthday is in may

E- I- E- I- O

He likes candles on the cake

E- I- E- I- O

When is your mother's birthday

If you Know sing with me

Her birthday is in April

E- I- E- I- O

Unit 7 lesson 3

Lesson objectives : by the end of this lesson , Ss will be able to :

- ❖ point and say good intonation .
- ❖ Sing a song .

Number song

Thirty days in September
April, June, and November
The other months have thirty –
one
Except for February alone .

Unit 8 lesson 1

Lesson objectives : by the end of this lesson , Ss will be able to :

- ❖ Mention cities of Palestine .

Vocabulary : Jericho , Nablus , Bethlehem , Jerusalem , photographs .

Structures revised : Can you see ...?

I'm from Palestine song

I'm from Palestine
Every place is fine
Jerusalem , Jericho , Gaza and Jaffa
Nablus , Bethlehem , Rafah and Haifa
Come to Palestine
You 'll be fine
Come with me
To the Dead see .

Unit 8 lesson 2

Lesson objectives : by the end of this lesson , Ss will be able to :

- ❖ Talk about weather .

Vocabulary : hot , cold , dry , wet , town , coat .

Structures : Is it hot in Jerusalem today ?

Weather song

Look at the sky
The birds fly
And the weather is dry
It's hot today
Come and play
Take your hat
Let's be fast
Where's my coat
It's too cold
Don't be sad
The weather is bad

Unit 8 lessen 3

Revision

Structures : - Can you see ..?

- How manycan you see ?
- Where is the?
- is thebehind the.....?

Open day song

I like picnics I like picnics

Let's go on Friday

And play all the day

Fly the kite in the sky

See the birds in the tree

Come and see

Flowers and bee

Clap your hands

And drive the vans

Appendix (5) Referee Committee

| Name | Qualification | Institute |
|--------------------------|-----------------------------|-------------------------------------|
| Dr . Magdy Amin | Ph.D Methodology of English | Banha University Egypt |
| Dr. Mohammed Hamdan | Ph.D Methodology of English | Al-Aqsa university |
| Dr . Nazmi Al-Masri | Ph.D Methodology of English | Islamic university |
| Dr. Mahmoud Al-Ostaz | Ph.D in Methodology | Al-Aqsa university |
| Dr. Mohammed Abu Mallouh | Ph.D Methodology of English | Al-Qatan Center |
| Mr. Alaa Harb | M.A Methodology of English | Supervisor at UNRWA |
| Mr. Mohammed Lafi | M.A In Translation | Al-Aqsa university |
| Ms.Zulfa Badereldeen | M.A Methodology of English | Islamic university |
| Mr. Ismail Harb | B.A English | Supervisor at Ministry of Education |
| Ms. Linda Affana | B.A English | Al- Razi Elem girls school |
| Ms. Wafa Abu Nahla | B.A English | "D" prep girls school |
| Mr.Esa Al Qadi | B.A English | Ibn Sina Elem boys school |

Appendix (6)

Analysis Of The Selected Units

| Aims | Listening Skill | Speaking Skill | Reading Skill | Writing Skill | Structures | Vocabulary | Thinking Skill |
|--|---|--|--|---|---|---|---|
| Unit 5 *Ask & answer about ability . *Act out a dialogue. *Making a dialogue using can he/ she ..? * Say what he can see at the zoo . *Mention things (picture). *Distinguish between can he & can she | -Listen | -Look& answer -Look& say -Ask each other -Who am I -Look &say -play a game -Ask &write | -Say& write -Look& answer -Look& say Look& write | -say &write -Writing -Look& answer | -Can you see... -Yes, I can. -No ,I can't . -Can he/she... -Yes he/she can. -No he/she can't . -How many lions Can you see ? | -looking for, can, see, timetable ,cup, book ,hat, swim, skip ,hop, play football, sing, dance, ride a bicycle . -tiger, wolf, lion, zebra, snake, rabbit, friend, cousin. | -Play a game . -Who am I. -Look& say. |
| Unit 6 *Talk about apposition. * Mention kinds of fruits. *Ask & answer about position. *Talk about imperatives such as meet /bring | -Listen &read. | -read& answer . -Look & say. -Ask each other. | -Listen &read. -Read &answer . -Look &complete . -Look& say. -Read. -Read& write. -Look& write. Read & complete | -Writing. -Look& complete. -Read& write. -Say& write. -Look& write. -Read& complete | -Where are the grapes? -They are in front of | -group, next to, in front of, behind between, under. -figs, oranges, lemons ,dates, apricots apples, -forget, bring, meet, dear, club, bicinic. | Play a game. -Look &complete. -Say& write . -read& complete |
| Unit 7 *Mention months of the year. *Ask using How many.? *Ask &answer about birthday. *Sing a months song. *Change singular into singular into plural | -Listen& say. -Listen. - Listen& point. . | -Listen& say. -Find , write & say. - Ask &write. -Ask each other -Sing. | -Say | -Find , write & say. - Ask &write. -writing. -Complete. -Find &write. -Count& write. | -How many days are there in June? -How old is he ? -When is your mother's birthday ? -Her birthday is in may . | -months of the year . -birthday , cake, party , uncle, brother. - except. | -Play a game -Find , write & say. -Ask each other -Complete. - Listen& Point. -Find &write. -Count& write |

