



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

**Pre-intermediate students' opinions about how they
improve their English through songs in English**

A thesis submitted to the Faculty of Languages for the
degree of

LICENCIATURA EN ENSEÑANZA DEL INGLÉS

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Puebla, Pue., October 2015



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ABSTRACT

This study reports on a mixed method study. The research took place at a language department of a public university in Mexico. The primary aims of this study were to investigate pre-intermediate students' opinions about the usefulness of songs to improve their English, and also the activities they do with them to facilitate their learning. The research data were collected using a questionnaire and a focus group interview. Nineteen students participated to collect the data. The questionnaire included nine questions and it was administered to 19 students. However, only 8 students from the 19 were chosen for the interview due to the lack of time. Both instruments were carried out in Spanish to obtain better results. The questionnaire answers of each student were reviewed and analyzed, also the results obtained from the interview were recorded and transcribed. The research findings revealed that students consider the use of songs as an important tool to improve their English because they love using songs and they are exposed to them inside and outside their classes. In addition, students mentioned they do different activities with songs; for example, they listen to the song in English, they try to interpret the meaning of the song, they surf the net to get the lyrics of the song and so on. They also said that they improve their skills and they increase their vocabulary. More results and implications are described within this thesis.

DEDICACIONES

El haber concluido mi tesis es maravilloso e inexplicable ya que con gran esfuerzo y dedicación se cumple una de mis metas más importantes en mi vida. Además, me siento muy feliz por haber experimentado esta hermosa etapa llena de aventuras y aprendizajes en la universidad. Ahora me siento preparada para empezar a desarrollarme en el campo laboral haciendo lo que más me fascina. Este logro va dedicado a:

Principalmente a Dios que es el ser más maravilloso que me brindó la oportunidad de ser parte de este mundo poniendo en mi camino todo lo hermoso que me rodea. A ti señor te debo mi vida y todo lo que tengo ya que sin tu ayuda jamás hubiera salido adelante, venciendo cada uno de los obstáculos que se presentaron durante esta etapa y a lo largo de mi vida. Gracias por estar conmigo llenándome de fortaleza y fe. Gracias por todo papito Dios sin ti jamás hubiera podido lograr esta gran meta en mi vida....

A mi madre Regula Torres Aguilar por darme la oportunidad de continuar estudiando, por apoyarme en cada momento de mi vida, animarme y siempre estar conmigo, por confiar en mí y por el gran esfuerzo que hiciste para darme esta grandiosa oportunidad. Gracias por ser quien eres mami la mejor de este mundo, a ti te debo todos mis logros. ¡Mami te adoro!

A mi papa Heriberto Garcia Gutiérrez que sin su apoyo jamás hubiera logrado mi objetivo, gracias papa porque a pesar de todas las circunstancias difíciles que se presentaron durante este proceso siempre confiaste en mí. Aunque no me lo decías lo supe desde el momento en que me brindaste tu apoyo para continuar con mis estudios. Gracias por todo papá aunque casi no lo digo ¡te amo mucho!

A todos mis hermanos Nacho, Yaque, Emilio, Luci, Flaco, Javier, Mago y Arturo a todos ustedes les dedico este logro. Gracias hermanos cada uno de ustedes es especial en mi corazón. Gracias por todo su apoyo por estar siempre animándome en cada momento. Sobre todo Arturo gracias por todo tu gran esfuerzo que hiciste durante este proceso, por confiar en mí desde el principio y siempre estar ahí apoyándome ¡te quiero mucho! A ti Mago que eres la persona con la que estoy más tiempo gracias por todas las oraciones que siempre hiciste por mí y por todo. ¡Eres súper manita sin ti simplemente nada sería igual! Javier a ti también gracias por todo porque a pesar de tus regaños de todo siempre confiaste en mí y me animaste siempre. ¡Gracias a todos hermanos son lo mejor que diosito me pudo dar!

A toda mi familia. A mi tía Quintina Gutiérrez Gil que es como mi abuela a ti te agradezco todas tus palabras llenas de sabiduría y experiencia. Gracias por todo tu ánimo y apoyo te quiero mucho tía. A mis cuñadas Elsa, Vero, Flor a todos mis sobrinos mi Andy, Charlie, Alex, Tony, Zaly y todos los que faltan, gracias familia por todo son lo mejor que Diosito eligió para mí. ¡Los amo!

A mi directora de tesis Gicela Cuatlapantzi Pichón gracias profesora por apoyarme cada momento y dedicarme su valioso tiempo. Sobre todo gracias por soportarme y estar siempre pendiente de mi investigación. ¡Muchas gracias de todo corazón; es una gran maestra y ejemplo a seguir para mí!

Att. Sindy ;)

ACKNOWLEDGEMENTS

This thesis could not be developed only by myself. I must give the gratitude to the people who have assisted me:

Above all, I would like to express my gratitude to my director Mtra. Gicela Cuatlapantzi Pichón for her support and knowledge during the process of my research, for her motivation and above all for being very patient with me. Teacher thank you so much for all your help you are a great teacher and person thank you because without you this thesis could not be possible. I feel so proud to have been your student.

Also I would like to thank the readers Mtro. Juan Alberto Amador Cruz and Mtro. Yonatán Puon Castro for dedicating their time and helping me a lot in my thesis project. Thank you so much.

I want to thank the students who participated as subjects in this study because without their answers this thesis would not have been possible.

Thanks to all for your help!!!!

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CHAPTER ONE

1.0 Introduction to the problem

Throughout the world, English is probably encountered more often today in music than on the printed page. English students in Mexico City, Rio de Janeiro or Tokyo may hear little spoken English outside their classes, but all of them are exposed to American and English songs on Radio, TV, and in movies (Grenough, 1995, p. X).

Many of them are in contact with this kind of music, and they are familiar with the concept of English songs because they are exposed to them all the time, and above all, students love music. They sing the songs and practice their English consciously or unconsciously for many hours outside class.

Because music gets into our subconscious quickly and subtly, and because songs are a powerful medium for acquiring new knowledge and for reinforcing already learned structures (Grenough, 1995), it is important to explore pre-intermediate students' opinions about the use of English songs outside the classroom to improve their English learning, and also what and how they do it.

1.1 Rationale

I am studying English Language Teaching (ELT). As a student I go to school and take my classes. In my own experience, the way in which I learn or improve my English in a class is sometimes a little boring and I lose interest because it is the common way in which students learn in a class: using printed papers, books and so

on. For this reason, I decided to look for new strategies to improve my English doing something that I like.

I became interested in this topic because I love music, and I think that I learn and improve my English with the use of it. I usually listen to an English song that I like, and then I try to understand what it is about. After that, I surf the net to get the lyrics in English and Spanish, then I look the words that I do not understand up in the dictionary. Finally, I sing and repeat the song until I learn it.

For this reason, I wanted to do this study and identify what the students thought about the use of songs to improve their English, and what activities they do with them. With that information English teachers could use songs to make the class fun and more interesting, above all some students could improve their English doing something they like and motivate them.

1.2 Location of Research

The research took place at a language department of a public university in Mexico. The participants were ELT students of pre-intermediate level.

I chose this institution to carry out my research project, because I am studying English Language Teaching there. In this institution, pre-intermediate students learn English in their target language classes with the use of different kinds of resources such as books, handouts, papers in English, summaries, reports and so on; I know that because these were the resources and the activities that I used to learn in the classes.

In a target language class there are approximately 25 pre-intermediate students; they take five classes per week and each session has a duration of two hours. They must take five English courses and five workshops in which students can practice and develop their reading, writing, listening and speaking skills. This way, at the end of the major, they must achieve the level B2.

However, there is a big problem that most students face at the end of the subject: they do not achieve the level B2. This happens for a lot of circumstances such as the lack of interest, the time, and so on.

Furthermore, a very important point is that it seems that the subjects of target language are not enough to achieve the level B2; for this reason, the teachers and students have to apply or add new ways to learn or improve their English.

1.3 Purpose of the Study

The priority of this research was to investigate students' opinions about the usefulness of songs to improve their English, also the activities they do with them to facilitate their learning.

Students' opinions are very important because through them, I could explore different alternatives to make the English language learning process more interesting and motivating.

1.4 Research Aims

This research has three aims:

- a) To identify and explore if students use English songs outside the classroom to improve their English.
- b) To describe what students perceive they improve through the use of songs.
- c) To identify the activities that pre-intermediate students do with English songs to improve their English.

1.5 Research Questions

- a) Do learners use English songs outside the classroom? If so, do they consider them useful to improve their English?
- b) What skills (abilities) do learners perceive to improve when they use songs?
- c) What are the most common activities that students do with English songs?

1.6 Significance of the study

This study is important since it adds to our understanding of how songs can improve students' English learning in an interesting way. Students would benefit because through songs they could improve their English inside and outside their classes. As a future teacher, this study could help me to know the importance of

using songs to improve my students' English learning, and all the benefits they provide to them with the activities that are carried out.

1.7 The context of the Research

The areas related to my research are the following: Second Language Acquisition (SLA), music and songs. These areas are important to analyze the process of acquiring a new language, also the strategies that can be used to achieve it. Second language acquisition is related because I am interested in the way in which people practice a language using different kind of materials or resources inside and outside the classroom. Music and songs are related to my research because it is about how the use of music can help to improve students' learning.

1.8 Chapter Conclusion

In this chapter, the purpose of the research has been explained, also the objective of the investigation and the research questions were provided. In the following chapters I will show the literature review, the methodology of the study, the results and finally the conclusions.

CHAPTER TWO: LITERATURE REVIEW

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2.1 SLA

2.1.2 Factors involved in SLA

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CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

The following literature review provides ideas to analyze and identify the terms concentrated in this topic. This chapter is divided in two sections. The first section has to do with second language acquisition and the most important points that it involves. The second one is about the most important features of songs according to, different authors' points of view.

