

ISSN: 2529-1580

2  
0  
1  
9

# 4ο Διεθνές Συνέδριο για την Προώθηση της Εκπαιδευτικής Καινοτομίας



Πρακτικά  
Συνεδρίου  
**ΤΟΜΟΣ Β**

**ΠΛΗΡΗ ΑΡΘΡΑ**

SET: 978-618-84206-0-1

ISBN: 978-618-84206-2-5

Λ  
Α  
Ρ  
Ι  
Σ  
Α



ΕΠΙΣΤΗΜΟΝΙΚΗ ΕΝΩΣΗ ΓΙΑ ΤΗΝ ΠΡΟΩΘΗΣΗ ΤΗΣ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΚΑΙΝΟΤΟΜΙΑΣ

## 4<sup>ο</sup> ΔΙΕΘΝΕΣ ΣΥΝΕΔΡΙΟ ΓΙΑ ΤΗΝ ΠΡΟΩΘΗΣΗ ΤΗΣ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΚΑΙΝΟΤΟΜΙΑΣ

Λάρισα, 12 – 14 Οκτωβρίου, 2018

### ΠΡΑΚΤΙΚΑ ΣΥΝΕΔΡΙΟΥ

*Επιμέλεια Πρακτικών: Χαρίλαος Τσιχουρίδης – Ε.ΔΙ.Π. Πανεπιστήμιο Θεσσαλίας  
Δημήτριος Κολοκοτρώνης – Δρ. Πληροφορικής, Πρόεδρος Ε.Ε.Π.Ε.Κ.  
Μαριάνθη Μπατσίλα – Συντονίστρια Εκπαιδευτικού Έργου, Θεσσαλία  
Δημήτριος Λιόβας – Υπεύθυνος ΚΕΠΛΗΝΕΤ Λάρισας  
Ηλίας Λιάκος – Τεχνικός Υπεύθυνος ΚΕΠΛΗΝΕΤ Λάρισας  
Κωνσταντίνος Σταθόπουλος – Τεχνικός Υπεύθυνος ΚΕΠΛΗΝΕΤ Λάρισας  
Ζήσης Καρασίμος – Εκπαιδευτικός Πληροφορικής  
Γεώργιος Μαγγόπουλος, Εκπαιδευτικός Πρωτοβάθμιας Εκπαίδευσης*

**ISSN: 2529-1580**

**SET: 978-618-84206-0-1**

**ISBN: 978-618-84206-2-5 (τόμος Β')**

Κασσωτάκης, Μ. (2004). *Συμβουλευτική και Επαγγελματικός Προσανατολισμός*, Αθήνα: Τυπωθήτω-Γ. Δαρδανός.

Κοσμίδου-Hardy Χρ. (2005β). Το Αναπτυξιακό Μοντέλο του ΣΕΠ στην Ελλάδα και η επικαιρότητα των σκοπών του στην εποχή μας: Από τη στατική διάγνωση ενδιαφερόντων, στη Συνειδητοποίηση, την Ανάπτυξη και την Αυτομόρφωση. Στο: Χ. Κοσμίδου-Hardy (επιμ.), *Επένδυση στον Άνθρωπο: Σχολικός Επαγγελματικός Προσανατολισμός για την Εκπαίδευση και την Εργασία*, β' έκδοση, Αθήνα: ΑΛΦΑ ΕΚΔΟΤΙΚΗ.

Μωυσιάδου, Α. (2012). Ο Θεσμός της Επαγγελματικής Συμβουλευτικής και του Σχολικού Επαγγελματικού Προσανατολισμού (Σ.Ε.Π.), *C.V.P. Παιδαγωγικής & Εκπαίδευσης*, Ανακτήθηκε 2 Ιουνίου, 2018 από: <http://www.scientific-journal-articles.org/greek/free-online-journals/education/education-articles/moisiadou-aikaterini-epaggelmatikos-prosanatolismos/moisiadou-epaggelmatikos-prosanatolismos.htm>.

