



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

**“Novice teachers’ perceptions toward the use of songs as an aid to teach
English to young learners”**

A thesis submitted to the Faculty of Languages

for the Degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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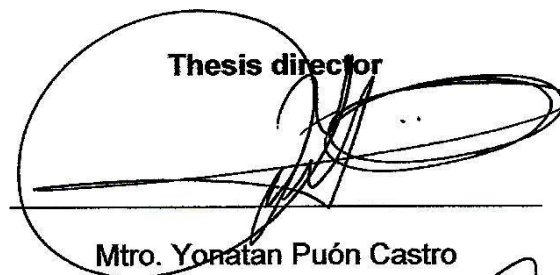
“Novice teachers’ perceptions toward the use of songs as an aid to teach English to young learners”

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CHAPTER I: INTRODUCTION

1.1 Rationale

As novice teachers, it is common that we may be faced problems in order to catch students' attention or simply manage a young learners' class. Based on our experience, as novice teachers, we faced some problems when we tried to practice our students' listening skill. In the first month that we started working with children, we noticed that the listening skill was challenging for them. Looking for a solution to that problem, we tried to introduce music in order to catch children's attention. One of our friends, a novice teacher too, recommended us music as an alternative to have a more manageable classroom. This was the main reason why we became interested in this as a research topic. We hope that this research project contributes to some insights on the use of music as an alternative to teach English to young learners. This may be done within the mandatory training courses Licenciatura en la Enseñanza del Inglés (LEI) students take and the students' teaching practicum.

1.2 Significance of the Study

We are convinced this research would be significant for novice teachers because they are constantly looking for teaching alternatives. Also, a good number of LEI students would benefit because they can see the multiple ways to work with music and not just to work with the textbook. In addition, teacher trainers from other schools, who are working with future teachers, could incorporate some of the findings in teacher training programs for teaching English to children.

1.3 Theoretical context

At the Facultad de Lenguas, there are a few research projects which have investigated the role of music when teaching English to children. For example, Morales (2016) with her thesis “Songs as an important tool to reinforce English vocabulary in early ages in Centro Infantil de Jesús A.C.” emphasizes that songs contain authentic language and provide young learners with vocabulary, grammar and cultural aspects.

An additional project conducted by Gyóa Hrund Polvaldsdóttir (2008), entitled “Songs as Teaching Resources in the Young Learners ESL classroom,” found that music can appeal to children’s creative minds and students who are shy or might have learning problems can all relate to singing and it is therefore a great way to get all students involved. Additionally, he points out music is an authentic material.

One expected contribution of this project is the idea that we focused on elementary school novice teachers and their opinions regarding the role of music to teach the English language.

1.4 Research setting

The particularity of this project is that it was not conducted in only one setting. Several teachers from varying elementary schools (public and private) were the focus of this project. Therefore, a more detailed description of the context and participants was provided in chapter 3.

1.5 Aim

The aim of this study is to take into account the teachers of English to young learners' perceptions towards the use of music as an aid to practice English in the foreign language classroom. Therefore, the research questions which guide our study are presented in the following section.

1.6 Research questions

- 1. Do young learners' English teachers incorporate music in the English language classroom? If so,**
- 2. In which ways do they incorporate songs in the English language classroom?**
- 3. What are the purposes which guide the incorporation of songs in the English language classroom?**
- 4. According to the teachers, what are the benefits of implementing songs?**
- 5. According to the teachers, what are the drawbacks of implementing songs?**

CHAPTER II: LITERATURE REVIEW

2.1 Introduction

This chapter presents the theoretical framework which sustains this project. First, teaching English to children, followed by the materials to teach English to children is discussed. Finally, the use of music in the English classroom is presented.

2.2 Teaching English to children

There are obvious differences about teaching young learners and teaching adults or adolescents. It is because as a young learners have more desires than adult or adolescent learners in learning something new. Cameron (2001) says that “children are often more enthusiastic and lively as learners”. Although children have more desires, they sometimes lose their interest more quickly and are less able to keep themselves motivated tasks they find difficult.

Children have those kinds of tendencies because they are still kids and have a special characteristic. Scott and Yterberg (1990) have identified the general characteristics of children young learners. The mentioned characteristics are as follows:

1. They understand situation more quickly than they understand the language used.
2. Their own understanding come thorough hands and eyes and ears.
3. They are very logical
4. They have a very short attention and concentration span.
5. They sometimes have difficulty in knowing what fact is and what fiction is.
6. They cannot decide for themselves what to learn.

7. They love to play, and learn best when they are enjoying themselves.
8. They seldom admit that they do not know something either.
9. They are enthusiastic and positive about learning.
10. They have their own world.

