I dedicate this thesis to

my beloved family and Zehra Nesrin Birol

THE EFFECTS OF MUSIC ON ENGLISH LANGUAGE LEARNERS' SPEAKING FLUENCY AND ON THEIR MOTIVATION/INTEREST LEVEL

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ABSTRACT

THE EFFECTS OF MUSIC ON ENGLISH LANGUAGE LEARNERS' SPEAKING FLUENCY AND ON THEIR MOTIVATION/INTEREST LEVEL

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Music has, so far, been noted to be beneficial in education. There have been some experimental studies that look at the effects of music on reading, vocabulary, and conversational skills in teaching foreign languages. However, there have been no studies searching for the effects of music in the arena of learners' speaking fluency as well as their motivation/interest level. In this respect, several questions arose: Can music be a salient factor in the teaching of language skills, particularly speaking? Can music be a tool to enhance students' capacity for speaking fluency? On a less direct but arguably even more important level for second language learning, can music play a role in improving students' motivation/interest in language learning contexts?

The purpose of this study was therefore to explore the above questions and, based on their answers, to guide English language teachers in their thinking about the use of songs in the classroom, both as a means of enhancing learners' abilities to speak fluently and as a motivating tool.

The data used in this study were obtained from 46 pre-intermediate level students studying at the School of Basic English (SOBE) at Karadeniz Technical University (KTU). The major instruments in the research were the tests that were used to measure the students' speaking fluency, and the questionnaire given to assess the students' motivation/interest levels for learning English. An interview with the teacher who taught both groups was another instrument. The reflections from the participants in the treatment group were also used for evaluating their thoughts with respect to the contributions of music to their speaking lessons. The data collected from the questionnaire and the oral assessments were analyzed using *t*-tests. Both the data gathered from the interview and the reflections from the students were analyzed based on the approaches of qualitative data analysis. In this study, descriptive analysis was also used for analyzing both the data collected from the interview and the students' reflections.

According to the results of the pre-test scores for oral assessment, the speaking fluency level of the contrast group was higher than the treatment group (6.83-5.27) whereas the motivation/interest level of both groups was approximately the same. After the treatment, although both groups' motivation/interest scores actually decreased, the decrease in motivation/interest levels of the treatment group was observed to be significantly less than that of the contrast group. Post-test results for the oral assessment scores of both groups again showed those of the contrast group remaining slightly higher than those of the treatment group, but no longer significantly higher (7.92-7.42).

Key words: Music, language skills, speaking fluency, motivation/interest level

ÖZET

MÜZİĞİN İNGİLİZCE DİL ÖĞRENCİLERİNİN KONUŞMA AKICILIĞI VE MOTİVASYON/İLGİ DÜZEYLERİNE ETKİSİ

Emine Buket Sağlam

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü

Tez Yöneticisi: Yrd. Doç. Dr. Julie Mathews Aydınlı

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Müziğin günümüze kadar eğitim alanında faydalı olduğu üzerinde çok durulmuştur. Yabancı dil öğretiminde konuşma becerileri, kelime öğrenme ve okuma becerileri üzerine müziğin etkisini araştıran çalışmalar da bulunmaktadır. Ancak bu alanda müziğin konuşma akıcılığına ve motivasyon/ilgi düzeyine etkisini araştıran bir çalışma bulunmamaktadır. Bu anlamda konuya açıklık getirebilecek olan birkaç sorunun cevabı araştırılacaktır. Müzik yabancı dil becerilerinin öğretilmesinde özellikle konuşma akıcılığının sağlanmasında önemli bir araç olabilir mi? İkincil ancak tartışmasız çok daha önemli bir konu olan motivasyon/ilgi düzeyini artırabilir mi?

Bu çalışmanın temel amacı yukarıdaki soruları keşfetmek, bu keşfe dayalı olarak hem öğrencilerin konuşma akıcılığını sağlayacak hem de motivasyon/ilgi düzeylerini artıracak bir araç olarak müziği derslerinde kullanmaları konusunda İngilizce öğretmenlerine rehberlik etmektir.

Bu çalışmada kullanılan veriler Karadeniz Teknik Üniversitesinde (KTU) Temel İngilizce Bölümü'nde hazırlık okuyan 46 başlangıç seviyesindeki öğrencilerden elde edilmiştir. Araştırmada kullanılan ölçme araçları öğrencilerin konuşma akıcılıklarını ölçen bir test ve İngilizce öğrenmelerindeki motivasyon/ilgi düzeylerini ölçen bir ankettir. Hem control hem de deney grubunun konuşma derslerine giren öğretmenle de bir mülakat yapılmıştır. Deney grubundaki öğrencilerle çalışma sonrasında sınıf içerisinde yapılan değerlendirme bir başka deyişle öğrencilerden müziğin konuşma derslerine katkısı hakkındaki yansımaları verilerin bir diğer bölümünü oluşturmuştur. Sözlü sınav ve anketlerden elde edilen veriler *t*-test kullanılarak analiz edilmiştir. Mülakat ve öğrenci yansımalarından elde edilen veriler nicel veri analizi yöntemlerine dayandırılarak analiz edilmiştir. Tanımlayıcı istatistik bu verilerin analizinde kullanılmıştır.

Nitel verilerin istatistiksel analizi ön test sonuçlarına göre kontrol grubunun deney grubuna nazaran daha yüksek oranda bir konuşma akıcılığına sahip olduğunu göstermiştir (6.83-5.27). Motivasyon/ilgi düzeyinde ise her iki grubun yaklaşık aynı seviyede olduğu görülmüştür. Deney sonrasında her iki grubun motivasyon/ilgi düzeyi düşüş gösterse de, bu azalma deney grubunda control gurubuna kıyasla istatistiksel olarak anlamlı bir şekilde daha azdır. Son test sonuçları deney öncesinde konuşma akıcılığında kontrol grubunun lehine olan anlamlı farkın deney sonrasında oldukça

azaldığını, deney grubunun control grubuyla arasında olan farkı önemli ölçüde azalttığını göstermiştir (7.92-7.42).

Anahtar kelimeler: Müzik, dil becerileri, konuşma akıcılığı, motivasyon/ilgi düzeyi

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CHAPTER I: INTRODUCTION

Introduction

It has been noted that Plato was the first person who emphasized the importance of using music in education when he said, "music is a more potent instrument than any other for education " (cited in Lake, 2002). The starting point of the current study was Plato's comment on the use of music for education and learning in general. As a foreign language teacher however, I wondered further about the relevance of Plato's statement for foreign language education and learning specifically. Several questions arose: Can music be a salient factor in the teaching of language skills, particularly speaking? Can music be a tool to enhance students' capacity for speaking fluency? On a less direct but arguably even more important level for second language learning, can music play a role in improving students' motivation and interest in language learning contexts?

It could be argued that since songs contain rhythmical syntax tuned in to authentic speech, using them in English Language Teaching (ELT) contexts might be beneficial for improving learners' speaking skills. However, there is little empirical evidence on this topic in the literature, with much of the written work about incorporating music into ELT based on anecdotal explanations.

The purpose of this study was therefore to explore the above questions and, based on their answers, to guide English language teachers in their thinking about the use of songs in the classroom, both as a means of enhancing learners' abilities to speak fluently and as a motivating tool. As this idea constituted the starting point of the study, I set out to explore empirically any connections between using songs and the

enhancement of L2 learners' speaking skills and overall motivation for and interest in language learning.

Background of the Study

It has already been noted that the history of music dates back millennia. Some ancient philosophers considered that language and music derived from the same source (Besson & Friederici, 2005). As these domains share some commonalities, the use of music in language classes may contribute to the enhancement of language learning. Considering the shared features between music and language such as pitch, volume, prominence, stress, tone, rhythm, and pauses (Mora, 2000), it is possible to speculate that songs could provide an effective source of language input for EFL learners. Since the features listed above are activated when one speaks, using songs in ELT may foster learners' speaking ability. Music could aid L2 learning in five main ways: providing authentic language input, being used as a mnemonic aid, creating a positive motivating atmosphere, aiding speaking proficiency and contributing to vocabulary development (Mora, 2000).

First of all, by using music in the language learning process, L2 students may become accustomed to the natural ways of speech used by native speakers of the language they are learning. Students may become accustomed to the natural rhythm and speed of speech used in songs. Moreover, since songs can be easily sung both during class time and outside of the classroom, they provide possibilities for ample speaking practice and therefore they might help students to acquire a greater fluency in the language they are studying (Murphey, 1990). In one study, English songs were used to encourage the oral production of tenth graders. The study aimed to provide a solution to the students' low speaking proficiency in English. Analysis of the

observation and interview showed that the students expressed their ideas more freely, spoke more, expressed several reasons and opinions about the songs studied, interacted more with one another, and spoke clearly and quickly when music was used in the lessons (Cifuentes, 2006).

Secondly, songs can be utilized as a mnemonic aid. When songs are used in class, it seems logical that they may be subconsciously produced and vocalized outside the classroom, and that in this way, input provided through music may easily become output some time later (Murphey, 1990). After a few repetitions, students can sing the song remembering the lyrics (Lê, 1999). According to Murphey (1990), involuntary rehearsal (repetition in the mind of songs which are being learned or have been learned), which is a result of listening to songs again and again, may easily be triggered by using songs.

A third way that music could be helpful is in creating a positive motivating atmosphere. Lê (1999) draws our attention to the role of music in language learning in terms of non-linguistic factors, specifically, for the improvement of social skills, and as an overall aid for learning. Pedagogically, his study revealed that lessons with songs increase the students' social-interaction skills and their self-esteem. The implication was that such growth may lead to greater success in learning. Touching on the motivation factor as well, Murphey (1998) suggests that songs can be a good medium to teach a foreign language because they are more motivating than any other texts. Thus, language teachers may use music to raise students' motivation and interest in language learning. Also related to atmosphere, instructional techniques such as Suggestopedia make use of background music, which is supposed to help students enhance their receptive skills. The teacher during the lesson reads a dialogue, matching

her voice to the rhythm and pitch of the music. In this way, the 'whole brain' (both the left and the right hemispheres) of the students is said to become activated (Larsen-Freeman, 2000). Also, it is proposed that such a method helps students feel that they are in a relaxed learning atmosphere, so they may lower the ‘affective filters’ that keep them from acquiring a language. Thus, if teaching English through songs can help learners relax, they may become more receptive to language learning.

Fourth, using songs in the language classroom may facilitate students’ pronunciation development. Lake (2002) states that using music once a week for about 90 minutes may contribute to students’ pronunciation skills. Singing songs out loud may help lead to improved oral fluency and pronunciation (Lems, 2005). It has been stated that it can be very difficult to read in English since there are often mismatches between the sounds and the letters in English. Songs can be salient facilitators to close the gap and improve pronunciation (Lems, 2005). Songs, in particular, may help students improve their phonological awareness of the target language. Learners can hear the words as the way they are vocalized or pronounced leading students to the imitation and production of the words correctly. With the use of songs, L2 learners may develop their pronunciation skills, which constitute an important aspect of speaking proficiency.

Finally, songs can be an effective supplementary tool for vocabulary learning and can be used for vocabulary memorization in ELT settings (Cruz-Cruz, 2005). Medina (1990) found that second grade L2 learners made considerable vocabulary progress with the help of supplementary music and pictures. Also, Lo and Li (1998) suggest that using songs can enhance students’ vocabulary use. Exercises after listening to songs can be developed to enhance vocabulary knowledge, for example,

examining the lyrics like poetry, probing the words and phrases, and putting them into use (Lems, 2005). In songs, high frequency words are usually used in lyrics. Murphey (1992) conducted research about the lyrics of a wide variety of pop songs and the findings showed that the songs contained frequently used vocabulary and the lyrics were composed of frequently used spoken language which eased students' comprehension. These words may also foster L2 learners' speaking abilities since both music and lyrics may be a good way to encourage students to speak English in class (Orlova, 2003). Ultimately, expanding vocabulary knowledge through songs may facilitate the oral proficiency of language learners.

At School of Basic English (SOBE) speaking courses have recently been given more attention by the administration as survey results have revealed that first year students from most of the sixteen departments are incapable of expressing themselves orally in English. The professors who lecture in English in these departments have complaints about the students' lack of speaking abilities. Thus, during the lectures they are often forced to switch to Turkish. The goals of the speaking courses determined by the administrators of SOBE may be reached provided that the speaking curriculum is motivating and interesting for students. One of the ways to make students aware of the importance of expressing oneself in English could be using music in the speaking curriculum. This study aims to investigate whether music can be an effective tool for improving students' speaking skills and their motivation and interest in language learning.

Statement of the Problem

There is little empirical research on the topic of using music in the teaching of English. Most arguments about the subject have relied on anecdotal evidence. Among the few empirical research studies that exist, the positive effects for the use of music have been shown on second language vocabulary acquisition (Medina, 1993), the extent of younger L2 learners' oral production (Cifuente, 2006), and language learners' general social interaction skills (Le, 1999). Moreover, studies in the field of psychology have indicated links in the brain between language learning and music (e.g. Maess et al., 2001). There remains a lack of research, however, on the effects of using music to teach English on adult EFL students' speaking fluency and on their motivation and interest in learning English.

In my home institution, Karadeniz Technical University (KTÜ), SOBE, many students are not able to speak English comfortably after a year of education and, moreover, seem to lack motivation, which can be a salient factor in acquiring a language. At SOBE, songs were included in the curriculum of speaking courses a few years ago. However, due to the lack of materials and technical devices and to the unwillingness of the instructors to implement songs in their classes, the use of songs was removed from the program. This study aims to see whether there is any empirical justification for bringing songs back into the speaking curriculum, and if so, provide possible suggestions for how this could be done.

Research Questions

This study attempts to answer the following research questions:

1. What is the effect of music used in EFL teaching contexts on adult ELLs' speaking abilities, particularly on fluency?

2. What is the effect of music used in EFL teaching contexts on adult ELLs' motivation for and interest in language learning?

