

Student Perspectives on Music in University-level English Language Classes

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This paper reports on the results of a questionnaire administered to university students regarding the use of music for their English language learning. The study took place in the context of a Speaking and Listening course, and written responses were obtained from 60 students. Students generally agreed that music is beneficial for language learning, but responses were mixed regarding its role in English language instruction at university. Students also responded with a wide range of music-related topics that they would be interested in learning more about in English. The results of the questionnaire suggest that the majority of students would be highly motivated to participate in classes using music provided it was a topic of their particular interest and choice.

Using music in the language classroom has become more common in recent times as access to technology and audiovisual materials has increased, although the extent and purpose to which it should be used is debatable and may depend on the context. In a university English program, particularly at an intermediate or higher level of English proficiency, music is not typically included as part of a curriculum or the course materials. Of course, this is a natural reflection of how the focus of more advanced levels of study, particularly at a university, is academically oriented, and classes do not lend themselves to singing or discussing English songs in the way they are used to teach children. More mature students at this level can also rely on verbal instruction (either in their native language or in English) to participate in class. Still, music is considered useful for learning and capturing the attention of people of all ages. We tend to remember bits of catchy (or annoying) advertisement jingles and pop song lyrics, feel drawn in to a documentary with dramatic background music, and may be more likely to be motivated to run or exercise with some upbeat tracks loaded onto our portable MP3 player. Surely music plays a role in language learning at any level, but it is rarely defined, and there is very little academic research that directly and comprehensively addresses this topic. One exception is a resource book by Murphey (1992) which includes an extensive range of activities for using music in language teaching.

As a step toward filling this gap, this study attempts to document student perspectives about using music during classes for learning English as a foreign language. The ideas presented are based on questionnaires distributed in Spring 2012. I analyzed the data I obtained focusing on the qualitative aspects of responses. The students I worked with were at a high intermediate level and attending their first term at university. Through demonstration of classroom activities using music and by means of the questionnaire, I found that students' responses regarding the role of music and songs in English language instruction were mixed and in some ways controversial. Most students commented that they saw benefits in using music to learn English. At the same time, their ideas for music-related topics and the ways it should be incorporated varied greatly. Some students also responded that it would not be appropriate to include music as part of their academic study. This implies it would be difficult

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to make lessons focusing on music a required part of the curriculum, but the responses also yielded numerous possibilities for creating music-themed classes or lectures that students would be motivated to attend on a voluntary basis.

Procedure

In order to collect information about what students think regarding the use of music in their English language classes, I conducted several activities using music and distributed a questionnaire about their impressions and thoughts at the end of the class. This took place in an extra lesson at the end of the term for three Speaking and Listening sections. There were 60 students all together. The Speaking and Listening classes were part of a coordinated curriculum for achieving academic proficiency in English at a Liberal Arts college in a Japanese private university. Students participated in the class activities for about an hour and had five to ten minutes to complete the written questionnaire immediately following the activities.

The activities using music demonstrated in these classes were set in the context of helping students improve their speaking and listening skills. We first discussed some warm-up questions, including: “Do you like listening to music? When do you listen to music in your daily life (on the TV/radio, on your iPod on the train, at home when you are studying/relaxing, etc.)? Do you ever choose to listen to English songs? Do you have any favorite artists?” Then I introduced some tips for using music to improve students’ speaking and listening skills, such as going to a website which allows them to fill in lyrics in a gap-fill exercise while listening to pop songs. This information was also given in the form of a handout (Appendix A).

After this initial introduction, I had students listen to a few songs with varying tempos and moods while filling out a reaction form for each song. The reaction form, titled “How would you describe this song?” was taken from Murphey (1992). On the form, students can rate, on a scale of one to six, how much particular adjectives match the feeling they get from the song. Some of the adjectives on the list were: “warm,” “lively,” “fun,” “good instrumentation,” “socio-politically engaged,” and “makes me want to dance.” There were also some additional questions such as: “I would like to meet the singer” and “Can you imagine saying the words to someone?” After listening and circling responses to each song, we had a quick discussion of each one in pairs and as a class to practice describing and giving a verbal reaction to different kinds of songs.