Considering the characteristics mentioned above, the teaching is different from the way a teacher teaches adults and adolescent. “The differences between teaching English to young learners and adults lay on the linguistic, physiological and social development of learners, and that, as a result we need to adjust the way we think about the language we teach and the classroom activities we use” Cameron, L (2001, p. 66).

Children love playing and learning best when they are enjoying themselves, Scott and Yterbeg (1990), argue that teachers should make the class enjoyable to young learners.

According to Philips, (1993), there are some points to make the process of teaching English to young learners more enjoyable and simulating experience for the children as young learners.

1. The activity should be simple enough for the children to understand what is expected from them.
2. The task should be within their abilities. It needs to be achievable but at the same time sufficiently simulating for them to feel satisfied with their work.
3. The activity of should be largely orally based indeed, with very young children listening activities will take up a large proportion of class time.

2.2.1 Materials to teach English to children

Teaching English as a foreign language in preschool has become an increasing trend in many different countries across the world. Of course, the content and ways of transferring knowledge are adapted to this age and social situation. Methods, techniques and tools are numerous.

Teaching materials, are necessary components of teaching and there are “three main ways in which these materials can be used: as a supplement to a core course book, as self-learning material, and as modular course material” Revel, J and Breary, B (1988, p. 88).

There is a wide range of teaching aids and materials such as flashcards, posters, pictures, games, books, magazines, newspapers, videotapes, films, songs, quizzes and many others we can choose from. When choosing teaching materials several criteria have to be taken into account. Revel and Breary, (1988), mentioned that “materials should be creative, interesting, fluency-focused, task based, problem-solving focused, humanistic and learning centered” (p. 45)

Materials are very useful tools in teaching because help students to develop the process of learning. Materials refer to “any systematic of techniques and exercises to be used in classroom teaching” Brown, (1994, p.57), claims that materials are useful element in the curriculum, and materials are “the most tangible and visible component of pedagogy”.

Materials can help teachers to design their class, and in this way, students could acquire learning. In contrast Tomlinson, (1998), defines materials improve the process

of learning; besides these materials are tools for the teachers that help to understand the language.

2.2.2 Song as a practical material

Songs can be used in a lot of various ways. All the skills such as listening, reading, writing and speaking can be practiced, the same way as linguistic areas starting with vocabulary, grammatical structures, and ending with rhythm, stress, fluency and pronunciation.

Songs are also “especially good at introducing vocabulary because they provide a meaningful context for the vocabulary” (Ward, S.,1980, p.27). However, it depends on the choice of songs since there are also some songs without meaningful context. From the grammatical point of view, they “provide a natural context for the most common structures such as verb tenses and prepositions” (Griffiee D. T 1995, page 24).

Songs can be very helpful as far as learning pronunciation is concerned. They provide the authentic language with all its traps “(Such as connected speech, different pronunciation of the same sound, or difficult pronunciation of some words) laid for learners, who should be exposed to it as much as possible to strengthen their ability to understand it (Rosava, V.,2007).

In the following sub sections, we will concentrate on three areas of difficulties in pronunciation (sounds, words, connected speech), and on explaining why songs can be useful when the learners are caught into these “traps of language” (Rosava, V.,2007).

a. The help of songs focused on sounds

“Sounds are the smallest unit from which words are formed and can be categorized as vowels and consonants” (Ebong, B and Sabbadini, M. 2007, p.69)

For the learners of English some sounds may be difficult to pick out because they do not exist in their mother tongue, and they “have to learn to physically produce certain sounds previously unknown to them” Even though it may be a difficult task for some learners, it is quite important because it can sometimes happen that “incorrectly pronounced sounds strain communication, and it can also change a phrase’s meaning”

Songs can help learners because “the rhymes in songs provide listeners with repetition of similar sounds, and when the students choose to listen to songs time and again, they are indirectly exposing them to these sounds” Ebond, Sabbadini, (2007, p.71) repeating them, getting better at recognizing them, and finally producing them

b. The help of songs focused on words

Taking into account Ebong and Sabbadini, (2007) thoughts, this section focuses on the vowels and consonants categorizations.

“Words are combinations of sounds which form together to give meaning. A word uttered in syllables, usually one emphasized syllable (the stress) and the rest weak (unstressed)”. (p. 79)

There are several difficulties that may be encountered by a learner. Firstly, “each English word has its own stress pattern, with very complex `rules` to guide learners”. Secondly, “even when the same words exist in both languages, the number of syllables is not always identical”. And lastly “weak syllables are central to English”.