Significance of the Study

This study aims to reveal the effects of using songs in the enhancement of adult English learners' speaking fluency as well as their motivation for and interest in learning a foreign language. Taking into account the fact that there has been no empirical study that investigates the effects of music on the enhancement of adult L2 learners' speaking fluency, this study aims to fill that gap. It thus aims to inform educators about the answers to such questions as: should I use songs to improve my students' speaking fluency? If so, how shall I conduct my lessons using songs? What kind of activities will be more beneficial to help students attain a more fluent way of speaking via songs? Can using music in EFL settings motivate adult learners and increase their interest in acquiring a foreign language?

At the local level this study may contribute to enhancing teachers' knowledge about the theoretical basis for using songs in ELT classes, and supporting and encouraging them to use songs in their courses. Depending on the results of the study, evidence may be provided to legitimize the use of music, and thus help overcome some teachers' perceptions of using songs as a "waste of time". These results may

contribute to changes in the curriculum, and possibly, to outlining ways in which music and songs can be used more effectively at KTÜ SOBE.

Conclusion

In this chapter, background information about using songs in ELT settings has been given. The purpose of the study, research questions, and the significance of the study were also discussed. In the second chapter of the study, the theoretical issues involved in using music in language learning and teaching will be presented. The third chapter will describe the methodology of this study. The fourth chapter will present the data collected in the study, and in the final chapter, the conclusions from the findings of the study will be discussed in relation to the literature. Pedagogical implications, the limitations of the study and implications for further research will be presented as well.

CHAPTER II: LITERATURE REVIEW

Introduction

In countries throughout the world, there is an increased interest in learning English. There are many kinds of teaching methodologies used by teachers of English. Many of these methodologies incorporate to some degree the use of songs and singing in the classroom. English teachers may be more inclined to use music in the classroom if students report that music makes the classroom more enjoyable and increases their desire to learn the language, but is there research to back up these assumptions?

Lacorte and Thurston-Griswold (2001) explain the reasons why songs are suitable pedagogic resources in the following ways: (1) They offer a non-traditional method and change the pace of instruction; (2) they are entertaining and serve as alternatives to the main course materials; (3) they increase students' motivation and interest; (4) they strengthen the learners' conversational skills through practicing pronunciation, exposure to vocabulary, and discussing social and cultural issues in the target language; (5) they allow for the teaching of grammatical structures in a meaningful context; (6) they engage students in discussion of diverse cultural and historical issues; (7) they help promote an awareness of multiculturalism.

This chapter will explore some of these ideas mentioned by Lacorte and Thurston Griswold as well as other studies related to the use of music in English language learning classrooms. Specifically, this chapter looks at music and the brain, music and affective considerations, music as a language, music in ELT including some methods of using music in the language classroom, and the impact of music in relation to language skills.

Music and the Brain

With the help of studies conducted in recent years, it has become possible to follow how the brain functions. Although the brain has a very complex structure, with modern imaging techniques, the functions of the brain and its connections to musical and verbal activities can be traced. In the following section, the impact of music on brain functioning as it relates to language learning and production will be discussed.

The Brain Hemispheres and Music and Language

To begin with, it is useful to refer to the early beginnings of research on brain compartmentalization. Brain exploration dealing with relationships between the brain and behavior was launched in earnest in 1981 with the studies of Roger Sperry. His findings revealed that the right and left parts of the brain used different cognitive styles, each part connected with the other. Leading the research in the field, his findings helped other researchers to find out that, for example, music and art are usually processed in the right hemisphere while language is best comprehended by the processes of the left hemisphere (cited in Gordon & Bellamy, 1990). However, with recent studies in brain exploration, it has been demonstrated that specific aspects of music are in fact processed in both the right and left hemispheres (Altenmüller, 2005). For example, in his study, Millbower (2000) reveals the fact that rhythm and lyric processing occur in the left hemisphere while melody and harmony perception occur in the right hemisphere. It is known that brain activity can be maximized by using music, as it plays an important role in activating large parts of the auditory cortex in both the right and left hemispheres (Rauscher, 2006). It follows from all these that if teaching can appeal to both hemispheres, learning might become more permanent.

Music And Language Learning In Brain Functioning

In addition to overall brain activity benefits from music for general learning abilities, music also provides a special benefit to brain activity in language learning in particular. It has been revealed that most of the parts in the brain related to language are activated when music is playing. Moreover, brain exploration findings emphasize the importance of Broca's area; a part of the brain which is known to be related to language production.

Several researchers state that there is an overlap in Broca's area for both language and music. For instance, Besson and Schön (2005) write that motor activities related to language occur in Broca's area, and that this part of the brain is activated when music is played or when rhythmic tasks are performed. If this part of the brain is damaged, it may result in speech loss called aphasia (Sacks, 2007).

Music is thought to be influential in the treatment of variously handicapped people. In order to understand the potential power of music or songs, it is possible to look at the literature dealing with the physiological or mental changes it has caused in patients. First, Sacks (2007) states that aphasic patients can be cured by using music. He tells the story of a patient who developed a severe aphasic condition and was not able to speak a word although he had two years of speech therapy. He was, however, able to sing and after a music therapist heard him singing a song with two or three words, he started music therapy. The therapist met him three times a week for half-hour sessions. After two months, he started to sing 'Ol' Man River' with all the lyrics and all the ballads he learned when he was growing up. It can be assumed that the healing effect of music on speech-impaired patients might shed light on its integration into the language classrooms to improve the language learners' speaking skills.

Some other studies also show the structural integration of music and language. The perception and production of singing and speech overlap in a part of the brain called the cerebellum, an area that controls the lips and tongue. In yet another study with aphasic patients, Patel (2005) validated this relationship between speech and singing in the cerebellum. In the study, the aim was to discover the relationship between linguistic and musical syntactic processing. The results indicated that aphasic patients with language deficits showed similar syntactic difficulties in musical harmony. This finding supports the hypothesis that there is a structural integration of music and language in a common area of neural resources in the brain. Similar findings can be seen in some other studies (Patel, 1998; Callan, Kawato, Parsons & Turner, 2007). It has also been revealed that with neuroimaging techniques, musical syntactic processing activates language areas of the brain (Patel, 1998).

Rhythm and the Brain

Studies related to the brain's functions have also explored the nature of rhythm and the correlations between rhythm in language and rhythm in music (Corriveau & Goswami, 2008; Patel, 2003). Overy and Turner (2008) define rhythm as a "basic organizing principle of music" leading to some musical behaviors such as clapping and dancing. They also state that musical rhythm "strongly relates to temporal aspects of language" (p. 1). In a study that explored the rhythm perception of children with SLI (Speech and Language Impairment), the researchers found that the language and speech skills of children can be developed if rhythm is included into children's language and motor play. When the utterances are more rhythmic and voice modulated, learning becomes more holistic (Mora, 2000). Music might also be beneficial for other kinds of language learners in that it can aid holistic learning by

providing rhythmical exercises. As a specific method used in teaching languages Suggestopedia will be mentioned in detail in the following section. However, it might be important to note that this method is intended to be a holistic method of foreign language teaching that focuses on music and musical rhythm (Richards & Rogers, 2001). The method is considered to help students optimize their language acquisition by using background music which stimulates both hemispheres of the brain and helps create a relaxing atmosphere (Salcedo, 2002). The key to the method is the idea that the constantly changing rhythm of the music prevents boredom. The method has been supported by Krashen, who states that Suggestopedia might help students improve their learning subconsciously (cited as in Salcedo, 2002).

In summary, current research indicates that the impact of music on the parts of the brain related to language production is positive, and thus there appears to be some basis for teachers to use music in language learning classrooms.

Some Theories Related To The Brain, And Music And Language Production

Building on the idea that music positively impacts specific areas in the brain related to language production, it is also possible to analyze the impact of music on overall brain functioning as it relates to language production.

A positive aspect of music on language production can be traced in the theory of Multiple Intelligence. Gardner (2004) states that there are eight forms of intelligence and that each person displays a little bit of each intelligence type. These types of intelligence are linguistic, logical/mathematical, spatial, musical, bodily/kinesthetic, interpersonal, intrapersonal, and naturalist, and they occur in both hemispheres of the brain. It has been argued that if teachers can form their lessons according to the students' "multiple intelligence" types, the students can benefit from learning in their

own way. Obviously, students identified as having musical intelligence are likely to benefit from music in the language classroom, but even those with other types of intelligence may benefit because both intelligence types and music draw on activity on both sides of the brain. The same idea is highlighted by Anton (1990) who states that using musical activities helps learners combine both their left hemisphere in which verbal processes are processed, and the right hemisphere in which emotional and musical processes are achieved. Anton (1990) adds that when the activities in the class build a bridge between the two hemispheres, there is an ideal learning environment.

In addition to the stimulation of the both hemispheres, music plays an essential role in activating the "din" mechanism, which is argued to be a salient mechanism for language acquisition (Murphey, 1990). Salcedo (2002) describes "din" as an involuntary rehearsal or repetition in the mind of words or songs that have been heard in a foreign language. Murphey (1990) postulates that if one can control the involuntary din consciously and intentionally, more language acquisition is possible. Listening to oneself and reading out loud may become input triggering the "din" and thus inner speech, which becomes a form of output.

Murphey (1990) built on the din mechanism theory to describe the Song-stuck-in-my-head phenomenon (SSIMH), a term which he created after he had experienced songs "dinning" in his head. According to him, SSIMH occurs when songs are used as input material, and that they thus facilitate and stimulate the language acquisition device. He also hypothesizes that SSIMH may play a salient role for beginner learners of English especially, in a holistic natural order of acquisition, with respect to suprasegmentals. He, furthermore, maintains that songs might be used as a mental strategy to learn a language or for the things "we want to stick in our minds", and that

"the Din and SSIMH phenomena may allow us to use these strategies more advantageously" (p. 61).

All in all, neuroscience studies seem to reveal that language and music processing partly overlap in the brain. Because of this overlap, using songs in ELT contexts might therefore make teaching language easier (Besson & Friederici, 2005). Another aspect of music as connected to brain functioning is the Mozart effect, which suggests that music has an enhancing power on students' cognitive abilities.

The Mozart Effect

The so-called "Mozart effect" provides an example of the way that music has been argued to enable learners to use and overlap their Multiple Intelligences. Shellenberg (2005) describes the Mozart effect as the maximization of cognitive abilities after musical exposure. In other words, after listening to Mozart, one might be able to use his or her nonmusical abilities such as linguistic, mathematical, and spatial ones. Shellenberg (2005) argues that music can be a viable medium which can be transferred to nonmusical domains. Music, he claims, can also enhance some skills such as "emotional sensitivity, expressiveness, and motor skills" (p. 444).

Enhancing brain power with music is evidenced by another study, the aim of which was to determine the effect of music on participants' IQ scores. After listening to Mozart's music for only about eight minutes, the participants had higher scores in spatial reasoning and Math skills. The results showed that music might be a salient factor in activating brain functions for learning (Rauscher, Shaw & Ky, 1995).

A similar study was conducted to investigate whether music changes brain activity. In the research, the participants - a group of small children- listened to classical music for one hour a day. After the experiment, with the help of

electroencephalography (EEG), the results revealed changes in brain organization, in such a way that could be argued to enhance learning (Jensen, 2002). It can be suggested that classical or instrumental music might be a good facilitator in enhancing overall brain power, and thus lead to more affective language acquisition.

Music and Memory

It has also been argued that music is an effective aid for memorization. Some studies reveal that "carrier melodies" cause the activation of the right brain hemisphere where memory activity takes place. With repetition of input combined with a particular melody, students have been shown to recall given information using auditory stimuli (Mora, 2000). Altenmüller (2005) describes music as an event related to personal experience. This experience is enhanced by complex mental operations which are perceptive and cognitive. These operations occur interdependently and dependently in the central nervous system, and eventually combine with each other making a connection to events in the past. Memory systems aid this connection. Such operations lead to a better understanding of meaning while listening. The use of songs or music might serve as a facilitator for students to retain more for what has been learnt.

In order to learn a second language, memory and motor skills play a salient role, as it is of course impossible to learn words and structures without memory, or to speak without motor skills (Steinberg, 1999). Thus, learning a language can be eased by the use of mnemonic aids. Music can be great source of mnemonic aids. Anton (1990) notes how many people are able to recall the lyrics of their favorite songs they sang and learned as a child. He adds that big companies spend huge amounts of money on advertising for their products, but to make sure that their customers can easily remember them, they incorporate music into their advertising as an effective memory

aid. Richards and Rogers (2001) also state that using music in a language class enhances learners' memorization skills twenty-five times more than the traditional methods. Callan et al. (2007) also claim that while the brain is processing knowledge, if it is supported by memory aids such as music, learning can be doubled.

Music has also been seen as contributing to holistic learning. Mithen (2006) notes how it is possible to comprehend the meaning of an utterance holistically when learning a language. In other words, the child does not divide the sentences into individual words or speech sounds to understand what is said. Similarly, music uses the same formulaic aspects which exist in language. For this reason, all individuals, provided they do not have cognitive deficits, are able to learn a language and appreciate music from birth (Mithen, 2006).

Recent brain studies allow us to argue for the importance of musical learning and listening as music has now been shown to activate different regions of the auditory cortex. The auditory cortex also allows us to memorize better with mental rehearsals. Thus, music can be assumed to be a meaningful tool for expanding perceptual abilities in a learning atmosphere, by acting as a stimulus for mental exercising of the auditory cortex (Rauschecker, 2005).

Music and Affective Considerations

In addition to the potential effect of music on language learning as an activity of the brain, music also has an effect on peoples' emotions, and this too can be beneficial for learning a language. One of the most salient aims of music is to move the feelings of the listeners, which is why music has been described as the "language of emotions" (Kivy, 2007, p. 232; Sundberg, 1991, p. 441). Sacks (2007) claims that among all the arts, music has a unique power to help people express their emotions.

One of Sacks' patients, who suffered from restrained emotions, regained his emotions when singing. After he sang, he would become aggravated. It was not certain whether this was because of an involuntarily automatic action or because music caused him to act like that, but in either case, it was clear that the music had a serious impact on his emotional response.

