UNIVERSIDAD DE CUENCA

Facultad de Filosofía, Letras y Ciencias de la Educación

Carrera de Lengua y Literatura Inglesa

The use of Music for Teaching English as a Foreign Language

Trabajo de titulación previo a la obtención del título de Licenciado en Ciencias de la Educación en Lengua y Literatura Inglesa

Autor:

Efraín Enrique Vargas Muñoz

Cédula: 0151963618

Correo electrónico: efra_8_vargas@hotmail.com

Tutor:

Magíster Gerardo Esteban Heras Urgilés

Cédula: 0301453239

Cuenca, Ecuador

02-marzo-2020

Resumen

Este trabajo de titulación investiga los efectos de la música en la enseñanza de inglés como lengua secundaria y extranjera. También determina cómo los profesores utilizan la música en los salones de clase de escuelas y colegios públicos y privados en Cuenca, Ecuador. Qué criterios toman en cuenta los profesores para seleccionar la música así como el tiempo que dan a cada actividad, fueron algunas de las dudas que fueron solventadas con este trabajo en el cual se utilizó una encuesta para la obtención de respuestas de diez profesores de Cuenca, Ecuador. Se utilizó parte de una encuesta, la cual fue desarrollada y aplicada en un trabajo de doctorado (PhD) por Tegge (2011) en la Universidad Victoria de Wellington. La encuesta fue reducida a veintiún preguntas y la mayoría de ellas es de opción múltiple, donde además los participantes contaban con la libertad de agregar información extra que consideraran relevante. Las cinco preguntas que se consideraron más importantes fueron analizadas. Dentro de los resultados más relevantes están el hecho de que todos los profesores piensan que la música tiene efectos positivos dentro del salón de clases a la hora de aprender una lengua extranjera. Además, se pudieron evidenciar y analizar los desafíos que los profesores enfrentan al tratar de utilizar la música en clases, tales como el hecho de que a algunos estudiantes no les gusta cantar, o que es difícil conseguir canciones que se ajusten al tema u objetivo de la clase.

Palabras claves: Música. Canciones. Enseñanza y aprendizaje de inglés como lengua extranjera.

Abstract

This undergraduate degree research project investigates the effects of music in teaching English as a second and foreign language. It also determines how teachers use music in the classroom in public and private schools in Cuenca, Ecuador. The criteria teachers take into account in order to select the appropriate kind of music as well as the time they give to each activity are also discussed in this study. A survey was used to obtain answers from ten teachers from Cuenca, Ecuador. The questionnaire used was developed and applied in a PhD thesis by Tegge (2011) at Victoria University of Wellington. The survey was reduced to twenty-one questions and most of them are multiple-choice. The participants also had the freedom to add extra information that they considered relevant. The five questions that were considered most important were analyzed. Among the most relevant results is the fact that all surveyed teachers agree that music is positive in the EFL classroom. Moreover, we discuss the challenges teachers may face when trying to use music in the classroom, such as the fact that some students do not like to sing, or that it is difficult for teachers to find songs that fit the theme or objective of the class.

Keywords: Music. Songs. Teaching and learning English as a foreign language.

Table of Content

Cláusula de licencia y autorización para publicación en el Repositorio Institucional

Yo, Efraín Enrique Vargas Muñoz en calidad de autor/a y titular de los derechos morales y patrimoniales del trabajo de titulación " The use of music for teaching English as a foreign language", de conformidad con el Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN reconozco a favor de la Universidad de Cuenca una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra, con fines estrictamente académicos.

Asimismo, autorizo a la Universidad de Cuenca para que realice la publicación de este trabajo de titulación en el repositorio institucional, de conformidad a lo dispuesto en el Art. 144 de la Ley Orgánica de EducaciónSuperior.

Cuenca, 2 de marzo de 2020

Efraín Enrique Vargas Muñoz

Cédula: 0151963618

Cláusula de Propiedad Intelectual

Efraín Enrique Vargas Muñoz autor/a del trabajo de titulación "The use of music for teaching English as a foreign language", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor/a.

Cuenca, 2 de marzo de 2020

Efraín Enrique Vargas Muñoz

Cédula: 0151963618

Acknowledgment

I want to thank my tutor Esteban Heras who has helped me during the development of this work by giving me a different perspective and ideas during the whole process. The teacher Cate Hart is also part of this project, so I have to thank her for her guidance.

Dedication

This work is dedicated to my family, girlfriend and teachers that have helped me during my professional formation.

Introduction

Music is an important element in people's daily lives and teachers have taken advantage of it by bringing melodies to the classroom in order to motivate students and help them reach proper language understanding, among other skills. According to Medina (1993) a variety of music genres can be used in the classroom, depending on the students' desired learning outcomes and personal interests. Teachers have used a vast number of activities related to music in order to help students learn and/or develop the four skills and expand their vocabulary. The author also mentions that motivation is a positive byproduct of using music in the classroom because students generally enjoy when teachers break away from the routine in this manner.

This project focuses on the way teacher participants apply music in EFL classrooms in public and private schools of Cuenca, Ecuador. A survey was conducted in order to analyze the way teachers make their musical selection in terms of genre and the topics or themes. In addition to the local analysis, a comparison of how experts in other parts of the world recommend using music versus how the teacher participants in this study use it is carried out.

The questionnaire used in this study consisted of twenty-one questions; however five questions were considered most important by the researcher and were analyzed. These specific questions were selected because they are aligned with the objectives of this study and help answer the research question. Among the most relevant results gathered from this questionnaire, we have the fact that all teachers agree that music is positive in the EFL classroom, although not all of them report having the time to introduce music into their teaching practice. Furthermore, the challenges teachers may face when trying to use music in the classroom are discussed in the following chapters. Some of these challenges include students who do not like to sing, or the

difficulty in finding songs that fit the theme or objective of the class. Another important issue mentioned was the fact that the teaching sessions are too short to use music in the classroom on a consistent basis.

   This project is divided into five chapters. The first chapter gives an overview about expert opinions in the field of language teaching and learning in terms of the role and importance of music in the classroom. In the second chapter, studies that demonstrate the effects of music in the classroom and how experts around the world have used it along with their recommendations are analyzed. The third chapter is about the methodology used in this study. In this case, an exploratory approach was used, with a questionnaire as the main research tool for which a content analysis strategy was used. Next, we have the fourth chapter, where the results of the questionnaire are analyzed. In chapter five, the main conclusions and recommendations from this study are presented.

Problem Statement

This study is focused on determining how some teachers in Cuenca use music in the classroom. It also focuses on reviewing literature which shows the benefits of music in the teaching and learning process. Nowadays, it is very easy to obtain and play music in the classroom due to the technological advances and devices available. Therefore, many teachers use music to teach English as a foreign language; however they might use it for different amounts of time, with different strategies in order to develop certain skills. Through a survey, this research study analyzed the manner in which ten teachers apply music in the classroom in the context of Cuenca, Ecuador. In doing a review of the literature, it became clear that not much research regarding the use of music in EFL classrooms in Cuenca, Ecuador has been carried out. This study hopes to shed some light on this important area of learning.

Background and justification

This project's purposes were to analyze the effects of music in EFL (English as a foreign language) and ESL (English as a second language) environments and to determine how teachers in Cuenca, Ecuador use music to teach English.

Currently, people live in a globalized world, and it is very easy to find songs in a variety of languages that can be used in the learning context by applying the correct activities and methods. Teachers and students have access to music and use it not just to enjoy their free time, but music can also be used to learn English. According to a survey applied by *Ethnologue* (2017), English is the third most spoken language of the world, just somewhat overtaken by Mandarin Chinese and Spanish, thus making it an international language.

Music has proven to be a great tool in the teaching learning/process. Dr. Georgi Lozanov (1978) applied a methodology called *Suggestopedia* to teach foreign languages; he obtained positive results with this method, such as accelerating students' learning. Suggestopedia is defined as "a science for developing different non-manipulative and non-hypnotic methods for teaching/learning foreign languages and other subjects for every age-group on the level of reserve capacities of the brain/mind" (Lozanov, 1978, p2). This method included arts and music; therefore, it is important to mention this method as it pertains to the current study. There was a study where the "main results show that subjects perform significantly better in identifying phonological variations rather than tonal ones and interestingly, the group with a high melodic ability shows a better performance exclusively in detecting tonal variations" (Delogu, Lampis and Olivetti, 2006, p.203). That study focused on the benefits of using music to teach tonal languages, and they obtained positive results such as better distinction of sounds, and superior

working memory capacity. A tonal language is defined by Hyman (2006) as "one in which an indication of pitch enters into the lexical realization of at least some morphemes." (p.229).An example of a tonal language is Mandarin-Chinese, where different tones combine with the same syllable and have different meanings based on the tone used. This study focuses on English, which does not have these tonal differences; it is a semantic language. Kreidler (1998) says that the semantic field is the analysis of how languages are organized and express meanings.

A survey was applied to determine how teachers in Cuenca use music in their classrooms, what their objectives are when using music, how long their tasks last, and which skills they want to develop when using music as a tool. This survey was answered by a total of ten teachers from public and private schools in Cuenca. Characteristics like age, gender, years of experience, and place of work were not used to exclude subjects from participating in this study.

Research question

How do English teachers in public and private schools in Cuenca use music in the classroom?

General Objective

To determine how teachers use music in private and public schools in Cuenca, Ecuador.

Specific objectives

To investigate the effects of music in EFL and/or ESL classrooms in the world.

To create and apply surveys for teachers to see how they use music.

Chapter I

Theoretical framework

Many studies have demonstrated that the use of music in the classroom is a great idea in order to increase students' motivation and learning. Medina (1993) says that popular songs aid to enhance an important amount of useful vocabulary. According to Murphey (1992) using students' favorite songs to teach vocabulary creates a vast number of chances for "revision" that is a key point to store information in long term memory.

In addition, music is an interesting tool for teaching English as a second or foreign language because it provides lyrics in context. Samaniego and Zuñiga (2011) stated that, through music, students are exposed to culture, social issues, forms of the language such as grammar structures, and useful expressions, which in some cases are not formal, yet still used in English speaking countries. Moreover, Lems (2005) states that songs are considered an important teaching tool because they bring enjoyment to EFL learners. Furthermore, Forster (2006) adds that the repetitive patterns that songs have play an important role in helping students learn and retain new words. Repetition is considered a key element when memorizing new words.

The benefits of using music in the classroom appear to be many and varied. Research suggests that the use of music in the EFL classroom may develop students' skills and sub-skills in the target language, and also some other elements such as concentration or memorization. Lems (2001) establishes that students learn the contractions of words in English speech (e.g. I've vs. I have) which help them develop spontaneous conversational skills.

Additionally, Milano (1994) declares that using stories, and dialogs through songs, for example, in musicals, can expand learners' vocabulary and bring about familiarity with American colloquial expressions. Therefore, music can help EFL students acquire speech pattern

awareness in English. Furthermore, Fonseca (2000) says that songs provide an easy way to memorize information because music seems to leave a trace in the human memory.