There are both several difficulties and several ways songs can support practicing these problems. “Words in songs fit the music, helping learners associate the number of syllables, stress in these words, with memorable rhythms. Songs contain endless examples of weak syllables, helping to convince learners of the way English is pronounced”.

c. The help of songs focused on connected speech

“Connected speech is the natural way we speak, linking together and emphasizing certain words, rather than each word standing alone” Rixon, S. (1986, p.77).

Connected speech plays a very important role in English as it is the way English is usually spoken, but unfortunately not always in English Lessons. “Many learners are accustomed to hearing a very careful, clear pronunciation of words, such as native speakers might use when talking very emphatically or saying words in isolation” (Rixon, S. 1986, p.78).

However, native speakers usually connect the words. And when the “words are used in a connected natural utterance, some of their sounds are different to those used in very careful speech, and they may become harder for learners to recognize” Rixon, S. (1986, page 56).

The problem is that the learners “normally learn words individually and, especially at lower levels, tend to pronounce each word separately.” Ebong, B and Sabbadini, M. (2007) concerning this problem Rixon, (1986) claims that words pronounced in isolation often sound very different from the same words.

2.2.3 Uses of songs in Education

In our daily life, we are surrounded by songs. A song is like a magic that can hypnotize us, therefore, when we hear the songs we could be brought into the songs. For example, when someone is listening to a song, he can be brought into the story of the lyrics and the melody will play his emotion or feelings.

Sometimes we did not realize that we could sing the songs without learning how to sing the songs in a certain way. From the songs, we can learn many things, for example we can get some more new words, and we also could learn how the words are pronounced. As songs are having magical effects, we can use songs in the learning process.

Harmer, (1998) states that music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish.

Songs are a good resource for English teaching. First, they are funny. Second, they promote mimics, gestures, etc. associated to the meaning. Third, they are good to introduce suprasegmentally phonetics (stress, rhythm and intonation). Fourth, students play a participative role. Fifth, they can be applied to comprehension stages (listening) or production (singing). Sixth, there are songs for all levels and ages. Seventh, students learn English very easily, through echoic memory. Harmer, (1998).

2.2.4 Songs Definition

Before talking about the effectiveness of songs as a tool to reinforce vocabulary in English Class, here the writer quotes some definitions of a song from some sources:

- 1) Jamalus (1998) states that songs can be said as art works if they are sounded (sung) with the accompaniment of musical devices.
- 2) Song – a short musical composition with words; “a successful musical must have at least three good songs” allwords.com
- 3) Song- a set of words, short poems, etc. to be sung, usually with accompanying music (allwords.com)
- 4) The encyclopedia Americana (1998) defines song as short musical work set to a poetic text, with equal importance given to the music and to the words. It may be written for one or several voices and is generally performed with instrument accompaniment.

From the definition of song above we concluded that song is a kind of arts work that is intended to be sung either with or without instrumental accompaniments.

2.2.5 Selection of the songs

When the teacher will apply songs in her /his teaching learning process, she /he should know what kind of songs she would bring into the class. This is the problem if the teacher wants to use songs to her class.

Harmer, (2000) suggests two ways to solve the problem about the way in selecting the songs to be brought into the class: the first is to have students bring their

own favorite songs to class. If they do this, however, the teacher may want to have time (a day or two) to listen to the songs and try to understand the lyrics, the second way is to use older songs, to ask students whether they still have merit, whether they like them, despite their antiquity. Then teachers can choose songs, which they like and appropriate to the topic and subject matter.

2.3 Music in the English Classroom

According to the Merriam Webster Dictionary we can define music as:

A: the science or art of ordering tones or sounds in succession, in combination, and in temporal relationships to produce a composition having unity and continuity

B: vocal, instrumental, or mechanical sounds having rhythm, melody, or harmony

But from our own experience as a music lover we can say that music is something that can touch human beings in such an abstract way that will require a lifetime to comprehend the significance and influence of it. Have you ever wondered why you get a song's line or phrase stuck in your head for days on end, but hardly ever sentences from a magazine for example or a dialogue from a movie you just watched recently? That is because music stimulates memory like nothing else. And just think about it, when we all were kids, were not you taught songs and tunes in order to remember topics like the alphabet, the parts of the body, the parts of the house or even

the numbers. As we can notice, music is a powerful memory igniter, making it one of the best learning tools in my own experience.