It is also possible to talk about a salient hypothesis when taking affective considerations into account. It has been proposed that learning a language through the use of songs might directly relate to affective factors described in Krashen's affective filter hypothesis (Bonner, 2007). Krashen (1987) argues that affective factors are very important in second language acquisition, and the affective filter has been described as follows:

The filter is that part of the internal processing system that subconsciously screens incoming language based on what psychologists call 'affect': the learner's motives, needs, attitudes, and emotional states. (Dulay *et al*, 1982, p. 46).

Krashen (1987) groups affective variables in three categories: (1) Motivation, (2) Self- confidence, and (3) Anxiety. According to him, acquiring a language depends on how low or high a level of affective filter the acquirer has. If it is low, the acquisition is high because it means that more input will be processed in the part of the brain which is responsible for language acquisition – the Language Acquisition Device (LAD). If the affective filter is high, the acquirer's LAD becomes blocked and acquisition is impaired. This blockage is the result of affective variables such as the learner's lack of motivation, anxiety, and lack of confidence. If music can help create an anxiety-free atmosphere, it might also help students gain confidence and even increase their motivation. The effect of music on lowering the affective filter of

language students has been mentioned in a few studies (Anton, 1990; Bonner, 2007; Lems, 2005), specifically by decreasing anxiety and increasing self-confidence (Bonner, 2007, Voblikova, 2005) or by increasing learners' self-confidence and self-discipline (Jensen, 2002).

Edwards (1997) comes to a similar conclusion referring to the data he has but uses a slightly different argument. According to the findings from the literature, he classified why educators in ESL used music in their teaching. These objectives were: "(1) anxiety reduction and lowered affective filter; (2) promotion of self-esteem; (3) increase in motivation to learn a second language; (4) increase in literacy skills; (5) retention in lyrics and ease in memorization; (6) and use of music to address multiple intelligences" (p. 58). He further states that music might have a great power to abolish the emotional resistance of students and turn the prejudices and differences into a tolerable atmosphere. In such an atmosphere, learning might be doubled.

Music can be presumed to affect both ESL and EFL learners. If music is incorporated into class hours, it can stimulate the students' feelings and reactions as well as their desire for learning (Murphey, 1998). Krashen (1987) has also postulated that music can promote "mental alertness" and "reduction for tension" for the language learning environment.

In order to learn a foreign language, students need to feel they are secure. They can learn better in an anxiety-free atmosphere. However, anxiety may be facilitating or debilitating. A low self-image causes debilitating anxiety and results in a failure to learn (Bailey, 1983, cited in Ellis, 1989). The use of music in an EFL class might help students lessen their anxiety (Mora, 2000). Especially, apathetic or shy students can easily become involved in language activities with the help of music (Cranmer &

Laroy, (1992). It may be possible to use music in language classrooms in order to lessen the anxiety of students, and as a result promote the self-confidence of learners.

Additionally, using music in a classroom can help to develop common trust and respect, and enjoy the feeling of sharing enjoyment of music. Using well-structured musical activities, building mutual trust and respect, and sharing the enjoyment are the fundamentals of the emotional and academic improvement of learners, primarily young ones (Paquette & Rieg, 2008).

The idea that music can contribute to social bonding, providing students with the energy and power to learn has been demonstrated in a study in which music was implemented into the school curriculum. The study examined the interaction of the students who performed in an orchestra, band or choir with their peers and teachers in a school. Data from the study revealed that music helped the students to have more positive attitudes towards their school, and teachers and to build a stronger relationship with their peers (Fager, 2006). These positive relationships led to an appreciation and encouragement of the peers among themselves, creating ‘a sense of belonging’. The same results were shown in another study conducted by Ray (1997).

In his book, *Societies of the Brain*, Freeman (1996) states that listening to music causes the release of a hormone called oxytocin. Freeman suggests that this hormone has effects on the relations of peers and social identity. If Freeman is right, it may be useful to integrate songs into the curriculum to promote social bonding. This social bonding might help learners express group identity. Examples of this have been said to include folk songs, Girl Scouts’ camp songs, sports, and war dances (cited in Huron, 2005).

In summary, we can say that when music is integrated in language classrooms, it might have positive effects on learners' emotional well being, anxiety, and personality, which is a salient factor in learning, in this case second language acquisition.

Music in ELT

It has been argued that music is of benefit in promoting students' second language learning skills. As mentioned before, music has been shown to help students enhance their creativity and to have positive effects on improving their spatial skills. In this section, I will talk about studies particularly related to how to incorporate music into ELT. The first studies discussed will be general, and then I will talk about the specific ones relating to primary skills such as reading, listening, grammar, speaking, and pronunciation.

Songs might facilitate learning a language as a way of building a bridge between what is being learnt and the way it is taught. Adkins (1997) believes that the use of music and singing might allow brain-based learning methods, and lead to strong connotations when a new language is learnt.

Orlova (2003) discusses the use of songs in EFL settings in order to enlighten prospective EFL teachers about how to use songs in a language class. She develops a model for the speech improvement of EFL students through the use of songs. The model consists of three stages; preparatory, forming, and developing. The preparatory stage is comprised of building lexical skills necessary for speech. The aim of the forming stage is the formation of speaking skills via the interpretation and discussion of the songs. This stage facilitates pre and post-listening activities to enhance speech. The last stage is aimed at developing further speaking skills and is much more student-

oriented. It includes discussions about songs, simulations, and role-plays. Thus, it might be fruitful to use music in EFL classes in order to enhance language skills, and in this case, speaking.

Besides its possible power to increase language skills, music might provide more meaningful language instructions in a classroom for EFL teachers. In exploring new methodologies in order to teach a foreign language in Mexican secondary schools, Domoney and Harris (1993) organized a workshop for teacher trainees. The aim was to show the teacher trainees how pop music could be integrated into language programs. In these workshops, pop music was used as an approach which made the classroom tasks more meaningful, enjoyable, and collaborative.

Another way of using music in a language learning program is the implementation of it together with color coding. Bell (1981) hypothesized that this language learning program might have positive contributions for enhancing language abilities, primarily in reading and speaking. In the study, one group was treated with traditional methods and the treatment group was taught using music and the color coding of vowel sounds. Data analysis indicated that the treatment group yielded better results in terms of reading and speaking in a foreign language than the control group.

The Use of Music in Relation to Specific Language Skills

So far, it has been noted in the above sections that the reasons for using music may have both cognitive and affective justifications depending on brain-based research, music methodologies, and the effect music has on peoples' emotions. In addition, how to incorporate music in ELT has been mentioned. The following section is about the relationship between music and some language skills, and the impact of music on these language skills, especially on grammar, reading and vocabulary,

listening, speaking, pronunciation, and additionally the effect of music on motivation and culture in language classrooms will be included.

Music in Relation to Grammar

There are various ways that grammar teaching might be enhanced by music. In order to make grammar teaching more effective, songs might provide useful sources. For example, the richness that songs offer in terms of teaching grammar and also the suprasegmental nature of the songs can help teachers produce checklists useful for teaching grammar. Using the rhythmic features of songs such as stress, pitch, and intonation, teachers can easily attract students' attention to the structural points of the language in a context. Students can construct grammatical deductions such as the position of adverb, for example, when they hear "Didn't we almost have it all?" in a song (Mora, 2000). Since songs have suprasegmental characteristics, this may help learners to raise their awareness of grammatical patterns to reconstruct the language if the teacher uses these rhythmic aspects of language through songs (Saricoban & Metin, 2000). Second, songs might help students to remember things easily. This method of auditory recall can ease language learning especially for adults who have difficulty in comprehending some complex grammatical concepts (Stansell, 2005).

Songs can be used at different levels to teach structural patterns making grammar study more interesting and relevant to tenses, genders, relative pronouns and other structures. Using songs may include the following grammar exercises: fill in the blank dictations with the correct form of a verb tense, some structural patterns and how they are used in sentences with the examples found in the song (Abrate, 1983).

One of the most commonly cited studies about the impact of music on teaching grammar is Cruz-Cruz's (2005) study. The researcher conducted a study whose

purpose was to examine the effects of music and songs on teaching grammar and vocabulary to ELLs. Twenty-eight participants were divided into two groups. The contrast group was given grammar and vocabulary lessons using traditional methods of instruction, while the treatment group was exposed to music and songs as well as the traditional method. Post-test grammar and vocabulary scores revealed that lessons with musical instruction optimized the students' vocabulary and grammar learning, and thus indicated that music and song can be good supplements in teaching English grammar and vocabulary.

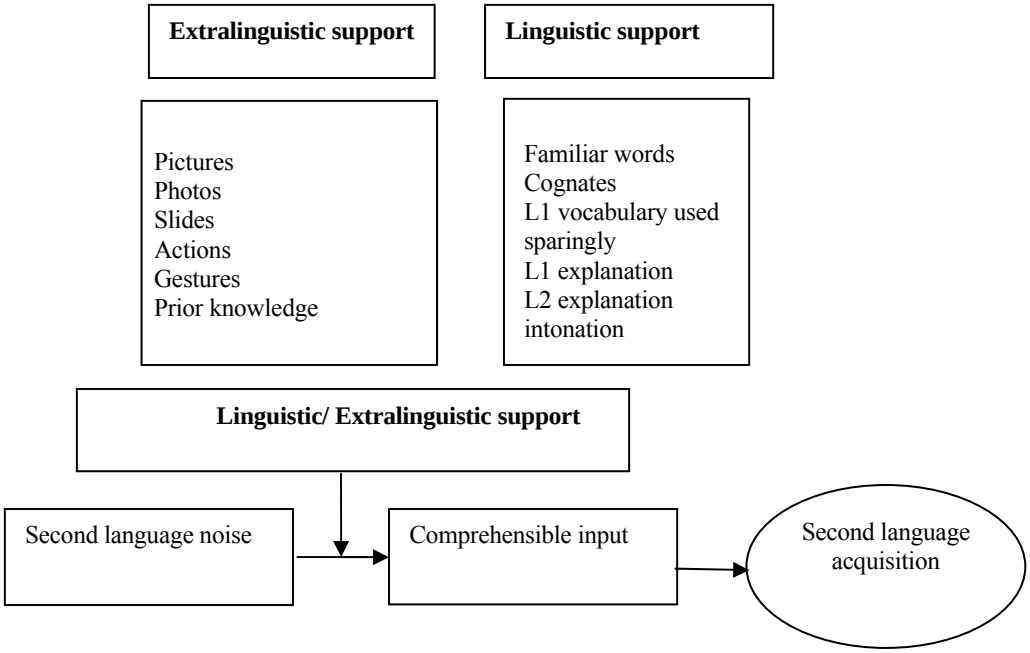
Music in Relation to Reading and Vocabulary Skills

In order to raise students' motivation and interest, and strengthen their knowledge in language learning, music might be an effective tool. According to Gardner, young children have a natural tendency to sing a tune or to hum. He also states that musical intelligence is the first intelligence to occur (Gardner, 2004, Paquette & Rieg, 2008). Based on this, it is possible to say that it might be more beneficial to take peoples' musical interests into account so as to improve their literacy skills concurrently. In order to foster language learning in a classroom, music can easily be included in the curriculum to facilitate vocabulary development and improve the comprehension skills of learners (Paquette & Rieg, 2008).

Besides being a facilitator in improving learners' literacy and comprehension skills, songs can also be used as authentic materials in a language class in the way some reading texts such as short stories, novels or poems are. In this way, learners can find a way into the real use of language (Griffee, 1995). Griffee states that using songs as authentic material is another way of enhancing the vocabulary knowledge of the students as this provides them with a meaningful context.

Songs can offer variety in terms of both subjects and the tone of language used. Songs can be used as reading texts for they can easily transfer messages about peoples' feelings, general topics such as love, hate, anger, daily events, or other phenomena. They provide good sources for examining figurative language like metaphors and idioms which are abundant in songs. Knowing that idioms and metaphors are necessary to understand a language, the use of songs may provide excellent source or examples for language teachers in teaching these specifically used expressions in the language (Nuessel & Cicogna, 1991).

Also, songs especially story songs, might be a valuable teaching aid in students' vocabulary development. In story songs, words are often frequently repeated and students are exposed to them several times so that they can remember these words more easily. Story songs might be very effective in teaching vocabulary as meaning can be emphasized by the teacher's speech if s/he uses a different intonation when telling a story. As story-songs contain suprasegmentals and other kinds of extralinguistic support such as actions, gestures, visuals, they might help students retain more vocabulary (Medina, 2003, Paquette & Rieg, 2008).



(From Medina, 2003, p.3)

Figure 1 shows the relationship of extralinguistic and linguistic support to the second language acquisition. As seen above, teachers should pay attention to both extralinguistic and linguistic support while using songs because they may provide various words and phrase structures, and with extralinguistic support, they make the language more comprehensible (Medina, 2003). When extralinguistic support accompanies linguistic support, it may be easier for learners to retain more vocabulary in a short time.

There are some experimental studies that investigate for the relationship between the use of music and vocabulary enhancement. First, Groot (2006) conducted a study on the effects of background music on foreign language vocabulary learning and forgetting. There were thirty-six participants in the study; eighteen exposed to music and eighteen who worked without music. In the study, sixty-four commonly used concrete L1 words and typical FL words were used as variables. The study took six learning sessions. After the second, fourth, and sixth learning rounds, recall tests

were given to both groups. The participants exposed to music were found to recall more vocabulary words than the ones without music.

Music was also shown to positively affect vocabulary retrieval by Newham (1995-96), whose experiments showed that adults and children were shown to retain more words or poetic excerpts in comparison to those exposed to a teaching method in which phrases without music are used. He also advocates that music through singing can affect the linguistic memory in a positive way.