2.1 Second Language Acquisition

In attempting to understand the second language acquisition process, there are some concepts that need to be taken into account. This research provides the definition of second language acquisition (SLA), the goals of SLA, factors involved in SLA, learner internal factors, learner external factors, general factors, learning styles, types of learning styles, learning strategies, types of learning strategies, and motivation. To start talking about second language acquisition, it is necessary to define this term. According to Krashen (1982, cited in Gass, 1997),

... acquisition [is] a process similar, if not identical to the way children develop ability in their first language. Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication. The result of language acquisition, acquired competence, is also subconscious. We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a "feel" for correctness. Grammatical sentences "sound" right, or "feel" right, and errors feel wrong, even if we do not consciously know what rule was violated (p.80).

In addition, there is another important point of view made by Ellis (1997) who defines second language acquisition "as the way in which people learn a language other than their mother tongue: inside or outside of a classroom, and 'Second

Language Acquisition (SLA) as the study of this” (p.3). Similarly, Ellis (1985) points out that second language acquisition “refers to the subconscious or conscious processes by which a language other than the mother tongue is learnt in a natural or a tutored setting” (p.6).

As a general view, the similarities between these authors are that the acquisition of a second language is similar to the first one, it is a conscious and subconscious process in which a language is learnt, and this occurs after having learned the mother tongue, it does not matter if it is inside or outside of an educational area.

Second Language Acquisition has goals which have to be taken into account to develop this process. Ellis (1997) states that “one of the goals of SLA, then, is the *description* of L2 acquisition. Another is *explanation*; identifying the external and internal factors that account for why learners acquire an L2 'in the way they do” (p.4). Also, Ellis (1997) points out that “the goals of SLA, then, are to describe how L2 acquisition proceeds and to explain this process and why some learners seem to be better at it than others” (p.6). In order to achieve this goals the explanation term will be broaden explained to the purpose of this study.

2.1.2 Factors involved in Second Language Acquisition

Second Language Acquisition implicates some factors; these factors are divided in two types, the first ones are external factors and the second are internal factors. Some external factors are input, output and interaction. In addition, some

internal factors are language transfer and cognitive accounts, which are very important to carry out the learning process.

2.1.2.1 Learner External Factors: Input, Output and Interaction

There are some external factors which are involved in the process of students' learning, these factors are input, output and interaction, which are necessary to support the learning process.

Input

Input is one of the most important external factors. Corder (1967, cited in Gass & Selinker, 1994) mentions that "input refers to what is available to the learner" (p.197). Similarly, Gass (1997) indicates that "*input* in the L2 literature refers to the language to which a learner is exposed either orally or visually" (p.28). In addition, Krashen (1982, cited in Wang, 2010) states that "optimal input should be comprehensible, be interesting and /or relevant, not be grammatically sequenced, be in sufficient quantity. If the learner can be exposed to input having to these features, it is considered acquisition is more likely to occur" (p.283). Beebe (1985, cited in Gass, 1997) argued that

Studies of input of second language acquisition must view non-native speakers not simply as passive recipients of comprehensible or incomprehensible input from native speakers, but as active participants in choosing the target language models they prefer and thus acquiring "the right stuff" according to their values. In other words, learners have "input preferences" (or "model preferences") in the sense that they are consciously or unconsciously choose to attend to some target language models rather than others (p.93).

As a conclusion, input is very necessary and the most important concept in the process of second language acquisition, because it is all the information that is

in the brain about specific language. For this reason, without input individuals cannot learn.

Output

There is another external factor that also plays an important role in the process of students' learning, which is called output. Ellis (1985) states that "the linguistic output is the main source of information about how a learner acquires a L2" (p.18). In addition, Gass (1997) states that

Output has generally been seen not as a way of creating knowledge but as a way of practicing already-existing knowledge. In other words, output, or production, has traditionally been viewed as a way of practicing what has previously been learned (p.139).

Also, according to Swain (1995, cited in Gass, 1997),

Output may stimulate learners to move from the semantic, open-ended, nondeterministic, strategic processing prevalent in comprehension to the complete grammatical processing needed for accurate production. Output, thus, would seem to have a potentially significant role in the development of syntax and morphology (p.139).

In general, output is essential in the process of learning, because it is the source of information about how learners acquire the second language. In other words, output is the product of learning.

Interaction

Another important external factor is called interaction. According to Ellis (1985), "*interaction* consists of the discourse jointly constructed by the learner and his interlocutors; input, therefore, is the result of interaction" (p.127). In addition, Ellis (1984, cited in Gass & Selinker, 1994) states that

Interaction contributes to development because it is the means by which the learner is able to crack the code. This takes place when the learner can infer what is said even though the message contains linguistic items that are not yet part of his competence and when the learner can use the discourse to help him/her modify or supplement the linguistic knowledge already used in production (p.217).

In short, interaction is the relationship between the learner, teacher and the social context or environment.

2.1.2.2 Learner Internal Factors: Language Transfer, Cognitive accounts

On the contrary, there are also internal factors which are involved to carry out the learning process, these are some of them: language transfer and cognitive accounts.

Language Transfer

Language Transfer is an internal factor in the process of students' learning. According to Odlin (1989, cited in Ellis, 1994), "transfer is the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired" (p.301). In addition, Ellis (1994) states that

'Transfer' is to be seen as a general cover term for a number of different kinds of influence from languages other than the L2. The study of transfer involves the study of errors (negative transfer), facilitation (positive transfer), avoidance of target language forms, and their over-use (p.341).

Cognitive Accounts

Another internal factor are cognitive accounts. According to Ellis (1994), “linguistic accounts of interlanguage are directed at describing learners’ competence, conceptualized as an abstract system of rules and items that underlie actual performance. They are concerned with what learners ‘know’, not with what they ‘do’ (p.348).

2.1.3 General Factors: Age

There is a general factor which is very important to be taken into account in the learning process, this factor is age. According to Gass and Selinker (1994), “it is commonly believed that children are better language learners in the sense that young children typically can gain mastery of a second language, whereas adults cannot” (p.239). In addition, Ellis (1994) points out that

There is a widely-held lay belief that young L2 learners generally do better than older learners. This is supported by the *critical period hypothesis*, according to which there is a fixed span of years during which language learning can take place naturally and effortlessly, and after which it is not possible to be completely successful (p.484).

As a result, Snow and Hoefnagel-Höhle (1978, cited in Ellis, 1985) show that

The learners who progress most rapidly may be adolescents. In their study of Dutch L2 learners, they found that although the adults (15 years and older) outperformed the children (6 to 10 years), the teenagers (12 to 15 years and older) learnt more rapidly than both. It would be appear that although age improves language learning capacity, performance may peak in the teens, after which performance declines (p.105).

In conclusion, the age plays an important role in the process of learning because it depends a lot on it the success of the language acquisition.

2.1.4 Learning Styles

Students are different from each other; they have their own ways to learn. This occurs depending of the kind of learning style they are. Keefe (1979, cited in Ellis, 1994) defines learning style as “the characteristic cognitive, affective and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment... Learning style is a consistent way of functioning that reflects underlying causes of behavior” (p.499).

In addition, according to Brown (2000, cited in Gilakjani, 2012), learning styles are “the manner in which individuals perceive and process information in learning situations” (p.105). For this reason, it is important to take into account learners’ preferences because through them students can achieve a better and interesting learning. In addition, according to Coffield (2004, cited in Gilakjani, 2012) learners should know their own learning styles and they should act depending on them. Learners should have the control of their own learning; this is a very important point in the process of learning to learn.

In short, it is important that learners find and take the responsibility of their own way of learning. Also teachers need to be aware of this so that they can apply new forms to teach and achieve a successful learning (Coffield, 2004, cited in Gilakjani, 2012).

2.1.4.1 Types of Learning Styles: Visual, Auditory and Kinesthetic

Taking into account the different ways to learn that each student uses depending on their personalities, it is important to identify the kind of learning style

they are. They can be visual, auditory or kinesthetic. Ldpride (n.d, cited in Gilakjani, 2012) states that learners who are visual learn better with the use of visual tools such as images, pictures and so on. Most of them make notes above the material that is showed, and also they prefer sitting in front of the classroom. The second learning style is Auditory. These learners learn by hearing. They understand the information through the accent, tone and velocity. They also read aloud to acquire more knowledge. However, these learners do not catch up information that is in a written form. The last learning style is Kinesthetic. The learners that are kinesthetic learn best by moving, activating their bodies and having interaction with the physical environment.

2.1.5 Learning Strategies

Another important aspect in the process of students' learning is the techniques or activities students do to enhance their learning, this process is called learning strategies.

Chamot (1987, cited in Ellis, 1994) claims that learning strategies are ways or methods that students use depending on their preferences to make their learning easier. Similarly, according to Oxford (1989, cited in Ellis, 1994), "language learning strategies are behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable" (p.531). In addition, Oxford and Cohen (1992, cited in Gass & Selinker, 1994) state that the procedure that learners follow to obtain improvement in the progress of their language abilities is called learning strategy.

2.1.5.1 Types of Learning Strategies

There are three major types of strategies: cognitive strategies, metacognitive strategies and social/affective strategies. First of all, according to Rubin (1987, cited in Ellis, 1994), “*cognitive strategies* refer to ‘the steps or operations used in problem-solving that require direct analysis, transformation or synthesis of learning materials’” (p.536). Some examples of cognitive strategies are repetition, note-taking and elaboration.

The second are called metacognitive strategies. Ellis (1994) claims that “*metacognitive strategies* make use of knowledge about cognitive processes and constitute an attempt to regulate language learning by means of planning, monitoring, and evaluating” (p.538). Some examples of these strategies are directed attention and self-management.

Finally, the last are called social/affective strategies. According to Ellis (1994), “*social/affective strategies* concern the ways in which learners elect to interact with other learners and native speakers” (p.538). Learning strategies play an important role in the process of learning, because it is necessary to take into account that each student learns differently and they have their own ways to learn according to their preferences.

2.1.6 Motivation

Gass and Selinker (1994) mention that “a social psychological factor frequently used to account for differential success in learning a second language is motivation” (p.250). In addition, Skehan (1989, cited in Gass & Selinker, 1994)

claims that “in general, motivation appears to be the second strongest predictor of success, trailing only aptitude” (p.251). Motivation is a necessary and important factor because the environment in which students are has a huge impact on their process of learning. In addition, to create this motivating environment and develop students’ motivation, it is important to implement activities that students like, in this case using English songs as an interesting tool to encourage them in their process of learning.

