



**BENEMÉRITA UNIVERSIDAD
AUTONÓNOMA DE PUEBLA**

FACULTAD DE LENGUAS

**EXPLORING STUDENTS' PERCEPTIONS
ABOUT THE USE OF SONGS IN ENGLISH
CLASSES IN THIRD GRADE OF A JUNIOR
HIGHSCHOOL**

A THESIS SUBMITTED TO THE FACULTY OF
LANGUAGES FOR THE DEGREE OF:

LICENCIATURA EN ENSEÑANZA DEL INGLÉS

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CHAPTER I. INTRODUCTION

1.0 Introduction

Teaching English in secondary school has been one of the most relevant challenges in my teaching experience. I have been an English teacher in different levels. I have taught both High school and University students. However, I have faced many problems when teaching English in Junior High school. The reasons may be because of the different factors that influence students at this stage. Ellis, (2003) mentions that “the ways in which learners differ are potentially infinite as they reflect the whole range of variables related to the cognitive, affective, and social aspects of a human being” (p. 35). He names those factors as “immutable”, those that are fixed such as age and “mutable” those that are variable such as motivation (ibid). Those two factors are relevant to consider when teaching English in Junior High school.

On one hand, Brown (2001) states that teenagers live a stage of “transition, confusion, self-consciousness, growing, and changing bodies and minds” (p. 65). Due to the different changes in this stage of transitions, students might be affected physically, psychologically or affectively. For this reason, Junior High school students may experience negative attitudes or lack of motivation. On the other hand, “the strength of an individual learner’s motivation can change over time and is influenced by external factors” (Ellis, 2003, p.36). Based on this assumption, my purpose is to explore some ways in which I can support my students’ learning of the English language in a more interesting way to make them feel more motivated regardless the difficulties of the stage in which they are.

In order to achieve my purpose, I thought of possible solutions which could help me to keep the students' attention and at the same time increase their interest in another language and culture. Therefore, after I gave a questionnaire about preferred activities for learning English to a group of Third grade of secondary school, I decided to apply songs which were of their interest and also which were according to the syllabus of the class. The results of this research have been useful in my teaching practice. They will be discussed in chapter three.

1.1 Significance of the study

Secondary school Educational programs have changed during the past years. The Ministry of Education in Mexico (SEP) has given opportunities for students to develop knowledge and skills in various key subject areas for the future, such as information and communication technologies and foreign languages. Thus, the National English Program in Basic Education (henceforth, PNIEB) was created by SEP in 2011. The mission of the **PINIEB** program as stated in the PNIEB'S strategic plan declares that their main objective is to guarantee the right of Mexican citizens to receive a high quality education: one that responds appropriately to the demands of contemporary society, and therefore offers equitable opportunities for all students to study and learn at least one foreign language in basic education, in order to be competent in that language and participate effectively in today's world.

In order to obtain excellent results with the program, it was necessary to join preschool, primary and secondary foreign language programs together as one national

program, so that there exists cohesion of the basic education system. For this purpose, the program has been divided into four cycles that seek to develop the different competencies students must develop and henceforth prove that the need for foreign language awareness is a present and imperative need.

PNIEB establishes these fourth cycles which are implemented in the 1st, 2nd and 3rd grades of secondary school. Therefore, it is necessary to search for useful strategies and techniques to teach English as a Foreign Language in the secondary classroom in order to get student's attention and help them learn the language in a better way.

1.2 Research Purpose

The purpose of this research is to explore students' perceptions about the implementation of songs in English classes in one group of third grade in a secondary school in Puebla and the possible effects in language learning.

1.3 Research questions

1) What are students' perceptions about the implementation of songs in their English classes in a group of third grade of a secondary school in Puebla?

2) What effects does the implementation of songs have on my group of third grade of a secondary school in Puebla?

CHAPTER II. LITERATURE REVIEW

2.0 CHAPTER OVERVIEW

The present chapter intends to provide information about the main concepts regarding this research. This chapter is divided into sections that discuss the following aspects: 1) National English program in basic education, 2) Cycles 1,2,3,4, Secondary school students' negative attitudes, 4) English learning language in adolescence, 4) Factors that influence English language learning in adolescence, 5) Personal factors in language learning process, 6) Motivation, 7) Extrinsic motivation, 8) Intrinsic motivation, 9) Resultative motivation, 10) Instrumental motivation, 11) Activities to promote students' motivation towards English as a foreign language, 12) Songs to enhance students' motivation.

2.1 National English Program in Basic Education

In Mexico there is a growing social demand for incorporating English as an important subject beginning in the early years of formal education. The Ministry of Education in Mexico (SEP) is creating projects for the students to have opportunities to gain such competencies. One of these projects is the National English Program In Basic Education (henceforth, PNIEB), (SEP, 2010).

PNIEB's main objective is for Mexican citizens to acquire a high quality education which response appropriately to the demands of contemporary society, and in this way PNIEB offers the opportunity for all the students to learn at least one language in basic education, so the students can be competent in today's world. Furthermore, in order to

achieve better results, it was necessary to join preschool, primary and secondary EFL programs together as one national program, in order to have cohesion of the basic education system. For this reason, the PNIEB Program is divided into cycles 1, 2, 3 and 4 according to the students' age, level, needs, and cognitive development. Those cycles are explained in the following section.

2.1.1 Cycles: 1, 2, 3 y 4

The first cycle is carried out in basic education (3rd grade preschool, 1st and 2nd grades of elementary school). Its purpose is to raise students' awareness about the existence of a language different from their own. For this reason students will recognize other cultures and languages, and also they will have a positive attitude towards English language by participating in routine social practices of the language via specific activities with the language.

Cycle 2 takes place in 3rd and 4th grades of elementary school. Its objective is that students participate in social practices by the interpretation of oral and written texts in the use of common expressions. Some activities are: expressing opinions, recognizing basic instructions, identifying aspects of pronunciation and vocabulary and finding similarities and differences between their mother tongue and the English language.

Cycle 3 involves 5th and 6th grades of elementary school and 1st semester of secondary school. The purpose of this cycle is that the students interact in an oral and written way in simple everyday communicative situations.

Cycle 4 takes place in 2nd semester of secondary school and 2nd and 3rd grade. Its purpose is that the students will have a strong domain of English to be competent in different communicative situations and in any context. Students will use language in social practices with varied communicative situations in which they need to produce and understand, in a general way, oral texts and written about different topics. By this stage students must be competent to communicate in different communicative situations and under different contexts.

2.2 Secondary school students' negative attitudes

Students' attitude has a strong influence towards the learning of a foreign language in secondary school and the way they relate to each other in the classroom. Attitude is the way people respond positively or negatively toward different ideologies, people, situation, things and places (Ellis, 2003). In this way, some secondary school students in my situation seem to respond positively to the English class, but most of them respond negatively. They do not care about English as a subject or about other members of the group. As Richard (1988) states "the learner's ethnocentric tendencies and his attitudes towards the members of the other group are believed to determine how successful he will be relatively, in learning the new language" (p.55). In fact, this statement can be seen in my classroom when negative students do not seem interested; thus, they do not have a meaningful experience in learning of the language. On the contrary, those who have positive attitude seem to learn English easily.

For this reason, it is important to create a comfortable environment that provides the students with the opportunity to have positive attitudes in learning instead of negative ones towards the language. Moreover, it is necessary to consider and pay close attention to students' attitudes, to look for ways to foster English language learning in secondary schools.

2.3 English Language Learning in Adolescence

Adolescence is the stage between childhood and adulthood. Amato (1995, p.56) mentions that "rapid physical changes are accompanied by important psychological changes relating particularly to the way the adolescent perceives himself or herself, it can be a turbulent time". This turbulent time is reflected on the actions that adolescents have in the classroom. Harmer (2007) agrees and states that adolescents are considered the most difficult students because generally they provide the teacher with more problems than any other group in an English class. For these reasons, teachers and other people must be very observant of the physical and the psychological changes the adolescents suffer during this period (Hadley, 2000). Teachers should remember the characteristics of the adolescence period and the factors that influence English language learning in order to have better results in their classrooms.

2.3.1 Factors that influence Language Learning in Adolescence

One of the main challenges of an English teacher is to facilitate students' learning every day. Therefore, questioning and reflecting about the teaching practice is important

to get the students involved and motivated in learning English as a foreign language. For this reason, it is important to take into account the different factors that influence our students in secondary school in order to better plan our teaching according to the type of students we have. The following section discusses the main factors that influence language learning in adolescents.

Salaberry (1995) mentions that there exist different factors that have an effect on students to learn a language in secondary school and the teacher is of course responsible for their learning in the classroom. Anxiety, introversion, extroversion and empathy are mentioned in this research as affective factors in the language learning process.

Arnold (1999) says that language anxiety could start as transitory episodes of fear in a situation in which the students have to perform in the target language. In this way, anxiety is a factor that obstructs the learning process because some adolescents show frustration when they are ridiculed in the classroom due to the fact that they have answered incorrectly or they do not know what is the answer in English. This makes students not want to participate in class, so the teacher must identify what the anxiety problem with the student is and try to change the activity or mediate the classroom environment in order to motivate the student to follow in the learning process.

2.4 Introversion.

Introversion is a personality trait described in several different theories of personality. It is usually described in contrast to extraversion, with both traits representing opposite ends of the same spectrum. While extraversion is characterized by

sociability, talkativeness and assertiveness, introversion involves being more focused on internal thoughts and experiences. ([Kendra Cherry](#) Introversion - Psychology Definition of the Week)

Arnold (1999) mentions that extroverts are often stereotyped as being outgoing and talkative. For this reason, these students are better language learners because they like to participate openly in the classroom and have more opportunities to practice.

People who are high in extraversion tend to seek out social stimulation and opportunities to engage with others. These individuals are often described as being full of life, energy and positivity. In group situations, extraverts are likely to talk often and assert themselves.

Introverts, on the other hand, are people who are low in extraversion. They tend to be quiet, reserved and less involved in social situations. It is important to note that introversion and shyness are not the same thing. People low in extraversion are not afraid of social situations; they simply prefer to spend more time alone and do not need as much social stimulation.

Empathy is a very important factor in the language learning process with adolescents. Douglas (2000) says that empathy is the process of putting yourself into someone else's shoes, trying to understand the feelings of another person. In this way, you know how the other person feels when he is in the language learning process. Finally, teaching English to adolescents is not easy; however, teachers need to look for ways to

facilitate the learning of the language by taking into consideration affective factors in the language classroom.

2.4.1 Personal factors in language learning process

Some other important factors that have an effect on students are the individual differences in the way they learn a second language. According to Ellis, (2003) two students do not learn a second language in exactly the same way. They have their own strategies for learning which are different from others. These personal factors are aptitude, cognitive feedback, and self-esteem.

