

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The purpose of this study was to contribute to the literature on whether the use of songs within the language classroom increased the very young learner's vocabulary acquisition. Through using songs did it affect their motivation when learning and using the English language and when using songs did it raise their cultural awareness of the target language. The results of this study confirm that when songs were used within the classroom for teaching purposes the participant's attitude was highly positive. Their anxiety levels were down and the participants felt confident when producing the language.

Through Total Physical Response, interaction and learning in a fun environment the participants were motivated towards the English language lessons and felt confident in producing the language. The participants developed their vocabulary as they were able to recall the vocabulary through the post-test.

Finally it can be confirmed that the results of this study show a significant improvement in the children's oral skills therefore it can be confirmed that when songs are used and chosen according to the learners

interest, level and taught in a meaningful manner with additional and relevant activities within the language classroom it can produce a positive and motivational environment where the language learning process takes place.

B. SUGGESTION

This study can be replicated in different parts of Cyprus in order to compare the findings with this study, and to see the similarities and differences amongst the same age groups in different parts of Cyprus. Due to the gap in literature it can also be replicated in other parts of the world.

This study can be replicated on other age groups to receive feedback on their opinions regarding the cultural differences of their native language and the target language.

In addition, in order to raise the awareness of the cultural differences between the languages for the very young learners it could be possible to use festive holidays. Therefore the participants may be able to identify the differences even further. As this study was restricted it was not possible for the students to make further comparisons with their native culture and the target culture.

Finally the study could be administered over a longer period of time in order to see if the vocabulary and language structures could be recalled sometime after.