UNIVERSITY OF TARTU

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THE USE OF POP SONGS

IN THE ENGLISH LANGUAGE TEACHING:

AN ANALYSIS OF THE TEXTBOOKS *KEY ENGLISH 7*

AND *ENGLISH IN MIND 2* AND THE CREATION OF

ADDITIONAL MATERIALS TO THE TEXTBOOKS

MA thesis

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ABSTRACT

This thesis explains and illustrates how motivational teaching materials based on songs and music may be used to enhance the classroom environment by making the most of pop songs.

It consists of the theoretical and empirical parts. The theoretical part investigates various aspects of exploiting songs in the English language teaching and explores the ways of creating and maintaining student motivation by using songs.

The empirical part focuses on the process of creating, teaching and analyzing song-based lessons. Firstly, it provides an analysis of how and to what extent the songs are exploited in two English course books: *Key English 7* by Ene Airik and Ene Paks, and *English in Mind 2* by Herbert Puchta and Jeff Stranks. Secondly, additional materials are created. Thirdly, lessons are given and data are collected. Lastly, an analysis based on the student feedback of ten song-based English lessons is presented.

The conclusion summarizes the main findings of the thesis.

ACKNOWLEDGEMENTS

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1 INTRODUCTION

English is the first contact with a foreign language and culture for the majority (71%) of Estonian schoolchildren, according to the Foundation Innove, coordinator for learning development activities and learning related issues in Estonia. The Estonian National Curriculum sets evoking students' interest in language and culture as well as maintaining learning motivation throughout studies by creating a welcoming and positive classroom environment as the top priority goals for foreign language teachers. Every meaningful action requires motivation. It keeps us moving further. Zoltan Dörnyei claims that "motivation is best seen as a broad umbrella term that covers a variety of meanings" (2001: 1). People are different and they have diverse interests and goals. Their level of enthusiasm and concentration varies. In order to succeed in attracting as much of learners' attention as possible and maintaining the level of motivation, teachers have to find a contemporary way to engage students.

In accordance with the Estonian National Curriculum (National Curriculum for Basic Schools 2011: §11), by the end of basic school a student can describe his/her experiences, events, hopes and ambitions, explain plans for the future and cope well in everyday situations with native speakers in the first foreign language. In order to raise students' interest in English culture and offer various activities to encourage communicative and other skills, teachers may exploit authentic material. Music plays a big role in a person's life – the majority of us hear and listen to music. Therefore, authentic songs may be the best way to engage, intrigue, and even fascinate a great proportion of young students. During the last decade, which can also be called the 'smartphone era,' a noticeable change in students' motivation and

learning focus has occurred. Sometimes it seems like students consider lessons with textbooks and workbooks to be boring, and that they want to be amused all the time. However, learning languages is a hard work and in order to make progress one needs a lot of commitment. In today's world a teacher's role is not only to teach but also to motivate students who find traditional ways of studying boring. A teacher has to be creative, motivational and enthusiastic about teaching a language, as well as open to new ideas and challenges. At the same time it is necessary to keep a balance between 'edutainment' and serious learning. Songs provide the classroom with a rich and authentic way of approaching English, they help to develop language skills and make lessons entertaining. Another reason for using songs during lessons is that there are numerous ways of using them in order to teach languages as the current thesis aims to show. Their use depends on different goals and aims the teacher wants the learners to achieve.

Course books often play an important role in the foreign language classroom. Nevertheless, they may sometimes be too inflexible to meet everybody's needs. (Allwright 1981: 5, 15). Similarly, Ülle Türk and Natalja Zagura state that "although good study materials contribute to the success of the learning process, they are still only the means of achieving the learning outcomes" and, they stress that "no textbook can answer all the wishes and needs of teachers and students." It is the teacher who has to make the most of the teaching materials. (Türk and Zagura 2016: para. 15)

The design of supplementary teaching materials should be in keeping with this sentiment. Where the teachers' aim in making language learning more appealing for students is to keep their level of motivation high, creating additional purposeful song-based activities, exercises and tasks may be a most effective means. Stemming from

the above, the purpose of the thesis is to create additional study materials based on songs to the textbooks *Key English 7* and *English in Mind 2*.