Seliker (2011, p.38) states that “aptitude is consistently the best predictor of language learning success.” In other words, aptitude refers to the ability that every student has to learn a language. Aptitude is related to the concept of cognitive feedback. According to Douglas, (2000) cognitive feedback determines the degree of internalization, but successful language learners tend to take charge of their own attainment, proactively seeking acquisition. Therefore, aptitude and cognitive feedback refer to internal and personal factors that influence language learning.

Self-esteem is another aspect in human behavior. Arnold (1999) says that self-esteem is a self-judgement of worth or value, based on feelings or efficacy, a sense of interacting effectively with one’s own environment. In this sense, to have a high self-esteem will help students achieve success in language learning; however, some secondary students lack self-esteem due to different changes they experience at their age. Physical and psychological changes may influence their lack of self-esteem. For this reason, the

teacher needs to pay close attention to enhance self-esteem in their students by motivating them in different ways. The following section considers some aspects related to motivation as another factor that has an effect on students' learning.

2.5 Motivation

According to Ellis (2003), motivation drives the attitudes that learners have to learn a second language and influences the degree of effort. In addition, language teachers know that motivation is one of the key factors driving language learning success (Dörnyer, 2001; Ellis, 2003). Therefore, motivation is an important part in the learning process because it aides in students' learning proficiency and fluency. Furthermore, Ellis (2003) argues that motivation is not something that learners have or do not have. He keeps on saying that it is dynamic in nature because motivation varies from one moment to another depending on the learning context or task. Motivation is subdivided into four types: extrinsic, intrinsic, resultative and instrumental. The next section will explain each of these types of motivation.

2.5.1 Extrinsic motivation

Ellis (2003) suggests that extrinsic motivation comes from outside of an individual. It means that individuals are motivated by outside situations or events in order to reach goals. For this reason, regarding language learning, it is necessary that teachers, materials and activities promote a positive effect on students in order to enhance this type of motivation.

2.5.2 Intrinsic motivation

According to Ryan and Deci (2000, pp. 56), intrinsic motivation is defined as “the doing of an activity for its inherent satisfaction rather than for some separable consequence”. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward.

This type of motivation comes from the interior of an individual rather than from extrinsic rewards. Teachers can see this type of motivation when the students are interested and engaged in classroom activities without rewards. Evidence of intrinsic motivation is when the person performs an activity because they like to do it without receiving an external reward. A hobby is a typical example of an intrinsic motivation.

2.5.3 Resultative motivation

Resultative motivation depends on whether the student experiences success or failure in learning will determine more or less his motivation to learn a L2.

Resultative motivation is concerned with the relationship between motivation and achievement, which Ellis (2003) identified as interactive. Learner’s motivation is strongly affected by their achievement. Students who perform well in classrooms are more likely to gain confidence and to be more willing to participate. However, Gardner, Smythe and Clement (1979); suggested that ‘while greater motivation and attitudes lead to better learning, the converse is not true’ (cited in Ellis, 2003).

2.5.4 Instrumental motivation

Learning a second language is a good investment that provides better financial and educational opportunities in life. For this reason, some learners are motivated to learn a L2 because of functional reasons.

2.5.5 Activities to promote students' motivation towards English as a Foreign Language

Language learning is a difficult process which requires considering different aspects such as the students' needs, interests, and personal characteristics among other factors in order to facilitate their learning and encourage them to use the language.

Games are associated with enjoyment and it is a fact that games are usually associated with fun. According to Ersöz (2000) well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are an excellent aide because they provide the use of the language for successful goals through competitive and cooperative ways.

There exists a lot of successful ways to motivate our students in the classroom; for example, students can participate in the lesson by using "pair work" or "group work" among students. Thus, learners can help each other while working on different types of tasks such as written exercises which could involve dialogues, role plays and interviews or drawings and commenting about these pictures, etc.

2.5.6 Songs that enhance students' motivation

Many authors think that music is an important part of language learning. For example, Phillips (2003) thinks that music and rhythm are necessary parts of language learning for teenagers because they like to sing and at the same time they can learn the lyrics. It is also important to take into account that we can choose different songs according to the objective. For example, Lieberstain (1996) says that the song and the approach used will depend on the linguistic objective and, that the chosen song must motivate the participation with the students.

There are four important factors that can be applied to music with adolescents in different contexts. The first factor is that music focuses students' attention; in other words, if they like the music, they will be more interested in the class. The second attribute is that the majority of the students enjoy singing. Working with songs helps the teacher to reinforce vocabulary and grammar structures. The last factor is that songs have to fulfil students and teachers' expectations. In addition, there are articles that describe music as a stimulus for speaking. For example Madylus (2004) in the magazine for English language teachers presents different activities such as discussion of themes, presentation of songs, song-translation activities, etc. that help to stimulate students' imagination.

There are several popular models that describe learning styles. What these styles have in common is the belief that students learn better when able to use cognitive, emotional, and behavioral strategies that work for them. The following examples suggest ways to break the boredom by providing alternatives that engage a broader range of students' styles.

One popular activity is to cut the lyrics into lines and have students put them in the correct order as they listen to the song. This can be done individually or in small groups.

For short songs, students can work in small groups to write the words of a song.

Many songs tell a story, and these stories can be rewritten to practice narrative or summarizing skills. Pop songs are written to be easily understood and enjoyed. They tend to use high frequency lyrics that have emotional content. This makes them strong candidates for word study or for reinforcing words already learned through written means.

CHAPTER III. METHODOLOGY

3.0 Introduction

The following section will describe the methodological framework that was followed to answer this project's research questions. It is divided into five sections. First, an explanation of the methodological approach used in this project is presented. Second, a description of where the project was carried out will be explained. Next, the participants who have participated will be discussed and finally, there will be an explanation of the instruments that were used in this project. Lastly, the data collection and data analysis procedures will also be described.

3.1 Methodological approach

This research project has the objective to know about the implementation of songs in their English classes and the effects that this implementation could have on them. This is the collection of variables that influence their participation in their English classes.

Research is a relevant aspect when we are talking about education because it contributes in this field. Richards (2003), refers to the discovery of something directly about the world and its purpose is to make claims based on evidence that is gathered focusing on the needs and processes. I worked two types of research in this project: qualitative and quantitative. On one hand, quantitative research is concerned with facts and measures using scientific techniques that "are likely to produce quantified and if possible generalizable conclusions" (Bell, 1992, p.90). On the other hand, qualitative research it is inductive and gather no numerical data, it makes detailed observations

about verbal and no verbal expressions and also behaviors. Weir and Roberts (1994) suggest that qualitative methods in evaluation are guided by a search for patterns rather than by hypothesis, and they are normally exploratory, flexible, descriptive, and discovery oriented in purpose.

The research methodology of the present study was mixed: a qualitative and quantitative approach. The reason of qualitative is because it involves a feeling of motivation and quantitative because the percentages of students who like or dislike this method is very important to have important data for this research

3.2 Context/Setting

This research was carried out at “Heroes de la Independencia”. It is a public secondary school located in the city of Puebla. This research project was performed in the third grade, group C because it was the least interested group in learning English.

3.3 Participants

A sample population of 28 students participated in this project. A total of 9 females and 19 males around the age of 13 to 15 years old participated. They are 3rd grade secondary students. The selection was based on the fact that I am an in-service teacher at this school. I have given English classes to them since October in 2013. These students take English classes 3 times per week.

3.4 Instruments

Three instruments were used during my present research project. Surveys in Spanish were designed to gather data for this research. The first survey was intended to gather information related to their perceptions about their English classes and how they would construct their English class if they were able to change it in order to learn better. It consisted of two closed questions and four open-ended questions (appendix A).

The second survey aimed to gather information about preferred learning activities that the students would like to have in their English classes to improve their language learning. This consisted of six multiple choice questions (see appendix B).

Finally, the third survey had the intention of gathering information related to the students' perceptions about the activities implemented in their English classes. It consisted of four close questions, one open-ended question and three multiple choice questions (appendix C).

3.5 Data Analysis and Collection Procedures

I started teaching English to three groups of third grade in a Secondary school in October 2013. For three months, the students did not have English classes. I noticed that most of the students were not interested in learning a foreign language. Especially, the group "C" showed apathy and they were unmotivated. For this reason, I carried out the research specifically in this group.

First, I gave the first survey to all of the students in the class in order to understand the reasons for their negative attitudes towards my English classes. I wanted to know their

perspectives about learning English. The second survey was more specific. It was related to activities that students liked to do in their English classes, and it was applied to all of the class. Once, I obtained and analyzed the results, I decided to implement songs to promote students' English learning because it was the most popular answer in the second survey. They also mentioned some names of the songs that they enjoyed the most. Then, I decided to implement the use of songs in my English classes to promote a positive attitude in my students and see if they could learn English more easily. After I used the songs, I asked students to answer the last survey. It was intended to provide me with the students' perceptions about the classes with songs and what effects it would have on them. All instruments were piloted and adapted according to the answers obtained, and in order to apply them, I needed to ask the principal for permission since it is a public institution.

For the analysis, the closed questions were interpreted with numerical data to get quantitative results. Graphs were designed and interpreted. Open-ended questions were classified into categories in order to narrow the different perceptions of the students

CHAPTER IV. FINDINGS

4.0 Introduction

In this chapter, the effects that the implementation of songs will be analyzed. The results are organized in three sections based on the questionnaires used in the research process.

From the first questionnaire it was found that most students did not like English classes because of the activities. In the second questionnaire, the most interesting activity for my students was to work with songs, and in the last questionnaire, students' perceptions about the activities implemented in the English classes were obtained and analyzed. All these results are shown in the following graphs.

4.1 Research Purpose

The purpose of this research is to explore students' perceptions about the implementation of songs in English classes in three groups of third grade in a secondary school in Puebla and the possible effects in language learning.

4.2 Research questions

1) What are students' perceptions about the implementation of songs in their English classes in three groups of third grade of a secondary school in Puebla?

2) What effects does the implementation of songs have on my three groups of third grade of a secondary school in Puebla?