Schön, Boyer, Moreno, Besson, Peretz and Kolinsky (2007) investigated whether word segmentation can be enhanced by melodic information. It is known that adults and infants use syllable sequences to get acquainted with the words while people are speaking. In the study, it was hypothesized that similar a learning mechanism might be used for language acquisition using music in songs. The results indicated that compared to speech, songs were facilitators for learning. Besides, from the findings it was revealed that while learning a foreign language, especially at the beginning of the learning phase, a learner can profit from the stimulating and structuring properties of music in song. Using songs might foster the familiarization of word segmentation in a language classroom.

Another important piece of research is the study which investigated the effect of music on elementary school students' L2 vocabulary acquisition (Medina, 1990). There were four groups of participants, all of which were instructed to listen to a story. One group heard the story in sung form, the second group listened to the story read orally, the third group listened to it as a song story with accompanying illustrations, and the last group listened to the song story with no illustrations. Pre and post test

analysis revealed that the participants who were taught vocabulary using music and pictures learned more words than all the other groups.

Finally, Fitzgerald (1994) conducted an experiment to promote reading skills in elementary school bilingual students using music activities. In this longitudinal study which lasted a whole academic year, singing proved especially helpful in aiding students to improve their literacy skills. While the students were singing, at the same time they would read the words. At the end of the school year, it was possible for the researcher to observe the development of the students' reading skills throughout the year. The activities were found to be very prompting for enhancing the "literacy skills, minimizing stuttering", and "increasing participation" (p. 1).

Music In Relation to Listening

In language teaching, the principle of listening comprehension practice is that students should be able to comprehend real-life listening situations. Listening activities based on real-life situations are thought to be more challenging and motivating than the activities in text books (Ur, 2004). Listening comprehension and other skills are of great value in a language program. However, in order to enhance the ability to speak fluently, learners need time because fluency cannot be taught directly but emerges only after the learner has constituted competence through input. Songs can be a great aid in providing it (Nuessel & Cicogna, 1991). Thus, this input might ease the comprehension of the target language via listening.

Listening comprehension lessons are a medium for teaching elements of grammatical structure, and through listening activities it is much easier to understand vocabulary items in context (Morley, 2001). In order to yield listening/language learning experiences, there are three material development principles: relevance,

transferability and task orientation. These are recommended for a foreign language classroom since they are said to be more fruitful than any other. Among these, task orientation includes the use of listening exercises and performing songs (Morley, 2001). In this sense, activities such as sing-along stories and songs (Morley, 2001) might facilitate the enhancement of listening comprehension. Additionally, these kind of activities might build a bridge to communicative aspect of language learning through listening.

Peck (2001) also suggests that using songs, poems, and chants gives learners, especially for children, a great chance to develop their listeni ng and speaking skills. He advocates that listening to songs associated with gestures and movements might ease learning the sounds which are repeated in songs, rhymes, and chants. Thus, students might develop a better pronunciation. Furthermore, songs that involve movement can activate the brain and the body to work together as proposed in the Total Physical Response Approach, resulting in more rapid language learning.

Songs might be included in the listening processes called bottom-up and top-down in order to strengthen learners' listening comprehension ability. In bottom-up processes, the listener transfers the acoustic input into phonemes (the smallest sound unit in a word) and then utilizes them to recognize words. In top-down processes the listener refers to his background knowledge to comprehend what is meant (Buck, 2007). Bottom-up and top-down processes can be used with songs by both teachers and students, and the improvement of listening comprehension depends on the practice of these two processes (Schoepp, 2001).

As songs may provide ample activities for listening, many language teachers can use songs as a medium to aid their students' second language learning. Songs have

been tested and proven to be reliable in enhancing ELL's listening comprehension. In learning a new language, songs can be used as a guided activity in listening. Thus, songs' contribution to language learning may be increased (Lems, 2005).

Music in Relation to Speaking

Speaking is another important components of language learning. The characteristics of a successful speaking activity are: learners talk a lot, participation is even, language is of an acceptable level, and motivation is high (Ur, 2004). Songs might be motivating. It is possible that they might have power to engage students in singing the song. Since it can be sung in groups, students' participation is equal and shy students can benefit from singing as a whole class (Nuessel & Cicogna, 1991). Speaking also includes automaticity which is viewed as a component of fluency. Fluency in speech can be obtained through ample opportunities for repetition and practice within a communicative context. In order to enhance the automatization in communication, activities should promote repetition practice (Gatbonton & Segalowitz, 1988). Since songs contain many repetitive elements, singing activities may help students gain communicative competence and automatization.

In ELT, conversational skills may be the most difficult skill to obtain, because speaking English requires much more effort than any other skills. For example, Lazaraton (2001) defines speaking as an "activity requiring the integration of many subsystems" and adds that "all these factors combine to make speaking a second or foreign language a formidable task for language learners" (p. 103). In order to enhance students' performance in this area, different techniques can be used. Orlova (1997) agrees that the main difficulty language teachers have while teaching a second language is that the learners mostly have difficulty in speaking the target language. She

later postulates that songs might serve as a medium to initiate students into starting a conversation. According to Griffee (1995) songs and music can improve the speech ability of a student in a foreign language class as their content suggests myriad exercises for discussions. Also, learners are exposed to colloquial speech via songs, which provides a better understanding of the daily use of the language.

Promoting oral and pronunciation skills through using songs is supported by Lems who states that songs contain prosodic features (rhythm, stress, intonation) which help students find out how they can speak in the language and help them benefit from the natural reductions that can be found in colloquial English (Lems, 2005). For example, sometimes auxiliaries or words can be reduced in songs, as in the song "You've Been Wrong for So Long" by Tony Braxton. In this song, there is a reduction of the auxiliary 'have' to the sound /uv/. Students who speak other languages can learn the informal use of speech by listening to these natural reductions in spoken English in songs (Lems, 2001).

Several studies have revealed the importance of using songs to promote speaking skills. In a research study, musical techniques such as music and movement, listening to music, singing, group chanting, musical games, rhythmic training, music and sign language, lyric analysis, and rewrite activities were used. The purpose of this study was to reveal the effect of these techniques on story retelling and the speaking skills of ESL middle school students aged ten and twelve. The data analysis showed that the participants in the treatment group scored higher than those in the control group on story retelling skills. Also, the students in the treatment group exhibited a significant improvement in their speaking skills in comparison to the control group (Kennedy & Scott, 2005).

In another study the researcher wanted to explore whether using songs can enhance the speaking skills of students or not. From the qualitative data, it was observed that students promoted higher level of oral production. They also showed a higher degree of interest, motivation, self-confidence, and cooperation with their friends (Cifuentes, 2006).

Another study dealt with the development of language skills in speaking and listening. The study conducted was an integrated language and music program which was scheduled by the National Institute of Education in 1996. Twelve kindergarten children attended the study for a year. They were exposed to language, in this case English, with musical activities. Children had a wide variety of communicative exercises and activities which allowed them to use their creativity. At the end of the term, there was a significant improvement in the oral language skills of the students (Gan & Chon, 1998).

To sum up, the studies described in this section all looked at the impact of using music on teaching speaking skills, the results of which lead us to think that musical activities might be effective in enhancing learners' performance on conversational skills.

Music in Relation to Pronunciation

As stated above, speaking and listening constitute important parts of oral communication skills. Many language teaching programs and schools pay attention to these major skills. In addition, pronunciation plays a salient role as a subset of both speaking and listening development. Speaking, listening, and pronunciation are interrelated communicative features of language (Murphy, 1991). In order to enhance the oral skills of language learners, pronunciation might be taken into consideration

primarily as it plays an important role in speaking. Goodwin (2001) assures that learners might have an accent in L2 because of their L1 interference, which may be considered as normal by many teachers.

A study by Smith (2003) has looked at the effect of music on students' pronunciation skills. In the study, he explored the misinterpretations of second language speakers while transcribing song lyrics. The purpose of the study was to increase the phonological awareness of the students via songs. The study indicated that the reasons for the misinterpretations derived from the fact that there are structural and phonologic differences between learners' L1 and L2. For example, they had difficulty in identifying voiced and unvoiced consonants, mixed up single and double elements in consonant clusters or word endings as well as inaccurate vowel distinctions. The failure to understand the right sentences turned out to be amusing in the positive affective atmosphere created by the music, while still drawing the learners' attention to the importance of phonemic awareness.

Besides music's apparent contribution to raising the phonemic awareness in students, another effect of music on pronunciation is on speech rhythm. Speech rhythm helps the identification of language patterns such as word, phrase, and clause boundaries. It also plays a salient role in the perception of word segmentation (Bunta & Ingram, 2007). It has been long known that the native or folk songs of a culture naturally contain basic meter, pitch, dynamics or other phonological elements and patterns of its language (Jolly, 1975). Using songs in a language class might help students acquire the second language with better pronunciation skills. When communicating, learners might be understood better by the speakers of the target language.

In English, if sounds are not pronounced properly, they may spoil communication by leading to the alteration of the meaning of an utterance. Using songs with different activities might enhance learners' pronunciation as songs contain similar, repeated sounds and rhymes. One of the examples of a pronunciation activity might be replacing some of the rhymes in a song leaving some gaps, and using the song to guide the learners so that students can put the right words in the right column as follows (Ebong & Sabbadini, 2006).

ɔ:	eɪ	ʌ
Talk	day	One
New York	say	sun
walk		run

(From Ebong & Sabbadini, 2006, p. 1)

Figure 2 The creation of minimal pairs by using songs.

Figure 2 shows one of the activities in which language teachers may use songs to help their students promote their pronunciation skills. Ebong and Sabbadini (2006) suggest that "minimal pairs" can be created from the words which exist in the song. For instance, words can be chosen such as *heaven-even*, *hunger-anger*, and *man-mad*. They can be written separately on cards and given out to the group of students. Students match the pairs and while listening to the song, they select the right word. Songs have ample examples of weak syllables that help students to learn how to pronounce the words more correctly and easily.

The contribution of songs to overcome speech and articulation problems is evident in that learning songs can enhance auditory discrimination abilities (Fitzgerald, 1994). Songs are proved to be fruitful in aiding the learning of pronunciation by shy students and also for the ones with speech impediments (Claerr & Gargan, 1984).

Music in Relation to Motivation and Culture

Motivation has long been considered an important factor for successful language learning (Jolly, 1975). However, defining and measuring it is really difficult. There are two kinds of motivation for learning a language. One of them is the need to reach one's goal. In order to attain that goal, language is used as a secondary tool. This is called instrumental motivation. The other is integrative motivation, which is alerted when one's desire to learn a language stand for social and cultural reasons. There are some other variables such as aptitude, attitude, and anxiety which can affect the learners' motivation. It has been argued that using different materials in a language classroom plays a crucial role in increasing the motivation of learners (Hedge, 2008).

Davies and Pearse (2000) explain motivation in a similar way to Hedge. They state that some learners need English urgently for work or study, or want to learn it just because they love Western culture. Others might be more eager since they are aware of the need they will feel for their work life in the future. Some have no wish to learn English since they know they will never use it, and with this type of learner, the teacher may have difficulty in drawing the learners' attention to the course. S/he needs to make the course enjoyable and satisfying. So, using activities through popular songs might be a possible way of motivating these kinds of learners (Davies & Pearse, 2000).

In a piece of action research, Murphey (1987) used musical activities in order to enhance the second language learning of students in an international summer camp,

their ages ranging from seven to seventeen. After conducting ten summer camps, according to his observations, he concluded that music and songs played a great role in improving students' competence in language learning. Most important of all, he concluded that learning with music was very motivational and interested the students.

Other than being motivational, music might have an impact on raising awareness of other cultures. In his book *Songs in Action*, Griffee (1995) postulates that songs can be used as a mirror to reflect the culture of the target language being taught. Every song provides social information about its time to its listeners together with the emotions of people of their time. There may be a mutual interchange between the culture of the learner and the target culture with the help of the songs. In addition, songs can facilitate comparisons between cultures.

Gardner and Lambert (1959) argue that learning a second language depends on the positive attitudes that one develops towards the culture in which the target language is spoken. Students can be motivated to learn a language thinking that learning a foreign language can help them become a new member of a new group in a new culture. Songs may play a salient role in bridging the gap between the culture of the learner and the culture the songs belong to.

Songs have the power of bringing people from different linguistic and cultural backgrounds together as music is a strong universal language. In Le's (1999) study conducted in Vietnam it was revealed that young people usually see Western music as a modern way to a new world or culture. Folk songs from different English speaking countries might be a rich source for raising the linguistic and cultural awareness in language learners.

Songs can present cultural themes quite effectively. Besides, learners can get more knowledge about the new culture if they are presented with different kinds of songs. Especially folk songs are good examples for teaching cultural knowledge (Sarıçoban & Metin, 2000). After his teaching experiences with Bosnian and Serbo-Croatian students as ELLs, Lake (2002-03) confirms that cultural exchange using music can break the walls between nations and soften hostile feelings among students from different cultures.

Integrating music into foreign language classroom may increase cultural awareness since music reflects the history and literature of the country. Additionally, song texts provide ample sources to learn the characteristics of other societies' target language. Students might use their musical intelligence in order to achieve non-musical domains like foreign languages (Failoni, 1993).

Music Methodologies Used in ELT

As a result of the well-documented positive effects of music on the brain and on language students' emotional well-being, some scholars have begun to evaluate the effectiveness of specific music language learning techniques.

One such effective technique is the Contemporary Music Approach (CMA). According to Anton (1990), in the CMA the target language is taught by using left and right hemispheres of the brain. He claims that with this musical approach students learn the language more easily and retain the knowledge of the target language for a longer time. With this method, the difficulties in learning a foreign language can be reduced because the CMA lowers the students' affective filters. Similar to the CMA method, language lessons with music can provide students positive feelings about themselves, their friends, their teacher, their school and their learning experiences

(Ray, 1997). Additionally, some researchers suggest that the use of music in language classes may be enhanced when combined with group style learning, highlighting the importance of peer-help (Kirson & Lee, 2004).