For the next activity, I demonstrated a gap-fill task using song lyrics to a pop song that I thought many students would be familiar with. After I omitted words that rhymed in the lyrics, I printed them on the back of the handout so that students could fill them in while listening to the song. The particular song I used was “Beautiful Day” by U2 (although this can be modified, of course). Since this was a song many students knew and the words were not too difficult for the level of the students I was working with, I only had to play it once before they were able to tell me all or most of the answers as a group.

As a final discussion activity, I prepared four A4-size images of music artists and a song by each of them to play in class. Without giving students any background information about the artists or songs, I played each song and had them try to guess which song was by whom with the sounds and images. This can be done with any combination of songs as long as students have some clues from the pictures and music to base their responses on (e.g. clothing or hairstyle of the artists in the images). It also makes it more interesting if it is not too obvious what the answers are. I chose a 1960s rock and roll song that was performed by

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two different artists, one reggae song, and one grunge song for students to think about and let them discuss their answers in groups. After listening to each song and displaying the pictures in a random order, I prompted each group for a response including the reasoning behind their choices.

We spent about one hour for all of these activities, and I asked students to complete a questionnaire about the activities and their thoughts and comments in the remaining time of the 70-minute class. The questions on the survey asked students about their general interest in music as well as their thoughts and feelings regarding the use of music in language classes at university. The same procedures were followed for all three sections in this study.

Questionnaire Results

The questionnaire given to students consisted of four open-ended questions with checkboxes for some suggested responses. Students were also encouraged to write any additional comments on the back of the paper. Sixty students attended the classes and all of them completed and submitted the questionnaire. A blank questionnaire has been included in Appendix B, and the questionnaire results have been collated into Appendix C.

In response to whether students like to listen to music in general, all students responded positively. I asked this question in order to gauge students' general level of interest in music, as this may vary depending on the cultural or religious context. Many students commented that they like to listen to music during their commute on the train or at home when they are relaxing or doing homework assignments. About half of the students said that they participate in some sort of musical activity, including playing musical instruments, being in a band, singing, or going to karaoke.

The second item on the questionnaire asked students what kinds of music they were interested in. I asked this question to clarify what type of music students prefer or tend to have in mind when we refer to "music." Out of the 60 students, 51 expressed interest in popular music, which is 85% of all respondents. Other kinds of music which many students showed interest in were rock/alternative music (36 students), classical music (28 students), and instrumental music (24 students).

In the third part of the survey, I asked what students think or feel about using music in the classroom. I included a list of several expected negative and positive responses to choose from to prompt students to think. I also provided space on the form for students to write their own response. The most popular choices among the responses provided were "it is fun, so we can include it sometimes, but it is not necessary" and "it is important for learning about culture." Over half the students checked each of these responses. In addition, almost half the students chose "It is helpful for learning the sounds and rhythm of a language." One tenth of the students agreed with the statement that "It is not important for academic study," and one student chose "It is too childish." None of the students marked the statement "I don't like music or singing, so I would prefer not to have it." Students' freely constructed responses paint an even more insightful and detailed picture, as 49 of the 60 students gave their own verbal response to this question. Table 1 shows a summary of their written comments organized into three categories: (a) comments regarding the perceived benefits of using music to learn English, (b) comments regarding the perceived drawbacks of using music, and (c) comments which were neutral or discussed other considerations. Comments mentioning similar ideas were combined in this analysis. Overall, there were more positive comments given than negative ones. Twenty-six students commented mainly on the benefits, 12 students

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mainly discussed the drawbacks, and 11 students wrote comments that considered both benefits and drawbacks or could not be categorized as either.