Ρούσσοις, Π., Λ. και Τσαούσης, Γ. (2011). *Στατιστική στις επιστήμες της Συμπεριφοράς με τη χρήση του SPSS*. Εκδόσεις: Τόπος.

Τασιόπουλος, Χ. (2015). *Πως επιλέγω επάγγελμα – Τεχνικές και μεθοδολογία για τον προσδιορισμό του επαγγέλματος που σου ταιριάζει*. Αθήνα: Ιδιωτική έκδοση.

Φλίγκου, Ι. (2011). *Η σημασία του φύλου στην επαγγελματική ανάπτυξη και ωριμότητα μαθητών Γ' Λυκείου*. Μεταπτυχιακή εργασία, Πανεπιστήμιο Πατρών, Σχολή Ανθρωπιστικών & Κοινωνικών Επιστημών, Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης, Πάτρα.

Nathan, R. (2006). Η συμβουλευτική προσέγγιση της επαγγελματικής επιλογής και σταδιοδρομίας. Στο: R. Nathan & L. Hill (επιμ.), *Επαγγελματική συμβουλευτική*, α' έκδοση, Αθήνα: Μεταίχμιο.

## Learner's perceptions of C major scale teaching with a different approach: a small scale research study

**Πατιώ Μαρία**

Μουσικός, Πειραματικό Σχολείο Πανεπιστημίου Θεσσαλονίκης,

[mariapatio22.5@gmail.com](mailto:mariapatio22.5@gmail.com)

**Πολίτου Μαρία**

Αγγλικής Γλώσσας, Πειραματικό Σχολείο Πανεπιστημίου Θεσσαλονίκης,

MEd TESOL, MSc Educational Research

[mpolitou71@gmail.com](mailto:mpolitou71@gmail.com)

### Abstract

The purpose of the current study was to explore learner's perceptions of their learning the seven notes of the C major scale through the show tune "Do-Re-Mi" from the 1959 Richard Rogers and Oscar Hammerstein II musical "The Sound of Music". The methodology of the study used a quantitative descriptive analysis based on questionnaire data results. The results of this small scale research study revealed that the majority of learners stated that they were able to understand how the solfège syllables related to musical notes and to create a simple melody using the notes of the C major scale. The findings also yielded that the majority of learners' English language listening and speaking skills were developed and their motivation in English language class was increased.

**Key words:** C major scale, English song, solfège, composition, English language learning.

### Introduction

Music can make a powerful contribution to the education and development of children, having benefits which range from those that are largely academic to the growth of social skills and contribution to overall development. It is a unique form of communication that can change the way pupils feel, think and act. Ofsted (2005/08) say that children's involvement in music engages and re-engages pupils, increasing their self esteem, and maximising their progress in education and not just in music. But what this means for teaching? The evidence suggests that for children to get the most from music education, it needs to be enjoyable, challenging and also achievable. It needs to be supportive and provide space for children to be creative, and include group activity to help build social skills.

The engagement with music plays a major role in developing perceptual processing systems which facilitate the encoding and identification of speech sounds and patterns, the earlier the exposure to active music participation and the greater the length of participation the greater the impact. Transfer of these skills is automatic and contributes not only to language development but also to literacy (Magne et al., 2006).

Music as a content area has particular benefits, especially for children. As teachers, we know that children love music and singing and that they have a great curiosity about language. Music and language work well together. Songs and singing is an excellent way for children to learn and memorise words and phrases and to develop familiarity with the sounds and structure of the language. Music helps children respond to ranges in tone, pitch and expression in the voice. It encourages children to listen carefully and concentrate hard on small details of pronunciation, stress and rhythm in the context of a song or rhythm activity. Through music, they learn to use the qualities of sounds effectively and to express their feelings. Through working in groups to devise and practise a music activity they learn to co-operate and listen to each other. Above all, through rehearsing and giving musical

performances, children develop self-confidence in speaking and in performing with control and expressiveness.