| | | | | | | | |
|--|---------------------------|---|--|--|---|---|--|
| <p>Unit 8 *Mention cities of Palestine . *Talk about weather. *Spot the differences.</p> | <p>-Listen& read.</p> | <p>- Ask each other. -Project. -Ask & answer. -Spot the difference. -Play & say</p> | <p>-Listen& read. -Read& match. -Look& write. -Look& complete</p> | <p>-Write. -Look& write. -Look& Complete</p> | <p>-Can you see..? -Is it hot in Jerusalem today ?</p> | <p>- photographs, house, Nablus, Bethlehem, Jericho, Jenin, cold, hot, dry, wet, coat</p> | <p>-Project. -Read& match. -Look& Complete. -Spot the difference. -Play & say.</p> |
|--|---------------------------|---|--|--|---|---|--|

Appendix (7)

Teacher's Guide

Selected Lessons

| | |
|---------|------------|
| Level 3 | Class time |
| Unit 5 | Lesson 1 |

Lesson objectives : by the end of this lesson , Ss will be able to :

- Ask and answer using can you see ?
- Listen for a dialogue and read it .

Vocabulary : looking for , bird , see , tree , can .

Structure : Can you see ? yes , I can / No, I can't

Materials needed : Cards , pictures , big book , cassette , poster

T divides the class into groups

| | |
|--------------|---|
| Warming Up | Greeting & a game |
| Presentation | <p>T . presents the new vocabulary through cards . T hold each word reading it three times . Ss repeat as class/ group / student T. uses the word in a simple sentences .for example :</p> <ul style="list-style-type: none"> ▪ I am looking for my bag ▪ I can see a book . <p>T . presents the new structure through cards . Ss repeat as c/ g /s . T. introduces the song to students T. writes these phrases on the board chorus and rhythm explain to the students what these words mean . T with Ss sing a song (students miming the action of the song) .</p> <p>Ss repeat as c/ g/ s</p> |

| | |
|----------------------|---|
| Formative evaluation | <ul style="list-style-type: none"> ▪ Can you see a bird ? ▪ Can you see tree. ▪ Give a rhyme of free <p>T. checks answer</p> |
| Activities 1 | <p>Ss listen to cassette T. presents the poster T. asks some question : (Omer – Ali) is looking for his bird . The bird is in the(tree – desk) . True or false Hussan can see abide () . Give a rhyme of see</p> |
| Activities 2 | <p>T . explain s what to do T. S model Students work together T. checks answer</p> |
| Summative evaluation | <p>T. asks questions: Can you see a cup ? Can you see car ?</p> |
| Activities 3 | <p>T. explains what to do (homework) .</p> |

| | |
|-----------|----------------|
| Level : 3 | Class time :40 |
| Unit : 6 | Lesson : 1 |

Lesson objectives : by the end of this lesson , Ss will be able to :

- talk a bout prepositions .

Vocabulary : next to , in front of , between , behind .

Structure : ... is next to

Materials needed : cards , big book , pictures , cassette , poster .

T divides the class into groups

| | |
|--------------|--|
| Warming Up | Greeting & a song |
| Presentation | <p>T . presents the new vocabulary through cards . T hold each word reading it three times . Ss repeat as class/ group / student T. uses the word in a simple sentences .for example</p> <ul style="list-style-type: none"> ▪ Amal is next to Mona. ▪ Ahmad is between Mohamad and Nassem. <p>T . presents the new structure through cards . Ss repeat as c/ g /s T. introduces the song to students T with Ss sing a song Ss repeat as c/ g/ s Ss listen to the song and put pictures in the correct order according to the song . T asks some question</p> <ul style="list-style-type: none"> ▪ Give a rhyme word from the song ▪ Can you see a hat ▪ Where is a cat ? |
| Activities 1 | T. presents the poster |

| | |
|------------------------|--|
| Formative evaluation | <p>Ss listen to the cassette T. asks students to read the text</p> <p>T asks some question :</p> <ul style="list-style-type: none"> ▪ Ali is next to Arwa? ▪ in front of Basim? ▪ Can you see Huda ? ▪ Can you see Ahmad ? |
| Activities 2 | <p>T asks students to work together T offers feed back information</p> |
| Summative evaluation | <p>T . asks about students places</p> |
| Work book Activities 1 | <p>T. explains what to do (home work)</p> |

| | |
|-----------|----------------|
| Level : 3 | Class time :40 |
| Unit : 6 | Lesson : 3 |

Lesson objectives : by the end of this lesson , Ss will be able to :

- Use instructions

Vocabulary : picnic , school , meet , bring , don't forget , kite , fruit , sandwich

Materials needed : cards , big book , pictures , cassette , poster .