Hancock (1998) states that "songs can be used to focus on the form of the language including grammar, vocabulary and pronunciation." (p.7). What is more, Griffee (1992) declares that songs are valuable to introduce morphology because they provide a meaningful context. In addition, Gilleece (2006) demonstrates the effects of songs on receptive and productive language skills such as listening and speaking.

Moreover, Brownell (2015) emphasizes the great importance of listening with statistical charts, and also provides concepts and activities to improve the listening skill. The author also made a connection between social environment and the listening skill. Brownell (2015) claims that teachers should provide a space for self-evaluation, but also for direct constructive feedback when listening in order to really develop that skill. Constructive feedback must be descriptive not quantitative according to Brownell.

Even though there are studies that support the use of music, there are some other authors such as Coe (1972), who state that there has not been controlled music usage in the experiments executed to date. Griffee (1989), suggests that there is a lack of theoretical perspective and empirically based research in the field. Some authors defend the relationship between music and memory; however, some others defend the argument about the separation between the processes of learning a language and musical attitudes.

Although Schoepp's (2001) theory is not empirically based, it is based on the previous experiences of teachers. Schoepp (2001) also bases the use of music on the theory of multiple intelligences proposed by Gardner (1983). Schoepp (2001) points out that nowadays, it is a lot easier for teachers to obtain music and play it in the classroom thanks to technology. He also

says that there are two processes involved when listening and both are involved when a song is played. According to Cullen (1999), "The first is bottom-up processing that consists of the listener building up the sounds into words, sentences and meaning. The second is top-down processing where the listener uses background knowledge to understand the meaning of a message. Practicing both of these processes is essential for developing listening comprehension." (p.1) He also states affective, cognitive, and linguistic reasons to use music in the classroom.

The present study is also related to two theories which are "The Affective Filter" by Krashen (1988) and "The Multiple Intelligences" by Howard Gardner (1983).

The main idea of Krashen's (1988) theory is that the condition of low anxiety enables students to understand language input. Krashen explained that motivation, anxiety, and self-esteem influence the level of the affective filter. Brown (2007) defines anxiety related to second language acquisition as "intricately intertwined with self-esteem, self-efficacy, inhibition, and risk taking, the construct of anxiety plays a major affective role in second language acquisition (Brown, p161). As we have already mentioned, music creates a stress-free atmosphere and students can feel relaxed and take advantage of this important input.

Krashen (1988) also states that a second language can be learned easily when people are exposed to a positive environment; however, the degree of learning varies according to other elements such as the teacher´s attitude and the teaching methods used.

The Multiple Intelligence Theory proposed by Howard Gardner (1983) suggests that people have eight types of intelligences; visual-spatial, verbal-linguistic, musical-rhythmic, logical-mathematical, interpersonal, intrapersonal, naturalistic and bodily-kinesthetic, and that everyone has weaknesses and strengths that vary due to experiential and genetic reasons.

Songs

Scaldaferri (2011) says that songs are fun tools for teaching and reviewing grammar, vocabulary, pronunciation, culture, and social issues. Scaldaferri (2011) also states that music can be used to improve listening and reading comprehension, or to teach topics other than English. Scaldaferri (2011) also agrees that music can be used to put the students in the mood for class; so to say, to give them more energy if they are tired, bored, or uninterested. Furthermore, Merino (2008) published an article titled "El Uso de la Música en la Clase de Inglés" (2008), in which she states that a song is a very effective tool in a language lesson. The author explains that a song with just a few lines and lyrics can have a large number of grammatical structures and speech acts. Those elements of the language can be analyzed in the classroom by the students and basically learned unconsciously (103-104).

Murphy (1990) outlines 25 activities that can be applied in the classroom using songs:

- Listening
- Singing, whistling, tapping, and snapping fingers while listening
- Singing without listening to any recording
- Talking about the music
- Talking about the lyrics
- Talking about the singer or group
- Setting or changing an atmosphere or mood, such as "background furnishing"
- Using songs and music to make a social environment.
- Writing songs
- Performing songs
- Writing articles
- Studying grammar
- Practicing selective listening comprehension
- Writing dialogues using the words of a song
- Using video clips in many ways

- Doing role-plays (such as being people in the song)
- Using music as background for other activities
- Integrating songs into project work
- Practicing pronunciation, intonation, and stress
- Breaking the routine
- Doing choral repetition
- Teaching vocabulary
- Teaching culture
- Learning about your students and from your students, by letting them choose and explain their music
- Having fun (9-10).

According to Hancock (1998) music motivates people since they listen for pleasure; therefore, teachers have noticed that songs can motivate students and provide a different environment in a lesson. That variation is valuable, especially for young students who often have little internal motivation for entering a language classroom. There is interest, for example, in pop songs among people of this age group, and songs can be fit in and be exploited in the classroom.

In addition, Huy (1999) states that music is "a powerful international communication" that can be easily shared and enjoyed by people from different cultures. Huy says that when teaching a foreign language, it is "a must" to use new and interesting techniques. He talked about young learners, explaining that they learn by listening because they do not know how to write, so songs help them to learn by singing.

The fact that many students have at least one song that they love in English and most have quite a few favorite songs in English (Avila and Bautista, 2011), makes it easier for teachers to use songs to illustrate difficult grammar aspects and other aspects. However, not all songs are good and help students improve their English. Teachers need to take the language, vocabulary, and pronunciation used in the songs into consideration. If the chosen song contains too many

nonsense or difficult words, it will interfere with the learning process and make it more difficult for the student and is thus not recommended.

Gugliemino (1986) says that adults sing religious songs and that is an integral part of his language experience. The author claims that when songs are used in coordination with a language lesson, it becomes very valuable and memorable. He also considers that it is easier for students to access music and lyrics because of the expansion of the internet; therefore music is always at their fingertips.

Music in the classroom

According to Abbott (2002) many teachers decide to use music because it is an important key in culture and communication. Music has always added meaning to people´s lives. She says that songs commonly have rhyme and are fun. Therefore, activities such as singing and listening to music are associated with play, happiness, and relaxation. She also states that music has been proven to help people remember information. She explains that music makes people remember lines of songs that they listened to 20 or 30 years before. Based on Newham (1995-1996) the patterns that music produces through rhyme are known to aid memory and enhance language learning.

Newham (1995-1996) declares that "the primarily right hemisphere-oriented process of music making can enhance the process of language acquisition and memory which place demands upon the left hemisphere" (p.72). Then it could be inferred that music stimulates memory because dual coding leads to a better processing and retention of the information.

There are also cognitive and affective reasons to use music in the classroom. Abbott (2002) says that as song lyrics are repetitive, in many cases, students can automate skills because songs

provide forms, and lexical items. Gatbonton and Segalowitz (1988) affirm that the repetition provided by songs can formulate chunks of language that can later be used in speaking.

Cognitive reasons

Music provides opportunities for students to develop automaticity which was defined by Gatbonton and Segalowitz (1988, p.473) as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses." Therefore songs can help the development of that automaticity of the language because of the constant repetition reproduced.

Linguistic reasons

Apart from cognitive reasons, the author states linguistic reasons to use music in the classroom. There are songs that express colloquial phrases in English that are very common in a regular conversation, albeit most are informal, they are still used in the language. Therefore, students will learn these phrases from the exposure provided by songs. Schoep (2001) explains that the exposure to spontaneous English provided in songs is important to promote language learning and it is connected to the affective filter theorized by Krashen (1988).

In the article written by Erten (2015) at Hacettepe University, Turkey, he proposed that karaoke singing can be a helpful tool to teach a language. This research suggested that karaoke involved more skills than just speaking. It also involves other skills and sub-skills such as reading and vocabulary expansion. Although, this article is not quantitative, but rather is based on the author's experience, there is also a lack of theoretical backup and pedagogical implications when it comes to using karaoke in the classroom. This gap results in teachers not knowing how to apply karaoke in class. It is important to note that the author reports that karaoke singing is effective when students are acquainted with the song. So, they recommended that

teachers familiarize their students with the song first. In order to do so, they recommend generating a warm welcome and selecting a song for both entertaining and learning. Of course, the objectives in the language program should be aligned with the activities completed when doing karaoke.

According to Jones (2018) songs by Vladimir Vysotsky, a Russian singer, can be used to present: a) language forms, b) pronunciation, c) cultural idioms and contrast, d) historical-political items, e) social customs, and f) literary works and characters.

Oxford and Cohen (1992) discuss the different learning styles and the individualism that teachers can find in a classroom. Students are different and need different strategies to achieve knowledge, according to Oxford and collaborators. This theory gives support to the application of music in the classroom because some students learn better when they are receiving the information via audio. The authors named different dimensions of learning and provided strategies to every dimension. One is called "sensory strategy" and it encircled the auditory learning. They stated that some students have certain problems in the written form of the language even though they are very good at it and feel excited about receiving information orally. All of these elements have to be taken into account when selecting the songs or the type of music which will be used in the classroom. Therefore, teachers need some type of criteria to select the music or songs to be used.

Criteria to choose songs in the classroom

To use music in the classroom, the lyrics of the song, age and language proficiency of the students should be considered. Sariçoban and Metin (2000) suggests utilizing songs which contain repetition, stories, or interpretations of life or cultural elements. Sariçoban and Metin (2000) also divides songs into two categories: one is composed of songs suitable for adults with

an advanced level of language and the other is made up of songs suitable for kids Another interesting proposal by Sarıçoban (2000) is to use common songs that deal with cultural elements. Another recommendation is that songs containing grammatical patterns should be used for adult students with an intermediate or advanced level. On the other hand, the recommendation for children is to use more popular or internationally-known songs.

Music has been used to produce a relaxed state of mind that, according to Giorgi Lozanov, (1978), makes the brain more receptive to input. It has also been used to reduce boredom that may occur from the repetitive drills used since the 1950s (Bartle, 1962; Kanel, 2000.) The use of songs may provide not just important listening practice, but also speaking and language practice inside and outside the classroom. Lynch (2009) provides a list of reasons that help in the development of vocabulary through the use of music.

- Songs almost always contain authentic, natural language
- A variety of new vocabulary can be introduced to students through songs
- Songs are usually very easily obtainable
- Songs can be selected to suit the needs and interests of the students
- Grammar and cultural aspects can be introduced through songs
- Time length is easily controlled
- Students can experience a wide range of accents
- Song lyrics can be used to relate to situations in the world around us
- Students think songs are natural and fun

Griffee (1992) provides four elements that should be taken into account while selecting music to be applied in a class:

- C lassroom environment (number, age and interests of students; lesson hours)
- T eacher (teacher's age, interest in music and goals for the use of the song in the classroom)

- Classroom facilities (flexibility in lesson plan, classroom equipment)
- Music (lesson plan and equipment such as the volume, sources of music, copying machine, board.)

Griffe (1992) insinuates that songs should not contain too many instruments or be played at a high volume. On the other hand, Tran Mai (n.d) concludes that a song must contain a grammatical structure or an implicit subject, and that the diction of the singer should be clear for students to understand. The genre of the songs should be selected based on the majority of students to avoid boredom. Tran Mai (n.d) considers music to be authentic texts that are significant sources for children, exposing them to the culture of the target language. All in all, in order to use songs effectively, teachers have to take various elements into account, some being: objectives, language level, and song content. The use of songs can provide many advantages, such as keeping the class from being monotonous and improving student motivation.