2.2 Songs to learn English

In attempting to understand that the use of English songs has a lot of benefits during the process of students’ learning, there are some concepts that need to be taken into account. This section provides information from different authors’ points of view about some important concepts for this study such as the definition of music and songs, selection of songs, activities to improve English language learning through the use of songs, and finally, advantages and disadvantages of their use.

2.2.1 Music and Songs

Miller (1958) points out that music is a common factor of human beings which is inescapable and available for all of them. In addition, Keskin (2011) claims that

With the progress of technology, the development of educational tools for foreign language teaching has started to contribute significantly to student progress while learning a foreign language. Therefore, the efforts to adapt these tools, which are developed by the technology of our day, to class environment has become of greater importance. At the same time, the increase in the number of approaches to develop students’ skill of communication and cross-cultural interaction is an indicator of the fact that songs are audial and written tools essential for foreign language teaching (p.378).

Consequently, there are arguments that explain why the use of music is an important concept to take into account in the process of English learning. Grenough (1995) claims that songs are a potent resource which help to firm up grammatical structures and they also aid to the obtaining of diverse knowledge. One of the reasons is because music enters into the mind rapidly. Similarly, Carroll, Larsen-Freeman and Long (2000, cited in Shen, 2009) mention that “research on psycholinguistics reveals that songs can activate language acquisition and learning in both hemispheres of the human brain” (p.90).

On the other hand, Paul (1996) states that “songs can be very isolated activities in the language class. Very often they are just sung and little is done to integrate them into the course” (p.2). Moreover, Grenough (1995) states that in different parts of the world English is more commonly found in music than on printouts. Although learners can listen a bit of English to communicate inside the classes, they are also exposed to English songs in radio, TV, movies and son on. In addition, some learners are familiar with the English language culture even they sing these songs in their native language.

As a result, songs can work as a significant and fascinating tool. They increase learners’ motivation and they also develop their skills in an active and interesting way. For this reason, it is important to consider English songs as a useful tool in the process of second language acquisition.

2.2.2 Selection of songs

As it was mentioned before, songs could play a very important role in the process of students' English learning. However, there are some aspects that have to be considered at the moment of choosing songs. Keskin (2011) indicates that in order to use songs successfully in a classroom, it is important to focus on their characteristics such as the vocabulary of the song, the age of the learners and their level. Learners and teachers are interested in those aspects.

Griffe (1992, cited in Keskin, 2011) lists four elements to be considered while choosing a song to be used in the class:

1. Classroom environment (number, age and interests of students; lesson hours)
2. Teacher (teacher's age, interest in music and aim to use the song in the class)
3. Classroom facilities (flexibility in lesson plan, classroom equipment)
4. Music (lesson plan and equipment such as the volume, sources of music, copying machine, board, etc.) (p.380).

In addition, an important point of view is made by Sariçoban (2000, cited in Keskin, 2011) who separates songs into two categories. The first one is meaningful and popular songs which have cultural elements and grammatical structures that are appropriate for adults' level. The second category is familiar or internationally-known songs which are adequate for children. According to Griffe (1992, cited in Keskin, 2011) for students on beginner level, short and slow songs should be used. With these songs, crosswords, drawing or picture showing exercises can be carried out. Long and fast songs which tell a story should be used for students with a higher

level. “There should not be too many instruments played with a high volume in the song” (p.380). Furthermore, keskin (2011) claims that

A song chosen should always contain a grammatical structure or a lingual subject. The diction of the singer should be clear so that the student will understand the lyrics more easily. The song should be chosen from a music genre favored by a major group of listeners. For example, if the teacher makes the students listen to only classical Turkish songs, then the students may feel bored with the lesson (p.380).

As a conclusion, the selection of songs is essential in the process of English learning. Different aspects should be taken into account when choosing a song.

2.2.3 Activities to improve English Language Learning through the use of songs

There are many different kinds of activities that can be carried out with the use of songs and through them improve the English Language Learning. Keskin (2011) classifies three groups of activities that can be developed with the use of songs in foreign language classes: pre-listening activities, listening activities and post-listening activities.

Pre-listening activities

Vandergrift (1999, cited in Keskin, 2011) indicates that

Pre-listening activities enable students to be aware of the purpose of listening to the song and to focus on the meaning of the song while listening. Besides, it is also possible to use songs by deliberately removing a part of their lyrics and to conduct activities in which students predict or derive the meaning of a word out of the context (p.380).

In Addition, keskin (2011) states that without having brainstorm and preliminary activities about the text, learners may lose interest. For this reason the

objectives of these activities are to motivate students giving them some ideas about the text, before having contact with the song.

Listening Activities

Moreover, Keskin (2011) states that

Listening activities are directly related to the text and students are expected to carry out these activities in the course of listening. In this process of listening and by the guidance of the teacher, students control their comprehension skills and focus on listening to the text (p.381).

Peachey (2003, cited in Keskin, 2011) suggests that before listening to the song, it is important to give learners a short period of time to see the questions they are going to respond while listening. In addition, students need to listen to that song at least three or four times to get accustomed to their characteristics such as the voice of the singer or the tempo of the song.

Post-listening activities

According to Davenellos (1999, cited in Keskin 2011), “this stage consists of follow-up activities for developing speaking and writing skills” (p.382). In addition, Sariçoban (2000, cited in Keskin, 2011) points out that these activities may change according to learners’ characteristics such as their interest and their level. Learners can write a summary of the song, give it continuity or rewrite the lyrics from the point of view of another person in the song, all of these to improve their writing skills. On the other hand, learners may repeat or sing the song individually, in pairs or altogether in order to improve their pronunciation. Finally, to develop the speaking skills learners may express their thoughts, and also they can discuss about the song after listening to it. As a result, Keskin (2011) states that

With these activities, students are expected to summarize the song, to practice writing by involving his/her culture in the class and using the lingual structure he/she has just learned. Students are more into production in this stage. What is expected from students is to carry out verbal and written tasks by sticking to the text and to progress the way they use the language from dependent to independent by dealing with the text in question with its various aspects (p382).

2.2.4 Advantages and disadvantages of using English songs

Considering the selection of songs, and the kinds of activities that can be carried out with them, there are other important points to take into account about English songs. These are the advantages and disadvantages of their use which are discussed below.

Advantages

Using songs as a tool in the process of English language learning has great benefits. Lo and Li (1998, cited in Keskin, 2011) point out that “songs are able to change the monotonous mood in the class and with the smoothing effect of music; they provide a comfortable class environment so that students can develop their lingual skills more easily” (p.378). Similarly, Sahin (2008, cited in Keskin, 2011) states that songs help learners to create confidence for language learning. In addition, songs help to increase the learners’ motivation because they give an enjoyable environment in which learners are involved and they can use their musical knowledge.

In addition, according to Maley (1987, cited in Keskin, 2011), “songs offer many codes that strengthen student memory such as choruses, rhymes and melodies” (p.379). Also, Shoepf (2001, cited in Keskin, 2011) claims that a song is a literary text which covers important aspects belonging to the language. Songs are

tools that give information to learners about some elements which are part of the target language and their culture. In addition, songs help learners to get ready for the language that is found every day.

Disadvantages

Besides the positive effects of songs there are negative which are found at the moment of using them. Terhune (1997, cited in Keskin, 2011) states these difficulties as follows:

1. Pop songs are not scientific. Therefore, some teachers and students do not think that they are effective tools in education.
2. As each student has a different way of learning, some students may have difficulty in studying through music.
3. Inefficient sound systems in schools may cause problems while listening to songs.
4. The types of music favored by students may not be matching with each other.
5. Songs which are not grammatical or those involving complicated sentence structures may confuse students.
6. In some songs, there may be embarrassing parts which cannot be explained to students.
7. Repetition of a limited number of words may cause the song to seem boring or ineffective (p379).

In addition, Jensen (2000, cited in Keskin, 2011) claims that teachers' preparation programs do not include information about how to use music in language teaching. Moreover, most teachers do not have enough knowledge about the music concept. Furthermore, Miller (1999, cited in Keskin, 2011) indicates that "another disadvantage of using songs is the lack of the ability to slow down the tempo of the song when a grammatically difficult part is playing, or to fasten it when there is the repetition of certain parts" (p.379).

To sum up, there are different viewpoints about the use of songs; some of them are positive and others negative. However, the most important is that songs are useful depending on how they are utilized.

2.3 Chapter Conclusion

Taking into account all the aspects that were discussed in this literature review, it is very important to mention that songs can, could, may play a very important role in the process of English learning, because they are considered an interesting tool that help students improve their English learning in a different way.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

3.1 Setting

3.2 Subjects

3.3 Research Methodology

3.4 Instruments

.....3.4.1 Questionnaire

.....3.4.2 Focus Group

3.5 Data Collection Procedure

3.6 Data Analysis

3.7 Chapter Conclusion

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This research was focused on pre-intermediate students' opinions about how they improve their English through English songs. The purpose was to identify and explore pre-intermediate students' opinions in order to know if students use songs outside the classroom and if they are considered a useful tool in their process of English learning. Another purpose was to describe what students perceive they improve through the use of songs and the activities they do with them. Therefore, to collect the data it was necessary to design a questionnaire and a focus group interview.

In this chapter I will explain the setting, subjects, research methodology, and instruments. I will also provide a description of how I went about collecting the necessary data to answer my research questions as well as the data analysis and finally the conclusion.

3.1 Setting

The study took place at a language department of a public university in Central Mexico. This institution has two B.A programs: Licenciatura en la Enseñanza del Inglés (LEI), in which students are trained to be English teachers and Licenciatura en la Enseñanza del Francés (LEF), in which students are specialized to be French teachers. In addition, the institution has language courses such as English, French, Germany, Italian and others for students who are part of the

university and for people who want to learn other languages. A class has approximately 25 students each.

3.2 Subjects

The participants of this study were LEI students who were taking English II at the moment of the study. In this class there were 19 students, 12 of them were females and 7 were males. The students take a two-hour English class from Monday to Friday. All students from this class answered the questionnaire, but only 8 were chosen for the interview because their lack of time to participate in the focus group.