4.3 Results questionnaire 1 (Appendix A)

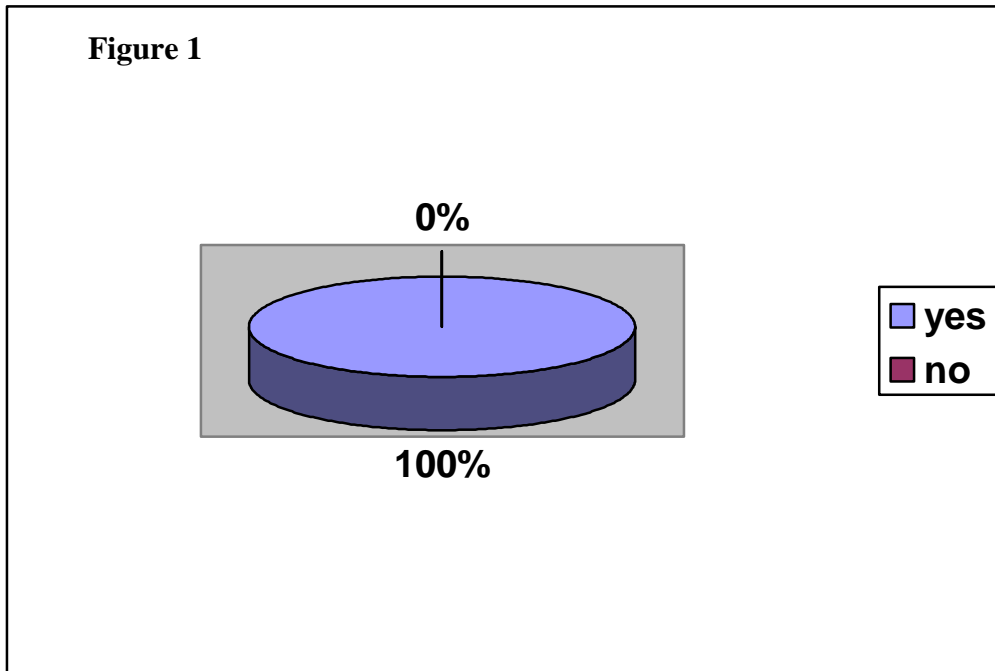


Figure 1. Importance of learning English at school

Figure 1 shows that 100% of the students in Third Grade in “Heroes de la Independencia” secondary school think that learning English is very important. They gave their reasons about this answer. These reasons are shown in the following figure.

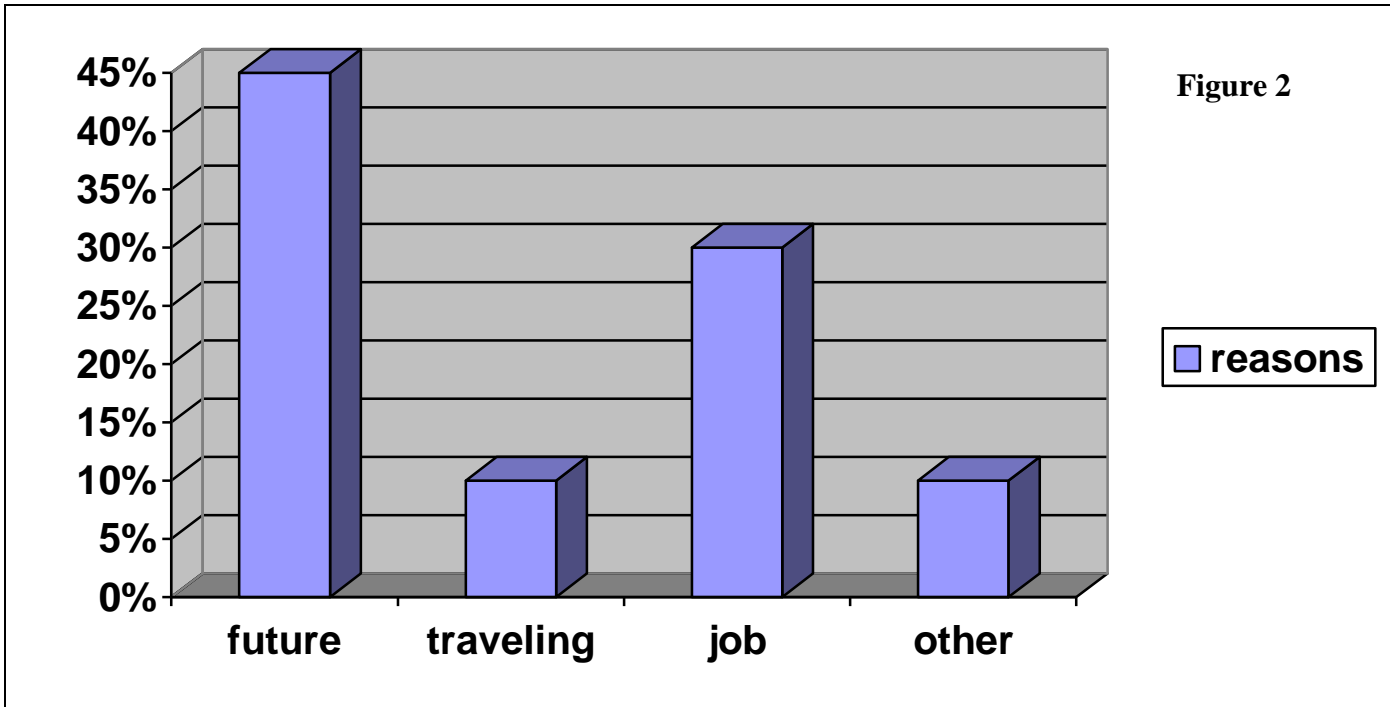


Figure 2. Reasons why learning English at school is important.

The results illustrate some of the reasons why learning English is important at school. Most of the students (45%) think that the strongest reason is to have a good future; 30% of the students said it was in order to have a good job and then 10% of the students expressed a desire to travel to a country where English is spoken. Another 10% of students gave different reasons.

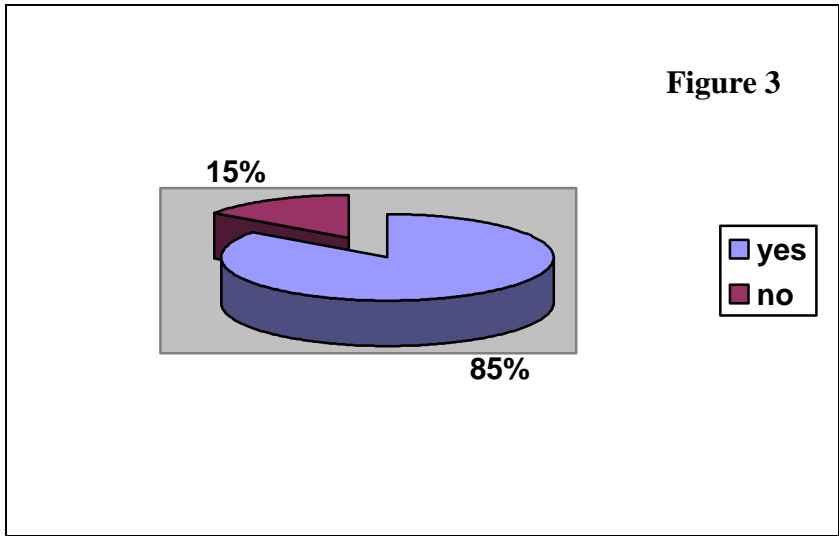


Figure 3. Do you like ENGLISH?

Clearly, 85% of the students responded that they like English. Only 15% of the students answered no. The results would suggest that the students would learn English easily and they would be interested in the classes; however, the reality in secondary classrooms is different.

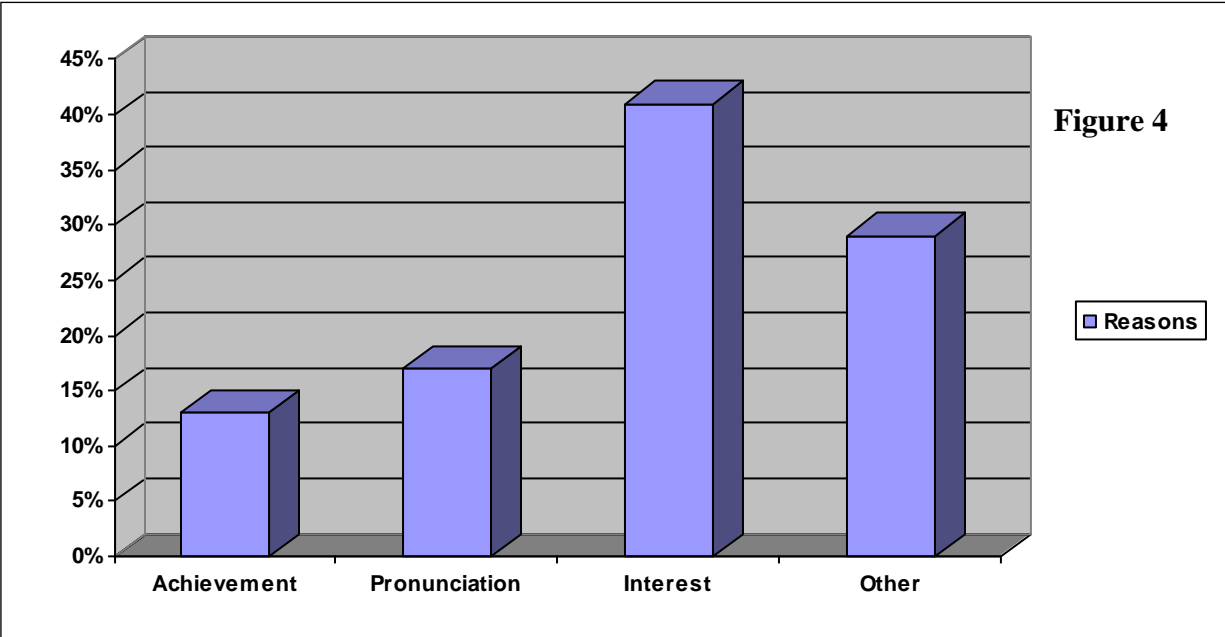


Figure 4. Why do you like English?

According to Figure 4, the graphic shows that the majority of the students like English because it is interesting to them. 13% of the students think that it can improve their life while 17% of the students like the pronunciation of the language, and the rest of the students have different reasons.