Lems (1996) and Poppleton (2001) make some recommendations when selecting songs for ESL/EFL classroom:

- The lyrics must be clear and loud, therefore it is better to avoid instrumental music.
- The vocabulary used should be appropriate for the students according to their level.
- Songs should be previously checked to see if there are references of violent acts or sex, even explicit content, and inappropriate religious allusions should be avoided.

Griffee (1990) suggests using short and slow songs for beginners. Activities such as creating word puzzles, drawing the songs, or showing pictures related to the song are some recommended activities. On the other hand, he recommends using songs that tell stories and those that are fast and long which use more uncommon words for advanced students.

Chapter II

Literature review

The use of music has been proven to be a valuable element in an EFL classroom. Some authors have studied its benefits while others have seen improvements in students' skills from their personal experience. In the next paragraphs, information from studies in which music was used in the classroom as a teaching strategy will be included.

It seems that a large quantity of students around the world listen to music that is sung in English. For example, in the study conducted by Toffoli and Sockett (2002) in a French university there were 227 participants. They were students registered in a non-professional English course. The study wanted to look at the different activities that students did during their free time when they were not in class. Interestingly, the results showed that many of these activities included the use of English. For example, one of the results demonstrated that all students listen to music in English as often as every day. In addition, they were asked to translate lyrics of famous songs in English. The students did not seem to have much trouble doing this. The other activities that these participants performed out of class included social networking, streaming or downloading television series or films, e-mailing, blogging, chatting, conversing via VOIP (voice over Internet protocol), participating in online forums, and web browsing in English. This is important to the current study since it demonstrates that students do inherently have contact with English on a daily basis.

Another study done by Li and Brand (2009) showed that participants who were more exposed to music achieved higher scores, not just in the immediate post-test applied, but also on a test given to them three weeks after the application of the treatment. The researchers examined the

effectiveness of using various types of songs on students' vocabulary, language usage, and meaning in adult EFL students in China.

Music has been proven to be interconnected to linguistic skills according to a piece of research carried out at the University of Turku in south-western Finland presented by Milovanov et al (2010). This study compared learners with high musical aptitude and those with less musical aptitude. The participants with higher musical aptitude performed better than the participants with less musical aptitude, specifically in pronunciation. The group with higher musical aptitude achieved better grades in pronunciation tests. However, in the phonemic discrimination task, the difference between groups was not significant because both groups did well and obtained good grades.

Alipour, Gorjian, and Zafari (2012) did a study in Iran where two groups, one used music and the other one did not, were tested to determine the English language development in each group. They conducted a t-test, and the results showed that the group exposed to music performed better in vocabulary recall and retention. The results also showed that men performed better than women. Both groups had 60 participants aged 20 to 32. The author explains that music can be used not just as a tool for entertainment, but also as pedagogical material to facilitate learning. The results found in this study seem to reinforce the idea that using music in the classroom can have excellent results. The authors used surveys to research the participants' preferred genres and singers. In the treatment group, every session lasted from one hour to one hour and a half, and every song lasted from three to five minutes; therefore, the teacher used 2 or 3 different songs in each session. Three different genres of music were used in this study, these were: country, pop, and rap. In each session one genre was used. A vocabulary test was applied and the words were connected with lyrics from the songs. Each session was carried out following a

similar pattern. First, there was a listening activity and then the song was played while participants read the lyrics with some omitted words where they had to fill in the blanks. After that, the researchers checked and reproduced the song one more time to see if the participants were able to hear the omitted word. Finally, the correct word was revealed to the participants. After the initial activity, the participants had to use the new words in writing activities such as providing definitions or synonyms. The approximate time allotted to a single song was 15 minutes and the other two songs were played following the same general pattern described above.

In another study, Beasly and Chuang (2008) analyzed 196 Taiwanese students' progress in English regarding vocabulary expansion, enjoyment and perceived amount of English learned. To carry out the study, a website was created. Its name was "Learning English Through Listening to Music". It was completely developed in English. The web page had a login page, an orientation page, an initial survey, a pre-treatment page, four treatment pages, a post-treatment page, a final survey, and a help section. All of the tasks were coordinated by the website, and all the data was collected automatically. Therefore, the website provided a self-contained learning/experimental environment. The students had to follow a web-based methodology of learning. Surprisingly, there was no relation between listening repetition and vocabulary expansion. That is to say, the students' vocabulary did not undergo any positive change. The author stated that a possible reason is because the repetition was not enough for the participants, since they were asked to listen to the song until they understood it and not until they memorized it. This result is in line with Milton´s (2002) study that identified an improvement in lexical usage when songs were repeated during an eight-week period. However, the outcome of Beasly's study (2008) showed that a song's likeability and a song's understandability do have a positive

influence in a web-based learning environment, which in turn positively influences the learning process. Therefore, the use of music did not reflect positive change in the field of vocabulary, but it showed benefits in song understandability and likeability in this study.

Murphey (1992) in his analysis of lyrics from pop songs discovered that these songs contained characteristics that could help second language learning. The lyrics contain short words and personal pronouns (94% of the songs had the pronoun "I"), the language used is "regular" with a lot of imperatives and questions (25%). The lyrics used are sung at a slower tempo in contrast to normal speaking processes, and there are also many pauses between sentences. In addition to these characteristics, a common element is repetition of words and structures, which also aids in language acquisition.

Memory and music

Gathercole (2008) says that working memory is important to do everyday tasks such as remembering telephone numbers, following directions and instructions, or even remembering a list of articles to buy. Gathercole explains that even though working memory is useful, the information kept there is easily lost through distraction or overload. As every person is different, so is their working memory capacity. She adds that students with poor working memory capacities will face problems with executing tasks in the classroom; this is especially true for children, and is related to low academic achievement later on in life. This aspect of working memory is very important when learning a second or foreign language, since the new input must first pass through working memory in order to be held in long term memory.

Cohen and Oxford (1992) investigated the different learning styles and the individualism that teachers can find in a classroom. They state that students are different and need different strategies to achieve knowledge. This theory gives support to applying music in the classroom

since some students learn better when they are receiving the information via audio. The researchers named different dimensions of learning and provided strategies for each one. One of these strategies is called "sensory strategy," and it encompasses the auditory learning process. They stated that some students have certain problems in the written form of language though they are very good at and feel excited about receiving information orally. With this in mind, the use of music targets the students who fall into this sensory strategy and give them another way to learn the language.

A study of lyrics and melody processing states "that the monitoring of speech and music in songs is performed by independent neural processors" (Peretz, 2002, p. 174).Another study about phonemes and pitch looked at the way they are controlled in different but collaborating areas and support those findings that the two aspects of language "are handled separately, yet in harmony by a musical-linguistic collaboration" (Zatorre, Meyer, Gjedde & Evans, 1996, p. 848). Rauscher et al. (1993, 1995) carried out a study extending the research of the French therapist Tomatis (Thompson & Andrews, 2000) and noted an enhancement of spatial-temporal abilities after the use of music composed by Mozart, which is an assertion that has been argued by Chabris (1999) and Nantais and Schellenberg (1999.)

Patel's (2003) conclusions contrast recent neuro-imaging data that indicate a convergence in the processing of syntactic relationships between language and music, indicating that the musical structure is processed in language areas of the brain (Patel, Edward, Ratner, Besson & Holcomb, 1998; Koelsch, Gunter & Friederici, 2002) and, according to Maess, Koelsch, Gunter & Friederici (2001) it is specifically localized in the Broca's area and its right-hemisphere homologue that are involved in syntactic analysis during auditory language comprehension, and they say that those parts process syntactic information.

Pedagogical methods that use songs have produced positive results when the goal is to learn a new language specifically in the area of vocabulary recall. For example, Medina (1990) studied the effectiveness of vocabulary acquisition with the use of music and story illustrations with primary students and obtained good results. He analyzed a group of forty-eight pupils of second grade from12 primary schools. There were four variables: music, no music, illustrations and no illustrations. Participants were divided into four groups; the No-music group listened to an oral story while the pupils of the music group heard a sung version of the story. Pictures were also shown to the children of the illustration group while they were listening to the story. Finally, the no-illustration group listened to the story without pictures. The result showed that the combination of music and illustrations was more effective to the acquisition of new vocabulary and acquired more knowledge.

Fonseca (2000) researched the use of music in the background to aid verbal phrase recall. The author indicated that music has positive results on students' language acquisition and also, that lexical patterns saved in long-term musical memory can be retrieved easier at a later date for mental rehearsal, memorization or during oral interaction. Furthermore, Wilcox (1995) examined the pronunciation of the target vocabulary in adult learners through the use of music cues to aid prosodic memory; this was confirmed by the research on vocabulary recall attached to visual or auditory cues carried out by Brown and Perry (1991).

Brutten, Angelis and Perkins (1985), studied this branch deeper by testing oral proficiency using musical ability and memory in English language students. They suggested that innate musical abilities and verbal memory may have accounted for score variances.

Graham, (1992) and Palmer & Kelly (1992) analyzed the use of rhythm and rhyme to aid auditory recall. It was found that the multimodal combination of rhythm, melody and rhyme along with linguistic prosody appears to lead to greater retention.

Moreover, there is a study by Routier (2003) that discusses the impact of Mozart´s music on the brain and learning. Her findings are very interesting for educators to achieve a higher quality of learning in students. The study demonstrated that Mozart's music improves reading and language skills. Routier (2003) explains that music produces vibrations that interact with the brain, thus enhancing learning. She says that there are improvements in concentration and speech abilities.

Toscano-Fuentes and Mora (2012) carried out research to see if a music-based educational program improved the English language learning in pupils with a high level of music intelligence. The program was created to teach English by introducing music in at least one activity per session. In this study, forty-nine sixth grade Spanish speaking students from a primary school participated. All of them started to learn English in the first grade. A level test was taken at the beginning and another was taken at the end of the academic year to check the auditory and linguistic capacity of students. In addition, a classroom observation was carried out.

They performed the study based on two hypotheses. The first was that the students with advanced music skills learn a foreign language more effectively. Upon studying the correlation and the linear regression, a significant relationship was shown between both variables demonstrating that the students with high music skills obtained better results in the learning of the English language. The second hypothesis was that the incorporation of a musical program affects English Language-Learning. There was a positive development since all students obtained final scores that were significantly higher than the initial ones.

There was a study carried out by Moradi and Zamanian (2014) about the effects of soft music on English learners´ vocabulary. The participants were 70 male intermediate EFL learners between the ages of 16-20, studying at "Talash English Language Institute" in Iran. The authors explained the reasons for selecting those participants were that they were part of the researcher's classroom, so they were supposed to better reflect the process while listening and learning new words. The instruments were four passages during the whole study.