3.3 Research Methodology

In this research a questionnaire and a focus group interview were used in order to collect data. Thereby, this research study follows a mixed method approach since it is focused on students' opinions and what they do.

Cresswell and Plano Clark (2007, cited in Cresswell, 2009) state that a study that involves philosophical assumptions, and combines qualitative and quantitative forms, is called mixed method. In addition, Creswell (2003) claims that a mixed methods approach

Employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems. The data collection also involves gathering both numeric information (e, g., on instruments) as well as text information (e.g., on interviews) so that the final database represents both quantitative and qualitative information (p.18-20).

3.4 Instruments

As it was mentioned before, the instruments to carry out this research study were a questionnaire that had 9 items and a focus group interview with 4 questions.

It is important to mention that in order to make students feel comfortable, both instruments were made in Spanish, the students' mother tongue. The questionnaire helped to know students' opinions about the usefulness of songs to improve their English. The focus group interview helped to get students' opinions about what and how they improve their English through songs.

3.4.1 Questionnaires

Wilson and McLean (1994, cited in Cohen, Manion & Morrison, 2007) state that "the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze" (p.317).

In this research study the questionnaire used to collect data was created by the researcher and it had multiple choice questions, open questions, and rating scale questions (See Appendix A).

3.4.2 Focus Group

Morgan (1988, cited in Cohen et al, 2007) states that

Focus groups are contrived settings, bringing together a specifically chosen sector of the population to discuss a particular given theme or topic, where the interaction with the group leads to data and outcomes. Their contrived nature is both their strength and their weakness: they are unnatural settings yet they are very focused on a particular issue and, therefore, will yield insights that might not otherwise have been available in a straightforward interview; they are economical on time, producing a large amount of data in a short period of time, but they tend to produce less data than interviews with the same number of individuals on a one-to-one basis (p.376).

In this research study the focus group interview used to collect data was created by the researcher and it had 4 open questions that were asked to only 8 students from the 19 who answered the questionnaire in order to obtain a better and complete information about the study (See Appendix B).

3.5 Data collection procedure

First of all, to analyze if the items from the instruments worked and gave the necessary information for the purpose of the study, they were revised and piloted. After the piloting phase with some students of similar characteristics, it was observed that the instruments worked very well and only small changes were made. Later, the questionnaire was administered to 19 students who were 12 females and 7 males. Later, the eight participants were interviewed.

3.6 Data Analysis

After collecting all the information, it was analyzed. First of all, the data obtained from the questionnaire was reviewed, the answers of multiple choice questions and open questions were shown in graphs also the answers of rating scale questions were written in tables using the Microsoft Office. Furthermore, the information collected from the focus group interview was transcribed in a Microsoft Office document. Finally, every personal narration of students was analyzed and studied. The most repeated information according to students' answers was chosen to be part of chapter 4.

3.7 Chapter conclusion

In this chapter, important information was provided such as the setting of the study, the participants and finally the instruments that were administered to obtain the necessary data.

In the following chapter the results obtained are discussed and provided.

CHAPTER FOUR: RESULTS

4.0 Introduction

4.1 Aims and Research questions

4.2 English songs as a tool to improve students' learning

.....4.2.1 Materials students like and use to improve their English

.....4.2.2 How students consider songs

4.3 What and how students improve their English through English songs

.....4.3.1 How often students use songs to improve their English learning

.....4.3.2 The most developed skills and subskills when using songs

4.4 Common activities students do with songs

.....4.4.1 Common activities students do with songs to improve their English

4.5 Conclusion of the Chapter

CHAPTER FOUR: RESULTS

4.0 Introduction

In this chapter I will present and explain the findings related to this research study. All the information from the questionnaire will be presented in graphs and tables. The data collected from the focus group was transcribed in a word document named "Results FG Interview Doc"; the transcripts used refer to this document. Furthermore, in order to report the data analysis the aims and research questions are also provided.

4.1 Aims and Research Questions

The aims of this study are the following:

- a) To identify and explore if students use English songs outside the classroom to improve their English.
- b) To describe what students perceive they improve through the use of songs.
- c) To identify the activities that pre-intermediate students do with English songs to improve their English.

The research questions that guided this study were three:

- a) Do learners use English songs outside the classroom? If so, do they consider them useful to improve their English?
- b) What skills (abilities) do learners perceive to improve when they use songs?
- c) What are the most common activities that students do with English songs?

4.2 English songs as a tool to improve students' learning

This section shows the most important results obtained from the questionnaire to answer the first research question. The questions 3, 5 and 7 that were used in the questionnaire helped to answer this research question. The results obtained are presented below.

4.2.1 Materials students like and use to improve their English

The following figure shows the results obtained from a multiple choice item used in the questionnaire in which participants mentioned the kinds of tools or materials they like and use to improve their English learning outside the classroom. The results are shown below.

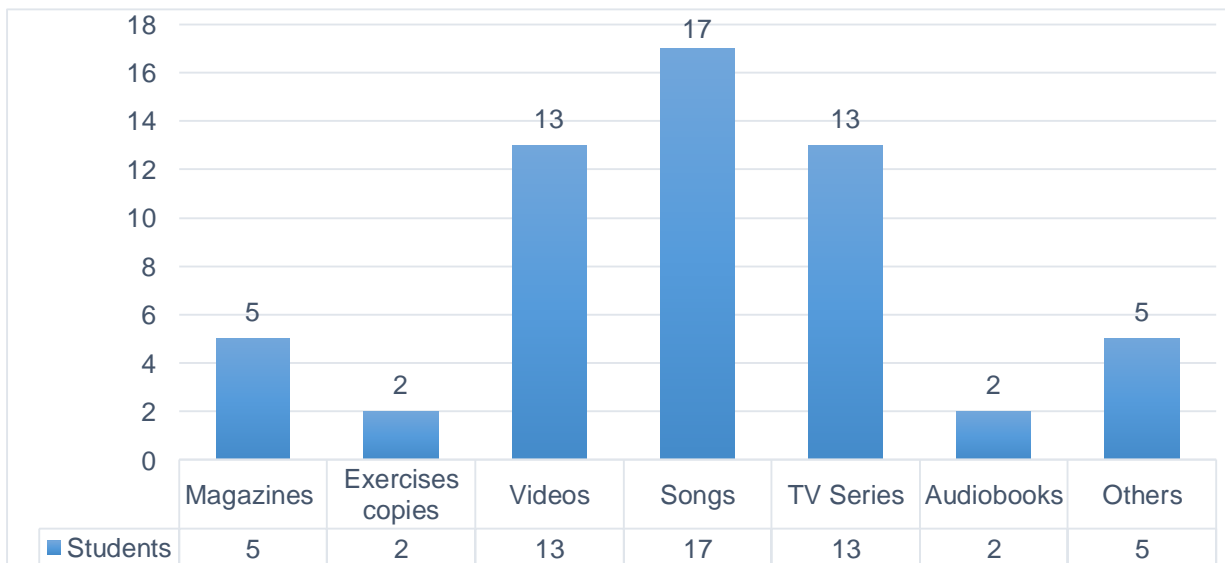


Figure 4.1 Kinds of materials that students like and use outside the classroom to improve their English learning.

As figure 4.1 shows, 17 students (n=19) like and use English songs as a tool to improve their English learning, 13 students mentioned they use videos, 13 students use TV series programs, 5 students answered they use English magazines. 2 students mentioned they use exercise copies, 2 use audiobooks and 5 students wrote other types of materials they use such as videogames, movies and books. Therefore, the results show that most students like songs to improve their English.

4.2.2 How students consider songs

The following figure shows the results obtained from a question of the questionnaire. In this part, participants were asked if they considered English songs as a useful and fun tool to improve their English learning. Figure 4.2 shows the results.

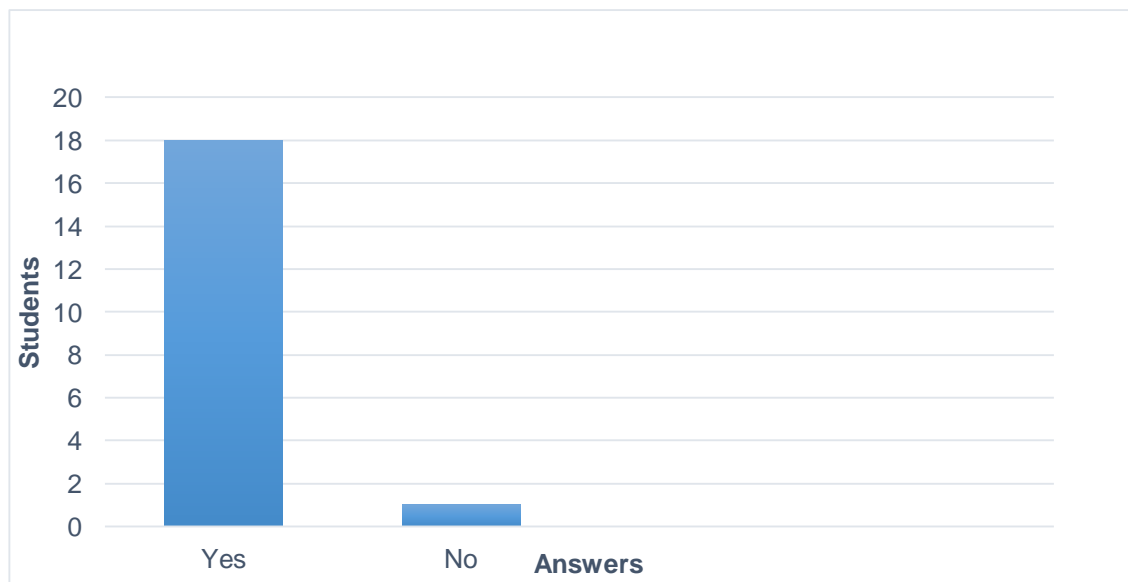


Figure 4.2 Students consider English songs are useful.

As it can be seen, 18 students (n=19) considered that songs are a useful and fun tool to improve their English learning. However, one student answered English

songs are not useful. It is important to mention that he said that because he does not have enough time to use songs to improve his English.