It is great entertainment that music helps you both relax and focus but also Music has many positive effects on our brain. Some experts say it has healing power such as the American Music Therapy Association (2010 p. 14) Confirms that “Many people use this in a “therapeutic” way, listening to certain music that makes them feel a certain way. The ability for music to easily access our emotions is very beneficial for music therapists”, while others claim that it helps develop the cognitive capacities of young infants Such as Gardner (1985) Proposes. But did you know that music can also greatly help you learn a new language?

2.3.1 The importance of using music in the English Classroom

Shen from the Zhejiang Gongshang University states “Using English songs in ELT classrooms can successfully bring about affective learning through providing a harmonious classroom atmosphere, reducing students’ anxiety, fostering their interests and motivating them to learn the target language. Students will regard English songs as part of entertainment rather than work and thus find learning English through songs amusing and relaxed.”

2.3.1.1 The impact of music in English Language Learners

Songs can provide the opportunity for vocabulary practice. They are usually based around a theme or topic that can provide the context for vocabulary learning. (Millington 1970, p. 136)

Head, Shoulders, Knees and Toes, for example, could be used to review body parts, or the song *I Can Sing a Rainbow* might be useful for reviewing color names. Most children's songs are characterized by monosyllabic words, many of which are frequently repeated. This Repetition offers greater exposure to these words and can help to improve vocabulary acquisition. Some of the vocabulary and language used in traditional and popular English songs, however, those can cause difficulties for language learners due to their use of low frequency and archaic words. The song and the lyrics need to be selected carefully to complement the target vocabulary. A difficulty for teachers is finding and selecting songs that are suitable both in terms of vocabulary and topic or theme.

2.3.2 Learning and Teaching with music

How is it that for most music people music is a powerful part of their personal life and yet when we go to work or school we turn it off? The use of music in the classroom sets the scene and learning atmosphere to enhance the teaching and learning activities. Plus, using music for learning makes the process much more fun and interesting. Music is one of the joys of life, it can be one of the joys of learning as well.

CHAPTER III: METHODOLOGY

3.1 Introduction

This chapter provides information about the methodology carried out in order to answer the research questions presented in chapter 1. First, the methodology of the present research is described. Second, the research design is described in detail. In addition, the research participants and context are presented. Also, the instruments and data collection process are described. Finally, the data analysis is discussed.

3.2 Research methodology

This chapter describes the methodology that this research followed in order to obtain the results and to answer the research questions. According to (Nunan, 1989), “Research is a process that involves problems, objectives and formulates hypothesis”. In general, two main branches of research can be identified: quantitative and qualitative. According to Nunan (1989), quantitative research refers to “reveal a target audience’s range of behavior and the perceptions that drive it with reference to specific topics or issues” On the other hand, qualitative research refers to “small groups of people to guide and support the construction of hypotheses”. A third type of approach to research is called mixed-methods.

This research adopted a mixed-method approach because, in order to obtain reliable information to answer the research questions both quantitative and qualitative information is required. That is why we consider that this research was based on given instruments to the participants with the purpose to find out possible answers about what

novice teachers do. Additionally, to make a data collect and carry out an analysis of it. That is the main reason this method is a Mixed methods approach.

3.3 Research design

As we mentioned before, this study adopted a quantitative methodology. Particularly, the purpose of this research is to explore teachers' perceptions about the use of music with children. Therefore, the best choice to gather the information is mixed-method approach, according to (Nunan, 1989), a mixed-method approach includes collecting, analysing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research.

Nunan (1989) mentioned that “research has two components: process and product. The process is about an area of inquiry and how it is pursued. The product is the knowledge generated from the process as well as the initial are to be presented”.

3.4 Participants of the research

The participants of this study were novice English teachers of both private and public schools. 18 novice teachers participated in the project. Most of the teachers have worked with children for a year. The ages of the participants were from 22 to 26. They were 11 women and 7 men.

3.5 Instruments

This survey was designed to identify the participants' opinion, interests and background knowledge about the use of songs inside the classroom or as an alternative option to acquire knowledge about the English language. The instrument is composed

by 6 questions that provide the answers in multiple choices for each question which is needed to get the main idea about novice teachers' perceptions.

3.6 Data Collection

The data was collected over a period of two weeks, we classified the instrument's answers into multiple choices and we also classified the answers of the interviews from similar and very different points of view of the novice teachers. This study was composed by two sessions in which the participants answer the instrument, and then they discussed in the focus group.

3.7 Data Analysis

The data analysis was based on the responses of participants. As expressed before, in this study was carried out using a mixed method approach. The researchers wrote and designed graphics to find similarities and differences according to instruments answers and then they compared the opinions from novice teachers and to make a decision for reporting the main issues.