A passage about everyday content was used to pre-test the 70 intermediate male EFL learners on English words to determine if they were at the same proficiency. Then four passages were used. The participants received an English passage (approximately 25 lines) and approximately 20 difficult words with their English definitions written below, while they were listening to soft music. The time per section was about 35 minutes. The passages were downloaded from the Internet. While reading the passage and learning the words with their definitions, students also listened to soft music. The participants were divided into two groups, and both groups received the same monthly passage. However, the main difference was that the experimental group received the treatment based using music during studying and learning the words, while the control group did not listen to any music. Afterwards, both groups took a multiple choice questionnaire, where the same passage without the definition was presented and the students had to choose the best option for each word. Finally, the questionnaires were collected, analyzed and interpreted.

The participants' responses from both groups were considered and scored. At-test was applied to compare the differences presented concerning the conditions of both groups at the beginning and the end of the study. Then, ten comparisons were made. The first test indicated

that there was no statistical significant difference between the mean scores of the pre-control group and the pre-experimental one, so the groups were homogeneous and equal.

In sample 2 the students' performance from the two groups was statistically different and results were attributed to the treatment. The treatment group scored significantly higher than those in the post-control group. It was concluded that participants learn and memorize words better in context while accompanied by soft music when studying.

The third sample shows that the students' performance is also statistically different. In other words, the mean score of the pre-experimental 2 group that received treatment is significantly higher than that of the post-control 2 group that did not have the treatment. In addition, sample 4 also showed that the students' performance was significantly statistically different between both groups.

Another research study carried out by Baker (2007) at Stanford University in California demonstrated that music helps students concentrate. This study proved that music engages the areas of the brain that are involved when trying to focus or when trying to update events in their memory. The authors explain that while people listen to music, there is brain activity that occurs during the short periods of silence between musical movements. The main objective of the study was to obtain data about how the brain arranges events. A functional magnetic resonance imaging (FMRI) was used to obtain a dynamic picture of the brain, specifically the parts that were more involved during a given task. The researchers found that music composed about 200 years ago during the Baroque period helped the brain sort out information. Eight Baroque symphonies composed by William Boyce were used. The choice for William Boyce symphonies was made because he was not widely known, but he has a familiar style and his music has transitions between short movements. The participants were ten men and eight women that

entered the MRI scanner while wearing headphones to reduce noise from the machine. Participants were instructed to listen to the songs in a passive manner. Investigators scanned participants´ brains during a ten-second window before and after the movements. They found two neural networks are involved and these are located in different areas of the brain. This study found that the dynamic changes reflected in the scans involved different responses for different stages of a symphony.

As can be seen, all of the studies mentioned above give much support to the idea of using music in the classroom as an excellent tool to enhance students' memory and learning. Music is a very important element in people's lives, and researchers have the demonstrated the positive results of using music in the teaching process. Obviously, if a teacher wants to introduce music in his/her teaching practice, he or she would have to do some previous work in order to find out about the type of music that would be most suitable for his students and their learning outcomes.

Chapter III

Methodology

As shown in the theoretical framework and in the literature review, the use of music in the classroom is something that can be used as a tool and provides great benefits for students. The instruments selected for this study focus on collecting data to see if and how teachers use music in classrooms in Cuenca, Ecuador. This is an exploratory study with a qualitative focus.

Data collection

To determine how ten teachers are using music in their classrooms in Cuenca, a survey was administered. The survey is a semi-structured survey that contains opened and closed questions. The answers were grouped into clusters based on the similarity of the answers and a coding strategy was used for the open questions. A Likert scale was used for the closed questions; answers were tabulated based on the selected option. It is important to note that teachers had the freedom to include their own option if it was not present on the survey. The survey was used to note how, and if, music was used and how they selected the songs.

The use of the survey provided answers that were clear, concise and honest, thus allowing the researcher to assess the real situation in regards to the use of music in the classrooms in Cuenca. Before the application of the surveys, the researcher notified the participants that the answers would be completely confidential and anonymous. In addition, the researcher notified participants that this investigative project was done for academic purposes and that he was working alone to collect the data. Participants were reminded that they had all the time that they needed to answer the questions.

The first step in this investigative process was asking the institutions for permission to talk to the teachers from the English Department. Permission from these institutions was needed in order to address the coordinator of the English Department where the purpose and the study was explained. Afterwards, the participating teachers saw the questions in the survey, understood the topic, and felt relaxed about participating.

The survey was paper-based so the option they considered correct could be selected and had a space to write as needed. Since participants are English teachers, the survey was written in English because the language was not a barrier to understanding the questions or the answers. If a teacher was unavailable to answer on the agreed day, a paperless version was sent to their email to be answered at home, and then teachers had to send it back completely answered.

Survey

Kasunic (2005) in his book *Designing An Effective Survey,* states that a survey is a data-gathering and analytic approach where people answer questions that were previously formulated. This author declares that the formulation of an effective survey consists of seven steps which are:

- Identify the research objectives.
- Identify and characterize the target audience.
- Design the sampling plan.
- Design and write the questionnaire.
- Pilot test the questionnaire.
- Distribute the questionnaire.
- Analyze the results and write a report.

Kasunic (2005) clarifies that a questionnaire and a survey are not the same. For him a survey is a seven-stage process while a questionnaire is the instrument of the survey. He also divides surveys into two types: "self-administered questionnaires" and "interviews."

In a survey-interview the interviewer asks previously formulated questions and saves that information. Interviews can be conducted in-person or by phone. One disadvantage that the author mentions is that it is both time-consuming and expensive. He also sets a number of characteristics that a survey must have.

Systematic: A survey follows specific rules and logical operations.

Impartial: People must be selected without prejudice or preference.

Representative: They must be representative of the problem.

Theory-Based: They must be based on principles of human behavior, mathematical laws of probability and statistics.

Quantitative: Surveys help collect data that will provide numerical values to non-numerical characteristics.

Replicable: Other people using the same methods in the same way can get essentially the same results.

Therefore, the survey used in this study has taken in all these characteristics to ensure its reliability and validity. The survey selected involves all the Kasunic's recommended characteristics for a survey.

Participants

The participants were ten teachers that work in different public and private schools across Cuenca. Nine female and one male teacher participated. The media age of the participants is thirty-two years old. Participants were selected using a non-probabilistic sampling technique; this means the ones closest to the researcher and the one willing to participate were selected. The only condition was that they must be English teachers from any school or institution in Cuenca.

Analysis

After the survey was completed, the next step was to analyze the results and see which parameters teachers take into account when using music in the classroom, whether they sing, whether students like the songs used etc. Although, having ten participants does not allow these results to be generalized, it is a good number to get an idea about how music is used in classrooms in Cuenca. The most relevant quantitative answers were reflected in graphics that help visualize the most selected answers. A Basic formula percentage was used to calculate and generate the tables in Microsoft Excel. After having all the statistical charts, the next step was the creation of a concluding text or paragraph that compiles all the ideas taken from the surveys. The conclusion and further suggestions were completed based on these results. A contrast between the use of music recommended by experts in the literature review and the real use of music in Cuenca was also done and will be discussed below.

Chapter IV

Results and Analysis

First, it should be noted that these results are in no way generalizable. As stated earlier, the idea behind this project was to shed some light on the situation involving the use of music in the classroom among some EFL teachers in Cuenca, Ecuador.

In this chapter, a description and analysis of the results of the survey administered to the participants is presented. Ten teachers, nine women and one man, involved in primary and secondary education in Cuenca who work in private schools or public schools volunteered to participate. As stated before, the total amount of questions was twenty-one, and they were taken from Tegge (2011) PhD thesis at Victoria University of Wellington, New Zealand. Five questions that were considered among the most relevant and aligned with the objectives of the present study were selected for the analysis. The questions, results, and analysis are as follows:

1. What is your opinion of the following sentence?

"Songs are a useful tool in the language classroom to foster language acquisition."

□ Strongly Agree □ Agree □ Neither Agree nor Disagree □ Disagree □ Strongly Disagree

Four participants answered that they "strongly agree" with the idea that the use of music in the classroom is positive. Six participants answered that they "agree" with the use of music in the classroom because it helps students learn a new language.
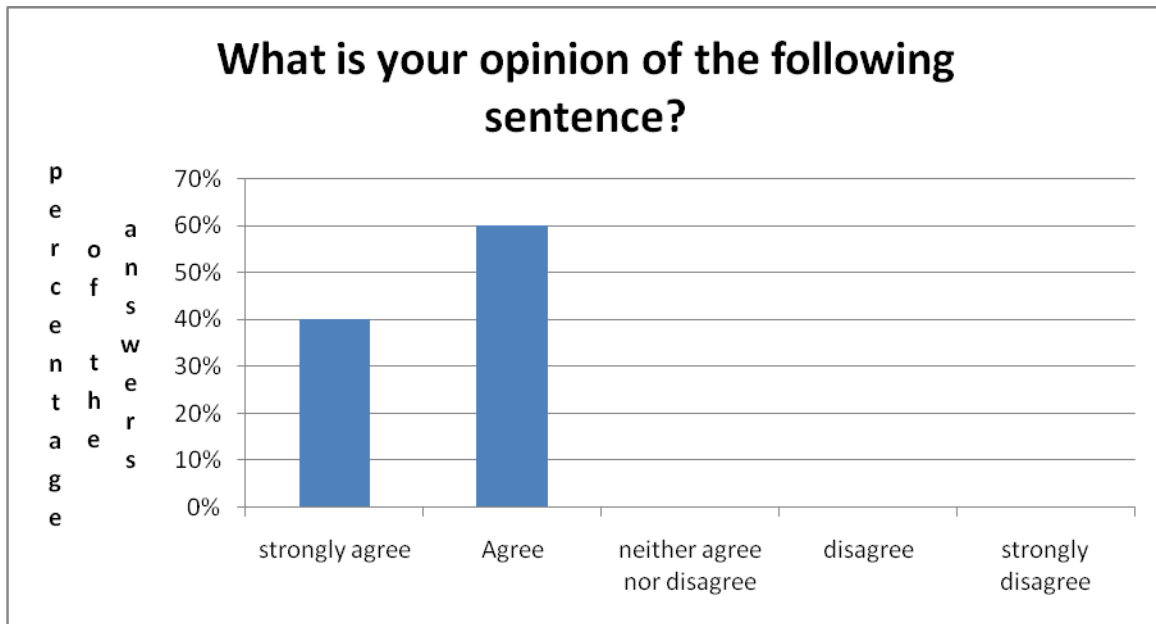
Fig.4.1

As can be seen, all participants are aware of the positive effects music has on English language learners. Based on the results of the survey it can be stated that even though not all teachers use music in their practice on a regular basis, all of them have a positive attitude toward music. Since the use of music to teach English is not very common in our context, implementing it would allow for an excellent opportunity for students to try something different. The big question here is, "If all teachers think that songs are a useful tool for the classroom, why are some teachers not using songs in the classroom?"