The following graph presents the results obtained from the rating scale section administered into the questionnaire. In this item, participants mentioned how they considered the use of English songs to improve their English learning.

Figure 4.3 shows the results.

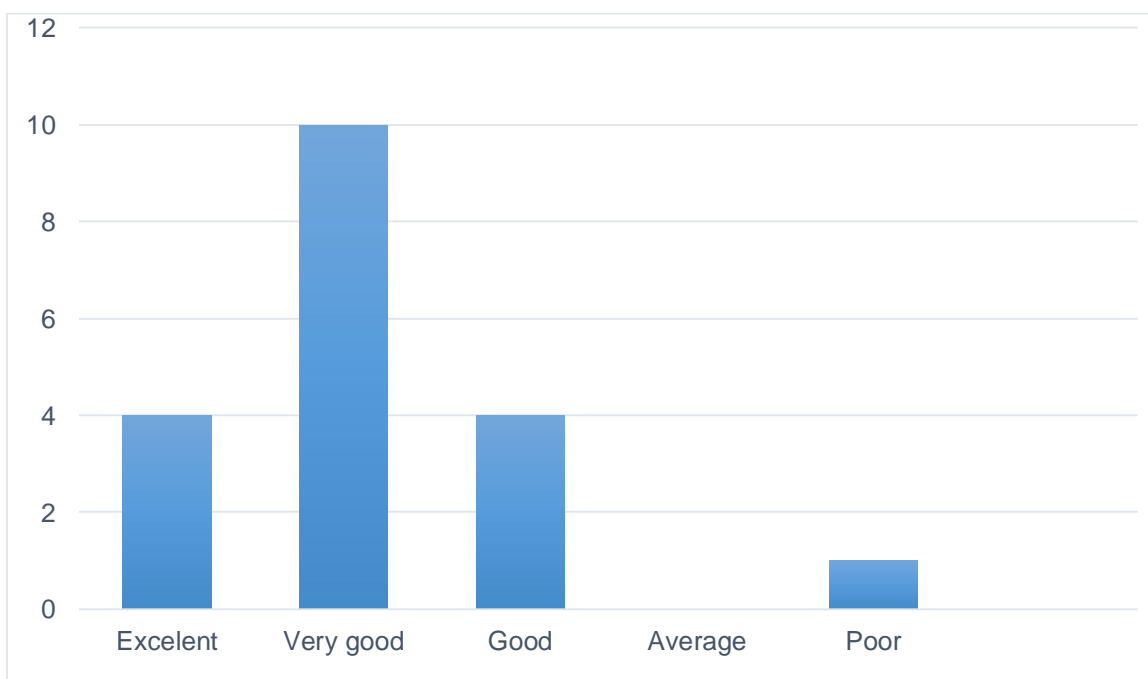


Figure 4.3 How English songs are considered.

As it can be seen, the most frequent answer was “very good”. 10 students (n=19) considered the use of songs as a very good tool to improve their English learning, 4 students considered songs as an excellent tool and 4 students considered them as good tool. On the contrary, one student considered songs as a poor tool because as it was mentioned before, he does not have enough time to use

them. The results show that students considered the use of songs as a very good tool in their process of English learning.

4.3 What and how students improve their English through English songs

This section presents the most important results gathered from the questionnaire and the focus group interview to answer the second research question. Questions 6 and 8 used in the questionnaire and questions 2 and 3 from the focus group interview helped to obtain the necessary data to answer this research question. The results are shown below.

4.3.1 How often students use songs to improve their English learning

In this part, the results obtained from the rating scale section administered in the questionnaire in which students mentioned how often they use songs to improve their English learning are presented in figure 4.4.

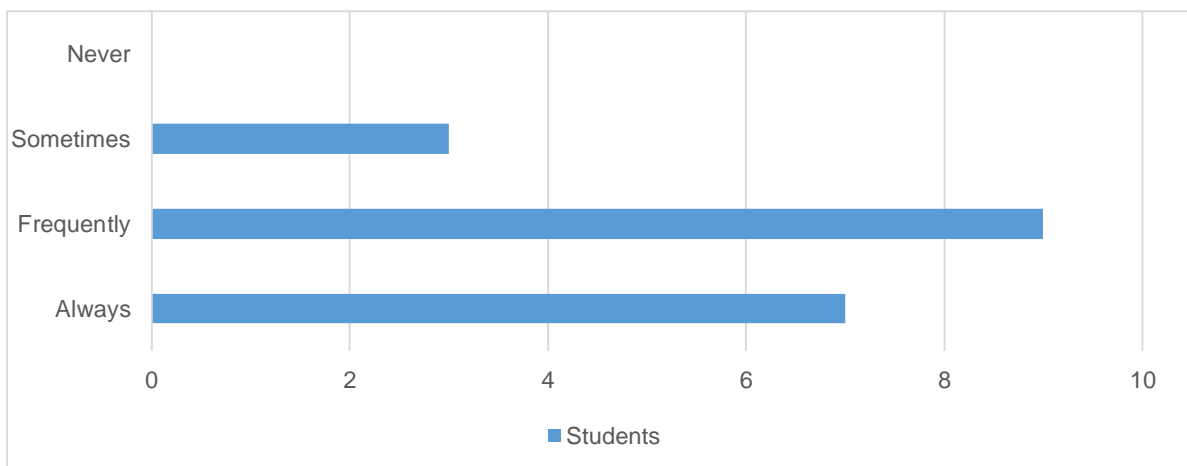


Figure 4.4 Students' frequency of the use of songs.

As figure 4.4 shows, 7 students (n=19) always use songs to improve their English learning, 9 students answered they use songs frequently and 3 students use songs sometimes. In addition, it is important to mention that no one answered “never”, this means they use songs some time.

Furthermore, question number 2 from the focus group interview also helped to obtain more information about how often students use songs. 6 students (n=8) said they spend considerable time listening to English songs, because it is enjoyable, interesting and above all they like using them. P1 answered:

Bueno escucho canciones en inglés casi todo el día, solo no escucho música cuando estoy en clase o cuando estoy hablando con alguien más, pero normalmente todo el día desde que despierto hasta que me duermo tengo los audífonos puestos (Results FG Interview, p. 2).

Well I listen to English songs almost all day, I do not listen to music when I am in class or when I am talking to someone else, but normally since I wake up until I go to bed I have the headphones on (Results FG Interview, p. 2).

Similarly, P2 mentioned “Yes, I listen to English music almost all day. I do not listen to music only when I am at work or in classes. I also listen to music when I go to bed” (p. 2). Si la mayor parte del día. Solo no escucho cuando estoy en mi trabajo o en clases. También cuando me voy a dormir estoy escuchando música, por esta razón es la mayor parte del día” It is also well known that music is almost everywhere and at any time it can be used. P8 mentioned:

La mayor parte del día, incluso en el trabajo escucho la radio. También uso las canciones para enseñarle a mis compañeros de trabajo. Además, entre nosotros cantamos las canciones y al mismo tiempo estamos aprendiendo (p. 3).

I listen to the radio most of the day, even at work. I also use songs to teach my coworkers. Furthermore, we sing the songs and at the same time we are learning.

In addition, P3 and P4 made similar comments:

No tengo un tiempo definido, pero yo pienso que uso las canciones casi todo el día, desde que me levanto escucho música y también cuando me baño. Además, duermo con los audífonos (P3, p. 3).

I do not know how much time I spend listening to songs, but I think almost all day, since I wake up I listen to music and also when I take a shower. Furthermore, I also go to bed with the headphones on.

Yo también escucho canciones desde las 9am que despierto hasta la 1pm que tomo el camión. Durante el trayecto voy escuchando música y jugando videojuegos al mismo tiempo. Además, en la noche cuando estoy jugando videojuegos escucho música y también cuando voy a dormir (P4, p.2).

So do I, listen to music from 9am when I wake up until 1pm when I take the bus. During the journey I am listening to music and playing videogames at the same time. Besides, at night when I am playing videogames I listen to music and also when I go to bed.

According to students' answers it seems that they like using English songs to improve their English learning. They spend a lot of time listening to English songs and at the same time they are improving having fun.

4.3.2 The most developed skills and subskills when using songs

The following graphs show the results obtained from a rating scale question used in the questionnaire. Students had different options: pronunciation, grammar, vocabulary, listening and writing skills. In this part, participants chose from the most developed skill to the least developed when they use songs to improve their English learning.

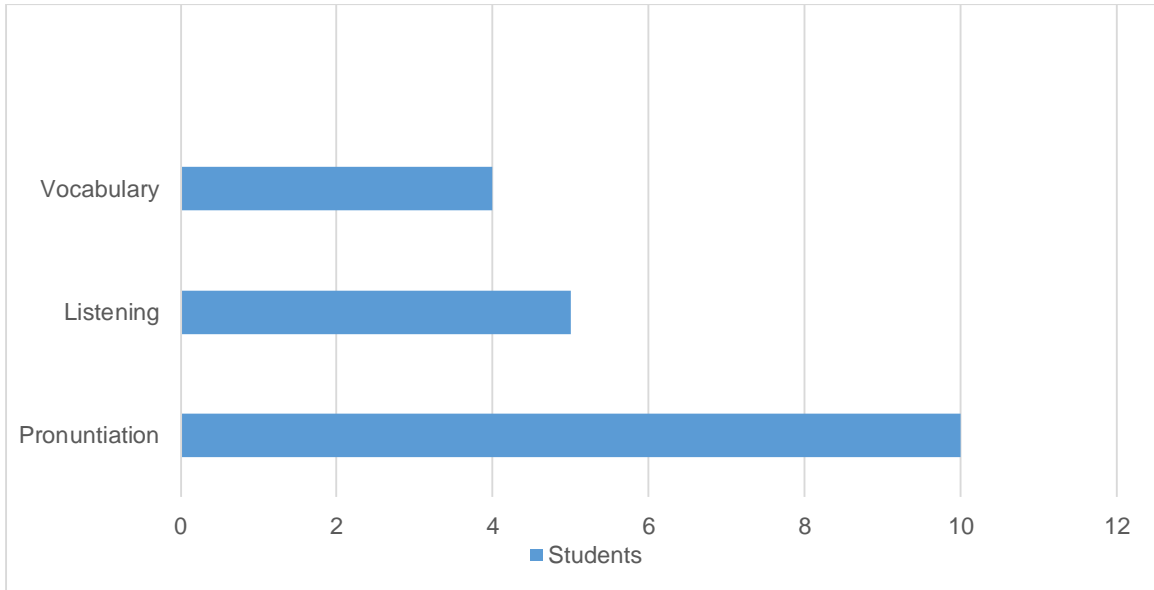


Figure 4.5 The first most developed skills and subskills.