CHAPTER IV: RESULTS

4.1 Chapter overview

This chapter presents the results drawn from the students' survey and the focus group. Specific attention was paid to the answers to the research questions developed in chapter I. In the following sections, we present the findings drawn from the novice teachers' surveys and the focus groups. First, the general answers obtained from the novice teachers' survey are presented in graphics with an explanation of each section. Then, we present some excerpts of the teachers' opinions gathered from the focus group.

4.2 Results and discussion

This section describes the teachers' opinions. This section is further divided in four sub sections containing a graphic in which we describe each factor in detail.

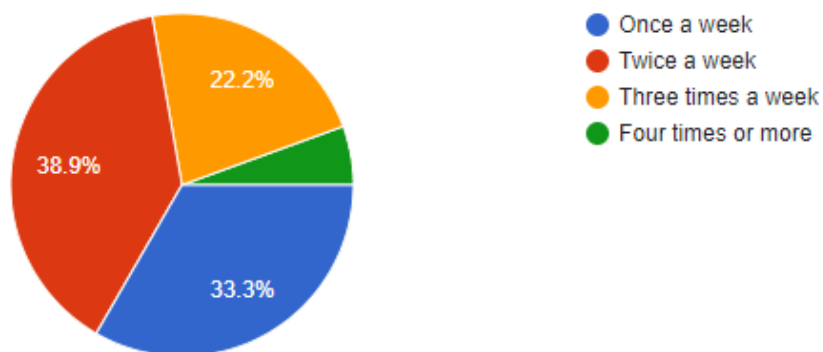
4.2.1 How often do you use songs in the English classroom with children?

In this section, students' responses to the question "How often do you use songs in the English classroom with children?" will be presented and discussed.

Figure 4.2.1

How often do you use songs in the English classroom with children?

18 respuestas



As figure 4.2.1 shows, 38.9 % of the participants responded "Twice a week". While 33.3 % responded "Once a week. In addition, 22.2% says, that they used songs "Three times a week". Finally, 5.6% participants used songs four times or more. As can be observed, 71 % of participants responded that they used songs regularly which suggest that this was a useful resource to activate young learners in the English class.

In addition to the results presented in the previous chart, the following excerpt seems to support the results obtained from the students' survey responses.

Excerpt:

Participant 5: “Personally, I try to use music every day, but, according to my lesson plan sometimes it changes because students are motivated and sometimes they are not. Also, the time is important because as I said before students do not cooperate with the activity”.

As can be seen, participant 5 corroborated the importance of songs in the young learner’s class. Although he couldn’t use songs every day in the classroom, he reported his intention to use songs frequently.

4.2.2 What is the use you give to songs in learning a new language?

In this section, participants' responses to the question "what is the use you give to songs in learning a new language?" will be presented and discussed.

What is the use you give to songs in learning a new language?

18 respuestas

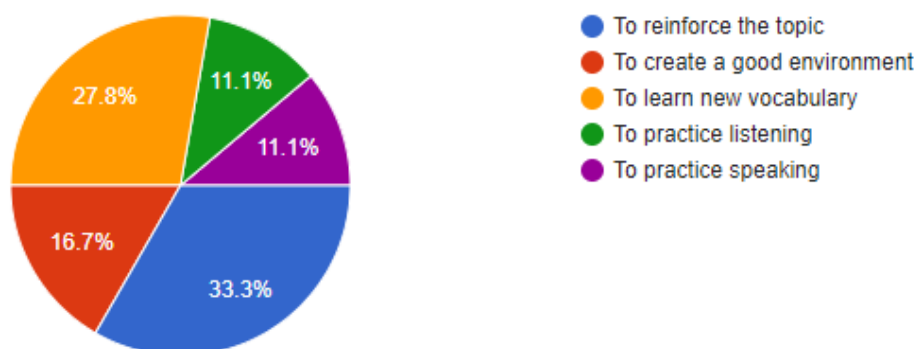


Figure 4.2.2

Figure 4.2.2 shows, 33.3% of the participants reported their use of songs to reinforce the topic" while 27.8 % used songs to learn new vocabulary. In other words, the use songs to complement the class and most of them reinforce the topic using songs. As it can be observed, more than 50% of the participants reported that they used songs for two specific purposes: to reinforce the topic and to learn new vocabulary. This may suggest that participants perceived songs as a useful way to boost student's vocabulary and wrap up a lesson.

In addition to the results presented in the previous chart, the following excerpt seems to support the results obtained from the survey response plus answers what could be another language learning factor.