T divides the class into groups

| | |
|----------------------|--|
| Warming up | Greeting & |
| Presentation | T. revises some words . give imperative like open the door / stand up . T present new vocabulary through cards . T reads it three times . Ss repeat as C / G / S T uses the word in simple sentences for example : <ul style="list-style-type: none"> ▪ Don't forget your book . ▪ Bring a sandwich . T introduces the song . T with students sing the song Ss repeat as C / G / S Ss listen to the song and re- order it |
| Formative evaluation | Fill in the gaps:- <ol style="list-style-type: none"> 1. Don't..... your hat. 2. Lets at the park. 3.your kite . |
| Activity 1 | Ss open their books . T. reads the text . Ss point and follow the teacher . Ss read the text individuals . |
| Work book | T explain what to do |

| | |
|------------|--|
| Activity 1 | T does a model . T asks students to work together . T checks answer . |
|------------|--|

| | |
|-----------|----------------|
| Level : 3 | Class time :40 |
| Unit : 7 | Lesson : 1 |

Lesson objectives : by the end of this lesson , Ss will be able to :

- Listen and say the month of the year.

Vocabulary : months of the year January, February , ...

Materials needed : cards , big book , pictures , cassette , poster .

T divides the class into groups

| | |
|--------------|---|
| Warming up | Greeting & song |
| Presentation | T present new vocabulary through cards . T reads it three times . Ss repeat as C / G / S T introduces the song . T with students sing the song Ss repeat as C / G / S T asks students to guess the name of the song |
| Activity 1 | T plays the cassette T asks students to listen to the carefully and tell him to tick words that have the same rhyme . T asks students to read the words . |
| Activity 2 | T .reminds students of the structure (How many) Through question : ▪ How many books can you see ? T does a model . Ss do another model . T asks students to work together T monitor and help |
| Work book | T explains what to do |

| | |
|------------|---------------|
| Activity 3 | (home work) |
|------------|---------------|

| | |
|-----------|----------------|
| Level : 3 | Class time :40 |
| Unit : 8 | Lesson : 1 |

Lesson objectives : by the end of this lesson , Ss will be able to :

- Mention cities of Palestine.

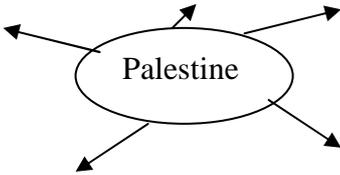
Vocabulary : photograph , Jerusalem , Nablus , Bethlehem , Jericho , house

Structure : revised Can you see?

Materials needed : cards , big book , pictures , cassette , poster .

T divides the class into groups

| | |
|----------------------|--|
| Warming Up | Greeting & a game |
| Presentation | T reminds students of some vocabulary and structure T present the new vocabulary through cards . T hold each word reading it three times . Ss repeat as C / G /S . T asks students to guess the title of the song . |
| Formative evaluation | Odd one out <ul style="list-style-type: none"> ▪ Nablus photograph Jericho Jerusalem ▪ Between behind house next to |
| Activity 1 | T plays the cassette . Students listen Ss open their books and read . Ss act the dialogue T asks Ss some question : <ul style="list-style-type: none"> ▪ Ahlams friend is in(Ramallah- Nablus) ▪ The bicycle is the tree . (next to – behind) ▪ I have a (photograph- house) |

| | |
|----------------------|--|
| Activity 2 | T reminds Ss of structure can you see ...? T explains what to do Ss work together T checks answer . |
| Activity 3 | T writes Palestine on the board Ss mention cities |
| Summative evaluation | Ss tell each other about cities  |

| | |
|-----------|----------------|
| Level : 3 | Class time :40 |
| Unit : 8 | Lesson : 2 |

Lesson objectives : by the end of this lesson , Ss will be able to :

- Talk about weather .

Vocabulary : cold , hot , dry , wet , today , coat .

Structure : Is it hot in Jerusalem ?

Materials needed : cards , big book , pictures , cassette , poster .

T divides the class into groups

| | |
|----------------------|--|
| Warming Up | Greeting & game |
| Presentation | T. presents the new vocabulary through cards . T holds each word reading it three times . T . presents the new structure through cards Ss repeat as C / G / S . T . introduces the song to students (teacher miming the action of the song) T with Ss sing the song Ss listen to the song and identify the rhyming words |
| Formative evaluation | Fill in the gaps <ul style="list-style-type: none"> ▪ It is , take your hat . ▪ It is cold , take your |
| Activity 1 | T . plays the cassette . Ss listen . Ss read |
| Activity 2 | T . explains what to do . T. S model . |

| | |
|----------------------|--|
| Activity 3 | <p>Ss work together . T. checks answer .</p> <p>T . explains what to do. Ss work together. T .checks answer .</p> |
| Summative evaluation | <p>T. asks Ss some question through picture :</p> <ul style="list-style-type: none"> ▪ Is it hot in Jericho today ? ▪ Is it cold in Nablus ? <p>Ss play a game with cards . Ss read the song .</p> |
| Work book Activity 4 | <p>T . explains what to do (homework)</p> |