2. Do you use songs in the language classroom?

In question number 2, a total of eight out of ten participants answered that they use music in the classroom, while two participants said that they do not use it.
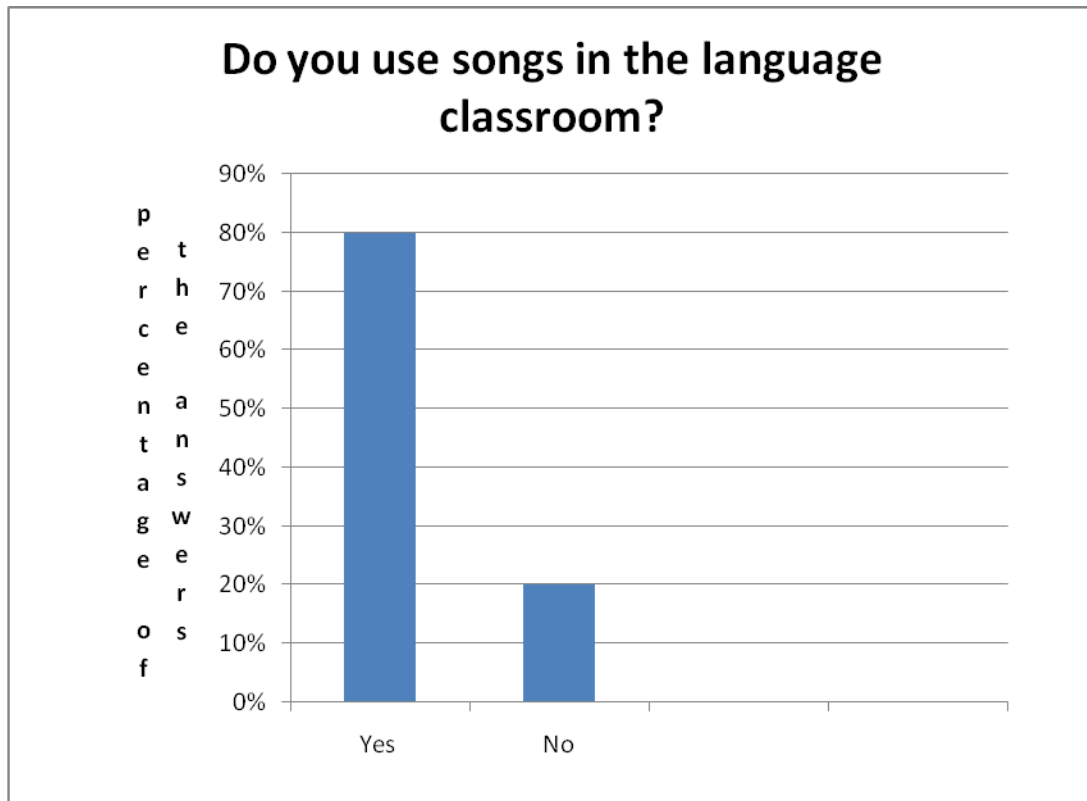
Fig. 4.2

Even though the ten participants agreed that music is a key tool to learn a language, two of them revealed that they do not use music in their classes. This may happen for more than one reason. It may be related to the amount of time for each session that teachers have (between 40 to 60 minutes), so they could feel that the allotted time for each session is not enough to play the songs, explain the activities, and effectively execute those activities. Another possible reason may be the lack of appropriate tools to play songs in the classroom which limits teachers' ability to do so. Moreover, teachers may not be well-informed about the benefits of using songs in the classroom, which has been demonstrated through research.

3. How much class-time on average do you spend on a song and its directly related activities?

□ **Five minutes or less**

□ **Between five and fifteen minutes**

□ **Between fifteen and thirty minutes**

□ **Between thirty and fifty minutes**

□ **More than fifty minutes**

In questions 3, teachers were asked about the amount of time that they normally spend on music in the classroom. Two participants said they used 5 minutes or less. Five participants said that they spend between 5 and 15 minutes. Two participants answered that they spend between 15 and 30 minutes. None of the participants reported using more than 30 minutes while using songs in the classroom. As it was seen in the study published by Alipour, Gorjian, and Zafari, (2012) the songs that they used lasted between 3 and 5 minutes and they noticed that the vocabulary recall and retention of participants got better. If teachers spend between 5 and 15 minutes listening to a song and doing its activities, it can be concluded that the length of the song is around 3-5 minutes which is the recommended time by experts.
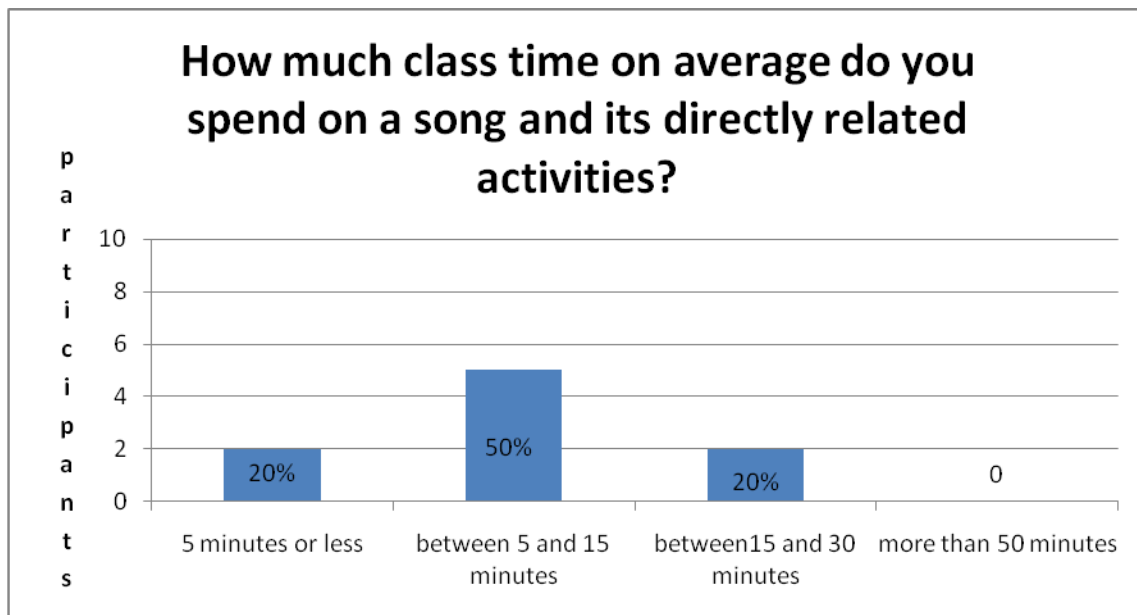
Fig. 4.3

The results reflected in the figure show that participants never spend more than 30 minutes using a song, and only two teachers spend between fifteen and thirty minutes. This might be related to the average amount of time of a regular class session (40 minutes) or to the number of activities that teachers normally have to do during class-time. In addition, this may be due to the fact that some teachers view songs as more of a warm-up or to introduce a new topic, but not for entire sessions.

4- How would you describe the learners´ general response to the use of songs in the classroom?

□Very positive:

□Positive:

□Neutral:

□Negative:

□Very negative:

In question 4 teachers answered based on their experience using music in the classroom. Four of them expressed having a "very positive" reaction in learners when using music. The other four teachers deemed their experiences as "positive."
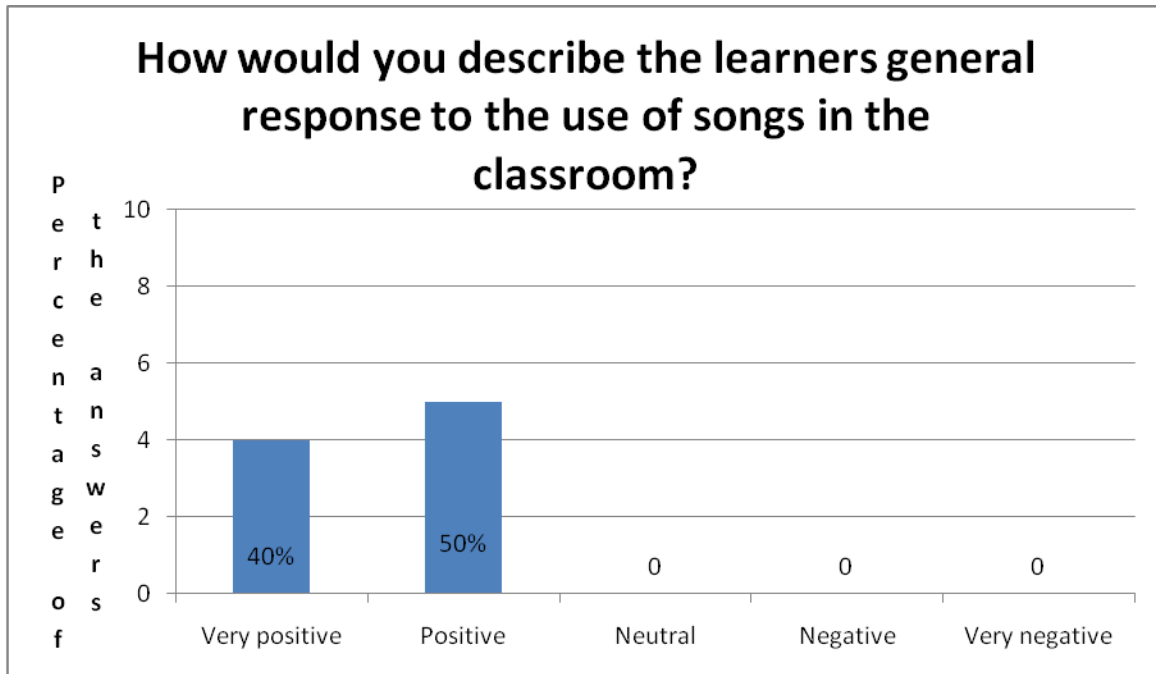
Fig. 4.4

The figure in question 4 illustrates that all the participants think of songs as something positive to be used in the classroom. It is important to note that the two participants (t=4 and t=5) that expressed that they do not use music in the classroom, also graded their experience with music as something positive for a class. This might be because they have used songs in their classrooms at some point in the past, or they answered based on their experience with music in the classroom as students.