Another technique is Suggestopedic instruction, which uses background music to enhance learning. For instance, using background music may provide an informal setting instead of a formal, structural classroom atmosphere and thus may allow students to feel more comfortable. In Suggestopedic instruction, the class setting is more informal, designed as if it were a living-room. Therefore, this atmosphere facilitates an informal, natural communication. Because of this environment, the method becomes important in relation to using music to improve learners' speaking abilities since the focus is on communication.

To evidence the importance of the use of this method from the point of its effect - it lessens the anxiety of the learners and thus eases acquisition - Larsen-Freeman (2000) assures us that in Suggestopedia, errors are not corrected immediately after they occur since the aim is students' communication with each other. Among the activities, there are dramatizations, games, question-and-answer exercises, and songs. With the help of these activities, in an atmosphere of play, the learner just concentrates on the use of language, not the linguistic forms.

In a study by Beitinger, Mandl and Renkl (1993) which was conducted to see whether Suggestopedic instruction was a powerful way for the students to improve their language learning abilities, the above knowledge was confirmed. Their findings revealed that this type of instruction has positive cognitive, motivational, emotional and social effects.

Conclusion

As seen above, the literature is full of numerous anecdotal reports, theoretical assumptions, and experimental studies trying to explain the effect of music on second language learning. In order to shed more light on the influence of music in teaching a foreign language, more experimental research is needed about the relationship between music and second language learning, especially with an emphasis on enhancing speaking fluency in adult learners. The reason for investigating the effect of music on speaking fluency together with motivation and interest is that there are not enough experimental studies about this topic in the literature. The following chapter presents the methodology of the study which intends to fill that gap in the literature. It will describe the participants, the data collection procedure, and the instruments of the present study in detail.

CHAPTER III: METHODOLOGY

Introduction

The purpose of this empirical study was to explore the effects of incorporating music into language instruction on English language learners' speaking fluency. In addition, the contribution of music on the motivation/interest levels of the ELLs was examined by giving a questionnaire to the students before and after the experimental phase of the study. The study attempted to answer the following research questions:

1. What is the effect of music used in EFL teaching contexts on ELLs' speaking abilities, particularly on fluency?

2. What is the effect of music used in EFL contexts on ELLs' motivation for and interest in language learning?

With this study, the researcher aimed to investigate the effectiveness of using music while teaching English. Specifically, it questioned whether using songs in ELT settings could be a facilitator to enhance students' speaking abilities, increase students'motivation, and make language learning more interesting to the students.

In this section, the study participants, the instruments used in the study, the data collection procedures, and data analysis methods will be presented.

Participants

The study was conducted in two Karadeniz Technical University (KTU) preparatory classes, at the pre-intermediate level of instruction. The KTU School of Basic English is a preparatory school which gives instruction in general English, presented in courses of separate skills, namely speaking-listening, grammar-

translation, reading, and writing. The aim of these classes is to enable students to become proficient users of English resources related to their fields in the various faculties of Karadeniz Technical University. Students are placed into beginner, pre-intermediate and intermediate groups according to the results of a proficiency test given at the start of the year. Each class is usually composed of between twenty and thirty students.

Data used in this study were obtained from pre-intermediate level students who were studying at the School of Basic English. According to the information obtained from the administration of KTU School of Basic English, the total population of the students in the academic year of 2007-2008 was 1,500, and there were fifty-four classes. Forty-seven of the classes were pre-intermediate, and for the purpose of the present study, two of these pre-intermediate classes were chosen to constitute the treatment and contrast group. The treatment group contained twenty-two pre-intermediate students. The contrast group consisted of thirty-two pre-intermediate students (See table 1).

Table 1. Participants

	Female	Male	Total
Treatment group (A4)	15	5	20
Contrast group (D1)	-	26	26

The rationale behind choosing pre-intermediate level students was that all preparatory classes in fact were the ones which were placed into the beginner level in the fall. Since the study was conducted in the second semester, the students in these

classes were at the pre-intermediate level when the study was conducted. Two of the pre-intermediate classes were selected because they had the same teacher and also because they had identical mean scores on the speaking test which was conducted by the administration at the end of the first term. It should be noted that when the researcher conducted her own oral test before the experimental study started, the mean scores of the two classes were seen not to be the same, and thus it was decided to use the group with the lower mean score as the treatment group. There were a total of 54 students in the two classes, of whom 46 participated in this study. All of the participants were Turkish and their native language was Turkish. These students represented various university departments. The students in the treatment group were from the Biology and Chemistry Departments, and the students in the contrast group were from Mechanical Engineering.

In the treatment group and the contrast group, although the actual numbers of the students were 22 and 32 respectively, only twenty students from the treatment group and twenty-six students from the contrast group participated in the study. This was because two students in the treatment and six students in the contrast group were not present on the day of the pre-test. Thus only students who had taken the pre-test were included in the post-test after the study had been conducted.

Instruments

In this study, the major instruments were the tests that were used to measure the students' speaking fluency, and the questionnaire given to assess the students' motivation/interest levels for learning English. An interview with the teacher who taught both groups was another instrument. The reflections from the participants in the

treatment group were also used for evaluating their thoughts with respect to the contributions of music to their speaking lessons.

As stated above, an interview was held with the teacher who taught the speaking lessons during the study. Cohen and Manion (2000) state that the purpose of interviews is to evaluate or to assess people's opinions about a specific topic. They additionally say that interviews are an effective data gathering method for testing or developing hypotheses. In the interview held by the researcher after the treatment, five questions were asked to the teacher in English. They were:

1. Can you comment on whether you felt incorporating music into your lessons created any difference in terms of the students' motivation and interest?

2. What activities or types of activities did the students seem to like the most?

3. Can you comment on the speaking fluency of the students in the treatment group? Did you notice any differences between them and the contrast group at the end of the month?

4. What were the differences between the treatment group and the contrast group in terms of their speaking fluency and their interest level in the lessons?

5. What are your overall feelings about the experiment and the music element of the lessons? How did you feel about it?

The interview with the teacher was conducted in English. The reflections of the participants were gathered after the treatment asking the students one by one about what they liked or did not like in the study in the class. Each participant was asked the same question. The teacher took notes about the students' responses. These responses were used in the reflections. These reflections summarize the reasons generally given

by the treatment group members for why they liked or did not like the use of music, and the particular ways in which they felt it was or was not helpful to them in learning English. Unlike the interview with the teacher, the responses the participants gave were all in Turkish. The English translation of the students' comments was done by the head of the department of Translation and Interpretation, and also approved by the first and the third notary in Trabzon. An excerpt of the reflections in both English and Turkish can be seen in Appendix 1. The transcript of the teacher's interview can be found in Appendix 2. Both of the groups were pre-intermediate students whose grades in previous English speaking lessons were, on average, the same. In Appendix 3, the oral assessment questions asked by the administration to determine the students' first term final speaking grades are given. These questions referred to the students' personal knowledge, their likes and dislikes or their opinions about other people or events, for example some of the sample questions were "What kind of music do you like? Who are your favorite performers or bands? Do you like music or musicians from other countries as well? If so, who or what kind? Why? Do you like books? What are your favorite kinds of books? Tell us about the last book you have read".

The oral exam criteria, which the speaking coordinator of SOBE prepared, were based on four factors: content, accuracy, fluency, and pronunciation. Each part was evaluated on a scale of 25, with a possible total of one hundred. The oral exam criteria can be found in Appendix 4. After the students had been assessed for their speaking, reading, writing, and grammar proficiency, they were classified in different classes as pre-intermediate or intermediate. Two instructors served as a jury for each class, and careful consideration was made that the jury members did not know the students they were assessing.

Since the study had an experimental design and required pre-test and post-test results to compare the treatment and contrast groups both among their own group grades and between the two groups' mean totals, the researcher conducted another oral test just after the second term had started. This oral test included five questions such as 'What is your name', 'Where are you from?', 'What is your city like?', 'What subject are you studying?', 'Why are you learning English?'. The assessment criteria were taken from the book *A Course in Language Teaching* by Penny Ur (2004), see Table 2.

Table 2. Scale of oral testing criteria

ACCURACY		FLUENCY	
Little or no language produced	1	Little or no communication	1
Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent	2	Very hesitant and brief utterances, sometimes difficult to understand	2
Adequate but not rich vocabulary, makes obvious grammar mistakes, slight foreign accent	3	Gets ideas across, but hesitantly and briefly	3
Good range of vocabulary, occasional grammar slips, slight foreign accent	4	Effective communication in short term	4
Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent	5	Easy and effective communication, uses long turns	5
TOTAL SCORE OUT OF 10			

The oral assessment was conducted in order to gain further information specifically on the speaking fluency levels of the students in both groups. The researcher and a lecturer from the same school separately assessed the speaking fluency of the treatment and contrast group students by using Ur's oral assessment

criteria. In order to determine the reliability of the scores which the two raters had given, Pearson correlation coefficients were calculated. According to the calculations there appeared to be a significant relation between the scores in the positive direction for the pre-test (r= 74, $p< .05$). This means that there was a consistency between the ratings of the two raters.

Before the actual study began, a pilot study was carried out at Hacettepe University with four preparatory class students, to check the validity and the reliability of the oral assessment criteria adopted from Ur as well as those of the motivation/interest questionnaire developed by the researcher. First, the researcher had a two-minute natural conversation with each student and the conversations were taped. Each recording was assessed by two colleagues separately, using Ur's criteria and then the ratings were compared. In order to compare the points which were given to the four subjects and which were taken from two independent raters, the Wilcoxon Signed Rank test was applied.

Table 3 Wilcoxon Signed Rank

	Rater1 – Rater2
Z	-1.414
Asymp. Sig. (2-tailed)	.157

The Wilcoxon Signed Rank test is a nonparametric alternative to the paired *t*-test (Özdamar, 2002). According to the test results, there was no significant difference between the two raters' oral assessment scores ($p > .157$). This can be interpreted as meaning that the scores of the two raters were consistent with each other. The second

main instrument was a questionnaire given to both the treatment and contrast groups to measure the students' motivation/interest level. The questionnaire was developed by the researcher and contained ten questions in Turkish. Motivation is defined as "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2001, p. 51). It can be assumed that without motivation it seems more difficult to attain success in something. As for interest, it is defined as an internal drive which leads a person to participate in certain activities, and even under limited conditions it creates an internal wish in people to prefer that activity (Kuzgun, 2000). According to these definitions, the items for the motivation/interest questionnaire were determined. Scores for Item 5 and 6 were reversed since these items are contrary to the ratings on the scale. For example, items 5 and 6 are negative questions (see below), and without reversing their ratings on the Likert-scale, they would be evaluated wrongly.

The ten items were translated into English and sequenced as follows:

1. I find the resources we are using in the lessons very useful.
2. If I see a tourist who can speak English, I want to speak to him/her in English.
3. I find English lessons very interesting.
4. I think if I learn English, it will provide a lot of facilities for my future life.
5. If English were not obligatory, I would not learn it.
6. I am bored in English classes.
7. I want to learn English.
8. I like reading texts written in English.
9. I could express myself in English easily if I suddenly woke up in America.

10. The units in our English lessons are really interesting.

In the motivation/interest questionnaire, the items were rated on a 1-to-5 Likert scale, on which 1= strongly disagree, 2= disagree, 3= undecided, 4= agree, and 5= strongly agree.

Procedure

This educational research study was quasi-experimental and developed in order to find the answers of the research questions above, using the treatment and the contrast groups. After receiving permission from Karadeniz Technical University's School of Foreign Languages administration on February 27, 2008, the groups were chosen. Students in both groups were given the questionnaire assessing their motivation/interest in learning English to see whether their motivation/interest levels were similar. The researcher administered the questionnaire herself, and checked on each class during their completion, answering any questions and emphasizing the importance of students providing honest answers.

According to the results of the pre-test, there was no significant difference in terms of the motivation/interest levels of the two groups (3.74/3.53) and there was not a statistically significant difference in terms of the participants' speaking fluency. The students were evaluated for oral assessment on a scale of ten. The class that got lower scores from the pre-test for oral assessment was therefore chosen as the treatment group in order to reduce the chances for a type 1 error in the interpretation of the results. After the pre-test, starting on March 3, 2008, students in the treatment group were given lessons that incorporated music. The classes were conducted over the course of four weeks and the treatment group had lessons including music for six hours a week (24 hours total).

The treatment group's lesson plans were prepared using a wide variety of song-related activities, constituting the base for the speaking activities used in the lessons. These activities involved such things as picture stories of songs, comprehension questions, fill-in-the-blank exercises, sing alouds**,** and discussions, all of which related directly to the song that was the focus of the lesson. The songs used in the activities were carefully selected according to the clearness of the singers' voices and thus their comprehensibility for the students. Attention was also paid to the vocabulary and grammar structures used in the songs, and efforts were made to select songs that would be at the students' comprehension level. During the four week treatment period, the teacher paid attention to conduct pre-listening, listening and post-listening activities. With the pre-listening activities, the teacher aimed to motivate the students, teach the students any vocabulary they did not know, and give them the background knowledge about the song. With the materials prepared for these lessons, the learners were also given opportunities to express their feelings. Students were encouraged to sing and speak in the target language during the class hours. Twelve songs with different speaking activities were used for the lessons. The list of the songs and the activities used with these songs are shown in Table 4. In addition, a complete sample lesson plan can be seen in Appendix 5.