As shown in figure 4.5, 10 students chose pronunciation as the skill that they develop the most when using songs to improve their English, 5 students selected listening, and 4 students chose vocabulary.

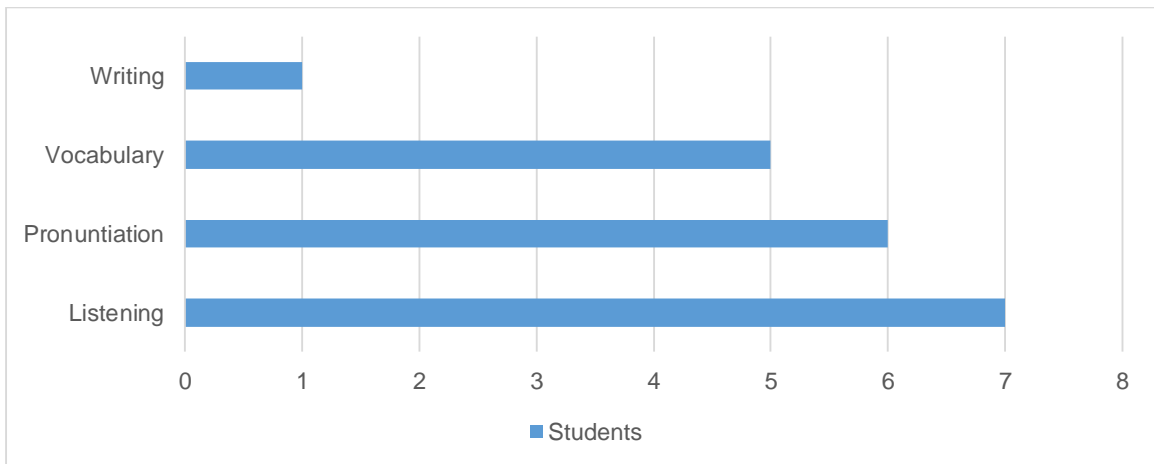


Figure 4.6 The second most developed skills and subskills.

As the figure above shows, 7 students chose listening as the second developed skill when using songs, 6 students selected pronunciation, 5 students chose vocabulary and one student selected writing.

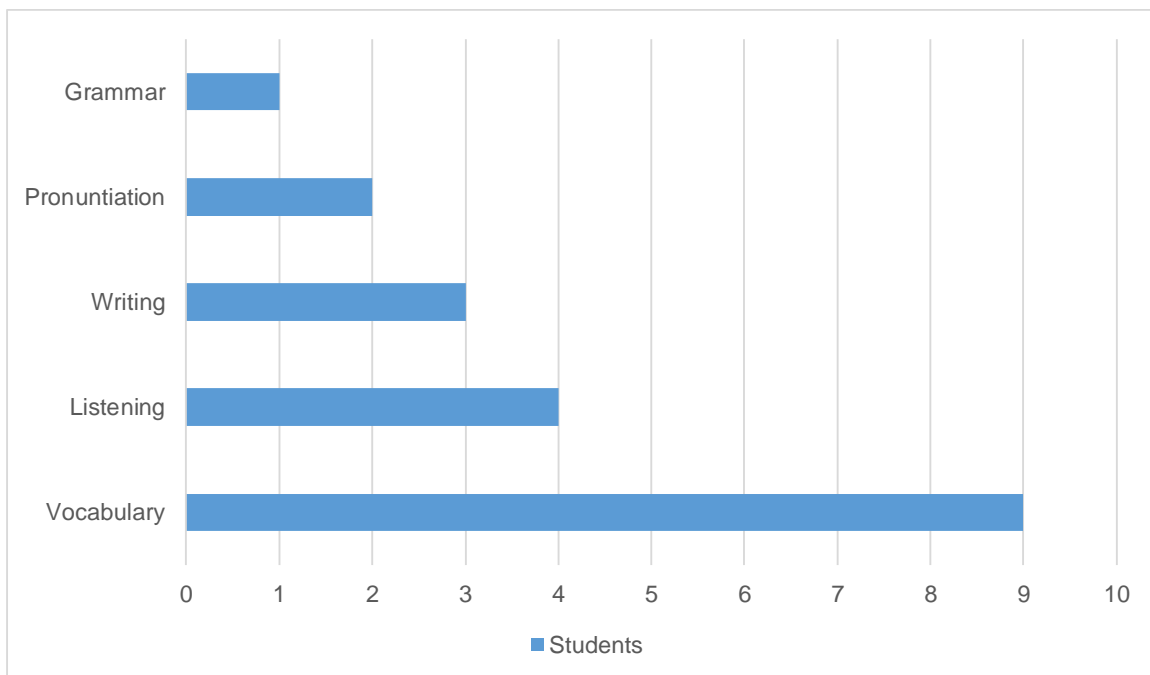


Figure 4.7 The third most developed skills and subskills.

As it can be observed, 9 students selected vocabulary as the third most developed skill when using songs, 4 students considered it is listening. 3 students considered it is writing, 2 students chose pronunciation and one student grammar.

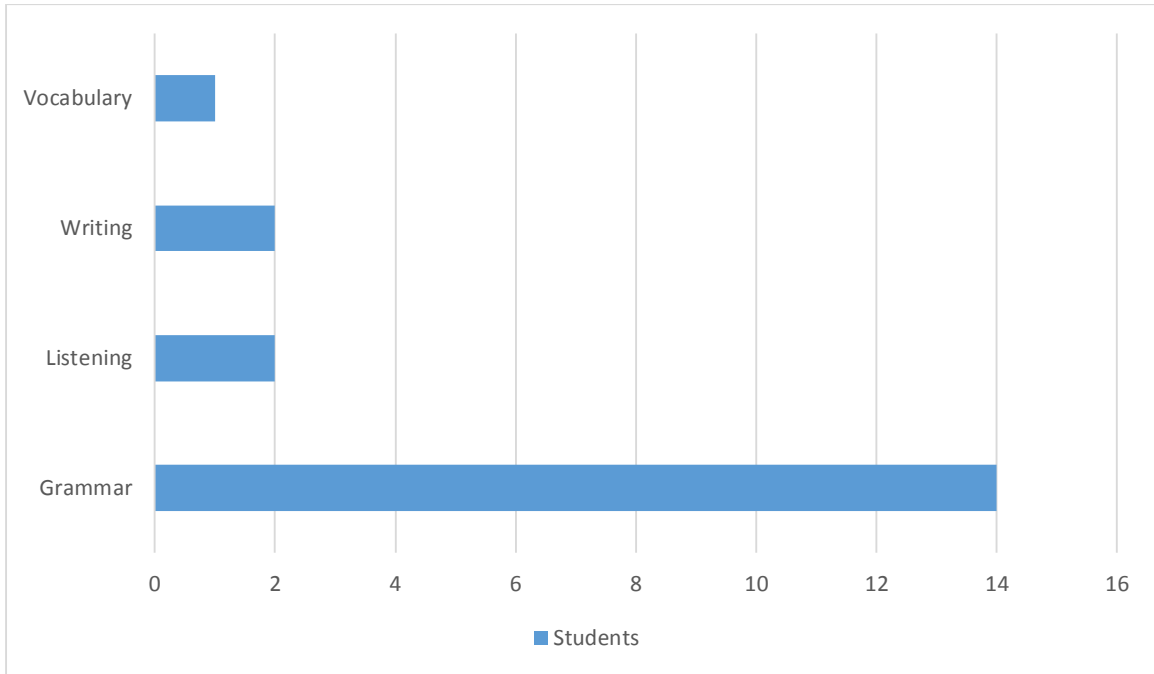


Figure 4.8 The fourth most developed skill.

As figure 4.8 shows, 14 students chose grammar as the fourth developed skill, 2 students considered it is listening, 6 students considered it is writing and one student selected vocabulary.