The terms ‘composing’, ‘composition’ and ‘songwriting’ hold many difficulties for students with limited musical background. We considered that using the song “Do-Re-Mi” and English as another tool could help the learners to understand easily that musical compositions are built on musical syllables, through conscious or subconscious efforts of the composer and the majority of melodies written in a major key begin on, end on, or emphasize the syllable “Do”.

The role of music and songs in teaching English is very important. Harmer (2007) emphasizes the importance of using music and songs as a learning tool by stating that music is a strong incentive for student engagement and plays a multifunctional role in the learning process. McGrath (2002) suggests that there is strong support for use of music in the language – learning classroom as a legitimate alternative to traditional classroom tasks. Songs are one of the most charming and ethnically prosperous resources that the teachers can easily use in verbal communication classrooms. Songs propose a change from habitual classroom actions (Murphey, 1992). They are valuable resources to expand students' abilities in listening, speaking, reading, and writing. Learning English in the course of songs also affords a non-threatening ambiance for students, who usually are tense when speaking English in an official classroom location (Gabriel, 2007). Songs also give new insights into the objective traditions. They are the means in the course of which educational topics are presented successfully.

Lynch (2006) indicates that music can improve listening comprehension skills in EFL (English as a foreign language) learners by exposing them to new vocabulary, expressions, idioms, and accents. Researcher (Mora, 2000) asserts that music and language should both be used in the EFL classroom. She asserts that verbal practice associated to musical information seems to be more memorable, using melody with new phrases lowers the student's anxiety, and foreign sounds paired with music will be stored in long-term musical memory and accessible for mental rehearsal and memorization.

Although strong connections between music and language are discussed in the literature, there appears to be a disparity between theoretical support and practical application in the classroom. From an educational standpoint, music and language not only may be, but also should be utilized concurrently. However, literature on this topic is still rare when compared with other pedagogical approaches - and what does exist relates principally to primary education. To address this gap of literature, the focus of this small scale research study was on secondary education students' perceptions of learning Music and English concurrently.

### **The purpose of the study**

The main purpose of this study was to use Music and English to motivate our students, to be familiar with the seven notes of the C major scale, to be able to understand how the solfège syllables relate to musical notes and most of all, to create a simple melody using the notes of the C major scale, as well as to write lyrics for this short melody in Greek or in English and perform their song. Our aim was also to enhance students' listening and speaking skills in English and to get involved and participate actively in their learning activities.

This study focuses on the following research questions:

1. Were the students able to learn the seven notes of the C major scale through the show tune “Do-Re-Mi” from the musical “The Sound of Music” and understand how the solfège syllables related to music notes?
2. Were the students able to create a simple melody using the notes of the C major scale and to write lyrics for this short melody in Greek or in English and perform their song?

3. Were the students' English listening and speaking skills enhanced by the use of music activities?

### **Research methodology**

Our research study took place at Experimental school of Aristotle University of Thessaloniki to students of the 1st grade Junior high school aged 12-13 years old, 13 boys and 13 girls, total 26 students. All of them are taught Music one hour a week and they are native speakers of Greek language learning English as an L2 (English as a second language) and their proficiency level is A2 according to Common European Language Framework level. The subject of English is taught three hours a week, at this school.

In this study a quantitative descriptive research has been used and a survey method has been employed to carry out this study. Descriptive research is dealing with what is happening now and it is the one mostly used especially in education to define systematically a situation or an area of interest (Cohen and Manion, 1985). The researchers' objective in conducting this study is to describe the current project in Music subject class and in English language subject and develop a better understanding of the students' perceptions about learning Music and English. Our survey relies on a limited number of participants and therefore this research study provides illustration rather than representation.

The research instrument of our study is a closed questionnaire of 12 items, the first item was for the gender completion while the other 11 items were built on a five-point Likert scale. The questionnaire was designed by the instructors in the Greek language so that the students would comprehend the questions entirely. It was emailed to the students at the end of the project for the project evaluation and feedback purposes. The questionnaire was processed in percentages through Google forms tool and it was anonymous.