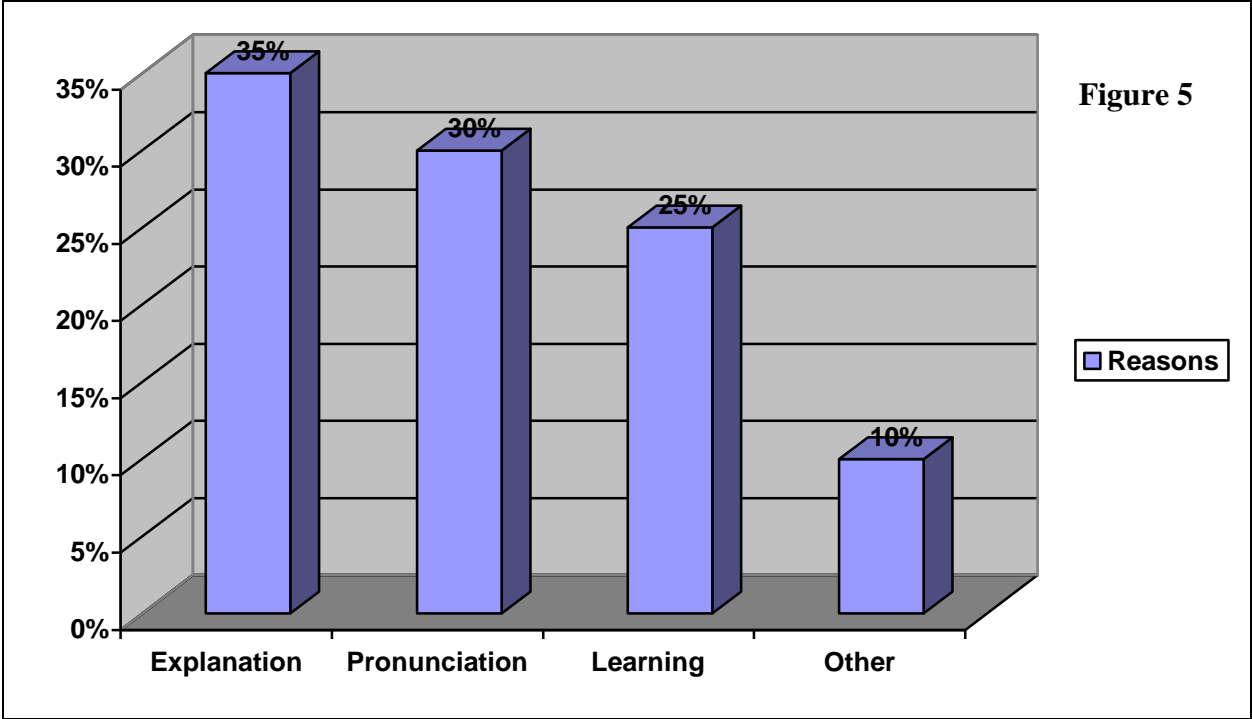


Figure 5. What do you like about your English classes?

It is very important for me to know what students like about their English class. As a result, I created this graph with the following answers: 35% of the students like the explanation of the teacher while the other 30% like the pronunciation. 25% of the students like learning in the class, and the last 10% of the students like other aspects.

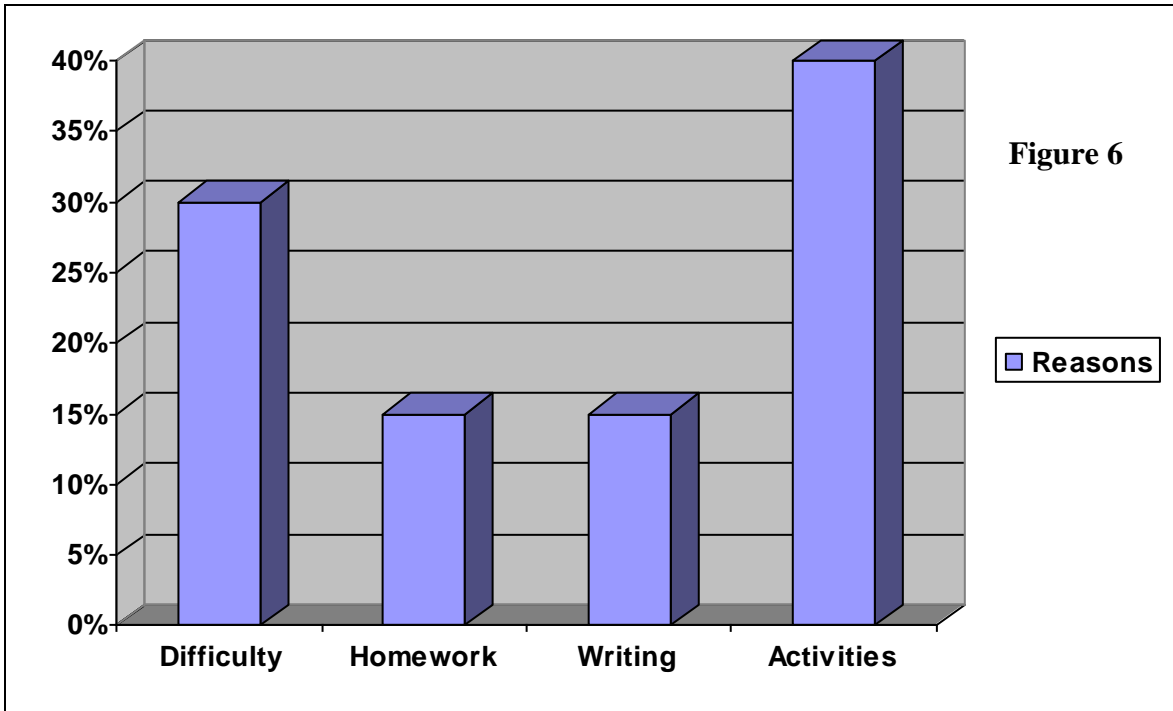


Figure 6. Reasons why students do not like their English classes

It is also crucial for me to know what aspects the students do not like about their English class and this is illustrated in the following results in the graph of Figure 6: 30% of the students think that English is difficult, 15% of the students do not like to do homework, another 15% of the students do not like to write and 40% of the students answered that they do not like English classes because of the activities.

As a result, I decided to use another questionnaire to get a better idea of the activities that could be implemented due to the fact that “activities” was answered by most students as the reason why they do not like English classes. The results of the second questionnaire are shown in the following section.

4.4 Results of questionnaire 2 (Appendix B)

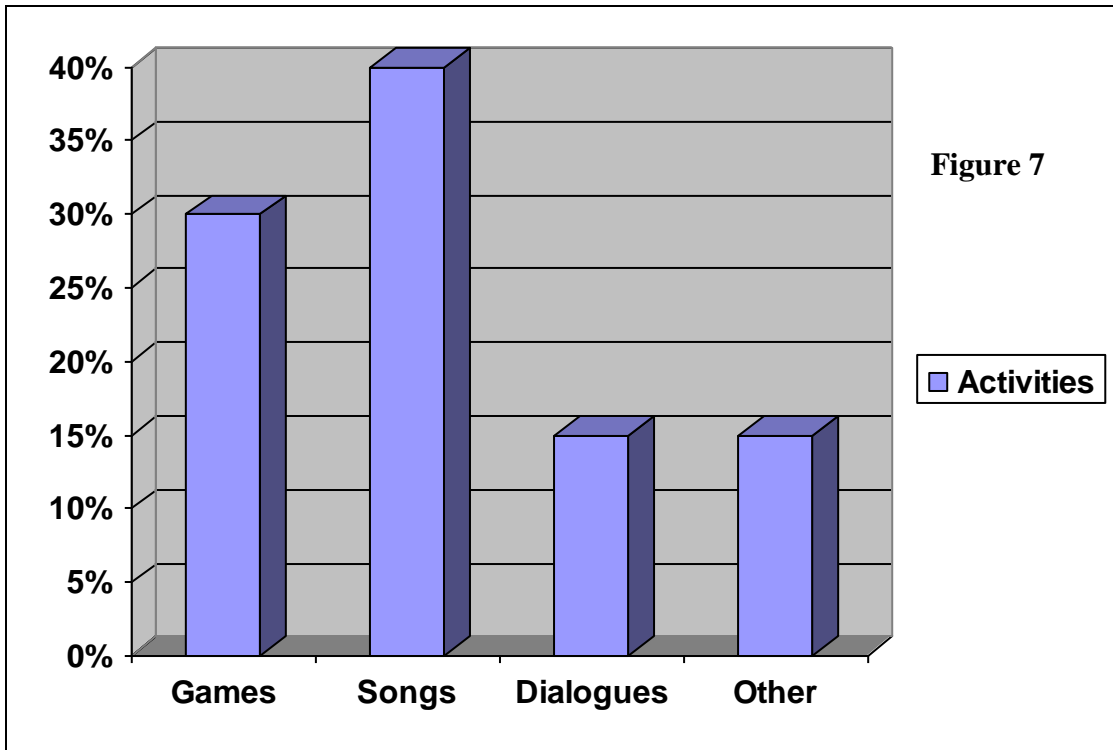


Figure 7. Activities that students would like to do in their English classroom.

In figure 7, the graph shows some activities that students would like in their English classes. Songs are the most popular for the students with 40%. After that, games had 30% and dialogues 15%; the rest of the students preferred different activities. These results made me analyze my classes and I realized that the implementation of different activities could be beneficial for students to foster their motivation to learn the language, and consequently to get better results in their levels of English.

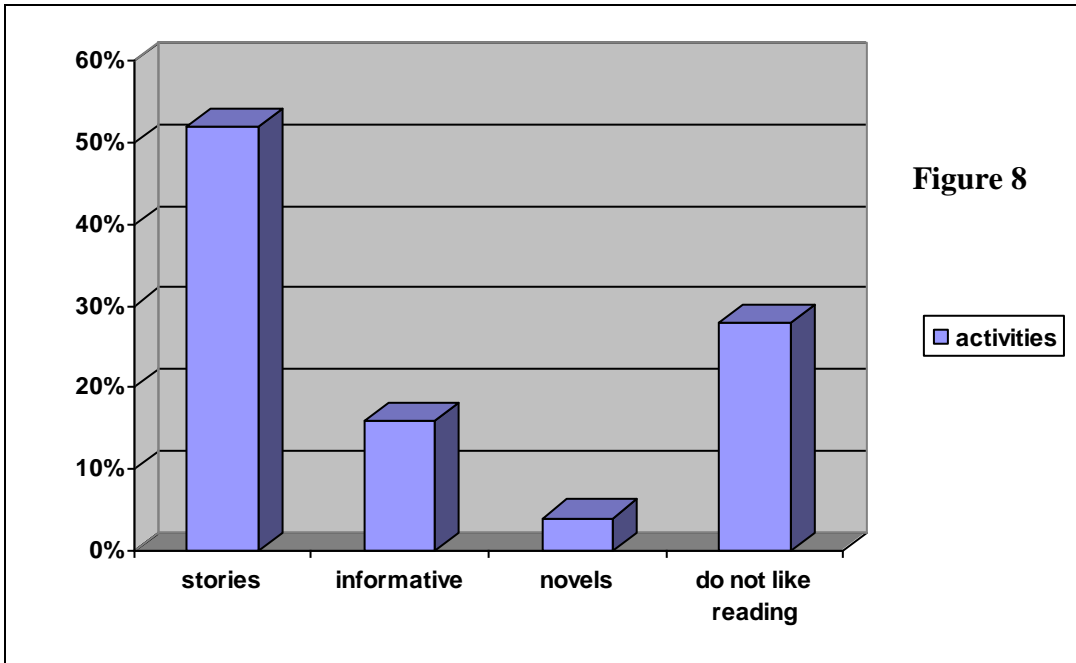


Figure 8. Kind of texts students like reading

As shown in figure 8, 52% of the students prefer reading stories; 16% like reading informative texts. Only 4% like reading novels and the rest of the students do not like reading. In general, reading is not a common activity for secondary students; for this reason, it is a difficult to work with these activities in this level, but it is necessary because when they read a text, they can learn a lot of vocabulary and understand some ideas.