Excerpt:

P3: "Well, personally when I am working with my students, for example when we cover a new topic, I try songs to complement the class. For example, one day I work parts of the body and at the end of the class I played a song and they started singing. For me, it is important because as they are children most of the times they get bored but as a teacher you need to create a good environment or try with a technique. For example, when I notice that my students are getting bored or when I have classes in the morning, they start getting sleepy, I try to play music because they get motivate, I ask them to stand up, to raise their hands and to move around the classroom"

As can be seen the previous excerpt (P3) seems to corroborate and provide another way to use songs with children. Teachers' techniques can create a different environment of the class.

4.2.3 What are the effects of teaching English with songs on your students?

In this section, participants' responses to the question "What are the effects of teaching English with songs on your students?" will be presented and discussed.

Figure 4.2.3

What are the effects of teaching English with songs on your students?

18 respuestas

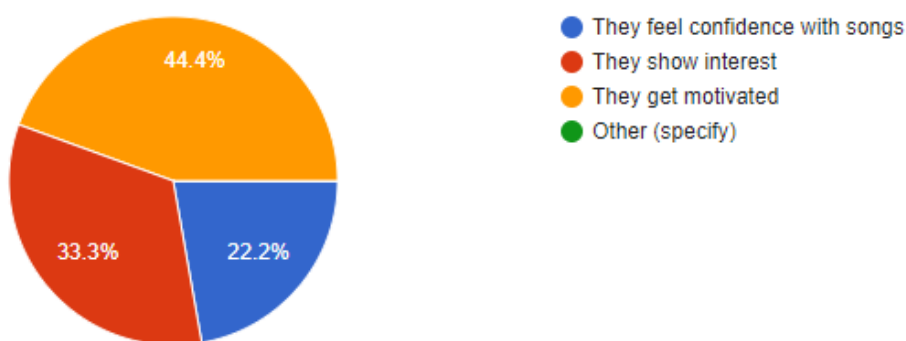


Figure 4.2.3 shows that the 44.4% of the participants agreed that the effects of teaching children were positive, they got motivated, while the 33.3% mentioned that students showed interest. As can be seen in figure 4.2.3, the highest effect of songs on children was motivation 44.4% which might indicate that students reacted positively to hits and showed interest.

In addition to the results presented in the previous chart, the following excerpt seems to support the results obtained from the teachers' survey responses.

Excerpt:

P2: "First, they get motivate, I think that's a good way to push them in order to improve their skills. They're always glad to work with this material. They feel confident with the music. They improve their listening and pronunciation. For beginners is a little bit difficult, but for advance students is really helpful."

As can be seen the previous excerpt seems to support students felt good, felt motivate when they worked with a song in class. For some others, it was difficult but if they were beginners or they had a low level.

4.2.4 Which difficulties do you encounter when carrying out songs to the English class?

In this section, teachers' responses to the question "Which difficulties do you encounter when carrying out songs to the English class?" will be presented and discussed.

Figure 4.2.4

Which difficulties do you encounter when carrying out songs to the English class?

18 respuestas

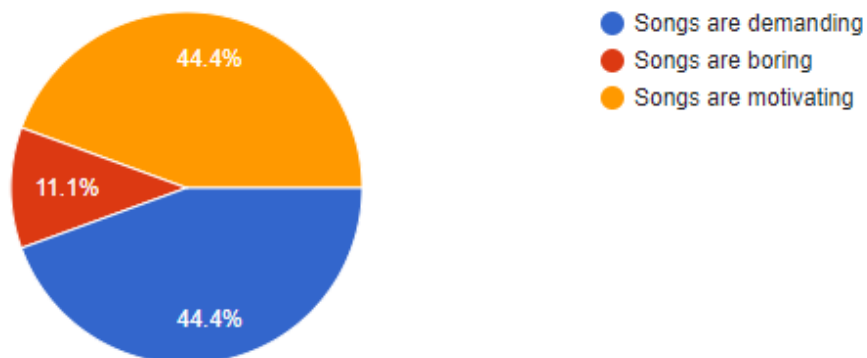


Figure 4.2.4 shows that 44.4% of the participants argued that songs were motivating, and on the other hand the other 44.4% of the participants argued that songs were demanding. The 44.4% showed that with a minimum degree of motivation could make a change in the learners' perspectives towards the language. Also, as can be observed, participants' responses showed that songs were demanding because they had to work in a major quantity.

In addition to the results presented in the previous graph, the following excerpt seems to sustain the results acquired from the teachers' survey responses.

Excerpt:

P1: "A difficult is to find a song with clear und understandable pronunciation. Also look for songs adequate for the level your students are. Perhaps, vocabulary is high for their English level. Sometimes, grammar is not the same as it is taught in the course books, for consequently they don't understand the words."