Table 1. Summary of student comments about music for language learning

(a) Perceived benefits of using music to learn English	(b) Perceived drawbacks of using music to learn English	(c) Other considerations
<ul style="list-style-type: none"> • Helps to memorize words and phrases • Good for developing listening skills • Learning the songs is fun and/or interesting in itself • Students will pay more attention to class • Gives motivation to learn • Helps with learning how to express feelings in English • Listening to or singing English songs helps with pronunciation • Learning about songs helps us understand the background culture of a foreign language • Helpful for learning informal language / slang • Sound patterns of lyrics and the rhythm helps with learning English • Feeling happy to hear a familiar / favorite song • Interesting to think about the meaning of the lyrics 	<ul style="list-style-type: none"> • Doesn't help us think logically • The English in songs is difficult to hear • Not very academic • I love music and I want to listen to my favorite songs but not in English class at university • We tend to focus on the melody rather than the words, so it doesn't help us learn English • Interpretations and feelings about songs are different for each person and difficult to discuss • Methods such as gap fill get repetitive • Not everyone likes to learn about music this way so it shouldn't be made mandatory • Difficult to use songs for improving listening and dictation skills • Too much is not good • Listening by itself doesn't improve pronunciation 	<ul style="list-style-type: none"> • Singing is not important • Music is associated with culture, and culture is important for conversational English • Music is necessary, but it should not be studied more than regular speech • Useful for beginning learners of a foreign language • Regular classes are more effective than listening to music, although discussing the cultural background of songs can be helpful • It should only be a part of Speaking and Listening class (not other classes) • People associate themselves and their experiences with particular kinds of music, so it has to be dealt with carefully • Listening by itself is not beneficial, but incorporating it into the class (e.g. researching and giving a presentation about a song) would be good

In the final question, I asked students if they would be interested in attending a lecture or course related to music as part of their requirements for their English language studies. I also asked students to indicate what topics they might want to know more about. This information would be useful in considering the extent to which music-related topics should be included in an English language curriculum and on what kinds of topics in particular. In their responses, the majority of students wrote that they would like to attend a music-related lecture

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or course, a few of them in an enthusiastic manner using exclamation marks. Students expressed interest in a wide range of topics, as summarized in Table 2 below.

Table 2. Summary of music-related topics suggested by students

<ul style="list-style-type: none">• American/mainstream popular music and its history (11 students)• British rock music (including the Beatles) (5 students)• Traditional songs in various cultures (5 students)• Rock music (4 students)• Folk songs in English (3 students)• Irish folk songs and music (3 students)• African American history and music (2 students)• Discussing reactions and feelings in English (2 students)• Focus on lyrics (including vocabulary, grammar, meaning) (2 students)• Political message songs (e.g. war) (2 students)• Alternative rock music• Classical music• Comparison of music across various English-speaking countries• European metal• Gospel/religious songs• Heavy metal• Jazz• Latin American music• “Music and Society” courses (which are credit courses outside of the English language curriculum which students may take)• Music related to gender and racism• Singing or creating songs with classmates <p>Note: Numbers in parentheses stand for the number of students who gave a similar response.</p>

Ten of the 60 students responded that they would not like to attend such a lecture or class. A few of these students emphasized in their comments that they like music itself but preferred not to have it in class. Three students wrote a conditional or ambiguous response. One of these students wrote that she would attend only if the purpose of the class is to learn music rather than English, while another student wrote a response contradicting this, saying that the topic of the class should be general, since it is supposed to be a foreign language class.

Discussion

In general, it was obvious that there was a high level of interest in music among students. About half of the students said they prefer to listen to music passively in their daily routine while others participate more actively in various music-related activities, but all students expressed appreciation of music in their lives. The kind of music students showed the most interest in was popular and rock/alternative music, indicating that there was a high level of interest in contemporary music, which usually contains lyrics that are relevant to our modern-day lives. Although this is not the only kind of music students tend to listen to (as a significant number of students also showed interest in classical and instrumental music), this suggests that contemporary popular and rock music is the most familiar and relevant type of music for them and would serve as potential learning material that is easy to introduce.