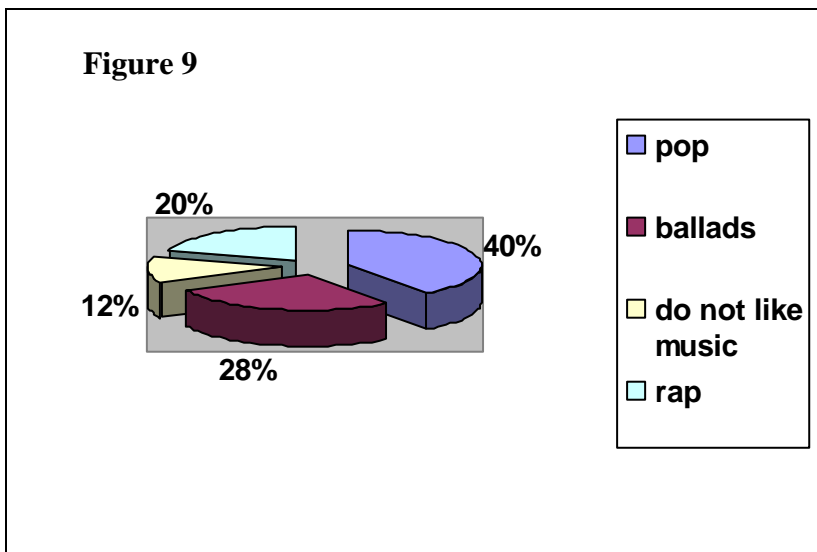


Figure 9. Kind of music that interests the students

Figure 9 shows some of the most popular kinds of music for the students. In this case, 40% of them like pop music; 28% prefer ballads; 20% like rap, and 12% do not like music; however, not many songs are appropriate to use in the class because some of them are sung very fast; others do not have the proper lyrics to teach grammar or vocabulary we need, and others simply are not liked by the students, and it may be problematic because the students can get disinterested about the activity.

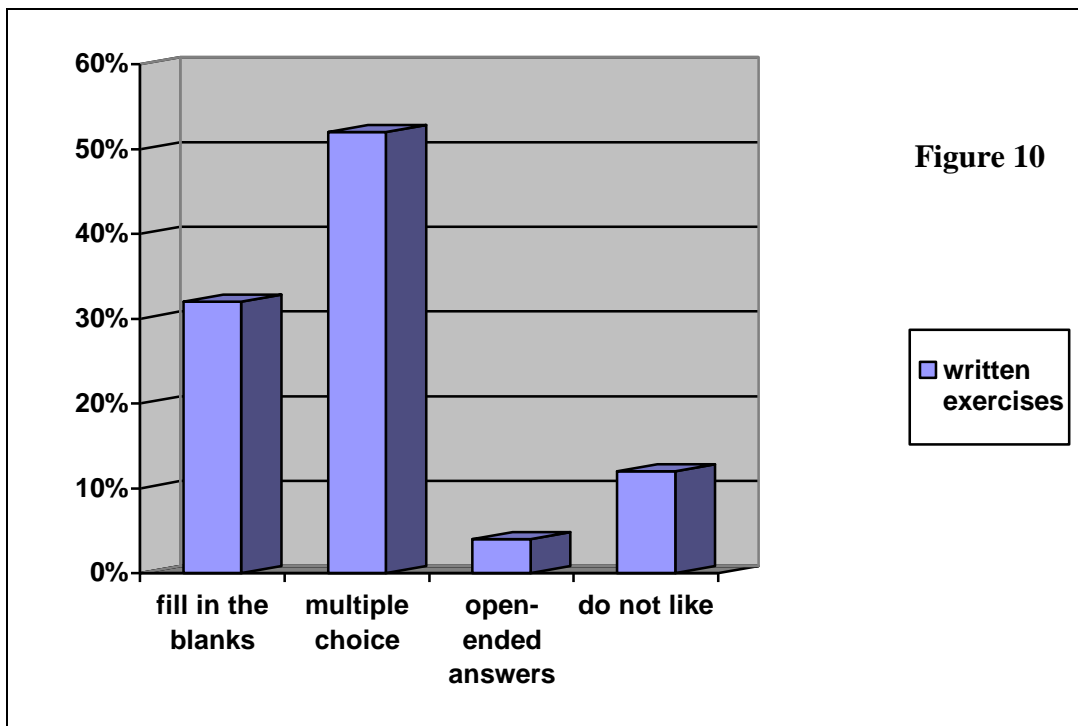


Figure 10

Figure 10. Types of written exercises students like doing

Figure 10 presents some of the types of written exercises that are popular for the students; first, we can see that the most popular is multiple choice with 52%. 32% of the

group prefers fill-in-the-blank activities; only 4% prefer open-ended questions, and the rest of the students do not like any kind of written exercises.

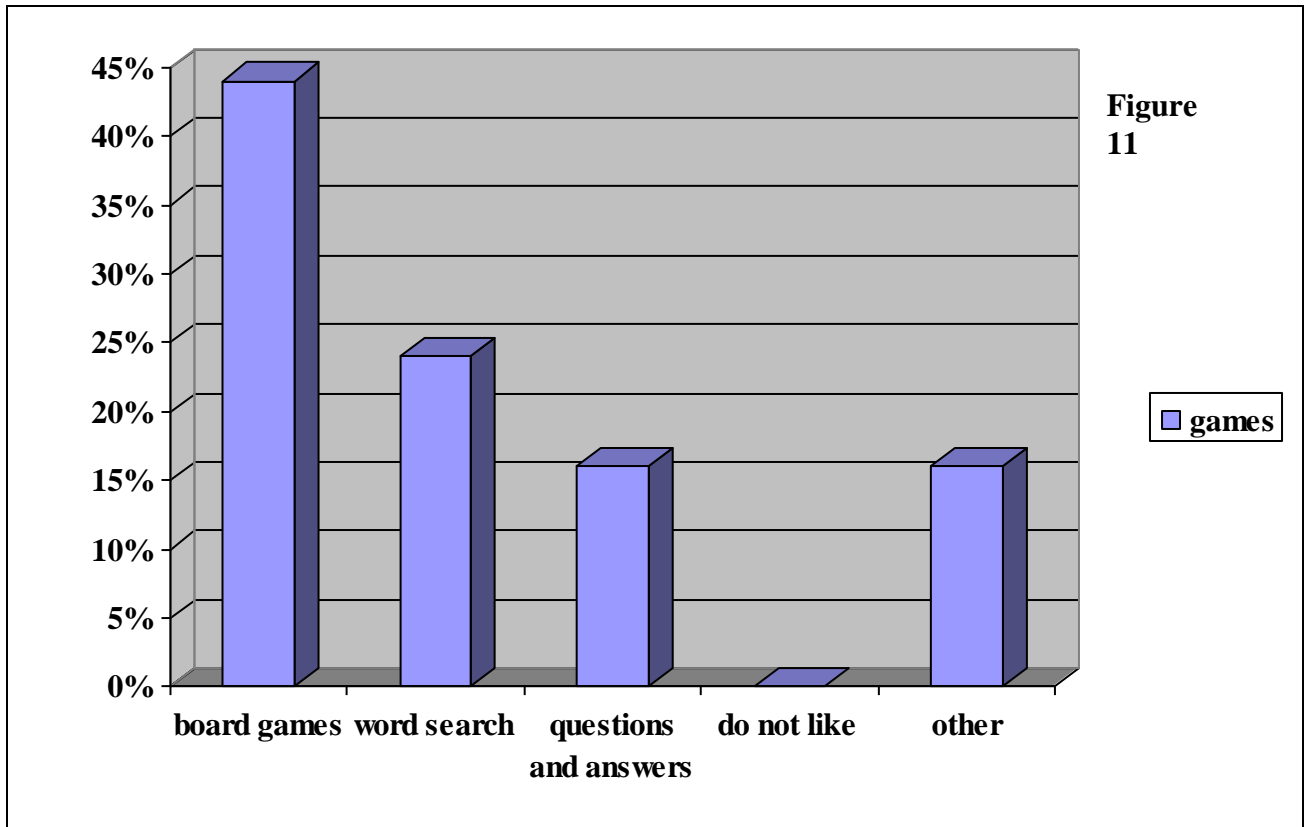


Figure 11. Kind of games students prefer

In figure 11, it was found that all the students like games and, they have some preferences about the kinds of games that they prefer. 44% of the students like board games; 24% like word searches, 16% prefer questions and answers, and the other 16% of students like different games. These kinds of activities are fun for them and make them become immersed in competitions with their classmates.

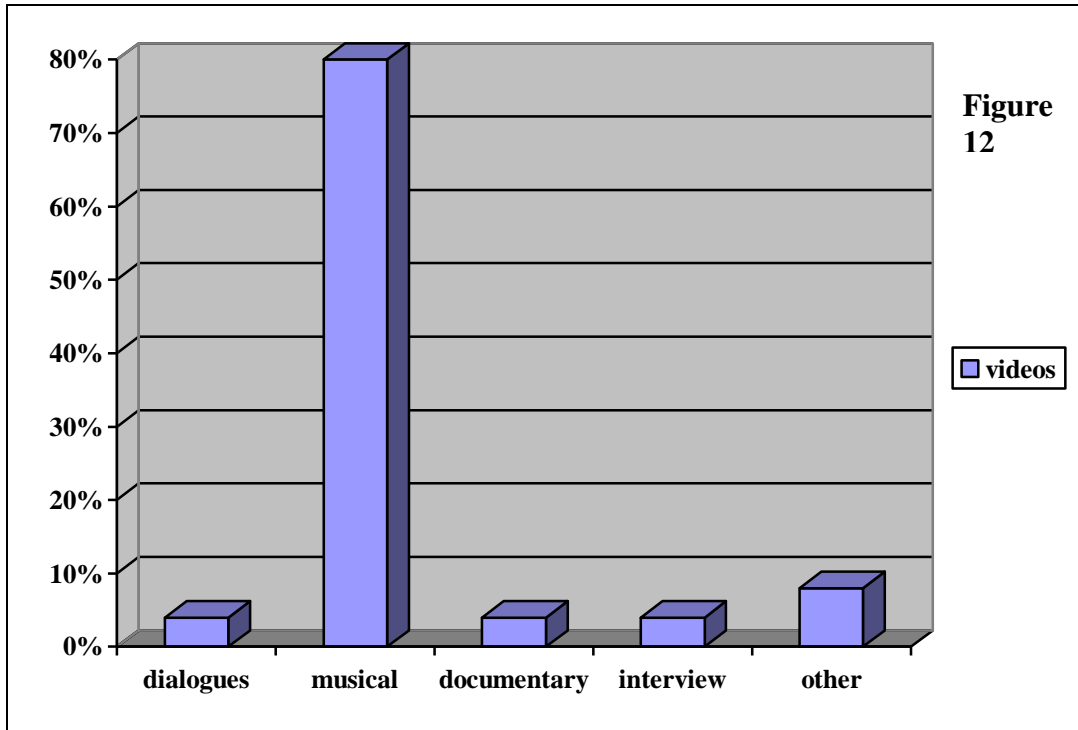


Figure 12. Kind of videos that students like

Figure 12 shows that the majority of the students (80%) prefer watching music videos. Dialogues, documental and interview videos had 4% in each one, and the rest of the students prefer other kind of videos.