Table 4. Songs used in the Treatment Group Lessons

Song titles and singers	Lesson	Accompanying activities
When the children cry White Lion	2 hours	Introducing the singer, picture story, describing feelings and emotions, fill in the blanks, talking about wars (reasons, kinds, terrorism)
I know what it is to be young Orson Welles	2 hours	Talking about the pictures related to the song, fill in the blanks, talking about the differences between the old and young, changes by age, listening and singing the song.
Ode To my Family Cranberries	2 hours	Introduction of the song, talking about the title of the song, singing, paraphrasing the lyrics, describing parents (physical description and characteristics), talking about ideal parents
Unchained Melody Righteous Brothers	2 hours	Talking about the title of the song, singing, paraphrasing the lyrics, talking about love
What a wonderful world Louis Armstrong	2 hours	Pictures related to the song without lyrics, listening to the song with lyrics, singing the song with the karaoke version, talking about

		happiness
Boat on the river Styx	2 hours	Listening to the song, talking about the first impression of the song, pictures of the song and talking about them, talking about past memories
Promises Cranberries	2 hours	Fill in the blanks, jumbled sentences, paraphrasing of each verse.
Will you remember Cranberries	2 hours	Listening and singing the song, after listening discussing what it is about, having a talk about birthdays and surprise birthday parties
Just my imagination Cranberries	2 hours	First impression of the song, paraphrasing of each verse, talking about praying/wishes from God, talking about the days of the weeks
Dying in the sun Cranberries	2 hours	Paraphrasing of each verse, talking about the song and singing
Jealous Guy John Lennon	2 hours	Talking about the weather, the students' mood, the singer, jealousy, singing alone
Money Pink Floyd	2 hours	Talking about money, Turkish and English proverbs on 'money', singing alone

The aims of these activities were to develop the learners' automatization and oral fluency. While doing the activities, special attention was paid to the forming of pairs and groups so as to help shy or lower-level students feel better. Lower level students were grouped with stronger students from time to time. However, the emphasis was mostly on the students' individual answers given during the lessons. The students were encouraged to speak one by one about the song in the lessons. The cultural and historical aspects of some of the songs were included into the discussion questions in the post-listening part. All of these activities were used only with the treatment group. During the same time, the contrast group had their regular six hours weekly of speaking lessons. These lessons consisted of speaking activities which were prepared by the speaking group of the School of Basic English. Students in the contrast group had activities such as

- listening and filling in blanks
- acting out dialogues
- writing about their bedrooms and then reading aloud and talking about their texts
- talking about two similar pictures (similarities and differences)
- reading explanations and sample sentences including vocabulary items which focus on one point (jobs/relationships, etc.) taken from a dictionary
- short grammar exercises
- pictures and words (matching activity)
- sample speaking examination questions
- reading about one animal and writing/talking about another animal
- puzzles

- short pronunciation exercises (e.g. find the rhyming words)
- reading one story and telling another story by using the details given
- putting the sentences in the correct order (a story)
- discussion questions about a specific grammar subject (e.g. superlatives)
- situations and questions (What do you think/What would you do?)
- listening and matching words with their definitions/match synonyms/phrases/True-False questions
- discussing ideas in a text after they have filled in blanks
- vocabulary exercises (put the given words in the blanks)
- listening and underlining the word which you hear
- role-play activities
- vocabulary exercises on vocabulary items about a topic (sports/marriage/food etc.)
- discussions (Student A and Student B have different questions to ask each other)

Data Analysis

In the first step of the analysis done within the framework of the first research question, a comparison was made between the averages of the students' speaking pre-test scores, as well as their motivation/ interest pre-test scores. After *t*-tests, it was clear that there was a significant difference between the average pre-test scores of the groups in terms of their speaking fluency. The speaking fluency level of the contrast group was higher than that of the treatment group before the study. The motivation/interest levels of the two groups were not significantly different before the study was conducted.

In order to determine the effects of using music as a part of speaking courses at the end of the four-week treatment period, the same speaking assessment and questionnaire about motivation/interest were again given to the treatment group and the contrast group. *T*-tests were once again conducted on the students' scores for these two measurements, and comparisons were made to observe whether there were significant differences between the two groups' post-treatment averages as well as between the average pre and post-treatment scores within each group.

After the treatment, an interview with the teacher was conducted and the reflections from the students were noted. Both the data gathered from the interview and the reflections from the students were analyzed based on the approaches of qualitative data analysis. In this study, descriptive analysis was used for analyzing both the data gathered from the interview and the students' reflections. Descriptive analysis is defined as follows:

"… descriptive analysis refers to unpacking the content and nature of a particular phenomenon or theme. The main task is to display data in a way that is conceptually pure, makes distinctions that are meaningful and provides content that is illuminating" (Ritchie, Spencer, O'connor, 2003, p. 237).

Conclusion

This methodology chapter presented the instruments, participants, data collection procedures, and data analysis methods related to the empirical study investigating the effect of music on ELLs' speaking fluency and on motivation/interest levels for learning English. The following chapter will present the results.

CHAPTER IV: DATA ANALYSIS

Overview of the study

In this study, the effect of music on the speaking fluency of English Language Learners was examined. In addition, the study investigated whether using music in an ELT setting had positive effects on motivation/interest levels. It was hypothesized that:

1. Students who are exposed to music in English lessons enhance their speaking fluency.

2. The motivation/interest level of the students who are exposed to English songs in their classes will be higher than that of students who are not.

A quasi-experimental research study was conducted to test the hypotheses. The study took four weeks to conduct, with the treatment lasting a total of twenty-four hours. During the same period, the contrast group had their routine speaking course schedule with the same teacher. A questionnaire, designed by the researcher, and an oral assessment, developed from Penny Ur's oral assessment criteria scale was administered to both groups - at the beginning and at the end of the treatment period- to measure their speaking fluency and motivation/interest levels. *T*-tests were used to compare the two groups' pre and post-treatment scores and to compare each group's pre and post treatment scores. The researcher interviewed the class teacher and asked reflections about the lessons with music (the participants in the treatment group) after the study.

Data analysis results

Analysis of pre-test results

Before beginning the treatment period, the speaking fluency levels of the treatment and contrast groups were tested. Even though the two groups' oral language proficiency had been tested by the school prior to placement in their classes, and these

two groups had been found to be the same in level, the oral fluency test that would be used as the post-test in this study was also administered as a pre-test. This was done both to re-check the pre-experiment oral levels of the two groups, and to allow for comparisons after the experiment. The results of this pre-test revealed that the two groups were not exactly equal in oral fluency. The results of the pre-tests of the treatment and contrast groups are summarized in Table 5.

Table 5. Independent samples *t*-test for the oral assessment pre-test scores between the treatment and the contrast group.

GROUPS	N	MEAN	SD	*t*	df	p
Treatment	20	5.27	0.65	-6.479	44	.000
Contrast	26	6.96	1.00			

The scale for the oral assessment was determined by the oral assessment criteria on the points between 0-10. According to the researcher, mean scores between 0-3 were considered to be low, 4-7 were medium, and 8-10 were high. When the mean scores of the groups are interpreted, the scores of both groups can be said to be medium; however, as can be seen from Table 5, for the oral assessment results, the pre-treatment *t*-test found a significant difference between the means of the oral assessment scores of the groups with the speaking level of the contrast group being significantly higher than that of the treatment group ($t = -6.479$, $p < .05$).

An independent samples *t*-test was also conducted in order to compare the pre-test scores in terms of motivation/interest means of the treatment and the contrast groups. Table 6 summarizes the pre-test results of two groups.

Table 6. The results of the pre-test motivation/interest mean scores of the contrast and the treatment group

GROUPS	N	MEAN	SD	*t*	df	p
Treatment	20	3.74	0.57	1.283	44	.206
Contrast	26	3.53	0.49			

In the motivation/interest questionnaire, the items were rated on a 1-to-5 Likert scale, on which 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = strongly agree. In order to evaluate the scores on the motivation/interest Likert scale, the arithmetic mean intervals were taken as; 1.0- 2.2 low, 2.3- 3.7 medium, 3.8- 5.0 high. According to the pre-test results, both groups become 'medium', though it should be noted that the treatment group is slightly higher, on the edge of 'high' motivation/interest. The results of the *t*-test of the means of the motivation/interest of both groups revealed that there was no significant difference between the groups' motivation/interest levels at the beginning of the treatment.

Post-test Results for Oral Fluency

Table 7. Independent samples *t*-test for the oral assessment post-test scores between the treatment and the contrast group

GROUPS	N	MEAN	SD	*t*	df	p
Treatment	20	7.42	0.92	-1.906	44	.063
Contrast	26	7.92	0.84			

Turning to the results of the two groups following the treatment, we see that according to the *t*-test results, there was no significant difference between the oral assessment post-test scores of both groups (t=-1.906; p> 0.05). However, if we consider that the contrast group's pre-test scores were significantly higher than those of the treatment group, then we can at least say that that advantage was reduced after the treatment, and that the treatment group, after four weeks of exposure to music-based lessons in their speaking classes, was no longer significantly lower than the contrast group.

In order to further evaluate the pre and post-test oral assessment scores between the two groups, within group comparisons were also made. Table 8 shows the results of the paired samples *t*-test between the pre and post-test oral assessment scores of the contrast group.

Table 8. Paired samples *t*-test between pre and post-test oral assessment scores of the contrast group

TEST	N	MEAN	SD	PAIRED DIFFERENCES			*t*	df	p
				Mean	SD	Std.Error			
Pre- test	26	6.96	.19	.96	1.39	.27	3.50	25	.002
Post-test	26	7.92	.16						

As can be seen in Table 8, there is an increase in the post-test score for the contrast group from a pre-test mean score of 6.96 to a post-test mean of 7.92, meaning an increase of 0.96, which is a statistically significant gain ($p<.05$). This finding showed that after four weeks of regular class instruction without music, a significant increase was seen in the oral fluency of the contrast group. The comparison between the pre and the post-test oral assessment scores of the treatment group is shown in Table 9.

Table 9. Paired samples *t*-test between pre and post-test the oral assessment scores of the treatment group

TEST	N	MEAN	Std. deviation	PAIRED DIFFERENCES			*t*	df	p
				Mean	SD	Std.Error			
Pre- test	20	5.27	.65	2.15	1.027	.22	9.36	19	.000
Post-test	20	7.42	.92						

The findings showed that there was also a significant difference between the pre and the post-test oral assessment scores of the treatment group (t=9.36; p<0,05). The pre-test oral assessment means score of the treatment group was 5.27, and the post-test score was 7.42. There was an increase of 2.15 in the oral assessment scores meaning that after the treatment a significant increase can be seen in the oral fluency of the treatment group. The oral assessment gain in the contrast group was 0.92. It should be noted that this gain in scores for the treatment group was more than twice than that of the contrast group.

Motivation/interest results

Turning to the results for motivation/interest, the descriptive statistics results reveal that there was not an improvement in motivation/interest scores for either group (see Table 10). In Table 6, the comparison of the results of both groups motivation/interest scores are summarized.

Table 10. The results of the pre-test and post-test motivation/interest mean scores of the contrast and the treatment group

Groups	PRE-TEST			POST-TEST		
	N	MEAN	SD	N	MEAN	SD
Treatment	20	3.74	0.65	20	3.70	0.65
Contrast	26	3.53	0.44	26	3.23	0.44

According to the descriptive statistics summarized in Table 10, the results of the analysis showed that before the treatment, there was a difference between the motivation/interest levels of the groups, the treatment group 3.74, and the contrast group 3.53. The mean score for the motivation/interest of the treatment group after the experiment was 3.70 and the mean score for the motivation/interest of the contrast

group was 3.23. This meant that although there was a decrease in motivation/interest levels of both groups, the contrast group's mean dropped considerably more than that of the treatment group, and that this drop was enough that the two groups' post-test scores became significantly different from one another.

Even though both groups actually decreased in motivation/interest levels following the four-week period, it is still interesting to look at the amount of decrease in each group. The results of the post-test related to the motivation/interest levels of the contrast and the treatment groups are summarized in Table 11.

Table 11. Independent *t* test post-test motivation/interest mean scores of the treatment and contrast groups

GROUPS	N	MEAN	SD	*t*	df	p
Treatment	20	3.70	0.65	2.911	44	.006
Contrast	26	3.23	0.44			

A *t*-test of the post-test scores showed that the post-treatment mean score for the motivation/interest of the treatment group was 3.70 and the mean score for the motivation/interest of the contrast group was 3.23. The motivation/interest scores of the groups revealed that both groups showed a decrease in their motivation/interest levels when compared to the pre-test scores. This meant that although there was a decrease in motivation/interest levels of the groups, the decrease in the treatment group's mean was not statistically significant in comparison to the motivation/interest level of the contrast group. In order to explore each individual group's respective drops, Table 11 and Table 12 will be helpful.

In order to determine the significance of this fall, a paired samples *t*-test between the pre-test and post-test scores of the motivation/interest means for each group was conducted. Table 12 summarizes the motivation/interest mean between pre and post-test scores of the contrast group.

Table 12. The comparison of the contrast group's pre and post motivation/interest means scores

TEST	N	MEAN	SD	PAIRED DIFFERENCES			*t*	f	p
				Mean	SD	Std.Error			
Pre-test	26	3.53	0.49	-.303	.721	.141	-2.146	25	.042
Post-test	26	3.23	0.44						

According to the results, in terms of the motivation/interest level of the participants in the contrast group, there was a significant difference between the mean scores in the contrast group's pre and post-tests. The contrast group showed a significant decrease in terms of motivation/interest. The results of paired samples *t*-test between the pre and post-test scores of the motivation/interest mean for the treatment group are summarized in Table 13.

Table 13. The comparison of the treatment group's pre and post-test motivation/interest means scores

TEST	N	MEAN	SD	PAIRED DIFFERENCES			*t*	f	p
				Mean	SD	Std.Error			
Pre-test	20	3.74	.57	-.035	.68	.152	-.230	19	.821
Post-test	20	3.70	.65						

According to the results, in terms of the motivation/interest level of the participants in the treatment group, there was no significant difference between the mean scores in pre and post-tests. Although there was a very slight decrease in the post-test scores of the treatment group, this decrease was not statistically significant. (pre-test $\overline{X}$ =3.74; post-test $\overline{X}$ =3.70).

Interview results

After the study was conducted, the researcher held an interview with the class teacher. According to the data obtained from the interview it was revealed that the class teacher generally had positive feelings about the experimental treatment. The teacher primarily focused on the high motivation he felt the treatment group had during the study. He stated that except for a few students, almost all students attended the lessons and were involved in the musical activities—factors that he felt indicated a maintaining of motivation/interest in the participants. The following are some excerpts from the interview emphasizing the evaluations of the teacher about the lessons:

They enjoyed it very much, and they, most of all, attended almost all the classes except for a few exceptions. I think, having music in the classroom increased

their motivation. They stated orally outside the class. They told me that they enjoyed the classes. … I enjoyed teaching that way. They enjoyed learning that way. I think, I have all positive feelings about it (O. Dilek, personal interview, July 24, 2009).