As can be seen, the previous excerpt seems to corroborate the fact that the most common problem that teacher faced when they used songs for teaching was that students did not comprehend the vocabulary. And the second problem was that teachers frequently mentioned that songs were demanding on investing time.

CHAPTER V: CONCLUSIONS

5.1 Chapter summary

As a conclusion of this research project we can say that with this data that we acquired, handled and gathered our research questions were answered at last. Our participants showed a good and positive response to the surveys and questions in them, displaying enthusiasm and curiosity about the topic, because they indeed use music to learn far from just use it as an entertainment. Our participants showed us their vision and perspective about the topic that came to be something similar that was in our mind since when we thought the topic to research about.

English young learners need an actual, entertaining, real and “catchy” way of input, more than a textbook that could be considered by some as the best way or alternative for a course, music can be used as a good and useful tool or source to complement a class because it provides an important link with the real use of the language allowing the learner to realize how the language works, and gets transformed from a regular class to a real context where language can be understood as a whole instead of being fragments or phrases.

5.2 Main findings and implications

According to the participants responses, perceptions and comments they all agreed that the benefits of using songs as an alternative teaching technique in the LEI classes were that in fact young learners can:

- improve your speech

- acquire new vocabulary
- have a more entertaining class
- learn more about the context and new expressions

They commented that students can improve their speech because with the music young learners can follow a rhythm when they are speaking, also most of them have acquired new vocabulary by listening to music in English and if they do not understand the context of the new word they look for it on the web in order to build a new vocabulary and use it. In the other hand, we consider that novice teachers (LEI students) can adapt our findings and they could use the techniques we mentioned.

5.3 Personal Reflection

With this research project, we learnt that there were new and alternative ways to acquire and help to the learning new languages out there, that novice teachers can take something ordinary and use it with academic purposes in order to achieve a goal in specific and make it worthy. We also learned that learners of a foreign language always try to find new options to improve and increase their knowledge using all their sources they have available. According to participant's opinions and techniques, we could adapt some activities and trying to work with the activities they mentioned.

5.4 Limitations

Although the research has reached its aims that one of them was to explore novice teachers' perceptions toward the use of music. There were some unavoidable limitations. First, because of the time limit, the research was conducted only in a private

school, therefore, to generalize the results for larger groups the study should have involved more participants at different schools and levels. Second, some participants did not use to work with music, so, they did not give more details.

5.5 Suggestions for further research

After confirming the fact that music can help to increase vocabulary and has other positive effects and appliances in teaching, we think it would be interesting to investigate the perceptions of the novice English teachers towards the use of music inside the classroom and if they would like to experiment and to complement their classes with music in order to acquire new vocabulary and vision of the language in context. Also, we think it would be interesting to investigate if could there be an adequate musical genre to teach and complement classes inside the classroom or if this could be a motive of controversy among learners.

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Appendix

Interviewer: Hello, thanks for coming. We are going to start. First at all, we want to say thank you because we know that you work or you live far away from here. We are so glad that you came here. We asked you to come to this focus group in order to have more information, as you know we are doing our thesis and we want to learn more about your work.

Everybody: Oh, thank you and don't worry about it.

Interviewer: Ok, let's start. We have some questions, but we are going to ask you only 4. First I want to ask the first question. **How often do you use songs in the English classroom with children?**

Participant 1. "Well, for me it is difficult using songs with my students, sometimes because the time or because the speakers are not enough in the school where I work. Sometimes I try to use it once a week.

Participant 2. "In my case, I use it three times a week, I think if I use it every day, my students don't pay attention or my principal gets angry. I think that if I use songs too much, maybe my students could get bored".

Participant 3. "Mmm, I think that two times a week, some of my students love listening songs or singing all the time, so I try to get students attention with my student who loves singing. I think that using songs is very useful, for me".

Participant 4. "Ammm, personally, ammm well I use songs three times a week, actually I'm working with students from 1 to 6 grade of primary school, it is scary, yes trust me. But as I have a lot of groups I can adapt or use songs as an alternative, sometimes I don't know what to teach and using songs is helpful for me".

Participant 5. "Personally, I try to use music every day, but, according to my lesson plan sometimes it changes because students are motivated and sometimes they are not.

Also, the time is important because as I said before students do not cooperate with the activity”.

Interviewer: Wow, all of your taughs sounds interesting, as we know we don't have enough time because your work and you have a lot of things to do, but I'm really interested in your comments. Well, the next question is (take your time to think the answer). What is the use you give to songs in learning a new language?