5-What problems - if any - do you have when using songs in the classroom? (Multiple answers possible)

□ **I cannot find any suitable songs:**

□ **We do not have the appropriate equipment**

□ **The equipment is unreliable**

□ **The noise bothers other classes/teachers**

□ **The use of songs conflicts with the curriculum**

□ **Too time-consuming**

□ **Problems with learner-discipline**

□ **The learners do not like to sing:**

□ **The learners do not consider songs to be adequate for effective learning**

□ **Other problems, please explain**: _____

   In question 5 the participants had to share the difficulties that they have faced when they have used music in the classroom. They could select more than one problem in this question. Four participants expressed that the main problem is that learners do not like to sing. Moreover, they said that they cannot find suitable songs. Three teachers selected that it is time-consuming, and that they do not have the appropriate materials to play the song. Two participants said that the problem is the learners' discipline when they are performing the activity with the song. One participant claimed that the problem faced was that the use of songs conflicts with the curriculum.
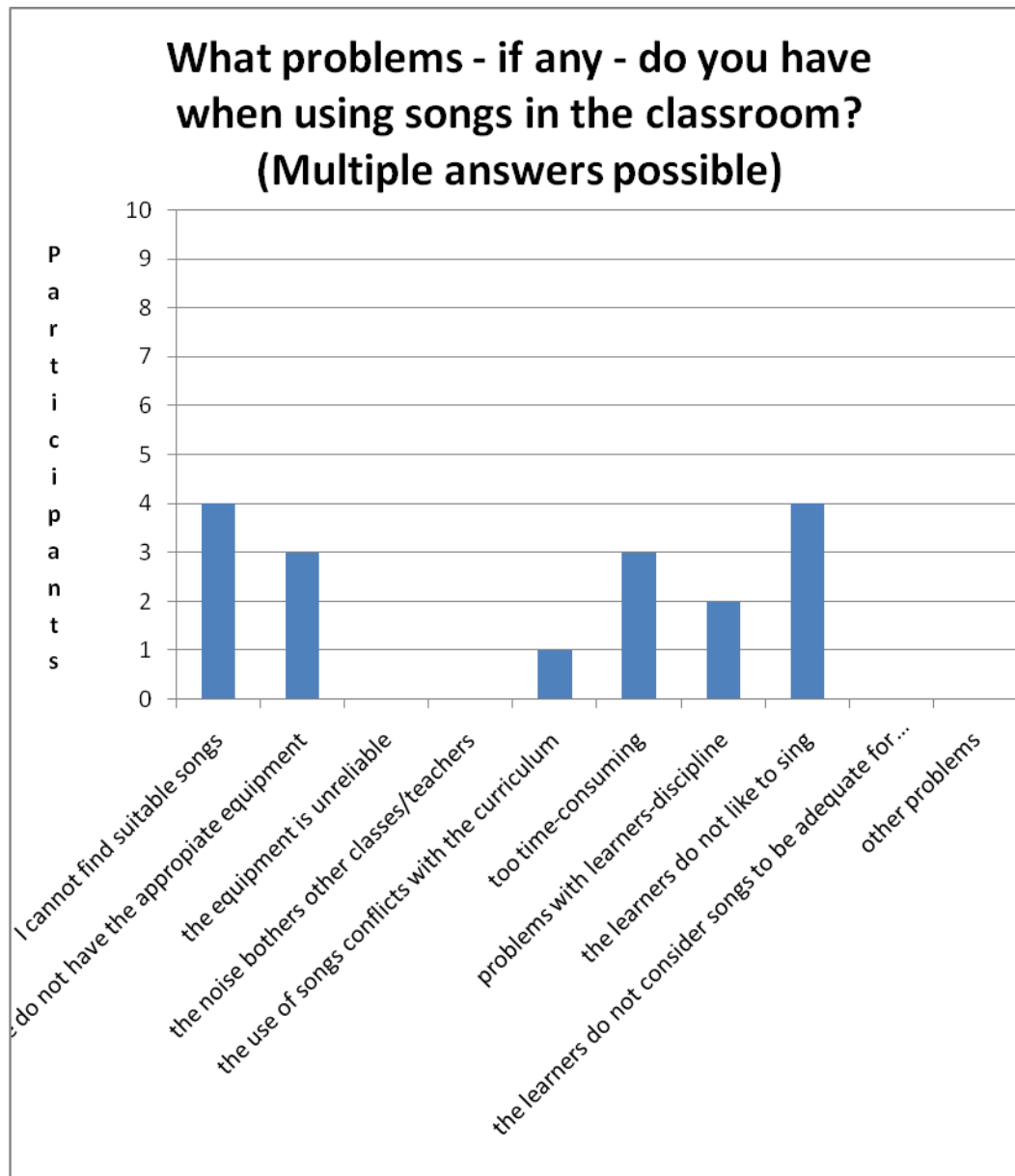
Fig. 4.5

The results in question 5 reveal that the main problems are finding suitable songs, and that

learners do not like to sing. Finding suitable songs may be difficult because there are not many

guides for teachers to follow; I can assume that in most cases, teachers try to find a song that

students might like, from which they can learn some vocabulary. Even though there are some

web pages that provide some ideas about using songs in the classroom, in most cases those pages

include recommendations made by other teachers based on their experiences. However, there is

little research on the benefits of using songs in the classroom. Teachers who are willing to try this technique should read the studies so that they have a better idea as to how to correctly use songs in the classroom.

The problem with the learner´s attitude toward singing was expressed by participants (t=2, t=4, t=6 and t=8) who teach in a primary, secondary, and private language schools; therefore it is possible that it is an issue mainly related to children and teenagers. It should be said, however, that singing is something that most people are not open to doing. A good idea might be for teachers to suggest that students sing in private so they can practice their pronunciation, and in this way avoid being embarrassed by singing in front of their peers.

Other teachers reported that the activities take too much time, which may be true if we consider a teacher´s typical workload. However, I think that absolutely all teachers can and should plan ahead so that they can use music in their classrooms at least once or twice during the whole school year.

The appropriate material is another problem that teachers reported having. This may be due to the fact that some schools do not have projectors, computers, speakers, internet connectivity, or portable music players for teachers to use. However, if a teacher really wants to try using music in the classroom (which they should), he or she will find a way to do it regardless of the lack of technological tools the institution might face.

Another problem chosen by the participants is related to discipline. One can imagine that in some cases, students make more noise or do not behave in an "accepted" manner when music is being played in the classroom. However, these problems can be addressed by the teacher´s good classroom management skills.

Discipline should not be a reason to not use music in the classroom. The participants also said that the use of songs conflicts with the curriculum. This may be related to the objectives that must be achieved in primary and secondary education, which, at first glance, may not have a strong connection to the use of music. Sometimes the curriculum recommends the use of stories for students to listen to and recognize sounds, words, or characters and by using music these skills may be difficult to develop.

Chapter V

Conclusions and Recommendations

Conclusions

After analyzing part of the literature related to the use of music in the classroom and after examining the answers provided by the teacher participants in this study, it can be concluded that:

- Using music as part of the teaching process can be an excellent idea in order to achieve better performance in students.

- Most teachers agree that music is an important tool for the classroom.

- It is important that teachers who want to introduce music in their practice take the time to organize the activities taking into account their students' characteristics and learning styles as well as the learning goals.

- Teachers in Cuenca are aware of the positive effects that music has been proven to have on the learners.

- All the teacher participants have had positive experiences using music in the classroom, even those who do not usually use songs.

- Not all of the participants in the study use music. Some of them have different problems that limit their use of music in the classroom, and their challenge is to find ways to include music in at least some of their lesson plans.

- Using music in the classroom may not be an easy task. There are difficulties that teachers should manage in order to execute the activities and reach the objective of the class.

Recommendations

After an analysis of the answers provided by the participants of this study and what was we found in the review of the literature, there are some recommendations for teachers to follow:

- The first and most important recommendation is to use music in the classroom because there is a lot of evidence that shows the benefits of music.

- There are long-standing and new studies that support the use of music in the classroom to develop skills and sub-skills; therefore, it is a tool worthy of applying to dynamic language teaching. Every participant that expressed that they use music in the classroom admitted having had a positive experience which is a good indicator that music can also be used here in Cuenca. Schoepp (2001) states that because of technology, it is not difficult to find new songs and use them in the classroom. Teachers can surf the internet and get songs that have lyrics related to topics learned in the classroom, like the days of the week, for example.

- The next recommendation is related to the time it takes to complete the activities used for songs. Repetition is a key factor when students are learning new words; therefore, a single song should be played more than once or twice for students to remember the rhythm, melody, words and meanings. However, the length of songs should be short and slow for beginners and they should contain a story (Griffee, 1990).

- To select the "correct" songs, Lems (1996) and Poppleton (2001) claim that teachers should use songs that have clear lyrics, and a vocabulary level fitting with the students´ level. They recommend avoiding songs with lyrics about violence, sex or with a religious allusion. Lozanov (1978) recommends using songs not just to present a new topic, but also to relax the classroom environment because it generates a better state of mind which

in turn helps students become more receptive to the information being presented. That is why teachers may use music to warm up, to present a new topic, or to review a topic. Jones, R (2018) listed some uses for music in the classroom; to present language forms, pronunciation, cultural idioms and contrasts, historical- political items, and social customs. Teachers may use music to teach these elements and not just to expand the students' vocabulary.

- The next recommendation is to make students sing the song. Erten (2015) suggests that those students who sang songs in a class with a karaoke machine can improve their English. However, the key point according to the author is to get students acquainted with the song by selecting it together. As noted in the results of one of the questions of the survey, students do not like to sing because they do not know the song or because they do not want to sing alone, so, the teacher could sing with the students.

References

Abbott, M. (2002). Using Music To Promote L2 Learning among Adult Learners. TESOL

      Journal. 11. 10.1002/j.1949-3533.2002.tb00061.x.

Alipour, M., Gorjian, B., &Zafari, I. (2012). The effect of songs on EFL learner's

      Vocabulary recall and retention: The case of gender. Advances in digital   multimedia,

      1, 140-143.

Avila, C. & Bautista, M. (2011). *Tesis*.Retrieved from:

      http://dspace.ucuenca.edu.ec/handle/123456789/2123

Baker, M. (2007). Music moves brain to pay attention, Stanford study finds. Retrieved July 4,

      2019, from: http://med.stanford.edu/news/all-news/2007/07/music-moves-brain-to-pay-

      attention-stanford-study-finds.html

Bartle, G. (1962). Music in the language classroom. Canadian Modern Language Review, Fall,

      11-14.

Beasley, R., & Chuang, Y. (2008). Web-based music study: The effects of listening repetition,

      song likeability and song understandability on EFL learning perceptions and outcomes.

      TESL-EJ, 12, 2. Google Scholar

Brownell, J. (2015). *Listening: Attitudes, Principles, and Skills*.Taylor& Francis. Retrieved from

      https://books.google.com.ec/books?id=wR2aCgAAQBAJ

Brown, T., & Perry, F. Jr. (1991).A Comparison of Three Learning Strategies for ESL

      Vocabulary Acquisition. TESOL Quarterly, 25(4), 655-670.

      http://dx.doi.org/10.2307/3587081

Brutten, S., Angelis, P., & Perkins, K. (1985). Music and Memory: Predictors for Attained ESL

    Oral Proficiency. Language Learning, 35(2), 299-313. http://dx.doi.org/10.1111/j.1467-

    1770.1985.tb01030.x

Chabris, C. (1999). Prelude or requiem for the 'Mozart effect'? Nature, 400, 826-827.

Coe, N. (1972). What use are songs in FL teaching? International Review of Applied Linguistics

    in Language Teaching, 10(4), 357-360.

Cullen, B. (1999). Song Dictation.The Internet TESL Journal.

    http://iteslj.org/Techniques/Cullen-SongDictation.html

Delogu, F., Lampis, G., & Olivetti, M. (2006). Music-to-language transfer effect: may melodic

    ability improve learning of tonal languages by native nontonal speakers? Cognitive

    Processing, 7(3), 203–207. https://doi.org/10.1007/s10339-006-0146-7

Erten, I. (2015). Using Karaoke in Language Classrooms: Exploring Potentials and

    Prospects.Procedia - Social and Behavioral Sciences. 199. 589-596.

    10.1016/j.sbspro.2015.07.560.