The aims of the study are to:

1) Analyze the use of songs in the textbooks *Key English 7* and *English in Mind 2*.

2) Test and evaluate the additional song-based materials to the textbooks.

The following research questions were posed for the study:

1) How much are songs exploited in the textbooks *Key English 7* and *English in Mind 2* and what kind of song-based exercises do they have?

2) What are students' reactions to song-based activities and comments on song-based lessons?

The thesis has been divided into two major parts. The first part comprises a theoretical preparation for the creation of teaching materials and the surveys conducted in the process. The theoretical part discusses the importance of songs in teaching, explains song-selecting criteria and gives a thorough overview of what can be taught with the help of songs. Furthermore, the theoretical chapter includes subchapters about the importance of motivation with an emphasis on the ways of creating and maintaining it in learners at a high level. The viewpoints about motivation and songs as authentic language teaching tools in the Estonian National Curriculum and the document of Common European Framework of Reference for Languages (CEFR) are analyzed as well.

The empirical research consists of three major parts, the first being an analysis of course books. The analysis consists of an overview of exploiting songs in two English language learning course books. The analyzed teaching sets *Key English 7* by

Ene Airik and Ene Paks and *English in Mind 2* by Herbert Puchta and Jeff Stranks are meant to be used as classroom materials for the Estonian basic school students who by the ninth grade are B1.1 – B2.1 level language learners. The study materials have been compiled in accordance with the CEFR. The analysis focuses on the kinds of song-based exercises that appear in the textbooks and the degree of exploitation of songs in the materials. The reason for using these teaching materials was because of my own English teaching experience in an Estonian basic school where I used the above-mentioned books for teaching learners who had been learning English for 5 and 6 years. The analysis comprises two subchapters in this thesis. The first of them, subchapter 3.3 outlines how the textbooks use songs. It also analyses the tasks, exercises and activities connected with both songs and music. The second subchapter 3.4 provides an analysis of course books' songs and exercises connected with music from the perspective of the author of the thesis and the target group of the textbooks – the students. The analysis helped to determine the needs and preferences of the teenage language learners. The empirical subchapter 3.6 goes on to explore the target group members' preferences for music genres, views about the content of songs and ideas about selecting songs.

Students' opinions about the songs and related activities were asked and analysed, because both Lems (1996) and Ludke (2009) have emphasized the importance of considering students' viewpoints. Moreover, in his book *Music and Song* Tim Murphey (2002) notes that while "the teacher is a resource for the language," it is always good practice to involve students, allowing them to express their opinions, as much as possible. This gives the teacher an overview of students' musical preferences which "reduces the teacher-time and work spent searching for material" for practical application while reinforcing confidence in what might be

appealing to students. (Murphey 2002: 14) This is why questions about students' music genre preferences and general attitude towards the English language were asked as well.

Based on the analysis of the textbooks *Key English 7* and *English in Mind 2* as well as feedback from the students, additional materials were designed to complement the two teaching sets. The need to create a set of song-based materials for teaching was inspired by the wish to diversify the currently used materials and offer additional ideas for language teachers. Lastly, the third part of the empirical study investigates how students liked song-based lessons and whether using songs influences students' will and motivation to learn English and participate in the English language lessons.

2. THE USE OF SONGS IN TEACHING ENGLISH

2.1 The Importance and Necessity of Using Songs and Music in English Language Lessons

Music surrounds us in everyday life and almost everybody is connected to it in one way or another. Most people listen to music, can name favourite composers, music genres, vocalists, bands or musicians. Many sing, learn or play instruments. There are people who produce surveys, compile monthly or weekly hit lists. Some even write lyrics, compose and create music themselves. In a nutshell, people's contact with and general level of interest in music is very high. People sing along without even understanding the lyrics.

The importance and impact of using music and songs in the foreign language learning classrooms has been widely studied. The most noted and quoted researchers in the field are Tim Murphey, Karin M. Ludke, Suzanne Medina, C. Shen, Diane Larsen-Freeman. Some of their theories and ideas are presented in the current thesis.