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The results as to whether students would prefer to have music as part of their English language studies was mixed, though as a whole, there were more positive responses than negative ones. Interestingly, students overall seemed to agree with both “it is fun, so we can include it sometimes, but it is not necessary” and “it is important for learning about culture,” suggesting that music is linked closely with culture but not with academic proficiency. In their individual responses, students gave a wide range of ideas about the beneficial effects music may have for learning a language, including motivational factors, helping with learning the sounds and rhythm of English, allowing us to think about the meaning of lyrics, and expressing feelings in response to music. Other students pointed out the limitations of using music in class, such as how studying the words used in songs are not directly relevant to academic English. These results suggest that overall, students are happy to have music as part of the class, but extra precaution and care is needed to make sure the tasks are appropriate and kept relevant to the academic goals of the course.

In the last item on the survey, students offered various ideas about the topics they would like to learn more about, as presented in Table 2. Their goals for including music also appeared to vary, with some students being interested in learning about specific types of music, while others were interested in the type of activity they would be doing, such as writing songs or singing with their classmates. Because of these diverse interests, and also since some students mentioned they prefer to study without having to listen to music extensively in class, it may be best to keep participation voluntary in classes that focus primarily on listening to or talking about music and songs. In addition, using music can be an emotional and sensitive matter depending on the kind of music used, so the songs and activities used in class need to be chosen carefully.

Conclusion

The students who participated in this study generally had a high level of interest in music and its use in the language classroom. However, many students saw music as being relevant to culture and informal, colloquial English rather than to their academic studies. Nonetheless, many students thought that there are significant benefits to using music and songs for learning English. Students expressed a wide range of interests related to music and showed interest in attending various classes on music-related topics in order to learn more about culture and history as well as to continue their academic studies in English. Overall, these results suggest that using music and songs for language learning can be useful even in a university context, but considering students’ wide-spread interests – from heavy metal to gospel, songwriting to classical music – it would be ideal to develop lessons on a variety of topics and make them available to students as electives rather than requirements.

References

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

APPENDIX A: Class Handout

Music and Songs for Improving S/L Skills

Warm-up

- a. Do you like listening to music? When do you listen to music in your daily life (on the TV/radio, on your iPod on the train, at home when you are studying/relaxing, etc.)?
- b. Do you ever choose to listen to English songs? Do you have any favorite artists?

Key Concepts

Music and songs are not always included as a part of academic study, but it can be very useful, even essential, to learning a language. If you don't already, you can look for songs or artists that you like to improve your English skills or increase your motivation for learning English. Also, please write your thoughts in the questionnaire given toward the end of this class to tell us your ideas about including music and songs in English classes.

Some ideas for using music to improve your S/L skills:

- ♪ Find a favorite artist or songs and study them – lyrics, sound, background, etc.
- ♪ Find new information about an artist, concert, etc. and talk about it with friends
- ♪ Gap-fill exercise (e.g. <http://www.lyricstraining.com>)
- ♪ Go to karaoke and sing English songs!
- ♪ Others?

Let's try a couple of activities using songs.

How would you describe this song?			
1 = Not at all – 6 = Very much			
warm	1 2 3 4 5 6	makes me want to dance	1 2 3 4 5 6
gentle	1 2 3 4 5 6	inspiring	1 2 3 4 5 6
lively	1 2 3 4 5 6	soothing	1 2 3 4 5 6
soft	1 2 3 4 5 6	I want to hear it again	1 2 3 4 5 6
yellow	1 2 3 4 5 6	I would give it to a friend	1 2 3 4 5 6
simple	1 2 3 4 5 6	I think the person singing is:	
fun	1 2 3 4 5 6	sincere	1 2 3 4 5 6
repetitive	1 2 3 4 5 6	in love	1 2 3 4 5 6
good beat	1 2 3 4 5 6	excited	1 2 3 4 5 6
good instrumentation	1 2 3 4 5 6	angry	1 2 3 4 5 6
good lyrics	1 2 3 4 5 6	bored	1 2 3 4 5 6
socio-politically engaged	1 2 3 4 5 6	boring	1 2 3 4 5 6
disorganized	1 2 3 4 5 6	I would like to meet the singer:	1 2 3 4 5 6
too long	1 2 3 4 5 6	Can you imagine saying the words to someone?	1 2 3 4 5 6