The teacher stated that he was not so sure about the speaking fluency of the participants when asked whether he felt there was a particular change in the treatment group's speaking fluency, his answer was:

"I think probably it helped their fluency level but I didn't realize it" (O. Dilek, personal interview, July 24, 2009).

In order to evaluate the feelings of the participants in the treatment group, their reflections were also taken into consideration. When the participants were asked about the music implementation in their speaking classes, 80% of the students responded that the lessons with music had positive effects on them, 20% of the students reported that they did not like the lessons with music, though. They stated that the reason for this was that they did not like singing. Table 14 shows the positive feelings of the participants in the treatment group after the study and summarizes the reasons generally given by the treatment members for why they liked the use of music. The table also shows the particular ways in which they felt it was helpful to them in learning English.

Table 14 Positive reflections of the students about the lessons with music

Concepts	Number of the students	Percentages*
Took attention/interesting	4	20
Aided the pronunciation	3	15
Memory aid	4	20
Enjoyable/fun	6	30

*One student used some of the concepts more than once

As seen in Table 10, 30% of the students found the lessons with music were enjoyable and fun, 20% of them attention taking and interesting, 20% thought it helped them memorize better, and 15% stated that it helped to enhance their pronunciation. The samples from these statements are given below:

S6: Music and pictures activated better thinking. We probed into various worlds. I particularly liked it to be in the class.

S9: To concentrate on lyrics while listening to music was more useful. I wish the lyrics had been of higher level.

S16: I placed much of my attention on pronunciation in singings. In the first semester, the classes were discouraging. Music made it more enjoyable and provided more student participation. It improved our creativity.

S19: Music contributes to your personality. I am already familiar with such songs, but now I like it much better to listen to them with their meanings in my mind. I was just a listener, now I am much more than this since there is much more in songs than the melody itself. I like to sing if I know the meaning of the song. Moreover, I improved my pronunciation through listening to music.

The data from the interviews displayed that the treatment group enjoyed the use of music during the lessons. Although the treatment did not affect the students' speaking fluency level much, as the students in the treatment group stated, it helped participants to keep their motivation/interest at a certain level.

Conclusion

In this chapter the data gathered from the experimental study was analyzed and presented. The researcher tried to understand whether the use of music had an effect on adult L2 learners' speaking proficiency, and on their motivation and interest levels.

According to the results of the pre-test scores for oral assessment, the speaking fluency level of the contrast group was higher than the treatment group (6.83-5.27) whereas the motivation/interest level of both groups was approximately the same. After the treatment, although both groups' motivation/interest scores actually decreased, the decrease in motivation/interest levels of the treatment group was observed to be significantly lower than that of the contrast group. Post-test results for the oral assessment scores of both groups again showed those of the contrast group remaining slightly higher than those of the treatment group, but no longer significantly higher (7.92-7.42).

The next chapter will present an overview of the study, a discussion of the findings, their pedagogical implications, the limitations of the study, the implications for further research and the conclusion

CHAPTER V: CONCLUSIONS

Introduction

The effects of using music on English Language learners' speaking fluency together with its effect on learners' motivation and interest levels were investigated in this study. The study was conducted at the School of Basic English in the Preparatory School at Karadeniz Technical University with two groups of pre-intermediate level students and their speaking teacher. One of the groups was the contrast group, consisting of thirty-two students, and the other group was the treatment group, consisting of twenty-two students. However, as six of the students from the contrast group and two of the students from the treatment group were absent when the pre-tests were conducted, these students were not included in the study. The students in the treatment group were provided with music lessons, six hours a week, whereas the students in the contrast group followed their regular speaking class syllabus. In order to reduce possible effects stemming from the teacher variable, both groups were taught by the same teacher. The treatment was carried out for four weeks.

Two research questions were tested in this study. The first research question investigated whether using music has an affect on improving ELLs' speaking fluency. The second research question investigated the effect of using music on the enhancement of students' motivation/interest level in ELT settings.

In order to answer these questions, two survey instruments were used. In addition, the teacher interview and the reflections from the treatment group students were used as qualitative data to support the findings. First, a pre questionnaire measuring motivation/interest, designed by the researcher, was administered prior to

the treatment. In addition, an oral assessment was conducted for both groups. After the four-week treatment, the students in both groups were given the same questionnaire and the same oral assessment that they took prior to the treatment. In order to analyze the data obtained from the questionnaire and the oral assessment, *t*-tests were conducted, and comparisons were made in order to see whether there were significant differences between the two groups' post-treatment averages as well as between the average pre and post-treatment scores within each group. Interview with the teacher and the reflections from the students were analyzed based on the approaches of qualitative data analysis.This chapter includes the discussion of the results in relation to the findings of the existing literature, the limitations, the pedagogical implications of the study and suggestions for further research.

General Results and Discussion

This section will answer the research questions of this study and discuss the findings in the light of relevant literature.

Research question 1: Effect of music on ELLs' speaking fluency

Research question 2: Effect of music on ELLs' motivation and interest level

These research questions were answered by looking at the treatment and the contrast groups' performances on speaking fluency assessments and the answers they gave to the motivation/interest questionnaire items. According to the results of the pre-test scores, the mean for the speaking level of the contrast group was higher than that of the treatment group. The means for the motivation/interest levels of both groups were relatively close to each other, 3.74 for the treatment group and 3.53 for the contrast group.

Oral Fluency (Research Question 1)

The post-test oral fluency scores for the two groups, when compared, did not show a significant difference. For the oral assessment, after the treatment, the contrast group scored 7.92, and the treatment group scored 7.42. The contrast group pre-test score for the oral assessment was 6.96, and it was 5.27 for the treatment group. Although the contrast group was still better than the treatment group, it should be noted that the treatment group, after four weeks of exposure to music-based lessons in their speaking classes, was no longer significantly lower than the contrast group.

Thus, it might be necessary to mention that the use of music may have some positive effects on ELLs' speaking fluency. Before the treatment, there was a significant difference between the mean scores of oral assessment of both groups in favor of the contrast group. After the study, the gap between the treatment and the contrast group was closed—arguably with the help of music.

The teacher had an interview with the students in the treatment group. These interviews with the treatment group suggest the importance of using music in terms of creating a positive atmosphere and motivation/interest for learning. The students in the treatment group stated that the lessons were more interesting and fun and that the lessons with music increased their involvement and the participation. Using songs in comparison to mechanical or traditional drills removes the boredom in the classroom and increases the motivation/interest of students in lessons (Jolly, 1975).

Motivation/interest (Research Question 2)

Turning to the question of motivation, after the treatment, when the scores for the motivation/interest levels of both groups were compared, the findings revealed that

there was a decrease in the motivation/interest levels of both groups. The drop was seen to be very slight in the treatment group, while the drop in the contrast group's motivation/interest level was considerably greater (Contrast group 3.53-3.23; Treatment group 3.74-3.70). It can easily be seen from the scores that there was a significant difference in the mean scores between the groups in favor of the treatment group when the scores were compared between the groups. Nevertheless, it must be noted that for both of the groups a decrease in the scores was observed. For the contrast group, the decrease in the mean scores of motivation and interest was significant, whereas the same decrease was not significant for the treatment group. These results showed that although both groups had a decrease in the scores of motivation and interest, the treatment group preserved their scores of motivation/interest at a higher level in comparison to the contrast group.

When a long educational period was taken into consideration, the motivation/interest level of the students clearly went down. However, the difference between the contrast and treatment groups, which is in favor of the treatment group, shows that the treatment group preserved their motivation and interest level unlike the contrast group.

Discussion

The aim of this empirical study was to find out whether music is effective in increasing learners' speaking fluency, and also their motivation/interest level. In the literature, there were no previous studies looking at music's effect on speaking fluency. There were, however, studies with findings that might be related to speaking fluency. From the researches found in the literature, it was concluded that songs had a repetitive feature which includes daily expressions and words that help to improve students'

spoken language (Salcedo, 2002). Schoepp (2001) and Abbott (2002) state that using songs helps develop automaticity in learning a language, which means speaking without hesitations and expressing ideas in a clear way (Gatbonton & Segalowitz, 1988). In this study, although there was no significant increase in speaking fluency of the treatment group, according to the post test results, the difference in the speaking fluency scores between the groups decreased when compared to the pre test scores. In other words, the treatment group's speaking fluency level increased after the treatment and approached approximately to the same level as the contrast group. The findings in the study revealed that the treatment group showed some improvement in their speaking fluency level although this was not a strong positive finding. Thus, these scores can be said to have had some inconsistencies with the literature which says that songs help to promote learners' conversational skills. In contrast to previous findings in terms of speaking skills, the results did not show a great effect of the use of music in promoting the speaking fluency level of the treatment group when compared to the contrast group.

The reasons for not having more positive results in terms of speaking fluency might be that in the study presented, the treatment lasted only for four weeks. The treatment group had twenty-four hours English with music. In language teaching, learners need a longer time to learn to speak fluently, as a foreign language cannot be taught directly but is acquired only after the learner constitutes competence through input. As pointed out in the literature, songs can be a salient aid in providing such an input (Nuessel & Cicogna, 1991). It might be said that if the treatment in this study had lasted longer, the speaking fluency scores would have been better for the treatment group. In a previous study which looked at the effect of music on L2 learners' oral

production, Cifuentes (2006) saw much more positive effects of using songs in promoting the learners' speaking skills. A possible explanation for the difference in findings might be both the time and the students' profile. At SOBE, the preparatory school for one year is obligatory and students consider this preparation as a loss of time. However, in Cifuente's study, the learners' expectations from the school and their motivation to learn were higher. They showed greater effort to enhance their speaking skills. Also his study lasted longer than the current study.

In the current study, when the oral assessment pre and post-test scores were compared within the groups, it was seen that the gain in the treatment groups' speaking fluency level after the study was greater than that of the contrast group. This finding was consistent with the argument by Lems (2005) who states that songs are a perfect medium for helping students to enhance oral fluency. In the current study, another possible explanation for why the results are different might be that for the study, the teacher chose the songs. Researchers suggest that if the participants chose the songs, learning would be more.

As for the motivation/interest level, the mean score for the motivation/interest of the treatment group after the experiment was 3.70 and for the contrast group it was 3.23. This meant that although there was a decrease in motivation/interest levels of both groups, the contrast group's mean dropped considerably more than that of the treatment group, and that this drop was enough that the two groups' post-test scores became significantly different from one another. This could be related to the use of music in the treatment group. From the data obtained from the teacher's interview and the reflections of the students in the treatment group, lessons with music could be said to be good motivators. Such a finding is consistent with the previous research study

conducted by Cifuentes (2006). Also, numerous researchers' statements and arguments have supported similar findings (Davies & Pearse, 2000; Murphey, 1987; Griffee, 1995)

Limitations

There are a number of limitations in this study. As there was limited time for carrying out this research, the implementation period lasted only for four weeks. It would be better if the time frame of the treatment period were longer. After the treatment period which lasted only four weeks, the difference between the oral assessment scores of both of the groups lessened. Extending the treatment time might have led to different results. For example, the oral improvement of the treatment group might have been greater if the treatment period had been longer. In addition to that, the treatment was carried out with groups which were not randomly chosen. The research should have been conducted with equal groups in terms of oral competency. However, the oral assessment scores of the contrast group before the study unexpectedly turned out to be higher than those of the treatment group.

Another limitation was the inequality of the groups' sizes. In the treatment group, there were twenty-two students. Two of the students were not in the class on the pre-test day. As for the contrast group, there were thirty-two. Six of the students did not turn up on the day of the pre-test. Thus, these students had to be excluded from the study.

The same tests were used as pre-test and post-test in this study. Therefore, it is possible that some subjects who were familiar with the questions answered them correctly because they might not have forgotten the questions.

Pedagogical Implications

The purpose for carrying this research out was to reveal the effect of using music to promote ELLs' speaking fluency and the motivation/interest level of the students. Based on current study's findings it could be concluded that there was no significant difference in the treatment group's post-treatment scores when compared with the contrast group. However, *t*-tests inside the group gain scores revealed that the treatment group scored better than those of the contrast group. When both groups' scores within their own groups were taken into consideration, the findings indicated that the treatment group closed the speaking fluency gap with the contrast group after the treatment.

In language classrooms, Le Huy (1999) describes music as a motivational force. In a research study, using music and music activities is said to increase the motivation/interest scores of the students and lower the anxiety of learners (Cruz-Cruz, 2005). In this study, the students in both of the groups lowered their scores in motivation/interest statistically. The drop, however, was less in the treatment group than in the contrast group. This might mean that the lessons with music helped students preserve their motivation/interest in the lessons.

Although no significant increase was seen in the students' speaking fluency level and in their motivation/interest level after the treatment, the study may still have some implications for ELT classrooms. Using music in ELT classrooms might help some students' oral fluency, and it might also help increase motivation/interest for some students. However, it should not be considered a cure-all for teaching speaking. Music or songs can be a supplement, perhaps best used by teachers who themselves

are very keen on using music and with students who express an interest in it. It would be beneficial for teachers to first try a lesson with music and then ask their own students what they thought. If students preferred to use music in their lessons, then it would be advantageous to implement songs into the classes.

Pedagogical Implications for Further Research

Based on the findings of this study, suggestions for further research can be made. First, the study needs to be replicated with a larger number of students. Further investigations can be carried out to generalize this study to students at different ages. Primarily, this kind of study might be more effective with students who are children since lessons with songs might be more interesting for children. The current study was conducted with participants who were young adults.

In this study, the focus was on the effect of music on speaking fluency. In further research, more language skills (e.g. reading, pronunciation, grammar or writing) could be focused on with different levels of students such as beginner, intermediate, and advanced.