### **Study implementation**

#### **Methodology of the project**

The project is neither a language focused project, nor a content-focused project, which is transmitted in a foreign language. It focuses on content and language equally. It is based on the leading contemporary research (Hallam, 2010) that shows clearly that music is essential to learning and is a huge benefit to aiding learners in language learning. The educational approach of the project was based on social constructivism theory, strongly influenced by Vygotsky's, (1978) work, which suggests that knowledge is first constructed in a social context and is then internalized and used by individuals. Social constructivist theory views learning as an active process where learners should learn to discover principles, concepts and facts for themselves; hence they encourage and promote the guesswork and intuitive thinking in learners. Instructors in social constructivist approach are introduced as facilitators and not as teachers. Learning process was facilitated by helping learners to learn, supporting them from the back, giving them guidelines, creating the appropriate environment for the learners to arrive at their own answers and conclusions, being in a continuous and interactive dialogue with our students.

The design of the current project activities focused on the active participation of the students in their learning. From the social constructivist point of view, it is thus important to take into account the background and culture of the learner during learning process. For pedagogical reasons, emphasis was given on students' work in groups. Each student contributed to the implementation and final presentation of his/her group in terms of collaborative and experiential learning. The strategy of decreasing guidance was adopted, so that students were gradually given more flexibility to take initiatives as a common conscious strategy of teachers. The activities of the project also aimed at students' awakening to Music and ICT (Information Computer Technologies), following the procedure from the simple to complicated and from the known to unknown.

### Implementation stages

The project was implemented in four teaching hours in three stages.

The First stage lasted two teaching hours and it took place in English language subject hours. At the first hour the students were presented initially a digital presentation with pictures of the musical “The Sound of Music”. The students were asked if they had seen the musical “The Sound of Music” or if they had any idea about the plot of the film. The purpose of this warm-up activity was to encourage the students to talk about the musical.

Each picture of the presentation consisted of the main characters and scenes of the musical. A narrative description for every picture was followed by the teacher so that the students would understand the plot of the musical. Some of the presentation pictures are illustrated at Figure 1.



**Figure 1. Aspects of digital presentation**

By watching the digital presentation and listening the narration in English, the students learned about the country and the town the story took place, about the historical events the story took place and about the role of the main characters. This activity helped the students to develop both their listening comprehension skills and vocabulary skills.

After the narrative description had finished, the students worked in groups of five to complete a mind map diagram with comprehension questions about the plot of the musical. The students cooperated in answering questions related to the narrative description and to the pictures of the presentation. Each group presented their answers about the plot of the musical to the whole class.

At the second hour of the project, the students watched a video with the film section of the “The Sound of Music” where the protagonist Maria teaches the children to sing using solfège syllables, “Do-Re-Mi” (You Tube, 2009). The students listened to the song “Do-Re-Mi” twice by watching the video. Listening to English songs will prepare EFL learners to the genuine English language they are to be faced with. A gap-fill task illustrated below, was used to help students notice and absorb the phonetic reality in English.

#### Lyrics gap-fill task

Doe, a deer a female .....

Ray, a drop of golden .....

Me, ..... I call for myself

Far, a long, ..... way to run

Sew, ..... pulling thread

La, a note to follow .....

Tea, ..... with jam and bread

That will bring us back to .....

Do-re-mi-fa-so-la-ti-do

The lyrics of the song were first presented to students with certain parts removed. After enjoying the song, students were asked to fill in the blanks with the words they were able to catch. The words in the blanks were taken off not randomly but with intent. Most of them have undergone slight changes in sound, so it was not easy for students to recognize them in listening. The changes obey the phonological rules which are subconsciously employed by native speakers in ordinary speeches but are often neglected by EFL learners.