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APPENDIX B: Questionnaire

Section: _____ Name (OPTIONAL): _____

Questionnaire: Music and English Language Learning

1. In general, do you like listening to music? When do you often listen to music in your daily life? Do you participate in any music activities (band, instruments, karaoke)?

2. Which kinds of music are you interested in? (Check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Classical | <input type="checkbox"/> Traditional Japanese |
| <input type="checkbox"/> Popular (English, J-pop, Other) | <input type="checkbox"/> English children's songs |
| <input type="checkbox"/> Rock/Alternative | <input type="checkbox"/> English folk songs |
| <input type="checkbox"/> Hip-hop/Rap | <input type="checkbox"/> Other(s) (Please specify) |
| <input type="checkbox"/> Club/Dance | _____ |
| <input type="checkbox"/> Instrumental | |

3. How do you feel about including music and/or songs in classes for studying English or other languages at university? Please check if any of the following apply to you:

- ___ It is too childish.
- ___ It is not important for academic study.
- ___ It is fun, so we can include it sometimes, but it is not necessary.
- ___ I don't like music or singing, so I would prefer not to have it.
- ___ It is important for learning about culture.
- ___ It is helpful for learning the sounds and rhythm of a language.

Please write your own thoughts:

4. If there were an ELA course or lecture about a music-related topic, would you be interested in attending? If yes, is there any particular kind of topic you would like to learn about? (e.g. American popular music, Irish folk songs, other?)

Please write any other thoughts, ideas, or comments on the back of this paper. Thank you!!

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APPENDIX C: Collated Responses to the Questionnaire

Responses to Question 1:

- I like listening to music. And I listen to music at least 30 minutes. I often go to karaoke with my friends, and I join Latin club “LAMBS”
- I like listening to music. I listen to music when I’m not studying. No.
- Yes. I usually listen on the train or on the way to home. I had learned piano for ten years.
- I like it. I listen to music on the train and in my room to be relaxed. When I was a junior and high school student, I was a member of a band.
- Yes, I like. I listen to music in the train and at home. I’m a member of a capella club, UNBRAND, and I like to go karaoke!
- Yes, I like listening. I used to listen on the train every day, but I can’t do it now. I love going to karaoke!!
- On my way to school/home.
- I often listen music when I’m feel sleepy but I have to do my homework.
- I like music. Listen before go to bed.
- I like listening to music and I often listen to English music when I am relaxing at home. I am now participate in the big band in ICU.
- I like listening to music. I usually listen to music when I am relaxing at home.
- Yes, I like it. I often listen on the train. And I often participate in karaoke.
- Yes! I listen at home. I like singing but I don’t like karaoke...
- I love listening to music. I listen music on the train or bus, and when I writing essay.
- I love listening to music! I always listen to music on train. I join the Latin American Music and Batucada (It mean to play a music) society (ICU “LAMBS”). I play the bass drum of samba.
- I like listening to music. I often listen to music when I want to get cheerful. I often to to karaoke and I like it.
- I like listen to music. I always listen to music on the train & bus. I sometimes play the electone at home, and I belonged to chorus club when I was in high school.
- I like to listen to music and often listen to music when I’m doing my ELA assignments. I was a member of a band in my high school.
- Yes. Before falling asleep. No.
- I like listening to music. I listen to music when I get train and when I study.
- I like listening to music and listen to music when I’m in relax.
- I like listening to music in general, but I don’t listen to music recently so much than before. Karaoke → almost not
- Yes. Sometimes with doing assignments, and sometimes just only listening to music.
- I listen to music at home or on the train.
- I love listening to music. I always listen to it whenever I have time. I practice guitar and singing.
- I like listen to music, and I often listen except during classes. I like to do karaoke. When ELA classes are finished in the spring, I wanna go.
- Yes, I like listening to music. I listen to music about three times a week. I sometimes play the piano and sing in karaoke.
- I like listening to music. I join in Shamisen club in ICU.
- I love listening to music. I participate in Wadaiko (Japanese drums) club. I always listen to music (in train or bus, when I’m studying, ...).
- R&B, Rock. 2) When I dance. 3) Karaoke.
- I like listening to music. I often listen to music when I read a book because I want BGM. I sometimes go to karaoke with my friends.
- Yes, I listen to music on the train or in my room.
- I like music, and I alway listen to music when I am free. I often take part in the music activity, especially karaoke.
- Yes. No. On my way home and school. At home. On my “Walkman”
- I like it. When I’m in my room.
- I like listening to music but usually I don’t listen to music in my daily life. I sometimes go to karaoke with my friend but I don’t like it so much.