Participant 1. “That a good question, I think that using songs has a lot of uses, for example. When I'm teaching something about grammar or vocabulary, I try to use songs to reinforce the topic, I mean, if I am working with days of the week, I play a songs related to the topic”.

Participant 2. “”Yes, I'm agree with your opinions, also I think that using sons as a tool for motivate students, I mean, if my students are bored I try to play a song like follow the leader, I think that song is really good because you can move your body and also your students can be more active, obviously it depends with the resources you have”.

Participant 3. “Mmmm, maybe to create an English environment, I think that children must listen songs to make them good listeners. Nowadays, children are so different, they listen other kind of songs, that's another important fact that I want to mention, that if you are going to try to use songs with children, you have to take care to choose the song, maybe some students know the song and they will be like, no teacher, I don't like that song, and you are going to deal with their attitude. Well, using songs is really good”.

Participant 4: “For me is obviously, to practice listening. If you don't use songs in an English classroom, how students are going to practice? I think that the best way to learn English is listening to music, and if you are working with children is the best way to star working listening comprehension with them”.

Participant 5. Well, personally when I am working with my students, for example when we cover a new topic, I try songs to complement the class. For example, one day I work parts of the body and at the end of the class I played a song and they started singing. For me, it is important because as they are children most of the times they get bored but

as a teacher you need to create a good environment or try with a technique. For example, when I notice that my students are getting bored or when I have classes in the morning, they start getting sleepy, I try to play music because they get motivate, I ask them to stand up, to raise their hands and to move around the classroom”

Interviewer: Now it's time to start with question number four, and it says like that: **What are the effects of teaching English with songs on your students?**

Participant 2: “First, they get motivate, I think that's a good way to push them in order to improve their skills. They're always glad to work with this material. They feel confident with the music. They improve their listening and pronunciation. For beginners is a little bit difficult, but for advance students is really helpful.”

Participant 1: “Depends on the chosen song or kind of music. However, I have found that this type of activities is more engaging for the students, since they can get familiar with the English in use, rhythm, speed, but overall, with the common use of the language, which is, in most cases, in what students are really interested in.”

Participant 3: “In my opinion, teaching through songs is an effective way to get the students attention, it's easier for them to relate the subject to something that they listen to everyday without being an obligation, they do it because they like music therefore they feel more comfortable with it.”

Participant 5: “One of the main effects I have seen is that with songs students are eager to learn. The song catches their attention. For me is a way to "distract them" from the fact that we are in class. They just listen to the music and let go by the rhythm, after a while I can see that they are more motivated and that without even noticing they are improving in the language.”

Participant 4: “I have different approaches using songs during my classes. My students' ages are diverse. Some of them are teenagers and the rest are kids. One of the uses for songs with teenagers is the identification of certain type of vocabulary which we've been working on. In this way they're developing listening skill. On the other hand, I use songs with Kids to improve pronunciation because they use to repeat all words they

listen. In both cases, I take advantage from their attention to stand out some Grammar structures. I try to motivate them to sing the song to practice speaking. I've realized they feel confidence to practice it in group.”

Interviewer: OK. We have already finished the penultimate round. Before we finish we would like to thank you once again for coming. Here we have the last question, and it says: **Which difficulties do you encounter when carrying out songs to the English class?**

Participant 1: “A difficult is to find a song with clear und understandable pronunciation. Also look for songs adequate for the level your students are. Perhaps, vocabulary is high for their English level. Sometimes, grammar is not the same as it is taught in the course books, for consequently they don't understand the words.”

Participant 2: “The main difficult, or biggest challenge is to set a well-structured activity, with a properly defined objective. It is important that the students are able to notice that they are doing such activity for a reason. Otherwise, the song itself is going to be more significant than the purpose of it.”

Participant 4: “Just one, distraction. Even if the song has a purpose, sometimes students lost the point. Because they can get distracted with the title of the song, or the singer, even with the rhythm from the song. That's why as a teacher, we need to keep on mind how much they can lost the point and how we get them back to the activity.”

Participant 5: “Specifically with very young learners I have seen that when I play the song for the first time they're kinda confused. They follow the movements or mimics of the song but of course they don't know the lyrics so they start to mumble or just saying random words. It's only after a few classes or times playing the song that they start to sing most of it”

Participant 3: “The main difficulty is to find the right song, the one that catches the whole classroom's attention, there are several genres and not everyone student like them all.”

Interviewer: And with the answer of the participant number three is how we finish our series of questions. Just to finish our focus group. We would like to know if you have any other comments or opinions on this topic that we have not talked about.

Everyone: No, we think everything is OK. It was really good.

Interviewer: Thank you so much, it means a lot for us that you could be in here. That's it.