Once I analyzed the answers of the previous two questionnaires, I took the most relevant and consistent results which were that my students do not like their English class due to the activities. They answered that the activity that they would most like to be implemented in the English classroom is the use of songs.

Then, I decided to implement songs to motivate my students to learn English and to get better results. After this, I applied one last questionnaire to explore students' perceptions about the use of songs to foster their motivation and learning. The results are described in the following section.

4.5 Results of questionnaire 3 (Appendix C)

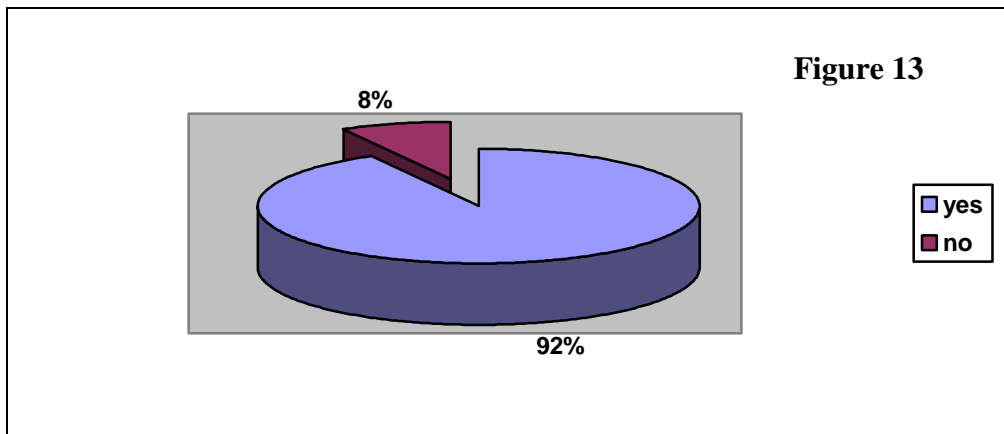


Figure 13. Did you like the English classes with songs?

In Figure thirteen, the graph shows that the majority of the students (92%) liked English classes with songs, and only the 8% did not like them at all. This means that the implementation of songs in my classes was a good motivation for them.

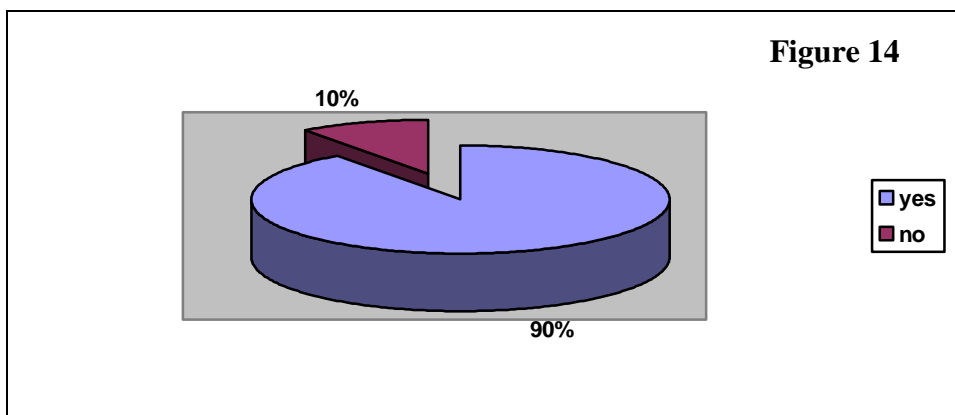


Figure 14. Do you think that songs made your learning of the English language easier?

Figure 14 shows that 90% of the students thought that songs made learning English easier, and 10% of the students thought the opposite. For this reason, I think that it is a good teaching activity that students enjoy.

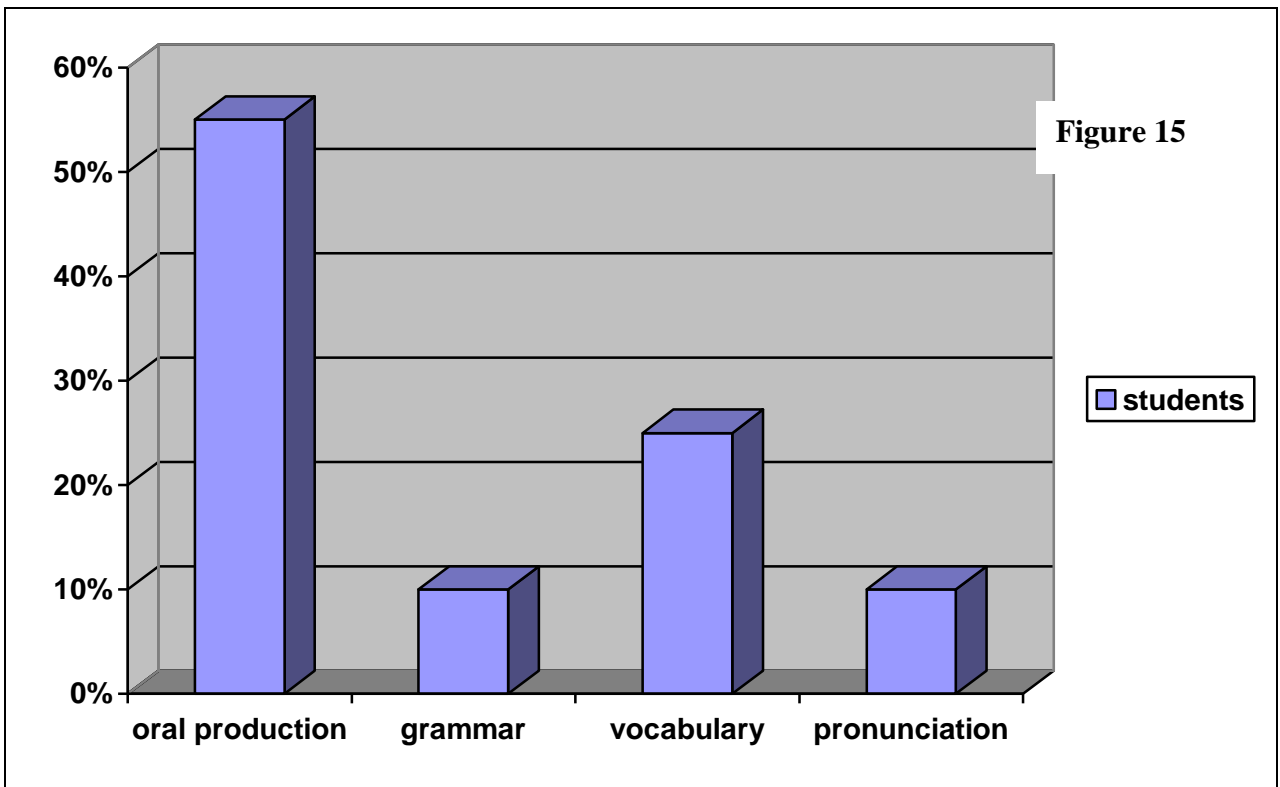


Figure 15. What did you learn with the songs?

In this graph, it shows that most of the students (55%) answered that they learned oral production from the implementation of songs in the English classes. 25% of the students think that they learned vocabulary; and finally some students think that they learned grammar and pronunciation with 10% in each one. The results were positive because the students perceived that they learned important aspects of the English language.

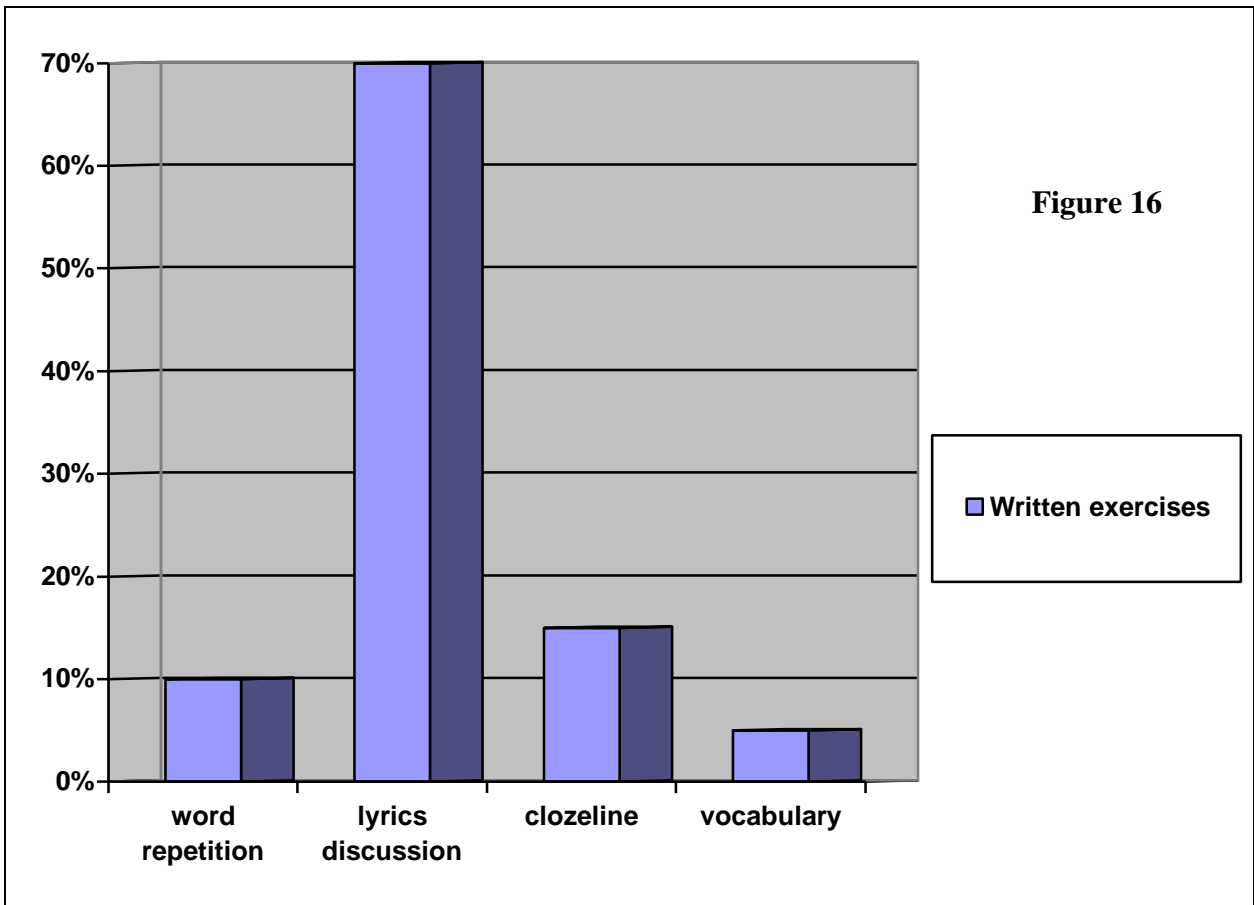


Figure 16. Which of the written exercises was your favorite with the use of lyrics?