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- Love music. In home. (because I commute by bicycle). I belong to orchestra. Often go to Karaoke. I play viola and saxophone.
- I like. On train (with Walkman). Karaoke only.
- I like! in a train, while riding a bicycle. Karaoke
- I listen while doing cooking tasks, but I don't participate in activities.
- I like listening to music. I often listen to music while I'm on the train the bus walking studying
- 1. in the morning (preparing to go to school) 2. ICU glee club
- I like to listen to music. I'm in a Gospel group at ICU. It's very fun to sing Gospel songs because they give me courage to live even though I'm not Christian.
- I love listening to music. Before I came to Tokyo, I used to listen to music when I walk my dog, and now at dormitory. I go to karaoke and concert.
- I like listening to music. I often listen to it when I am relaxing or cleaning my room. I cannot play any instruments, but I will participate in some music activities and I love singing songs.
- on the train / go to the concerts / in studying. LAMBS (Latin American Music Society) / I play the clarinet!!
- Yes, on train, when I study. Instruments → guitar. Karaoke → sometimes go.

Responses to Question 2:

(Kind of music)	(Number of responses / Written response)
Popular	51
Rock/Alternative	36
Classical	28
Instrumental	24
Hip-hop/Rap	16
Club/Dance	16
English folk songs	15
English children's songs	5
Traditional Japanese	3
Other:	K-pop (2 students) Jazz (2 students) Beatles Musical Popular music for chorus Movie soundtracks (2 students) Heavy metal Jazz Opera Brass band music Experimental

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Responses to Question 3:

-	(Number of responses / Written response)
It is fun, so we can include it sometimes, but it is not necessary.	38
It is important for learning about culture.	38
It is helpful for learning the sounds and rhythm of a language.	28
It is not important for academic study.	6
It is too childish.	1
I don't like music or singing, so I would prefer not to have it.	0
Own thoughts	49 (see below)

Comments discussing mainly benefits (26)

- I can memorize useful phrases through English songs, and I can develop my listening skills.
- It's very fun. And I can be familiar with English songs. So I'd like to use English musics in classes.
- I think students will pay more attention to class when there are other kinds of activity/methods to learn, so music is good...
- I can learn how to express my feeling in English.
- I think it is good to use music for learning foreign language. Actually, I learned how to pronounce English by singing English songs.
- I like listening music. I think listening English song makes me be a good listener.
- I think that listening to other culture's music teach us the cultural backgrounds and that is important for learning other languages.
- We can learn about popular phrases from songs. And we can enjoy learning!!
- Listening to English song is one interesting way to learn English, and we can also learn the background, it is good.
- We can learn casual English by listening to music. We only learn academic English at school, but casual English is also necessary to communicate with English speaker.
- Personally, I like listening to music, so I enjoyed this class today. To fill in blank of lyrics helps to study English.
- Listening to English music is one way to improve English skill.
- Listening to Music for the improvement of English helps to learn accurate pronunciation.
- I can enjoy it and feel very relaxed.
- When I was in junior high school, our English teacher taught us many English song. They were very interesting and good help for our studying.
- It was fun to learn English through listening English songs.
- I remembered English phrasis through listning music, so it's effective to learn English.
- I like music so I will enjoy the class which include music.
- By using music, we can learn English and culture with fun. So it is helpful for us to use music to study.
- Music can be the motivation to learn English, and rhythm is very effective to learn in my opinion.
- Music is the tool to enjoy the English learning, so it is good and interesting idea.
- I like lady GAGA, so I was happy to hear the song.
- Because people make lyrics as they watch the sound of the word, it is very interesting how do they construct the lyric in the study of rhythm of English.
- It is good to learn pronunciation and accent.
- I think it can improve our listening skills.
- Sometimes I use songs to increase my vocabulary and consider the contents of songs.