In the introductory part of his 1992 book *Music and Song* Tim Murphey (2002) presents numerous thoughts about the importance of songs and music in foreign language learning. To start with, he introduces the term 'adolescent motherese,' which is "the highly affective and musical language parents use with infants" (Murphey 2002: 7). Murphey suggests that as the amount of such speech adolescents receive reduces significantly, their fascination with pop music may be seen partly stemming from a need and desire for such attention (2002: 7). Secondly, Murphey (1990: 53-64) introduces "the song stuck in my head" phenomenon which means that after listening to a song a fragment of it stays in a person's memory for some time, and can be connected with a place or situation the song was heard in. That phenomenon reinforces the idea that songs work on person's long- and short-term

memory. Murphey believes that songs have the power to engrave themselves into our brains and are therefore effective tools for language classroom use.

A. J. Simpson (2015) explains that universal appeal, connecting all cultures and languages makes music such a great teaching tool. It can be the best and most motivating resource in the classroom, regardless of the age or background of the learner. In her article "The Effects of Music upon Second Language Vocabulary Acquisition" (1990: 5), Suzanne Medina claims that between two approaches – musical medium and oral stories, the former is preferred, as both teachers and students can benefit from exploiting songs. Medina (1990: 22) argues that as students learn languages also outside school and classroom, it may be advantageous to consider alternative means and not ordinary teaching methods in order to resemble more familiar "outside" life. In a study investigating the effects of music upon the acquisition of English vocabulary, she showed that the same amount of vocabulary was acquired from listening to a song as listening to a story.

Music is a highly accessible source of authentic language. Music is not intimidating; it is part of students' lives outside the classroom. In addition to watching music videos and listening to songs, there are various websites where one can learn to create and record music for free, and unlimited instrument teaching tutorials and workshops for any kind of music related activities. A very important part of using music related activities is providing opportunities for students to detect their innate predispositions. Using music in the classroom, given the opportunity to do something different and new, a learner can recognise his/her ability and interest in, for example, writing lyrics or directing videos. Another reason for using songs during lessons is that songs can be easily adapted. Their use depends on different goals and aims the teacher wants the learners to achieve. One song can be used in a various ways.

A wide range of advantages and disadvantages of using songs in the EFL classroom may be found in the literature, the most prominent of which are presented here. Students' school days are full of lessons. Some of them involve moving around, but most require sitting at desks. Nevertheless, there are numerous ways for creating variety, utilising energy in unusual activities, variety being the spice of life. Music can create a positive atmosphere by welcoming students before the lesson has even begun. Both researchers and practitioners note that teaching English with songs is a most effective means of enlivening the classroom atmosphere while providing a range of learning activities. Jack Richards (1969: 161) uses the word 'child-centered' to describe activities using songs, adding that they make the English learning experience more pleasurable. Diane Larsen-Freeman (2000: 78) describes singing as useful for "freeing the speech muscles" as well as stimulating positive emotions.

Murphey (2002: 8) states that the most important thing about songs is that they encourage harmony within a group and provide a relaxing and fun classroom environment. He maintains, contrary to outdated attitudes about the necessity of rote learning without engaging emotion to aid motivation, that learning is more effective when it is fun (Murphey 2002: 16). Learning any foreign language requires a great deal of memorisation, particularly with regard to vocabulary and grammar. As songs contain rhymes, measured phrases, many repetitions, and are melodic, they help students to remember structure and lexicon. For younger learners teachers try to find simple texts with lots of repetitions and simple, conversational language. Because they are affective, songs may often be the most effective choice to aid memorisation.

According to Jones (2008: 11), "music is a faithful reflection of the culture from which it derives." Moreover, different genres provide listeners with unique styles, vocabulary and emotions, thus providing invaluable access to and enriching

cultural diversity. In the article "Using English Songs: an Enjoyable and Effective Approach to ELT" Shen (2009: 88) claims that "language and music are interwoven in songs to communicate cultural reality in a very unique way." Jolly (1975: 14) maintains that through songs students are given an insight into understanding cultural heritage better so "songs become then a direct avenue to the basic values of the culture." In addition to enhancing familiarity with cultural content, carefully chosen songs may reduce language learning anxiety and lower learners' physiological barriers. Students might be worried about making mistakes, reading a text in a loud voice, or other issues relating to self-esteem. According to Shen (2009: 90, 94), listening to songs reduces anxiety and nervousness, and might raise self-confidence, thus increasing motivation to learn the language. Lin (2008: 4, 5) conducted a study where she, among other factors, analysed if and how using songs in language lessons reduces students' anxiety. Based on the results of this study, more than 80% of students found using songs during the lessons to be relaxing and motivating (Lin 2008: 8).