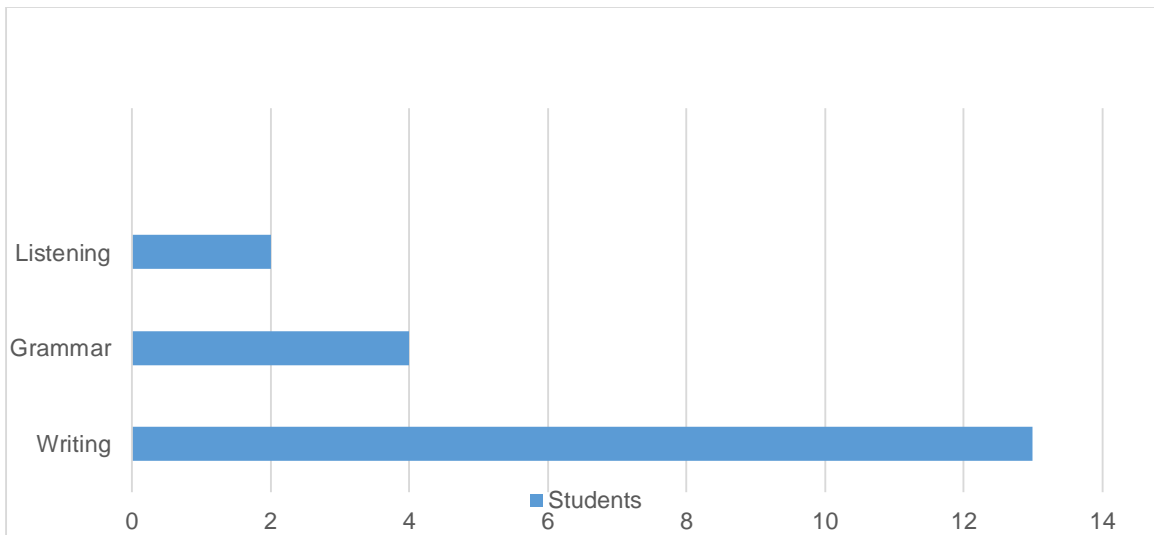
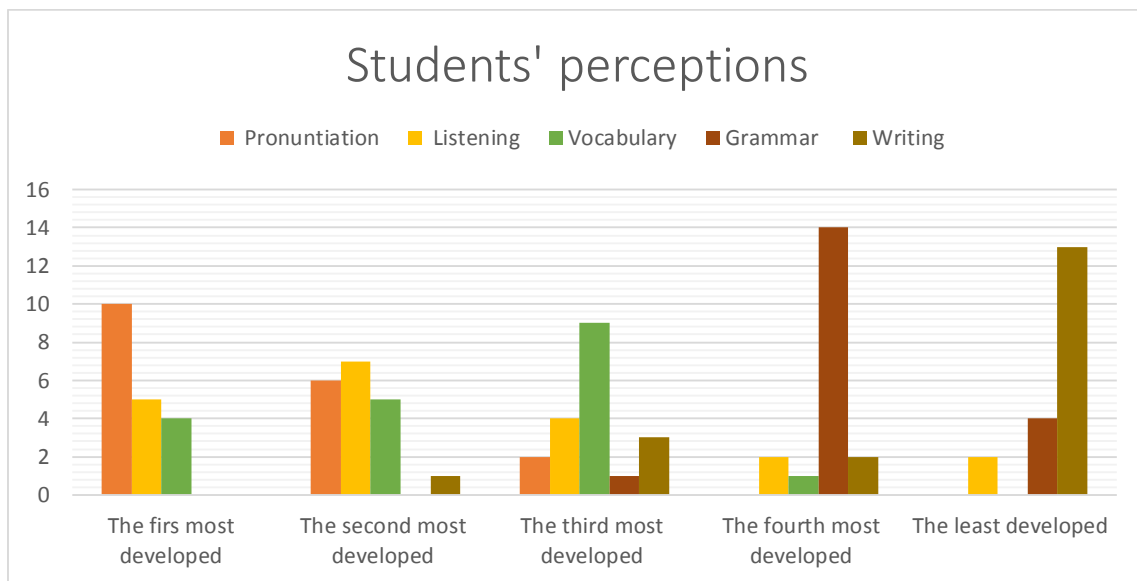


Figure 4.9 The least developed skills and subskills.

As the figure above shows, 13 students selected writing as the least developed skill when using songs, 4 students considered it is grammar and 2 students chose listening.



According to students' answers in the previous graphs, it was found out that most students think that pronunciation is the skill that they develop the most when using songs to learn English. The second most developed skill is listening. Also students reported that vocabulary is the third skill they developed the most. On the other hand, grammar and writing are the least developed when using songs.

It is also important to mention that question number 3 from the focus group helped to get more detailed data to answer this question. 6 students (n=8) mentioned that listening and pronunciation are the most developed when using songs. P6 said the following:

Yo he desarrollado más el audio y la pronunciación debido a que cuando escucho la canción poco a poco voy entendiendo mejor su significado y práctico su pronunciación. Si yo pronunciaba una palabra de manera incorrecta ya después cuando la escucho en la canción aprendo a pronunciarla correctamente (p. 3).

The skills I have developed the most are listening and pronunciation because when I listen to the song, I understand the meaning little by little and I practice its pronunciation. If I used to pronounce a word incorrectly, then when I listen to it in the song I learn to pronounce it correctly.

A similar comment was made by P3 who mentioned:

Bueno creo que se desarrolla tanto la pronunciación como el audio. Sin embargo, creo que se desarrolla más el audio porque cuando queremos cantar una canción que nos gusta tratamos de poner más atención en su significado, después pronunciar correctamente las palabras y que la canción suene bien cuando la cantamos. (p 4).

Well I think that I developed pronunciation as well as listening. However, I think listening is the most developed because when we want to sing a song we like, first we try to pay more attention to its meaning, then to the correct pronunciation of the word so that the song sounds clearly when we sing it.

Students mentioned other abilities they also developed when using songs. P5 said “Pronunciation and listening are the most developed skills. Also, we increase our vocabulary” (p. 3). “La pronunciación y el audio son los que se desarrollan más. También se aumenta el vocabulario”. As a result, it is important to consider songs as an important tool in the process of English learning because according to students’ answers, in one way or another all the skills and subskills are developed.

4.4 Common activities students do with songs.

Finally, this section presents the most important results obtained from the questionnaire and the focus group interview to answer the last research question. Question number 9 administered in the questionnaire and question number 4 from the focus group helped to obtain the necessary information to answer this research question. The most important results are presented below.

4.4.1 Common activities students do with songs to improve their English.

The following table shows the results obtained from a multiple choice question used in the questionnaire. Students chose the most common activities they do using songs to improve their English learning. Table 4.1 shows the results.

Activities	Students
Listen to the song in English	16
Interpret the meaning of the song	16
Read and listen the lyrics of the songs in English	16
Surf the net to get the lyrics of the song in English	15
Watch the video of the lyrics of the song in English	15
Sing the song in English	10
Watch the video of the lyrics of the song in English and Spanish	7
Surf the net to get the lyrics of the song in Spanish	6
Surf the net to get the lyrics of the song in Spanish and English	6
Print the lyrics of the song in English	6
Print the lyrics of the song and translate it	6
Print the lyrics of the song in English and Spanish	5
Print the lyrics of the song in English and memorize it	2
Watch the video with the lyrics of the song in Spanish	2
Others: Download the song in the phone to listen to it and learn it	1
Others: Search the meaning of the words of the song in different contexts	1
Others: Write the song and read it, and search unknown vocabulary	1

Table 4.1 Activities students do with songs.

The table consisted of two parts. The first one is about the most common activities students do with songs to improve their English learning. The second one is about the number of students who follow such kinds of activities. It was found out that the most common activities students do with songs are the following: Students listen to the song in English, they interpret the meaning of the song, students read and listen to the lyrics of the song in English, they surf the net to get the lyrics of the

song in English. Students watch the song video with English subtitles and students sing the song.

In addition, it was found out that other common activities students do with songs are students watch the video of the lyrics of the song in English and Spanish, they surf the net to get the lyrics of the song in Spanish, students surf the net to get the lyrics of the song in Spanish and English, students print the lyrics of the song in English, they print the lyrics of the song and translate it; finally, students print the lyrics of the song in English and Spanish.

In addition, the least common activities students do with songs are printing the lyrics of the song in English and memorizing it and watching the video with the lyrics of the song in Spanish.

Moreover, 3 students mentioned other different activities they do with songs such as downloading the song in the phone to listen to it and learn it. Another student searches the meaning of the words of the song in different contexts. Finally, another student writes, reads and searches unknown vocabulary of the song.

Finally, question number 4 from the focus group interview also helped to obtain better and complete information about the processes or steps students carry out using songs to improve their English. 8 students (n=8) mentioned the most common activities they follow using songs. P5 said:

Yo primero normalmente veo el video y escucho la canción. Las canciones que aprendo tienen que ser populares y que me gusten para investigarlas, después veo la letra de la canción y trato de interpretar su significado y así poder cantarla y aprenderla (p.5).

First, I usually watch the video and I listen to the song. I learn songs that I like and make me search the lyrics; then, I watch the lyrics of the song and I try to interpret its meaning to sing it and learn it.

A similar comment was made by P4 who mentioned:

Cuando escucho una canción en la radio que me gusta, a veces no la conozco, entonces la busco en internet y pongo el video y su letra a un lado para verlos al mismo tiempo. De esa forma mientras canto la canción también veo cómo está escrita y aprendo (p.4).

When I listen to a song that I like on the radio, sometimes I do not know it, so I search for it on the internet and I play its video and its lyrics aside to watch them at the same time. Through that way, while I sing the song I also watch how it is written and I learn.

Furthermore, students mentioned other activities they do with songs. P6 mentioned:

A veces cuando escucho una canción en la radio trato de poner atención a su letra, después la busco en internet, y la descargo. Mientras la escucho intento entenderla. Después busco su letra y ya veo si estaba bien lo que escuche o en que me equivoque. De esta forma es como aprendo (p.4).

“Sometimes, when I listen to a song on the radio I try to pay attention to its lyrics, then I search for it on the internet and I download it. At the moment of listening to the song I try to understand it. After that, I search the lyrics of the song and I see if what I listened was correct or wrong. This is how I learn.

In addition, at the moment of using songs students carry out different procedures from others. P7 mentioned “First, I listen to the song; then, I search its lyrics and I start to write it in a notebook. Finally, I try to sing the song” (p.5). Yo primero escucho la canción, luego busco su letra y empiezo a escribirla en una libreta. Por ultimo trato de cantarla”

As a conclusion, according to students’ opinions they have their own way to learn. They follow different processes or activities using songs. However, the most important is that through the use of songs students are doing something they like and at the same time they are improving their English learning.

4.5 Conclusion of the chapter

In order to relate the findings with the purpose of the study, the aims and the research questions were presented. Also, the results obtained were discussed and explained. In the following chapter, the conclusions will be presented as well as the limitations of the study and further research.

CHAPTER FIVE: CONCLUSIONS

5.0 Introduction

5.1 General Results

5.2 Accomplishment of research aims

5.3 Limitations of the study

5.4 Further Research

5.5 Personal Reflections

CHAPTER FIVE: CONCLUSIONS

5.0 Introduction

This chapter presents the conclusions of this research study based on pre-intermediate students' opinions about the use of songs to improve their English learning. It is divided into 5 sections. Firstly, the chapter includes a summary of the results; secondly, the accomplishment of research aims are presented. The third section shows the limitations of the study; next some important suggestions for further research are provided. Finally, my personal reflection is given.