Ethnologue. (2017) The most spoken languages worldwide (native speakers in millions) [data

    file]. Retrieved from https://www.statista.com/statistics/266808/the-most-spoken-

    languages-worldwide/

Fonseca, C. (2000). Foreign language acquisition and melody singing. ELT Journal, 54(2), 146-

    152. http://dx.doi.org/10.1093/elt/54.2.146

Forster, E. (2006). The value of songs and chants for young learners.Encuentro, 16, 63-8.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic

Books.

Gatbonton, E. & Segalowitz, N. (1988). Creative automatization: Principles for promoting

  fluency within a communicative framework. 22, 473-492

Gathercole, S. (2008). Working memory in the classroom | The Psychologist. Retrieved May 7,

  2018, from https://thepsychologist.bps.org.uk/volume-21/edition-5/working-memory-classroom

Gilleece, L. (2006). An empirical investigation of the association between musical

Graham, C. (1992). *Singing, Chanting, Telling Tales: Arts in the Language Classroom*. New

  Jersey: Prentice Halls.

Griffee, D. (1989). *The Language Teacher*. Editorial Introduction. XIII(5), 3.

Griffee, D. (1990). Hey *baby! Teaching short and slow songs in the ESL classroom*. "TESL

  Reporter, 23"(4), 3-8.

Griffee, D. (1992). *Songs in action.* New York: Phoenix ELT.

  Aptitude and foreign language aptitude.Unpublished Doctoral Thesis. Dublin: University

  of Dublin.

Gugliemino, L. (1986). The affective edge: Using songs and music in ESL instruction. Adult

  Literacy and Basic Education, 10, 19-26.

Hancock, M. (1998).Singing grammar. Cambridge: Cambridge University Press.

Huy, L (1999). The Role of Music in Second LanguageLearning: A Vietnamese Perspective.

  Retrieved August 16, 2017, from http://www.aare.edu.au/99pap/le99034.htm.

Hyman, L. (2006). Word-prosodic typology. *Phonology*, 23(2), 225-257.

  Doi:10.1017/S0952675706000893

Jones, R. (2008). *Echoing their lives: Teaching Russian language and culture through the music

  of Vladimir S. Vysotsky* (Thesis). Retrieved from

  https://repositories.lib.utexas.edu/handle/2152/3965

Kanel, K. (2000). Songs in Language Teaching: Theory and Practice. Paper presented at The

    Proceedings of the JALT (Japan Association for Language Teaching) 25th Annual

    International Conference on Language Teaching & Learning and Educational Materials

    Expo, 69-75.

Kasunic, M. (2005).*Designing an Effective Survey*.Technical Handbook. Pittsburg: Software

    Engineering Institute. Carnegie Mellon University.

Koelsch, S. Gunter, T., Cramon, D., Zysset, S., Lohmann, G., & Friederici, A. (2002). Bach

    Speaks: A Cortical "Language-Network" Serves the Processing of Music. NeuroImage,

    17, 956-966. http://dx.doi.org/10.1006/nimg.2002.1154

Krashen, S. (1988). Second Language Acquisition and Second Language Learning. Prentice-Hall

    International.

Kreidler, C. (1998). *Introducing English Semantics*. London: Routledge.

Lems, K. (1996). "For a song: Music across the ESL curriculum". Paper presented at the annual

    convention of Teachers of English to Speakers of Other Languages, Chicago. (ED No.

    396 524)

Lems, K. (2001). Using music in the adult ESL classroom.(ERIC Document Reproduction

    Service No.ED 459 634).

Lems, K. (2005). Music works: Music for adult English language learners. New Directions for

    Adult & Continuing Education, 107, 13-22.

Li, X. & Brand, M. (2009).Effectiveness of music on vocabulary acquisition, language usage,

    and meaning for mainland Chinese ESL learners. Contribution to Music Education,

    36(1), 73-8

Lozanov, G. (1978). *Suggestology and outlines of suggestopedy*. New York: Gordon and Breach
Publishing.

Lozanov, G. (1978). *Suggestology and Outline of Suggestopedia.* New York: Gordon and
Breach. P.2.

Lynch, L. (2009). Teaching Children English using Song. Retrieved May 30, 2018, from
http://www.eslbase.com/teaching/using-songs-to-teach-efl

Maess, B., Koelsch, S., Gunter, T., & Friederici, A. (2001). Musical syntax is processed Broca's
area: an MEG study. Nature Neuroscience, 4(5), 540-545.

Medina, S. (1990).*The effects of music upon second language vocabulary acquisition*. Paper
presented at the TESOL conference. San Francisco, CA. ED352834.

Medina, S. (1993).*The effect of music on second language vocabulary acquisition*.National
Network for Early Language Learning, 6(3), 1-11.

Merino, M (2008). El Uso de la Música en la Clase de Inglés. Revista Enfoques Educativos.

Milano, G. (1994). *Teaching English through Broadway musicals*. Journal of the Imagination in
Language Learning, *2*, 102-104.

Milovanov, Riia & Pietilä, Päivi & Tervaniemi, Mari & Esquef, Paulo Antonio. (2010). Foreign
language pronunciation skills and musical aptitude: A study of Finnish adults with higher
education. Learning and Individual Differences. 20. 56-60. 10.1016/j.lindif.2009.11.003.

Milton, J. (2002). Introspecting on vocabulary learning from an informal task.In Milton, J. (Ed.),
Proceedings of the 12th Vocabulary Acquisition Research Group Network
Conference.Swansea, Wales: Swansea University [Online]. Available:
http://www.swan.ac.uk/cals/calsres/events/02_contents/02_Milton.htm.

Moradi, M. Zamanian, M. (2014).On effect of soft music on learning English Language vocabulary. Theory and Practice in Language Studies, 4(2), 341-348. doi:10.4304/tpls.4.2.341-348.

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

Nantais, K., & Schellenberg, E. (1999). The Mozart Effect: An Artifact of Preference. Psychological Science, 10(4), 370-373. http://dx.doi.org/10.1111/1467-9280.00170

Newham, P. (1995-1996). "Making a song and dance: the musical voice of language".Journal of the Imagination in Learning. III, pp. 72.

Oxford, R., & Cohen, A. (1992). *Language Learning Strategies: Crucial Issues of Concept and Classification*. Applied Language Learning*, 3, 1-35.*

Palmer, C., & Kelly, M. (1992).Linguistic Prosody and Musical Meter in Song. Journal of Memory and Language, 31, 525-542. http://dx.doi.org/10.1016/0749-596X(92)90027-U

Patel, A., Edward, G., Ratner, J., Besson, M., & Holcomb, P. (1998).Processing Syntactic Relations in Language and Music: An Event-Related Potential Study. Journal of Cognitive Neuroscience, 10(6), 717-733. http://dx.doi.org/10.1162/089892998563121

Patel, A. (2003). Language, music, syntax and the brain. Nature Neuroscience, 6(7), 674-681. http://dx.doi.org/10.1038/nn1082

Peretz, I. (2002). Brain Specialization for Music. The Neuroscientist, 372-380. http://dx.doi.org/10.1111/j.1749-6632.2001.tb05731.x

Poppleton, C. (2001). Music to our ears. "American Language Review, 5"(1), 23-26.

Rauscher, F., Shaw, G., & Ky, K. (1993). Music and Spatial Task Performance.Nature, 365, 611.http://dx.doi.org/10.1038/365611a0

Rauscher, F., Shaw, G., & Ky, K. (1995). Listening to Mozart enhances spatial-temporal

reasoning: towards a neurophysiological basis. Neuroscience Letters, 185, 44-47.

http://dx.doi.org/10.1016/0304-3940(94)11221-4

Routier, W. (2003). Read Me a Song: Teaching Reading Using Picture Book Songs. Orlando:

International Reading Association

Samaniego, M and Zuñiga, M (2011.) Using Songs to Develop the Listening Skill at an

Intermediate Level, in an EFL Classroom.Universidad de Cuenca.

Retrievedfrom: http://nas.ucuenca.edu.ec/BibliotecaDigital/ebooks/tli302.pdf

Sarıçoban, A. & Metin, E. (2000). Songs, verse and games for teaching grammar, The Internet

TESLJournal.Retrived 11th January 2017 from http://iteslj.org/Techniques/

SaricobanSongs.html.

Scaldaferri, L (2011). Using Songs in Class.Pearson Education. Print

Schoepp, K (2001). Reasons for Using Songs in the ESL/EFL Classroom

(TESL/TEFL).(n.d.).Sabanci University, Istanbul, Turkey.Retrieved March 21, 2018,

from http://iteslj.org/Articles/Schoepp-Songs.html

Tran, M (n.d). Humanising Language Teaching Magazine for teachers and teacher trainers.

Retrieved May 31, 2018, from http://www.hltmag.co.uk/dec15/sart01.htm

Thompson, B, & Andrews, S. (2000). An Historical Commentary on the Physiological Effects of

Music: Tomatis, Mozart and Neuropsychology. Integrative Physiological and Behavioral

Science, 35(3), 174-188. http://dx.doi.org/10.1007/BF02688778

Toffoli, D, & Sockett, G. (2002). How non-specialist students of English practice

informal learning using web 2.0 tools. *ASp* 58, 125-144.

DOI: 10.4000/asp.1851

Toscano, C and Fonseca, M (2012), La música como herramienta facilitadora del aprendizaje del inglés como lengua extranjera.

Wilcox, W. (1995). *Music cues from classroom singing for second language acquisition: Prosodic memory for pronunciation of target vocabulary by adult non-native English speakers*. Doctoral dissertation, University of Kansas: UMI 9544866.

Zatorre, R., Meyer, E., Gjedde, A., & Evans, A. (1996). PET Studies of Phonetic Processing of Speech: Review, Replication, and Reanalysis. Cerebral Cortex, 6, 21-30. http://dx.doi.org/10.1093/cercor/6.1.21

Appendices

Appendix 1: Survey answered by the teachers

UNIVERSIDAD DE CUENCA
desde 1867

UNIVERSIDAD DE CUENCA

English Language and Literature Major

Efraín Vargas Muñoz

CUENCA - 2018

level.

beginners / elementary

My name is Efrain Vargas, and I am a student at the Universidad de Cuenca. Thank you for taking the time to answer this survey on the use of songs in the classroom. This survey is completely anonymous. The answers will be analyzed only by my supervisor and me.

<u>Survey</u>

1. What is your opinion on the following sentence?

"Songs are a useful tool in the language classroom to foster language acquisition."

☑ **Strongly Agree** □ **Agree** □ **Neither Agree nor Disagree** □ **Disagree** □ **Strongly Disagree**

2. What is your opinion on the following sentence when considering the different proficiency levels?

"Songs are a useful tool in the language classroom to foster language acquisition."?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Absolute beginners	✓				
Continuing beginners/ elementary beginners	✓				
Low-intermediate learners	✓				
High-intermediate learners		✓			
Low-advanced learners		✓			
High-advanced learners			✓		

(near-native) ·					

3. Do you use songs in the language classroom??

☑yes ☐no

3.2 Why don't you use songs in the language classroom?

☐I can't find any suitable songs.

☐I don't have the necessary technical equipment.

☐The technical equipment is unreliable.

☐ I don't think songs are useful for language learning in the classroom.