To sum up, songs reflect and manifest vital aspects of culture – peoples' everyday lives, feelings, beliefs, values, experiences, political views, etc. Songs create a positive classroom environment and evoke learners' creativity as well as repetitions in the songs help learners to memorise. Moreover, song-based learning does not appear so intimidating, students might not notice, or even forget that they are performing important learning assignments.

Motivation has a great impact on students' commitment to language learning in the classroom situation. It affects behaviour and the level of interest in learning related activities. Motivation determines specific goals toward which people strive, so it affects students' choices outside school as well, for example, a student's decision to

prepare for the next day's lessons, or going out instead. A teacher cannot give motivation. However, s/he can influence it by connecting students' interests and supporting growing competence. Researchers who have studied connections between foreign language learning and motivation (Dörney 1994, Oxford and Shearin 1994) have highlighted the role of the teacher as one of the most important motivating factors. The teacher and her/his chosen enjoyable learning related activities definitely increase students' enthusiasm about learning, increase their interest in participation in lessons and even affect beliefs about school. Being the central motivator, it is essential for a teacher to know how to get and maintain learners' attention. According to Dörney (1994: 282), one of the main teacher-associated components that influence learners' motivation is their teaching strategies. And similarly, the same perception of the teacher as being one of the most important motivators in the classroom is expressed by Oxford and Shearin (1994: 22, 24) suggesting among other factors the creation of a relaxed, non-intimidating and safe learning environment.

When researching foreign language learning, it is essential to study the Common European Framework of Reference for Languages (CEFR) and the Estonian National Curriculum. The CEFR is a document, initiated by the Council of Europe, designed for language teachers, as well as language learners in order to introduce main ideas and views in the field of foreign languages. Among other information the document gives a clear picture of language competences, enables language users to notice and overcome cultural boundaries, and emphasizes that individual motivation and attitudes affect a person's communicative activity in great deal. The Estonian National Curriculum for foreign languages provides core values of education, learning and educational objectives as well as general and subject field competences. According to the National Curriculum, in order to create a positive learning

atmosphere, it is vital to use contemporary and diverse study methods and techniques, including active study methods and audio and visual study resources. Although motivation and the use of songs are not discussed in the individual chapters in CEFR or in the National Curriculum both issues are mentioned under different topics.

While there are numerous advantages of using songs, some criticism must be reviewed as well. According to Murphey (1992: 8, 9) there are several concerns teachers have raised about using songs in the English classrooms. The most frequently stated issues are firstly, that the songs are not taken seriously and secondly, the usefulness of exploiting songs (1992: 8, 9). The author of the thesis is certain that researching the options one might find numerous ways to exploit songs advantageously in a foreign language classroom and when the goals are properly set and introduced, there will be less concerns. The possibilities of what and how could be taught with songs are discussed in chapters 2.6 and 2.7.

The matter of the content of songs has also been mentioned by the teachers Murphey questioned. They have mentioned that "pop songs have poor vocabulary," also that "many express violence and sexism" (Murphey 1992: 8, 9). Songs have been described as boring or unintelligible. The author of the thesis agrees that choosing appropriate songs is crucial. Many aspects are to be kept in mind and therefore the issue will be analyzed in chapter 2.5. Although people have different tastes in music, it still is possible to choose songs that everybody likes working with, as the selection of additional exercises and tasks could stimulate students even though the songs in the lesson are not their favorite. Moreover, opinions about students' preferences can be asked beforehand and taken into consideration, if possible. Another concern of teachers is connected with technical devices – lack of equipment in the classroom and poor quality video recorders. The author of the thesis admits that there might be such

problems in Estonian schools as well. Nevertheless, in the school where the study was carried out the classrooms are equipped with modern presentation technology. Hopefully, every teacher who desires to present songs during language lessons will find a way to do so.