Comments discussing mainly drawbacks (12)

- Music is actually fun, but it doesn't help us to think logically.
- I think English in songs is sometimes too fast or too small to listen to, so I cannot hear it well.

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- I think fill in the Blank Exercise is not necessary because I've done it so many times in high school. I'd rather do presentation work. It's more academic ☺
- To listen to music in English is more difficult than to listen to talking
- I love listening to music but studying music at university is not necessary for ELA. I want to listen my favorite songs.
- We may listen to English song not for its meaning of the words but for its melody, so it's not helpful in learning.
- It is difficult to discuss how we feel about the music, because the feelings are different from person to person.
- I did same thing in the high school. I still like and listen some of them, so it is useful way but it shouldn't do so many times.
- It is useful to become familiar to the rhythm of English, but it is difficult to use English songs for improving listening and dictation skills.
- Music is interesting and using it in class seems to be exiting and stimulating, but too much is not so good.
- I think it is also important to move mouth in order to learn pronunciation.
- It might be useful to learn about culture, but I feel it doesn't have to be a requirement.

Other (11)

- I think it is important for learning about culture but I don't think singing is important.
- Music and arts are more familiar with public than article or presentation so, they are very very associated with culture. Therefore we should introduce music in practical English class.
- I think both music and speech need to learn English. But music don't need more than speech.
- sound and rhythm always express characteristic of nationality or nationality.
- It is useful to learn English or other languages when we begin to learn.
- I like to listen to music and want to learn the culture of music, but if there are some people who are not so, it will not be necessary.
- I think just listening to music is not effective as ELA classes, but if we can discuss and learn background, it'll be helpful.
- It is good idea to listen music and songs only in the S&L class.
- Music is art and art is worth studying at university. But music is related with person's own background, so we have to be careful to treat it.
- I think listening to English songs is very helpful to us but it is optional and individual activity.
- I think P&D about favorite music is very fun. Only listening to music in ELA class is not so much enjoyable.

Responses to Question 4:

Comments expressing interest in attending a course of lecture on a music-related topic (43)

- I don't know well about rock music, but I like listening to it very much. So I'd like to know various English rock music in class if possible.
- Yes, any kinds of music except for Korean pop music and Japanese pop music.
- I would like to attend these classes because I enjoy learning English or other languages. I improve listening and speaking skills.
- It would be good if we look over lyrics. We have to know a change in the words in lyrics.
- I'm interested in Black people's music and its history.
- Listen and analyse to American popular music
- I would like to learn about African music.
- Music during wars. (People or artists now against war through music)
- Yes, I would like to learn about American popular music.
- The diversity/difference of English: Australia, the USA, the UK... through listening many English songs, we can see the difference of English, I think.
- British rock. American popular music, European metal rock.