The graph of figure 16 shows that most of the students (70%) liked guessing what the lyrics meant or trying to understand the main idea. Other activities such as clozeline got 15% of the answers; word repetition had 10%, and looking up the vocabulary in dictionaries got 5%.

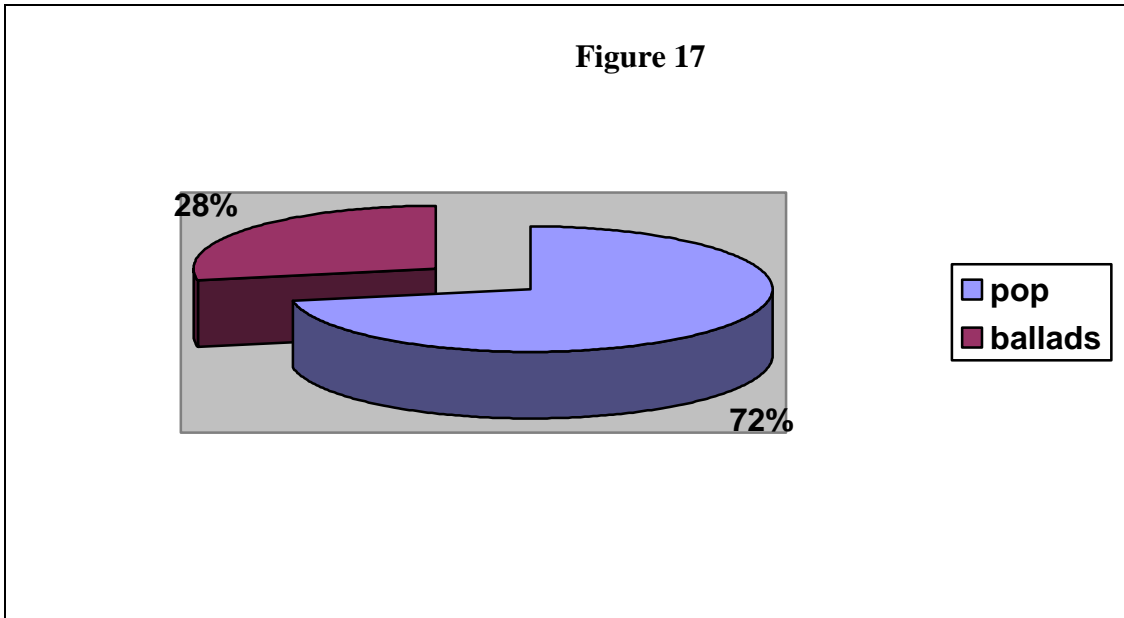


Figure 17. What was your favorite kind of music used in your English classes?

From the previous questionnaire, the most popular answers for the kind of music that students liked was pop music and in the second place, ballads. For this reason, I decided to choose songs from these two genres. At the end, I asked them about their favorite kind of music and the results were that 72% liked pop music (as shown in figure 17). The rest liked ballads (28%). Perhaps due to their age, they were able to identify with pop music, but the most important aspect is that they enjoyed both types of musical genres.

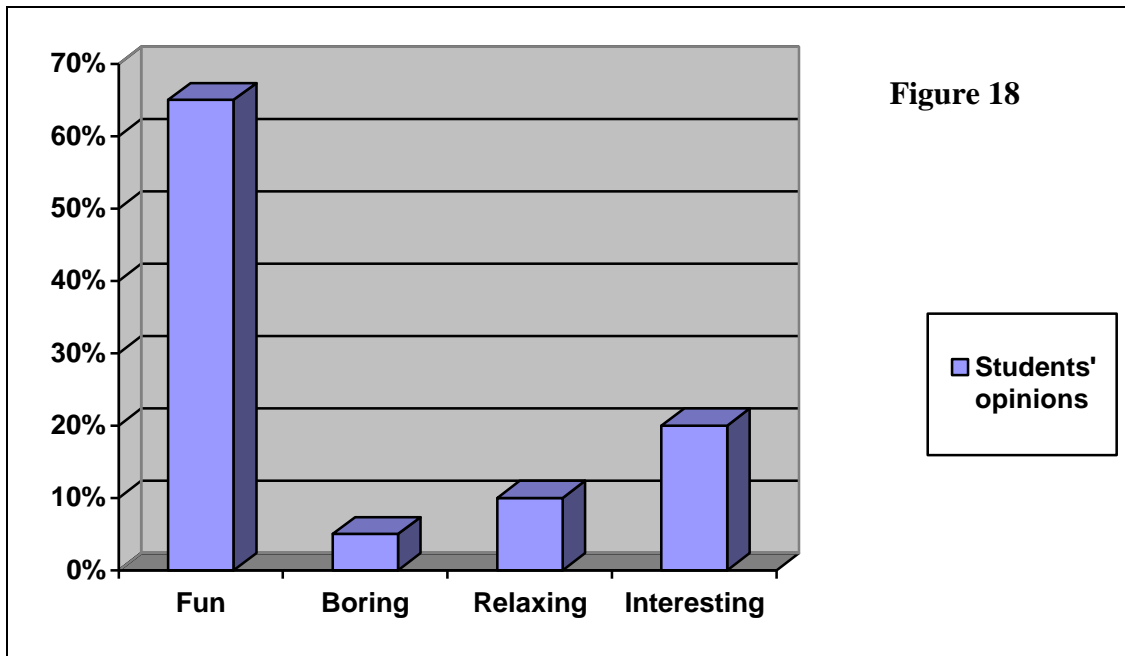


Figure 18. In general what do you think about the use of activities with songs in your English classes?

In the graph of Figure 18, we can see that the students liked activities with songs because most of them think that the activities were fun (65%); other students think that these kind of activities were interesting (20%), and the other 10% felt relaxed. Only 5% of the students think that the activities implemented with songs in the English classes were boring. The results of this question were very important for my research project because they demonstrate that students had positive feelings about the activities implemented with songs. They had fun, and at the same time they answered that they learned English.

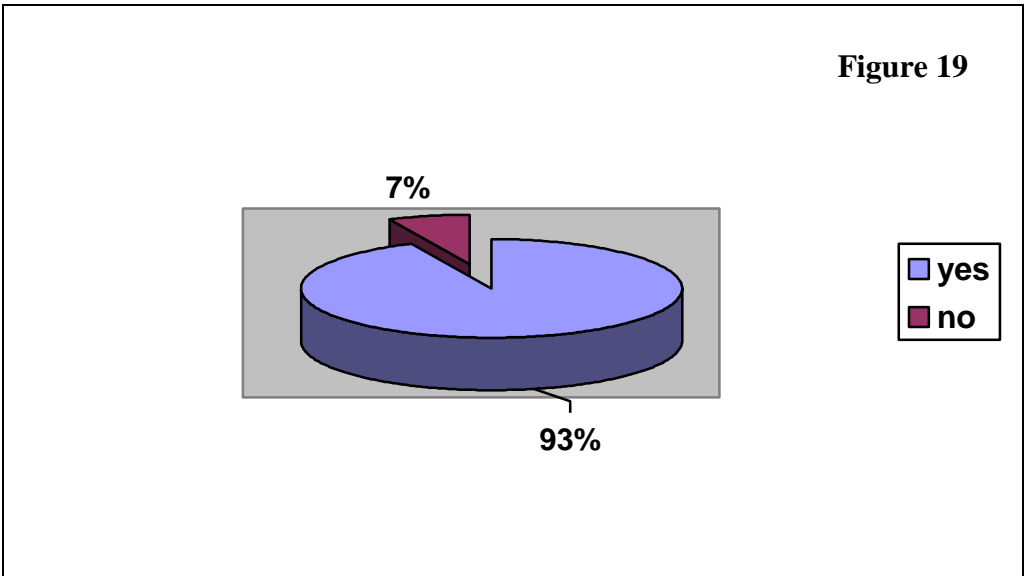


Figure 19. Do you think you learned English more easily with the implementations of songs than with other activities in your classroom? Give your reasons

In Figure 19 we can observe that 93% of the students think that the implementation of songs is a good activity to learn English, and only 7% of the students think that it is not good. In my opinion, if most of the students like the activities with songs, it is a good idea to continue working this way. In the following graph, there are some reasons that the students have to support this idea.

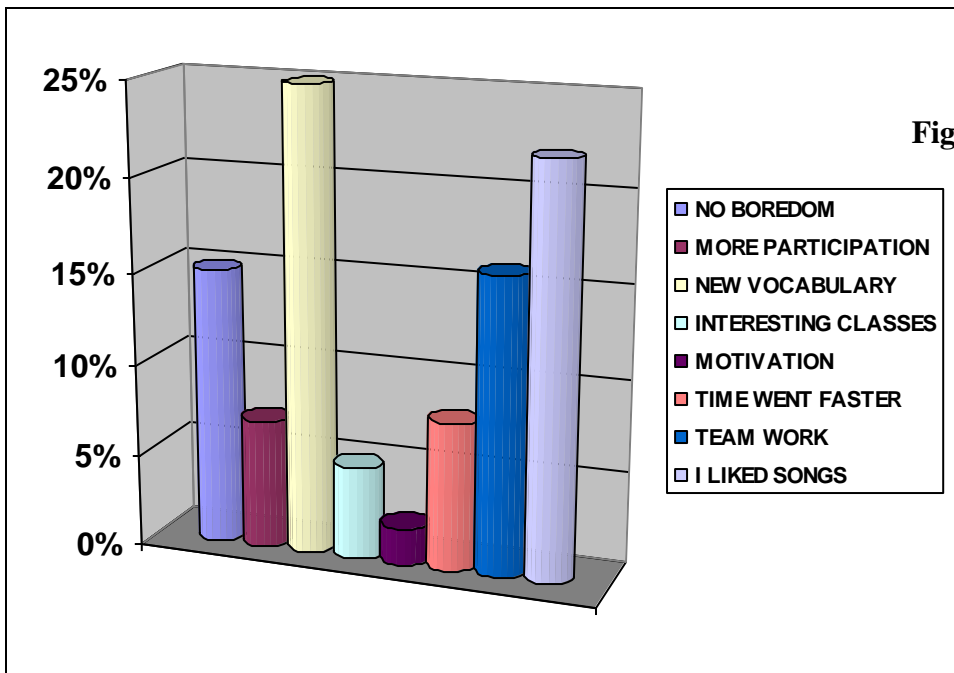


Figure 20

Figure 20. Students' reasons about the implementation of songs in their English classes

In Figure 20, you can see some of the perceptions that students have to say why the implementation of songs facilitated their learning of English. The most popular answer was that they learned new vocabulary from the songs (25%). In second place, the students answered that they liked the songs that were played in the English classes (22%). 16% of the students answered that they liked to work with their friends in teams during the activities in the implementation of songs. Then, 15% of students answered that they did not get bored during the activities while 8% said that time went faster. Finally, the three last answers were that they participated more in the classes (7%). The remaining students answered that they were more interested (5%) and more motivated (2%). The rest of the group did not give reasons why they did not learn easily with the implementation of songs in their English classes. The answers obtained were mostly positive.