2.2 The Choice of Songs

When the decision to use songs during a language lesson has been made, the first thing to do is to think through the aims and goals of the lesson – what the students need to achieve. Reasons for using songs can be various – evoking discussions, warming up learners, presenting new vocabulary, introducing accents or grammar topics. Something interesting or intriguing may have happened in everyday life and the conversation can be illustrated with a suitable song. Reasons are endless. This chapter provides an overview of how the songs should be selected and possible problems to be avoided.

To start with, it is quite obvious that one cannot find a song liked by each and every one of the students. Hancock (1998: 8) points out that learners' favourite songs, which they prefer to listen outside the classroom, shouldn't necessarily be excluded as a part of a learning activity. As students and their music style preferences are various, however, a musical experience and preferences questionnaire may be designed and conducted (Ludke 2009: 8) to guide lesson planning. Lems (1996: para. 16) points out that students' choices should not be overlooked as they often are strongly motivated to work with new pop songs or even with older favourites, the lyrics to which learners have heard, but never understood. Spicher and Sweeney (2007: 38) encourage the use of folk music. They stress the importance of it, stating that although pop music can be useful in learning many cultural and language objectives, it does not provide the same

prosodic quality as folk music. In the following, the basic principles of the choice of songs will be elaborated on.

Firstly, the language level and age of the students has to be taken into consideration when choosing songs for a lesson (Murphey 1990, Lems 1996, Ludke 2009). Different age groups enjoy different songs and activities. Younger learners are fond of singing together and doing physical activities, when emphasis is more on learning foreign language tasks and activities more and more meaningful and complex songs are appropriate. Older learners are able to complete more difficult tasks, e.g. grammar issues or debating different topics. Lems (1996: 2) and Hancock (1998: 8) note that vocabulary should be appropriate for the proficiency level. In today's changing world possible cultural differences among the students should also be considered.

Secondly, key issues like lyric content, speed, quality and enunciation affect the choice of songs. McCormic and Osborn (n.d: 2) state that the language content and musical value of each song have to be the primary consideration in selecting songs. In addition to that, songs have to meet the criterion of being fun for learners to sing along. According to Ashmore (2011: 22), it is essential to listen to a song before playing it to learners and critically consider the aim of the lesson. As songs are an art form like poetry, they can contain slang, reduced language, grammatically incorrect sentences, a use of non-standard language, abbreviations, not well pronounced words, altered vocabulary etc. If a song "feels" inappropriate, it would be better not to use it rather than to waste time on unnecessary and potentially confusing explanations. Ashmore (2011: 22) and Lems (1996: 3) suggest avoiding songs with potentially problematic content and unpleasant issues, such as war, discrimination, references to racism or violent acts, also inappropriate religious allusions. Another reason for pre-

listening to a song is to ensure the quality of audio. Exceptions can be made in order to stress a certain period of time. Ashmore (2011: 22) points out that long instrumental breaks in the middle of a song can cause boredom and loss of focus. Therefore, it might be wise not to use such songs, unless the task involves studying instruments or other non-language activity. And similarly, the same thought is expressed by Lems (2001: 4) who says that songs should not be submerged in instrumental music.

The opinion of Ashmore (2011: 22) is that the speed of a song will also affect the choice. She suggests that slower tunes might be preferred for listening tasks. Ludke (2009: 12) brings out another aspect about teaching adolescents by stating that using rap songs would be a good idea, because "the lyrics emphasize the natural rhythms of the language, often with a smaller-than-normal pitch range, which can be less intimidating when boys' voices are in the process of changing."

Finally, the accessibility of songs is also an important aspect. It needs to be remembered that songs and song lyrics are copyrighted material, and as a user a person might need a permission to use them. Nevertheless, the Internet is full of different songs that can be used legally and every teacher will surely find the suitable ones when making enough effort.

2.3 Teaching Language Skills with Songs in English Lessons

Many pedagogical activities, tasks and exercises according to the aim of the lesson or the goal to be achieved can be designed around songs to enhance the four skills of listening, speaking, reading and writing tasks, as well as grammar and vocabulary. According to Hancock (1998: 5), one justification for using songs in learning is that they can be analyzed as a sample of language. Hancock (1998: 7) suggests that activities such as answering concept questions about grammar features

in a song can be combined with searching the song for antonyms or identifying certain pronunciation patterns. If the song is used as an exercise, students can be asked to do gap-fills, transformations, pronunciation drills using lyrics of a song, according to Hancock (1998: 8, 9). As foreign language learners usually speak the language with an accent, songs can be a helpful and effective way of improving phonetic skills and noticing differences between sounds.