In the beginning the students had difficulty in completing all the blanks of the gap-fill task but the repetition of listening the song enabled them to complete all the blanks. When coming across an impressive song, most learners are eager to take a further step - to understand what the singers are expressing and to sing it by themselves. With such a motivation, learners were surprised they could remember all the words that appear in the lyrics, even the difficult ones. This listening activity was the corner-stone for students to be familiar with the seven notes of C major scale and to develop their listening skills.

The Second stage of the project lasted one teaching hour and it took place in Music subject hour. At the beginning, through a focused dialogue, students recalled knowledge of the form musical theatre (combination of songs, spoken dialogue, acting, and dance), obtained during the English language lesson. It is clarified that, although musical theatre overlaps with other theatrical forms like opera and dance; it may be distinguished by the equal importance given to the music as compared with the dialogue, movement, and other elements.

Following, the students reviewed the section of the film version of “The Sound of Music”, where Maria teaches the children to sing using solfège syllables, “Do-Re-Mi” (You Tube, 2013) and they sang along with the movie, using the musical text illustrated at Figure 2. During the activity, the educator observed whether the students sang with correct tone, breathing, posture, phrases and expression.

Do Re Mi

Richard Rogers

DOE a deer a fe-male deer, RAY a drop of gol-den sam, ME a name I

6  
call my-self, FAR a longlongway to run, SEW a nee-dle pul-ling thread,

11  
LA a note to fol-low sol, TEA a drink with jam and bread That will

15  
bring us back to DO DO RE MI FA SOL LA TI DO SOL DO.

Figure 2. “Do-Re-Mi” score part

Subsequently, the teacher explained that the syllables Do, Re, Mi, Fa, Sol, La, Ti, and Do each are related to a pitch or a note of the major scale (Δημητρακοπούλου, 2010), - SOL is often written as SO- and the students played to classroom melodic instruments (xylophones, glockenspiels, keyboards, piano, etc) -and at the same time sang - an ascending scale, so that they could hear the scale steps. This scale can be played by starting at C and playing each



letter named key from that C to the next C moving to the right. For students with limited musical background, instruments may need to be labelled with syllables. The next step could be to use the staff paper and play and sing using solfège syllables, to learn the sound of the notes they are singing. Solfège is a method of naming pitches. It works by assigning a syllable to each note of the musical scale and it is important because it teaches sight singing in which each note is sung to a special syllable. This is a multi-sensory process that builds ear-training skills. The use of staff paper will vary, based on the musical background of the students.

At the Third stage of the project, which lasted one teaching hour, we introduced the element of team-teaching in our practice as tutors. As individuals or pairs, students should have composed a short original melodic composition based on solfège syllables and had performed it. The use of staff paper may vary, based on the musical background of the students. The music teacher gave some tips and techniques about the songwriting method: the students had to listen to their melodies and feel the emotion of the melody. Then they had to write down the emotions the melody suggested, to make a list of words or phrases that expresses that emotion. While the students were writing down words or phrases, the English teacher was helping them with the vocabulary and the pronunciation of words.

This method may not always yield stunning results right away but it does break the ice, and it gives a great foundation to students to build on. The students wrote lyrics for their compositions, in Greek or English language, listened to the natural pitches of the spoken lyric and used those as a guide as they felt out the melody syllable by syllable.

After the assignment was completed and polished and in order to facilitate interpretation of results, each pair or individual presented the short composition to the whole class. When other students were performing, the class had to listen, to pay attention and to show their appreciation with applause at the end of each performance.

### Results of the study

Our survey questions meant to draw as much information as possible from the students, which would investigate the way they experienced Music through English language. The results of the questionnaire are set out in Table 1.