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- I want to learn!! I would like to study the songs vocabulary and grammar, and understanding the meaning, and learn background. Finally I want to sing with class mates.
- I'd like to attend the lecture. I'm interested in the evolution and relationship of some part's music in Latin America.
- Yes! Change form of music e.g.) Students will arrange Traditional Japanese songs for American rock music.
- I must be interested in!! I heard that the class of SILS watched the movie and listened to the songs of the Beatles, and I want that class like that which is to learn culture with music.
- Yes. Famous popular music.
- Yes. I want to learn how native (English) singers express feeling. It means, I want to learn how to express things in English: different type of expression, frank English, bad words, popular words, I think we can learn these things from recent musics.
- I intrigued to American popular music actually.
- Yes. about Rock specially Alternative Rock
- Heavy metal
- Yes. (Now I take "Music and Society" as GE.).
- Irish music, or British music and it's backgrounds or cultures.
- American black music and its culture
- Meaning of popular English songs' lyrics. how to describe what I feel from music.
- I'd like to join that class. I want to learn about popular music in English.
- music that related to gender and racism
- Yes, traditional songs in many countries / roots of various kinds of music
- Yes. Historical background of American popular music (ex. war)
- Yes. I think cultural music in some countries is interesting.
- U.K. rock
- Yes.
- Describe music in English or about lyrics.
- American Rock music, Political message songs
- Yes. I would like to learn U.K. rock music.
- Traditional songs around the world and their cultural backgrounds
- YES. Classical music.
- The history of music liked by citizens.
- English folk songs
- Yes, I would like to learn about history of Rock.
- I would. It would be fun to have lecture about many countries music and learn about the difference from cultural background.
- I like Irish folk songs. If there were an ELA course related to music, I would like to learn some tunes with particular background, such as folk songs, or jazz.
- Irish folk songs, Gospel / Religious songs
- Yes. I'd like to study traditional songs.

Negative responses to attending a course or lecture on a music-related topic (10)

- I wouldn't be interested in attending.
- I'm not interested in attending because for me music is what makes me comfortable and relaxed. So I don't want to be forced to listen to music.
- Maybe no, because I don't want to do every time.
- I think I wouldn't attend.
- No.
- No.
- No.
- Maybe no... but I like some folk songs.
- I like music, but I just want to listen so I'm not so interested in attending the class ☹ sorry ♣
- I think it would be interesting, but I would like to study English in more academic way.

Other (3)

Student Perspectives on Music

- Topic should be cover broad range. as introduction of foreign language.
- If the purpose is to learn music, I want to attend. If the purpose is to learn English, I would not attend.
- I am interested in attending but, if I am busy, I don't attend. I would like to learn about American popular music.

Additional comments written at the bottom or back of the questionnaire:

- I think the TV program "Angela Aki's song class" in NHK is good way to learn.
- Though I usually dismiss the lyrics during listening to English songs, I should be care of it if I want to develop listening skill.
- I try to listen to English music as much as possible during summer vacation. Thank you!
- Music is not something taught by others, but studying and researching by myself.
- It is fun introducing music to classes, but it is more enjoyable for me if metal music is used as a topic.
- Lecture which require background information is not appropriate.
- I like Risa's favorite song ☺ Who is the artist?
- I want to make an English song for each sections in the ELA class, and gather them in a CD and distribute it to students. It must be fun!
- I think music is a great way to study English, but I think that I can learn English with music if there are no classes. I will not do P/D by my self and will not get comments by my friends. So, music must be just an optional one.
- I like listening to English children's music. I often listen to "Puff, the magic dragon". It is fantasy music for children I guess, but it must teach us an important feeling. There are a lot of music such like Puff, so it is very good to include English music in English class.
- It's interesting to use music in English class! I'm glad to listen to music in class. If there are some classes which deal with music, I want to attend.
- In my case, English song are useful when I check the lyrics written on the paper, because I can easily memorize the words or phrase in music. However, I don't think it improves our listening skill.
- Ms. Risa, If you are OK, would you please let me know names of the songs that you introduced in S/L class?
- It's interesting! However It's little bit difficult to use music in classes....

Notes: Spelling, grammar, punctuation, smilies, and symbols were transcribed as close as possible to the original response. Two comments written at the end of the survey were omitted from the study since they addressed the Speaking and Listening class in general rather than their thoughts about the use of music.