In terms of methodological suggestions, more extensive classroom interviews, conducted over a longer period of time, could be held to give qualitative data about the study and help construct more reliable results with the students in the treatment group.

Conclusion

The goal of this study was to explore whether using music in English Language Teaching settings could be beneficial for language learners in improving their speaking fluency, and whether lessons conducted with songs would raise the

learners' motivation/interest in second language learning. The results revealed that, for speaking fluency level, the contrast group remained slightly higher than the treatment group, but no longer significantly higher. After the treatment, although both groups' motivation/interest scores actually decreased, the decrease in motivation/interest levels of the treatment group was observed to be significantly less than that of the contrast group.

Using songs in the treatment group seemed to help create an enjoyable atmosphere for language learning. Most of the students in this group felt that they benefited from the experience; they reported that songs were motivating for them, and lessons with music took them into different worlds. Music was thought to be a positive addition to the classroom for the treatment group.

As second language teachers, we try to provide our learners with the skills to understand and respond to authentic communication creating an enjoyable and motivating atmosphere. Music can empower students with a communicative advantage, by contributing to a more relaxed learning environment.

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APPENDIX 1 – THE REFLECTIONS OF THE STUDENTS IN THE TREATMENT GROUP AFTER THE STUDY

Teacher: Can you talk about what you liked or did not like while having music in your English classes?

S1: I didn't enjoy singing.

S2: I enjoyed it with music.

S3:4: It was more understandable with pictures, many more things occurred to our minds.

S5: Singers have a different pronunciation. And the camera is a little stressing.

S6: Music and pictures activated better thinking. We probed into various worlds. I particularly liked it to be in the class.

S7: Visual learning is ideal.

S8: I don't like singing and listening to music.

S9: To concentrate on lyrics while listening to music was more useful. I wish the lyrics had been of higher level.

S10: I enjoyed singing.

S11: I already believe that music influences learning positively. It was fun for me to participate in classroom activities, I didn't get bored.

S12: Music makes classes more enjoyable, which provides much more student participation.

S13: I liked it that pictures matched well with the lyrics.

S14: Singers' pronunciation was ideal, I liked it.

S15: Pictures had a connotative quality.

S16: I placed much of my attention on pronunciation in singings. In the first semester, the classes were discouraging. Music made it more enjoyable and provided more student participation. It improved our creativity.

S17: It was the first time I liked the music in a foreign language.

S18: The music could have been a little harder. Compared to the first semester, student participation was higher. I cannot sing even in Turkish for I am not good at music.

S19: Music contributes to your personality. I am already familiar with such songs, but now I like it much better to listen to them with their meanings in my mind. I was just a listener, now I am much more than this since there is much more in songs than the melody itself. I like to sing if I know the meaning of the song. Moreover, I improved my pronunciation through listening to music.

S20: This was the first time I listened to a song in English. This experience was very helpful. I like this way of learning, but please do not force us to sing. I prefer listening to singing. All in all, I enjoyed learning English through music, and seeing the pictures related to the lyrics.

DENEY GRUBUNUN ÇALIŞMA SONRASI YANSIMALARI

Öğretmen: Yaptığımız çalışmada sevdiğiniz ya da sevmediğiniz ayrıntılardan bahseder misiniz?

S1: Şarkı söylemeyi sevmedim.

S2: Müzikle beraber daha eğlenceli oldu.

S3:4: Resimlerle daha iyi oldu, daha fazla şey geldi aklımıza.

S5: Şarkıcıların telaffuzları çok farklı. Bir de kamera geriyor.

S6: Müzik ve resim daha hızlı düşünmeyi sağladı. Farklı dünyalara gittik. Derse özellikle gelmeye çalıştım.

S7: Görerek öğrenmek iyidir.

S8: Şarkı dinlemeyi de söylemeyi de sevmem.

S9: Dinlerken sözleri yakalamak daha iyiydi, daha çok dikkat ettim. Şarkılar daha zor olsa daha iyi olacaktı.

S10: Şarkı söylemeyi sevdim.

S11: Müziğin öğrenme üzerindeki etkisine inanıyorum zaten. Dersler zevkli geçti, sıkılmadık.

S12: Müzik = eğlence = katılım

S13: Şarkının sözlerine uygun resimler iyi oldu.

S14: Şarkılar telaffuz yönünden iyiydi.

S15: Resimler çağrışım yaptı. /hatırlatıcı

S16: Şarkılarda telaffuza dikkat ettim. Birinci dönem speaking derslerine ayaklarım geri geri gidiyordu. Müzik devreye girince baktım herkes derse katılmaya başladı. Konuyu öncede bilmediğimiz için yaratıcılığımız gelişti.

S17: İlk defa yabancı müziğe bu kadar yakın oldum.

S18: Müzik hareketli olsaydı daha iyi olurdu. Katılım ilk dönemden çok daha fazla oldu. Bende müzik kulağı olmadığı için Türkçe de bile söyleyemem.

S19: Müzik insana bazı şeyler katıyor. Şarkıyı önceden bilirdim ama şimdi anlamını bilerek dinleyince ayrı bir seviyorum. Sadece dinleyiciydim, daha farklı şeyler varmış, onları yakaladım. Şarkının ne anlattığını bilince daha zevkli söylüyorum. Ayrıca müzik eşliğinde bazı kelimelerin telaffuzuna daha da dikkat ettim.

S20: İlk defa İngilizce şarkı dinledim, benim için geliştirici oldu. Derslerin böyle devam etmesini istiyorum ama şarkı söyle diye zorlamayın. Söylemektense duymayı tercih ediyorum. Yine de şarkılarla ders yapmak çok güzeldi, şarkıda geçen sözlerin resimlerini görmek…

APPENDIX 2 - INTERVIEW WITH THE SPEAKING TEACHER

Researcher: Hi, Onur.

The teacher: Hi.

R: How are you doing?

T: I'm OK. How are you?

R: Thank you very much. I'm fine. Today, I am going to interview you about the study we conducted.

T: huh huh..

R: After the study, what can you say.. Can you comment on whether you felt incorporating music into your lessons created any difference in terms of the students' motivation and interest?

T: Of course, students told me they loved it when they saw pictures, when they heard music and when there is something outside the, you know, classical classes. They enjoyed it very much, and they most of all attended almost all the classes except for a few exceptions.

R: Very good.. And, what activities or types of activities did the students seem to like the most?

T: Well, first of all, they enjoyed having music in the classroom. They enjoyed listening to it. Sometimes, I asked them to sing, sometimes, I asked them to sing along. And they enjoyed it. They also enjoyed seeing large pictures on the wall, on the board. In one of the classes, I asked them to talk about their childhood games. And they performed some games, too. They enjoyed those activities.

R: Very good. Can you comment on the speaking fluency of the students in the treatment group? Did you notice any differences between them and the contrast group at the end of the month?

T: Well, I was teaching those two classes and because I was always inside the classroom, I didn't actually realize that there was any difference in terms of their fluency, but their motivation was very high… but I cannot say much about their fluency.

R: OK. What were the differences between the treatment group and the contrast group in terms of their speaking fluency and their interest level in the lessons?

T: Well, you know, the contrast group was a bit better than the treatment group at the beginning. And, I think at the end, they were the same, too. I think, having music in the classroom increased their motivation. They stated orally outside the class. They told me that they enjoyed the classes. And.. of course, there was nothing for the other group. But.. I think probably it helped their fluency level but I didn't realize it.

R: OK. What are your overall feelings about the experiment and the music element of the lessons? How did you feel about it?

T: Well, it was all different. Having music in the class… something I had always done in earlier years. But in this class, in this year, it was good. Students enjoyed it. Listening to music, they also.. sometimes they sang. They enjoyed that. And also, you know, we used pictures. And we used a projector. So, they saw very large pictures in front them. They enjoyed that. And I mean I enjoyed teaching that way. They enjoyed learning that way. I think, I have all positive feelings about it.
R: Very good. Thank you very much, Onur, for all the things you've done for me.
T: You're welcome.

APPENDIX 3 - ORAL ASSESSMENT QUESTIONS ASKED BY THE ADMINISTRATION

What kind of music do you like?

Who are your favorite performers or bands?

Do you like music or musicians from other countries as well? If so, who or what kind?

What kinds of music don't you like? Can you name some singers or groups you dislike.

Do you like to watch TV?

Do you like movies?

What are your favorite kinds of programs or shows?

What are your all-time favorite TV programs?

Who are your favorite actors?

Do you like programs or shows from other countries as well? If so, what kind?

Do you like actors from other countries as well? If so, who?

What kinds of programs or which actors don't you like?

Do you like movies?

What are your favorite kinds of movies?

What are your all-time favorite movies?

Who are your favorite actors?

Do you like movies from other countries as well? If so, what kind?

Do you like actors from other countries as well? If so, who?

What kinds of movies or which actors don't you like?

Do you like sports?

What are your favorite kinds of sports?

Who are your favorite athletes?

Do you like sports from other countries as well? If so, what kind?

Do you like athletes from other countries as well? If so, who?

Which athletes don't you like?

Do you like books?

What are your favorite kinds of books?

What are your favorite titles?

Who are your favorite authors?

What do you think are the advantages of having a mobile phone?

Who is your best friend? Why? What makes a good friend?

What do you think is the importance of learning English?

What do you do to have a rest? What are your spare time activities?

Tell us about your family.

Which country would you like to see most? Why?

What is your favorite profession? Why?

What is the name of the last book you have read? Can you tell us about it?

Where were you born? Can you describe it?

Can you cook? Can you describe how to cook your favorite food?

What do you like doing in Trabzon?

What are the advantages of internet?

How did you prepare for the university exam?

What is your favorite TV program? Why?

Did you like it here? Why? Why not?

What makes a good child?

What makes a good teacher?

Are there litter laws where you live? If so, what is the penalty for littering?

Do you think cars should be banned from city centers?

Do you think people should recycle newspapers? Why or why not?

Do you think there are lessons to learn from nature?

How has the world changed since you were a child? (technology, values, environment, health)

How often is garbage collected in your neighborhood?

If humans are really intelligent and not simply manipulated by their genes like any other animal, why can't they do anything about overpopulation?

What are some things that can be recycled?

What are some things that your community is doing to help the?

What are some things which you recycle?

What are some types of pollution?

What are some ways that you can reduce pollution in this country?

What can you do to help prevent pollution?

What can you do to make this world a better place?

What do you think of people who smoke cigarettes indoors?

Which is more important, increasing people's standard of living, or protecting the environment?

Think of a situation in your area involving this issue.

Which side would you choose?

Who do you think is more responsible for pollution, individual people or the government? Explain.

What is the most important issue facing the environment today?

Do you know about any anti-pollution programs in your community?

What about programs in your native country?

Do you usually drink bottled water? Why or Why not?

If you could choose one alternative energy source to develop which one would you choose? Why?

Are companies more or less environmentally responsible now than they were in the past? Why do you think that is?

Do you think recycling is an important community service?

Do you recycle?

Who should pay for the costs associated with renewable energy?

Should we make the development of renewable energy sources an economic priority?

What are some ways energy is wasted?

What types of energy are popular in your native country?

What is the main problem with renewable energy sources?

What can large cities do to improve their air quality?

How can we protect the environment and at the same time improve people's standard of living?

Do you think overpopulation is an important environmental issue? Why or why not?

Should an environmental levy be imposed on SUVs not used in the farming community?

How would this help the environment?

Should gas for motorists be more expensive?

What would be the advantages and disadvantages of this?

What's happening to forests in the world?

What happens when we remove forests?

What can we do to protect forests?

Why should we recycle?

Does your local government make it easy or hard for citizens to recycle?

Are there people in your country who make their living from picking-up other people's garbage?

How is pollution effecting the environment of the United States today?

How about your own country?

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APPENDIX 4 - ORAL EXAM CRITERIA BY THE ADMINISTRATION

MARKING SHEET FOR THE SPEAKING EXAM

All of the talk was relevant to the subject	25								
Some of the talk was relevant to the subject	20								
Most of the talk was not relevant to the subject	15								
None of the talk was relevant to the subject	5								
ACCURACY(25)									
Very effective use of grammatical structures and forms	25								
A few grammatical errors but didn't obscure meaning	20								
Many grammatical errors that occasionally obscured meaning	15								
Full of grammatical errors that obscured meaning	5								
FLUENCY(25)									
Very fluent with no hesitation	25								
Noticeable hesitation but didn't obscure meaning	20								
Hesitation considerably disturbed the listener	15								
Hesitation prevented understanding	5								
PRONOUNCIATION(25)									
Pronunciation was almost similar to a native speaker	25								
The speaker was always understandable with a few errors	20								
Pronunciation errors led to some misunderstanding	15								
Pronunciation errors made the conversation incomprehensible	5								
TOTAL:	100								

APPENDIX 5 – A SAMPLE LESSON PLAN

The name of the song	ODE TO MY FAMILY
Objectives	Students will be able to describe someone in their family; they will be able to talk about differences between people and they will talk about ideal parents. They will listen and sing the song. They will be able to Express peoples' and their emotions.
Materials	Paper and pencils, computer, projector
Duration	2 hours (45 minutes each)
Teaching procedure	Ask the students if they know the song "Ode to my Family" or the music group "Cranberries". Talk about the title. Ask them what the title means or might mean. Let them use a dictionary if they do not understand. Play the song for the students. Ask students to listen to the song and ask them how the music affects their emotions. Hand out the lyrics of the song and have them listen again. When the song is finished, ask them to describe their parents both physically and their characteristics. If possible, let them draw their parents in the way how they see them.

Let the sts read the lines one by one. Have them paraphrase the sentences. Ask them what they understand by the sentences.

When the paraphrasing have finished allow students to have a class discussion about the different lines students paraphrased and start a discussion about the Turkish parents. Ask the sts their ideas about an ideal parent. Ask how they define ideal mothers and fathers.

Finish the discussion asking; What kind of a parent would you like to be in the future?

Play the song again and let them sing. While listening, the students watch the slides related to the song.