☐ I can't fit songs in with the official curriculum. I tried using songs but my students did not respond well.

☐ Using songs means spending too much time on too little learning outcome.

☐ Other, please explain: _____

4. For what purposes do you use songs in the language classroom? (Multiple answers possible)?

☑To create a relaxing atmosphere

☑To motivate students with an enjoyable activity

☑To give students the opportunity to produce language without feeling observed

☐ To teach authentic language and culture

☑To practice listening comprehension

☑To practice fluency in speaking i.e. producing spoken language

☐To teach pronunciation and prosody

☑To introduce new vocabulary

☑To practice familiar vocabulary

☑ To teach multi-word units, i.e. idioms and phrasal language

□To introduce new or practice familiar grammatical items

□As a prompt for spoken interaction, e.g. a class or pair discussion

☑As a prompt for a writing assignment, e.g. an essay, poem or letter

☑To accommodate different learning styles, e.g. auditive, kin-aesthetic and musical learning styles

□ Other, please explain: _____

5. A colleague asks you whether you can recommend any songs she could use in her language class.

What 3 songs do you recommend (artist & title)?

For what proficiency level do you recommend them?

For what purpose do you recommend them?

And why do you recommend these particular songs?

Please fill in what you can, even if you do not have all the information. For example, if you don't know the title you can provide the first line or first few words.

Example:

	Artist	Title	Proficiency level	Purpose	Why this particular song?
Song1	Supertramp	Logical song	Upper intermediate learners	To introduce a number of adjectives/adverbs and to teach about typical suffixes of adjectives (-ful, -able etc.)	The tune is catchy and many students can relate to the theme of having to conform to society and "be like everybody else"

	Artist	Title	Proficiency level	Purpose	Why this particular song?
Song1	chuchu TV.	The finger family	beginners elementary	vocabulary fluency	motivation vocabulary
Song2	''	Body parts song	''	''	''
Song3	Norgery	There was a crocodile	''	fluency	

6. What activities - if any - do you use in the classroom that are directly related to the song you have used? (Multiple answers possible)

☐True/false statements

☐Focus or comprehension questions

☑Ordering activity, i.e. putting verses, lines, parts of lines or words in order
☐Cloze/gap-fill activity

☑Dictation (full or partial text)

☑Sing-along

☐Writing activity, e.g. composing an additional verse, writing a letter or writing an essay about the song's topic

☐Discussion

☐ Other activities, please explain: _fluency_

7. On average how many times do you have students sing along with the songs during one lesson?

☐Never ☐Once ☐Twice ☐ Three times ☑More than three times

8. Do you yourself sing along with your students?

☐Always ☑Often ☐ Sometimes ☐Never ☐My students do not sing

9. How comfortable do you feel singing by yourself in front of your students?

☐Very comfortable

☑Comfortable

□Neither comfortable nor uncomfortable

□Uncomfortable

□Very uncomfortable

□I don't sing

10. On average how many times do you play a song during one lesson (including the sing-alongs)?

□Once □Twice ☑Three times □ Four times □More than four times

11. How much class-time on average do you spend on a song and its directly related activities?

□ 5 minutes or less

□ Between 5 and 15 minutes

□ Between 15 and 30 minutes

□ Between 30 and 50 minutes

□ More than 50 minutes

12. How would you describe the learners' general response to the use of songs in the classroom?

□ Very positive ☑Positive □ Neutral □ Negative □Very negative

13. What problems - if any - do you have when using songs in the classroom? (Multiple answers possible)

☑I cannot find any suitable songs (sometimes)

□ We do not have the appropriate equipment

□ The equipment is unreliable

□ The noise bothers other classes/teachers

□ The use of songs conflicts with the curriculum

□ Too time-consuming

☑ Problems with learner-discipline

□ The learners do not like to sing

□ The learners do not consider songs to be adequate for effective learning

□ Other problems, please explain: _____

14. What is your gender?

□ **Male** □ **Female** ✓

15. How old are you? Remember: This survey is absolutely anonymous!

_____38_____

16. At what type(s) of institution are you currently teaching? (Multiple answers possible)

☑ **Primary school**

□ **Secondary School**

□ **Post-secondary vocational training school (e.g. trade school)**

□ **University, tertiary college, polytechnic**

□ **Adult education centre, continuing education institution**

□ **Public or private language school**

□ **Self-employed private teaching**

□ **Other, please specify:** _____

17. How many years of experience as a language teacher do you have?

□ **Less than 1 year**

□ **1 to 2 years**

□ **3 to 5 years**

☑ **6 to 10 years**

□ **More than 11 years**

18. What is the highest degree of training in language teaching you currently hold?

□ **No degree involving training in language teaching**

☑ **A language teaching certificate from a public or private institution (e.g. CELTA)**

□ **An undergraduate degree (e.g. a Bachelor's degree)**

□ A postgraduate degree (e.g. a Master's degree or a PhD)

□ Other, please specify: _____

19. How important is music in your personal life?

□Very Important

☑Important

□ Neither Important nor Unimportant

□Unimportant

20. When you yourself were a language learner, did your language teacher use songs in the classroom?

☑ Yes □ No

21. Overall, how did you as a language learner experience the use of songs in the language classroom?

Please finish the following sentence with the appropriate choice:

"The experience was overall ...

☑Very Positive

□ Positive

□ Neither Positive nor Negative

□ Negative

□ Very Negative

Appendix 2: Inform consent 1

Universidad de Cuenca
Facultad de Filosofía y Ciencias de la Educación

Formulario Consentimiento Informado

Título de la investigación: The use of music in public and private schools in

Cuenca, Ecuador.

Organización del investigador: Universidad de Cuenca

INVESTIGADORES	TELÉFONO	CORREO ELECTRÓNICO
Efraín Enrique Vargas Muñoz	0939588364	efrain.vargas2308@ucuenca.edu.ec

DESCRIPCIÓN DEL ESTUDIO
Información general: Este formulario incluye un resumen del propósito de este estudio. Usted puede hacer todas las preguntas que quiera para entender claramente su participación y despejar sus dudas Usted ha sido invitado a participar en una investigación sobre El Uso de la Música en Escuelas Públicas y Privadas en Cuenca, Ecuador. **Propósito del estudio:** El propósito principal de este estudio es determinar cómo los profesores utilizan la música para enseñar inglés en los salones de clase en Cuenca, Ecuador. Que elementos son tomados en cuenta para seleccionar la música, cuánto tiempo aplican por actividad planteada , entre otros factores.
Confidencialidad de los datos
Para nosotros es muy importante mantener su privacidad, por lo cual aplicaremos las medidas necesarias para que nadie conozca su identidad ni tenga acceso a sus datos personales: 1) La información que nos proporcione se identificará con un código que reemplazará su nombre y se guardará en un lugar seguro donde solo los investigadores y el Comité de Ética de la Universidad de Cuenca tendrán acceso. 2) Su nombre no será mencionado en los reportes o publicaciones. 3) El Comité de Bioética de la Universidad de Cuenca podrá tener acceso a sus datos en caso de que surgieran problemas en cuando a la seguridad y confidencialidad de la información o de la ética en el estudio.
Derechos y opciones del participante

Usted puede decidir no participar y si decide no participar solo debe decírselo al investigador. Además aunque decida participar puede retirarse del estudio cuando lo desee, sin que ello afecte los beneficios de los que goza en este momento.

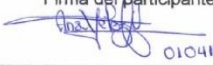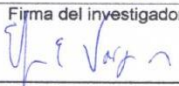Usted no recibirá ningún pago ni tendrá que pagar absolutamente nada por participar en este estudio.

La aplicación del cuestionario tendrá la duración de 10 minutos.

Información de contacto

Si usted tiene alguna pregunta sobre el estudio por favor llamar a: 0939588364 (Efraín Vargas) o envíe un correo electrónico a: efrain.vargas2308@ucuenca.edu.ec

Consentimiento informado:

Comprendo mi participación en este estudio. Me han explicado los beneficios de participar en un lenguaje claro y sencillo. Todas mis preguntas fueron contestadas. Me permitieron contar con tiempo suficiente para tomar la decisión de participar y me entregaron una copia de este formulario de consentimiento informado. Acepto voluntariamente participar en esta investigación.

Firma del participante	Fecha
0104179734	04-11-2018
Firma del investigador	Fecha
	04-12-2018

Appendix 3: inform consent 2.

Universidad de Cuenca
Facultad de Filosofía y Ciencias de la Educación

Formulario Consentimiento Informado

Título de la investigación: The use of music in public and private schools in Cuenca, Ecuador.

Organización del investigador: Universidad de Cuenca

INVESTIGADORES	TELÉFONO	CORREO ELECTRÓNICO
Efraín Enrique Vargas Muñoz	0939588364	efrain.vargas2308@ucuenca.edu.ec

DESCRIPCIÓN DEL ESTUDIO
Información general: Este formulario incluye un resumen del propósito de este estudio. Usted puede hacer todas las preguntas que quiera para entender claramente su participación y despejar sus dudas Usted ha sido invitado a participar en una investigación sobre El Uso de la Música en Escuelas Públicas y Privadas en Cuenca, Ecuador. **Propósito del estudio:** El propósito principal de este estudio es determinar cómo los profesores utilizan la música para enseñar inglés en los salones de clase en Cuenca, Ecuador. Que elementos son tomados en cuenta para seleccionar la música, cuánto tiempo aplican por actividad planteada , entre otros factores.
Confidencialidad de los datos
Para nosotros es muy importante mantener su privacidad, por lo cual aplicaremos las medidas necesarias para que nadie conozca su identidad ni tenga acceso a sus datos personales: 1) La información que nos proporcione se identificará con un código que reemplazará su nombre y se guardará en un lugar seguro donde solo los investigadores y el Comité de Ética de la Universidad de Cuenca tendrán acceso. 2) Su nombre no será mencionado en los reportes o publicaciones. 3) El Comité de Bioética de la Universidad de Cuenca podrá tener acceso a sus datos en caso de que surgieran problemas en cuando a la seguridad y confidencialidad de la información o de la ética en el estudio.
Derechos y opciones del participante

Usted puede decidir no participar y si decide no participar solo debe decírselo al investigador. Además aunque decida participar puede retirarse del estudio cuando lo desee, sin que ello afecte los beneficios de los que goza en este momento.

Usted no recibirá ningún pago ni tendrá que pagar absolutamente nada por participar en este estudio.

La aplicación del cuestionario tendrá la duración de 10 minutos.

Información de contacto

Si usted tiene alguna pregunta sobre el estudio por favor llamar a: 0939588364 (Efraín Vargas) o envíe un correo electrónico a: efrain.vargas2308@ucuenca.edu.ec

Consentimiento informado:

Comprendo mi participación en este estudio. Me han explicado los beneficios de participar en un lenguaje claro y sencillo. Todas mis preguntas fueron contestadas. Me permitieron contar con tiempo suficiente para tomar la decisión de participar y me entregaron una copia de este formulario de consentimiento informado. Acepto voluntariamente participar en esta investigación.

Firma del participante	Fecha
	4 - 12 - 2018
Firma del investigador	Fecha
	4 - 12 - 2018