**Table 1. Participants' perceptions about learning the C major scale and about learning English through music**

Item	Not at all	A little	Slightly	Much	Very much
1. Playing to a musical instrument and singing the song "Do-Re-Mi" was enjoyable.		11,5%		26,9%	61,5%
2. The activity of performing and singing the song "Do-Re-Mi" was difficult.	53,8%	23,1	15,4%		
3. The activity of composing your own melody using the seven notes of C major scale was interesting.			11,5%	38,5%	42,3%
4. It was difficult to compose your own melody using the notes of C major scale.	26,9%	46,2	23,1		
5. The activity of writing lyrics (in Greek or in English) for your own melody was interesting.		11,5%	7,7%	34,6	46,2%
6. The activity of writing lyrics (in Greek or in English) for your own melody was difficult.	26,9%	23,1%	23,1%	23,1%	
7. Learning the melody "Do-Re-Mi"	7,7%	11,5%		53,8%	19,2%

	in English helped you to understand the seven notes of C major scale.				
8.	The digital presentation activities of the musical “The Sound of Music” in English class developed your listening and communication skills in English.	19,2%	15,4%	42,3%	23,1%
9.	Learning English through songs and music is motivating and fun.	15,4%		38,5%	46,2%
10.	You are interested in doing activities in your English class through songs and music in future.		7,7%	30,8%	61,5%
11.	All the activities were helpful enough to learn the seven notes of C major scale.	7,7%	23,1%	50%	19,2%

The first research question of the current study was “Were the students able to learn the seven notes of the C major scale through the show tune “Do-Re-Mi” from the musical “The Sound of Music” and understand how the solfège syllables related to music notes?”. The results are shown at items 1 and 2 of the Table 1, 61,5% of the students liked “Very much” to sing and perform the song “Do-Re-Mi”, while 26,9 expressed “A little”, whereas only 11,5% expressed “Slightly”. The 53,8% of the students found no difficulties in playing the song “Do-Re-Mi” to a musical instrument and singing it and only 23,1% found “A little” difficulty, whereas 15,4% expressed “Slightly”.

The results of the second research question “Were the students able to create a simple melody using the notes of the C major scale and to write lyrics for this short melody in Greek or in English and perform their song?” are presented at items 3, 4, 5 and 6 at Table 1. The 42,3% of the respondents denoted that the activity of composing their own melody using the seven notes of C major scale was “Very much” interesting and only 11,5% of the respondents expressed that the activity was “A little” interesting. The results revealed though that the 46,2% students found the activity in composing their own melody using the seven notes of C major scale “A little” difficult, 23,1% expressed “Slightly” and only 26,9% “Not at all”. It is obvious that 46,2% of the students considered the activity of creating lyrics for their short melodies interesting “Very much”, 34,6% “Much” and only 7,7% “Slightly”. On the contrary the results revealed that the activity of writing lyrics in their short melodies in Greek or in English was difficult with the percentages indicated 23,1% “Much”, 23,1% “Slightly”, 23,1% “A little” and only the 26,9% “Not at all”.

Finally, the results for the third research question “Were the students’ English listening and speaking skills enhanced by the use of music activities?”, as shown at Table 1 at items 7, 8, 9 and 10, revealed that the use of song “Do-Re-Mi” in English language helped the 53,8% of the students to understand better the C major scale. Besides the 42,3% of the students denoted that presentation activities of the musical “The Sound of Music” in English class highly developed their listening and communication skills in English and 46,2% of the students found learning English through songs and music is motivating and fun. What is surprising is that the 61,5% expressed a high interest in learning English through music activities and songs. The results also yielded that 50% of the students found all the activities were helpful enough to learn the seven notes of C major scale.

## Discussion and Conclusion

The results of the study provide support that the use of non-traditional teaching methods both in Music subject lesson and in English language teaching can enhance students' motivation in learning Music and English.

The current study shows that the students enjoyed to sing the song "DO-Re-Mi" and to perform it. The students were able to understand the seven notes of the C major scale through the show tune "Do-Re-Mi" from the musical "The Sound of Music" and understand how the solfège syllables related to music notes. It is also concluded that the students managed to create their own melody using the notes of the C major scale and to write lyrics for this short melody in Greek or in English and perform their song. Music, the "Do-RE-MI" song and playing instruments reinforced students to understand better the use of seven notes of C major scale and develop their learning experiences in playing an instrument efficiently. The activity of writing short lyrics in short melodies, during the second implementation stage, although it was difficult for some students, was creative, interesting and enjoyable for the majority of them. It is assumed that when interesting activities are used and students participate actively in their learning process the subject of Music lesson in secondary classes can be motivating and reinforce students' attention span.