5.1 General Results

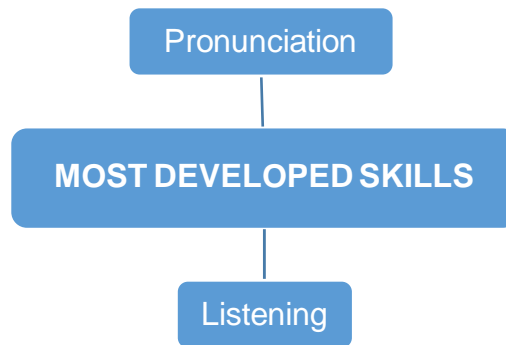
The aims of this research study were to explore pre-intermediate students' opinions in order to know if English songs are considered a useful tool and if they use them outside the classroom to improve their English learning. It also intended to find out what students consider they improve through the use of songs. The last aim was to identify the most common activities students do with songs to facilitate their English learning. The instruments were applied in the Licenciatura en la Enseñanza del Inglés (LEI) program in a Target Language II course.

The instruments used to obtain the necessary information were a questionnaire and a focus group interview. The first instrument was used to know students' opinions about the usefulness of songs to improve their English. After that, I designed the focus group interview in order to collect more detailed and complete

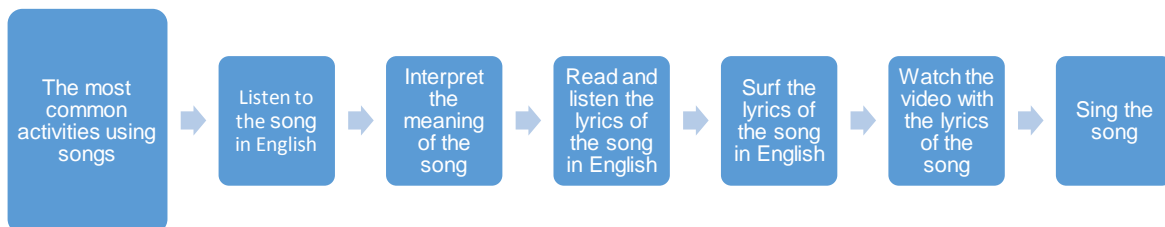
information about students' opinions and perceptions using songs in their process of English learning.

The results show that students consider the use of songs as an important and very good tool in their process of English learning. Students love using songs inside and outside classroom because it is an interesting and fun way to learn.

Additionally, students use songs outside their classes because they are attractive, interesting and above all they like using them. It is necessary to mention the participants spend a lot of time during the day listening to them and they consider that with the use of songs their pronunciation and listening skills are most developed. Also with the use of songs students increase their vocabulary.



Finally, the results showed that students use English songs to improve their English learning in different ways. They do the following activities:



Students carry out different activities using English songs, but the most important is that all of them have the same purpose that is the learning.

5.2 Accomplishment of research aims

In order to investigate pre-intermediate students' opinions about the usefulness of songs to improve their English learning, it was necessary to design a questionnaire to get the answers. In addition, a focus group interview was used to collect more specific information. Through this procedure the aim was accomplished because students provided enough information to make this study more concrete and complete. Students use songs and they consider them as a useful and interesting tool in their process of English learning.

The second aim was to investigate what students perceive to improve and how they use songs in order to improve their English learning. To do this, it was necessary to design some questions cited in the questionnaire and in the focus group to obtain students' opinions about their use. Through this, the second aim was accomplished because they mentioned the skills and abilities they improve using songs also how they use them.

The last aim of the research study was to identify the activities that pre-intermediate students do with songs to improve their English learning. To obtain this information a few questions were used in the questionnaire to collect the data. In addition, other questions from the focus group interview helped to get the answers more concrete and complete. Through this process the aim was accomplishment

because students mentioned the different activities or processes they carried out using songs in order to improve and facilitate their English learning.

5.3 Limitations of the study

This research had some limitations. The first limitation was that the instruments I used collected only the opinions and attitudes of the participants. They only said what they thought and did. However, since this study was concerned with the use of songs to improve learning, students' opinions were very important to me as the researcher.

The second limitation was the questionnaire because the instructions of one question were not clear for students and they were confused at the moment of answering it. For this reason, it was a little difficult to interpret their answers.

The last limitation was the class in which the instruments were administered. Few students participated in the focus group because of their lack of time.

However, given some limitations as the time constraints and the confusions of the questionnaire, it was considered that the instruments applied were the best choice to obtain the expected data.

5.4 Further Research

The data collected in this research study was analyzed and focused on the research questions. However, this information can be used for studies that involve how to use songs to learn English autonomously. It is hoped that this research will help future researchers who are interested in improving English learning outside the classroom.

5.5 Personal Reflections

During the making of this thesis project, I have had different experiences of which I would like to talk about. First of all, I am going to talk about the beginnings of this research study. Then, I will explain the development of this study. After that, I am going to talk about the ending of it. Finally, my personal changes that I have experienced during this process are described.

Due to the fact that one of my goals was to obtain my degree before starting to work with the support of my family I decided to continue working with my research study in order to obtain my degree. However, as anyone I was afraid of not being able to achieve it.

For this reason, when I finished my subjects I went back to university to talk with my thesis supervisor and ask for her support and knowledge to continue working with me on my research.

During the time with the help of my thesis director and other teachers' suggestions and also with the amount of information that I found I could obtain a lot of learning about my topic.

To do this, I had some difficulties; for example, I had to travel from my hometown and continue renting an apartment to stay in the city during the week. At the weekend I went back to my town to work and earn money to pay my stuff. Moreover, during the week I stayed a lot of time in the library working and focusing on my research study and finally, I could finish it and I reached the goal. For this reason, I feel so happy and proud of myself because through this process I obtained

a lot of experiences and learning not only about my research study but also about the most important aspects of academic research.

As a result, I can say that with a lot of effort and dedication people can achieve their dreams if they really want them. They just need to trust in what they can do and do it.

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APPENDIX A

QUESTIONNAIRE

El propósito de este cuestionario es obtener información para mi proyecto de investigación de tesis de la Facultad de Lenguas BUAP, el cual está enfocado en las opiniones de estudiantes pre-intermedios sobre el uso de nuevos materiales en el aprendizaje del idioma inglés. El manejo de la información obtenida será totalmente confidencial. **¡Gracias por tu cooperación!**

Nombre: _____

Institución: _____ **Carrera:** _____ **Sexo:** _____

Cuatrimestre: _____ **Materia:** _____ **Matricula:** _____

Instrucciones: Lee cuidadosamente el siguiente cuestionario y marca con una X la respuesta de acuerdo a tu criterio. Puedes seleccionar más de una opción.

1.- ¿Qué tipo de materiales o recursos además del libro de inglés usa tu profesor en clases?

- a) Revistas en inglés b) Copias de ejercicios c) Videos
d) Canciones e) Series de televisión f) Audio libros Otros _____

2.- ¿Qué tipo de materiales o herramientas te gustan y te resultan útiles para mejorar tu aprendizaje de inglés en las clases?

- a) Revistas en inglés b) Copias de ejercicios c) Videos
d) Canciones e) Series de televisión f) Audio libros Otros _____

3.- ¿Qué tipo de materiales o herramientas te gustan y utilizas para mejorar tu aprendizaje de inglés fuera del salón de clases?

- a) Revistas en inglés b) Copias de ejercicios c) Videos
d) Canciones e) Series de televisión f) Audio libros Otros _____

Instrucciones: Lee cuidadosamente y contesta las siguientes preguntas de manera detallada por favor.

4.- ¿Te gusta escuchar canciones en inglés?

Sí _____ No _____

¿Por qué? _____

5.- ¿Crees que las canciones en inglés son una herramienta útil y divertida para mejorar tu aprendizaje de inglés?

Sí _____ No _____

¿Por qué? _____

Instrucciones: Marca con una X la respuesta de acuerdo a tu criterio.

6.- ¿Con qué frecuencia has utilizado canciones para mejorar tu inglés?

a) Siempre b) Casi siempre c) A veces d) Nunca

7.- ¿Cómo consideras el uso de las canciones en inglés como herramienta para mejorar tu aprendizaje?

a) Excelente b) Muy bueno c) Bueno d) Regular e) Malo

Instrucciones: Usar una escala del 1 al 5, donde 1 tiene mayor relevancia y 5 menor. Si es necesario agrega otras opciones.

8.- ¿En qué habilidad piensas que te enfocas más en tu aprendizaje de inglés con el uso de las canciones?

Pronunciación

Gramática

Vocabulario

Audio

Escritura

Otros _____

Instrucciones: Marca con una X las actividades más importantes que haces con las canciones. Si es necesario agrega otras opciones.

9.- ¿Qué actividades o estrategias usualmente haces con las canciones en inglés para mejorar tu aprendizaje?

Escuchar la canción en inglés

Interpretar el significado de la canción

Buscar la letra de la canción en inglés

Buscar la letra de la canción en español

Buscar la letra de la canción en español e inglés

Imprimir la letra de la canción en inglés

- Imprimir la letra de la canción en inglés y español
- Imprimir la letra de la canción en inglés y memorizarla
- Imprimir la letra de la canción y traducirla
- Cantar la canción en inglés
- Memorizar la canción en inglés
- Leer y escuchar la letra de la canción en inglés
- Ver el video de la letra de la canción en inglés
- Ver el video de la letra de la canción en español
- Ver el video de la letra de la canción en inglés y español
- Otros _____

APPENDIX B

FOCUS GROUP INTERVIEW

Fecha:

Actividad: Focus group interview

Lugar:

Tema: Pre-intermediate students' opinions about how they improve their English through songs in English.

Nombre del moderador: Sindy Garcia Torres

Participantes: Estudiantes pre-intermedios de la licenciatura en la Enseñanza del Inglés.

Preguntas

- 1.- ¿Por qué te gusta usar las canciones como herramienta para mejorar tu aprendizaje del inglés?
- 2.- ¿Durante el día cuanto tiempo dedicas a mejorar tu aprendizaje del inglés usando las canciones?
- 3.- ¿Qué habilidad has desarrollado más con el uso de las canciones? ¿Por qué?
- 4.- De las actividades que haces con las canciones, explica paso por paso el procedimiento que llevas a cabo para mejorar tu aprendizaje del inglés.