CHAPTER V. CONCLUSIONS

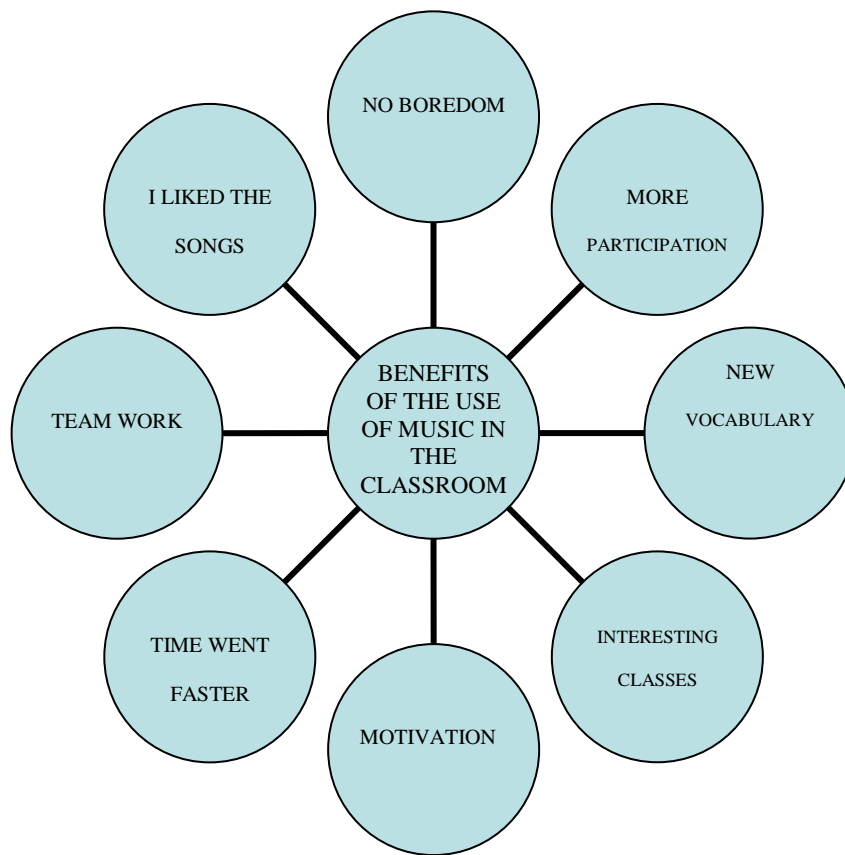
5.0 Introduction

In this chapter, a summary of the findings regarding the present research project will be presented based on the perceptions that students had on the implementation of songs in their English course in a secondary school in Puebla. In the following sections, the conclusions of this project will be presented. They are divided into six sections: findings and their significance, benefits of using music, important changes, suggestions for further research, final reflections and limitations of the research.

5.1 Findings and their significance

In my job experience, I have had a difficult problem; most of the students do not seem interested in learning English. They used to tell me “I do not need to learn English”, or sometimes I heard some of them say “How boring is English!” They did not want to do anything; they did not want to write, read or even pronounce anything. For these reasons, I decided to work on a project in order to understand the reasons for their negative attitudes, and I discovered that such attitudes was related to the type of activities that I asked them to do in the classroom. Therefore, from the instruments that I implemented, I decide to use songs to enhance students’ motivation and learning. At the end, I used another questionnaire to explore students’ perceptions about the implementations of songs in my classes. After the implementation of the songs in my English classes, I can conclude that these processes definitively helped improve my teaching style because I achieved very good results with my students’ learning.

My goal with this research project was to observe the effects of the use of songs on student learning. When the students put into practice some exercises with the songs, they showed some favorable attitudes; I observed that they were motivated by the music, they participated more and placed more attention to the lyrics of the songs. The answers in the last questionnaire demonstrated that they perceived benefits with the implementation of songs in different aspects such as



5.2 Benefits of using music

I think that the most of the people like one kind of music or another, but almost everybody likes to sing. For this reason, it has other kinds of benefits. For example, music improves concentration and memory. It adds a sense of community to the class. It also motivates learning, relaxes people and makes learning fun. I believed that I got good results because the attitude of the students changed in a positive way. They were motivated, they liked to sing and they also learned in an easy and fun way.

5.3 Suggestions for further research

Krashen (1987) has furthered investigated the realm of the affective filter in students learning languages and has divided his findings into four realms, including motivation, anxiety and this is another source of information to further explore. I think that this research project could be useful for teacher and students to improve teaching and learning methodologies because it is a motivated work in classes and at the same time is very effective.

There are many activities that the teacher could carry out during the class. For example, the students could use clozeline activities to complete the songs. They could also highlight some phrases which are common in daily life to memorized them. The students could sing the song and improve their pronunciation or they could use some expressions in specific situations to improve their oral production or simply they could sing and be motivated by the music. It would be a great idea that this kind of activities

would be performed in the future with the objective of having better results in the second language learning.

5.4 Important changes

There were some important changes with my students that I noticed with the use of songs. One of these changes was that my students remembered some phrases that were written in the lyrics of the songs. This happened because they were using these phrases in real contexts. As a result, they showed more motivation and participation in the class. Another important change that I observed was when they worked in groups. This activity helped improved participation and integration.

5.5 Final reflections

In summary, the implementation of songs in my English classes was a successful strategy to encourage oral production, to add vocabulary and to motivate the students' learning and to improve pronunciation. In general there are many reasons because I like working with songs, some of them are: music makes that students pay more attention, they are more participative, music provides the teacher the opportunity to reinforce vocabulary and grammar structures, music also creates a relaxed environment in the classroom in this way the time goes faster, the students are more interested and enjoy the activities because they consider them fun, all this improves my classes and I achieve good results with my students. For this reason and due to the results acquired, I will continue working with this successful method

5.6 Limitations of the research

This project provided me with good results for my English classes; however, I had some limitations with the technology at the secondary school. I needed to reserve a special room which had all the necessary technology to listen to the songs with a good sound quality but it was not always possible. For this reason, I could not work as I would have wanted, but at the end, I could work with some songs and in this way, my students were motivated to work and learn.

Another limitation that I noted in this project was that of time. Each class only lasts 50 minutes in secondary school and the class meets three times per week. There was not enough time to carry out the programs and have good results.

Another limitation is that this project was carried out with only one group; therefore, I think it must also be carried out with more groups.

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Appendix A

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA FACULTAD DE LENGUAS

El propósito de esta encuesta es conocer tus preferencias acerca de las actividades que te gustaría llevar a cabo en tu clase de inglés.

Nombre: _____ **Edad:** _____

Género: _____

Grado: _____ **Grupo:** _____

CONTESTA LAS PREGUNTAS

1.- ¿Es importante para ti aprender inglés en la escuela?

Si _____ No _____

Porqué _____

2.- ¿Te gusta el idioma inglés?

Si _____ No _____

Porqué

3.- ¿Qué es lo que te gusta de tu clase de inglés?

4.- ¿Qué es lo que no te gusta de tu clase de inglés?

Appendix B

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA FACULTAD DE LENGUAS

El propósito de esta encuesta es conocer tus preferencias acerca de las actividades que te gustaría llevar a cabo en tu clase de inglés.

Nombre: _____ **Edad:** _____

Género: _____

Grado: _____ **Grupo:** _____

Selecciona la opción que mas te guste

1- ¿Qué actividades te gustaría para aprender inglés?

- a) juegos
b) escuchar canciones
c) diálogos
d) otro _____

2- ¿Qué tipo de textos te gustaría trabajar?

- a) Cuentos
b) informativos
c) novelas
d) no me gustan los textos

3- ¿Qué tipo de música te gusta?

- a) Pop
b) rap
c) baladas
d) no me gusta la música

4- ¿Qué tipo de actividades escritas te gustan?

- a) Llenar los espacios
b) opción múltiple
c) respuesta abierta
d) no me gustan las actividades escritas

5- ¿Qué tipo de juegos te gustan?

- a) juegos de mesa
b) sopa de letras
c) juegos de preguntas y respuestas
d) no me gustan los juegos
otro _____

6- ¿Qué tipo de videos te gustaría ver?

- a) diálogos
b) musicales
c) documentales
d) entrevistas
otro _____

Appendix C

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA FACULTAD DE LENGUAS

El propósito de esta encuesta es conocer tus preferencias acerca de las actividades que te gustaría llevar a cabo en tu clase de inglés.

Nombre: _____ **Edad:** _____

Género: _____

Grado: _____ **Grupo:** _____

CONTESTA LAS PREGUNTAS

1.- ¿Te gustaron las clases con canciones?

Si _____ no _____

2.- ¿Piensas que las canciones te facilitaron el aprendizaje?

Si _____ no _____

3.- ¿Qué aprendiste con las canciones?

a) vocabulario b) gramática c) pronunciación d) producción oral

4.- ¿Cuál fue tu actividad favorita con las canciones?

a) repetición de palabras b) vocabulario
c) llenar los espacios d) discusión de letras

5.- ¿Cuál fue tu tipo de música favorito?

pop _____ baladas _____

6.- En general ¿Qué piensas acerca de las actividades con canciones?

a) es divertido b) es aburrido c) relajante d) interesante

7.- ¿Piensas que aprendiste inglés más fácilmente con la implementación de canciones que con alguna otra actividad?

Si _____ No _____

8.- Da algunas razones acerca de la implementación de canciones en tu clase de ingles