This study also shows that the students enhanced their listening and speaking skills through the English song. The majority of students had fun and enjoyed the class as indicated by their willingness to learn English songs and listen to music in their English class in the future. What is also significant, as this also leads to students' motivation, was the variety of music activities as well as the English language activities. The majority of the students expressed that the use of the song "Do-Re-Mi", the music activities and resources were stimulating and interesting. Music is a very effective tool in foreign language classroom because it offers a great variety that appeals to students and especially in secondary education. Using music and English songs in ELT can be justified on the grounds that it will emancipate full mental and affective power in language learning and promote language awareness. Listening to songs can knock down the learner's psychological barriers, such as anxiety, lack of self-confidence and apprehension as well as fire the learner's desire to grasp the target language. Pedagogically, effective learning consists in active engagement with language. English songs are wonderful materials in this respect. EFL learners are easily moved and motivated by the singers, the music, the variety of rhythm, and the popular themes. Furthermore, songs are comprehensible, enjoyable, authentic and full of language we need in real life

Given the limitations of the writers' small scale research study, there appears to be a need for additional research of a similar nature with a larger sample size in order to increase statistical significance. There is a need for an in-depth study with a class of teen learners to measure effects of a music alternative teaching methodology versus conventional methodologies. Further research need to be conducted on secondary students of various age levels to investigate whether the influence of music is greater at any one particular developmental period. It is also recommended that further research in using songs in EFL classes on a secondary level of education is required to investigate whether music and songs will help students to develop their English language skills (writing, reading, speaking and listening).

### References

- Cohen, L. & Manion, L. (1985). *Research Methods in Education*. Eastbourne: Cassel.
- Gabriel, B. (2007). *Learning English Through Songs*. Singapore: Bettyland Publications.
- Hallam, S. (2010). The power of music: Its impact on the intellectual, social and personal development of children and young people. *International Journal of Music Education*, 28(3), 269 - 289.
- Hammer, J. (2007). *How to teach English*. Essex: Pearson Education Limited.

Lynch, L. M. (2006). *Using music to improve listening comprehension skills* {Online}. Retrieved May 13, 2018, from <http://www.language-learning-advisor.com>

McGrath, I. (2002). *Materials Evaluation and Design for Language Teaching*. Edinburgh. Edinburgh University Press.

Magne, C., Schon, D. G., & Besson, M. (2006). Musician children detect pitch violations in both music and language better than nonmusician children: behavioural and electrophysiological approaches. *Journal of Cognitive Neuroscience*, 18, 199-211.

Mora, C.F. (2000). Foreign language acquisition and melody singing. *ELT Journal*, 54(2), 146-152.

Murphey, T. (1992). *Music and Song*. Oxford: Oxford University Press.

Office for Standards in Education, Children's Services and Skills (OFSTED), corp creator. (February 2009) *Making more of music an evaluation of music in schools 2005/08*.

Vygotsky L.S. (1978). *Mind in society*. Cambridge: Harvard University Press.

Δημητρακοπούλου, Μ., Τζένου, Μ., Ανδρούτσος, Π. (2010). *Μουσική Β' γυμνασίου*. Αθήνα: Οργανισμός Εκδόσεων Διδακτικών Βιβλίων.

### Websites

Google forms (<https://www.google.com/forms/about/>)

You Tube Do Re Mi Fa So La Ti Do, (2009). Retrieved May 6, 2018, from <https://www.youtube.com/watch?v=PEodUg43Zpo>

You Tube Do-Re-Mi from The Sound of Music, (2013). Retrieved May 6, 2018, from <https://www.youtube.com/watch?v=jITslmZdIMQ>