Listening to folk songs helps to achieve native-like pronunciation, claim Spicher and Sweeney (2007: 43-44). A similar thought is expressed by Fomina (2000: para. 1), who has stated that song melody influences speech intonation and memorization. Songs' great influence on language learning is discussed by Medina (1990: 20) who argues on the basis of her research findings that "the investment of time is relatively small yet the potential benefits in terms of vocabulary acquisition are great." As stated by Saricoban and Metin (2000: para. 2) songs are "precious resources to develop students abilities in listening, speaking, reading, and writing." They maintain that a variety of language items like vocabulary, pronunciation, grammar and sentence patterns to name just a few, can be taught by using songs.

The following part of the thesis gives an overview of teaching different English language skills with songs, presenting activities that help to teach, develop or check receptive skills as well as productive skills.

2.3.1 Listening skills

Listening comprehension is such an essential skill (Ross 2006: para. 12). It enables students to participate well in communicative situations and become proficient in English. In order to make the most of the activity it is essential to introduce the goal before listening, e. g., if the students know that the post-listening

tasks will be about giving directions, they focus on that vocabulary. (Ross 2006: para. 1, 3, 12)

There are several possible activities to develop listening comprehension skills

- A gap-fill exercise. Students listen to the song and fill in missing words.

- Students have song lyrics on paper. Some words are given as pairs and they have to choose the correct word.

- Several changes in the song lyrics have been made by teacher and students have to change them back. (e.g., opposites are used, tense forms are changed).

- In addition to practicing listening comprehension 'song strip' exercises encourage students to use contextual clues to order a text (Murphey 2002: 73). Teacher photocopies song lyrics and cuts them into strips by lines or verses, then distributes them randomly. Students have to organize themselves in order to reproduce the song. The activity has several variations and can be done alone, in pairs or in groups

- Students listen to a song and write a short summary of what the song is about or draw a comic strip. The song students listen to has to tell a story (e.g., "Someone like you" by Adele). This activity is for more advanced students, otherwise a simple song has to be chosen.

- Students have separate words from a song and they have to recognize missing word(s) while listening.

- Raise hand, knock with your pen or shout stop when you hear a new word.

- Using songs is a good way to practice the up and down rhythm of English.

Dictation is also a good activity for practicing listening skills (Cullen 1999: para. 1-2). Learners have to write down sentences using their knowledge of spelling, punctuation or different language structures. A listener has to decode what they hear and by

linking sounds to the language knowledge listening abilities are improved. Using songs also gives the idea of natural rhythm and stress of English. Short and slow songs are best for dictations, e.g., "Cannot Help Falling in Love." Song dictation can also be mixed with read dictation if some sentences are too difficult to catch. One way to vary whole song dictation is by removing certain word groups, e.g., verbs from the lyrics. Dictations can be successfully linked with other parts of the lesson like discussing new topics, vocabulary work or revising different areas of grammar. (Cullen 1999: para. 5-6, 10, 12-13)

Wong (1987: 30, 31) states that songs are wealthy of rhythmic examples and the regularity of rhythmic beats help to introduce the flow of language. Murphey (2002: 124) suggests using jazz chants for practicing syllable stress. The best way of introducing different accents would be with the help of YouTube videos.

2.3.2 Speaking skills

There are numerous ways to improve students' speaking skills with songs. Conversations can be encouraged on various topics:

- Students are given a song's title and everybody can say what they think the song is about.

- Students express and defend their opinions about songs.

- Students explain how they feel when listening to the song, or how the author might have felt.

- Topical issues can be discussed.

- Oral Song projects – students are given a singer, band or musical genre and they are expected to prepare an oral (or written) presentation including all important information about it (Lavery 2011: para. 2).

- Contrasting or comparing two styles or themes is suggested by Clare Lavery (2011). In her example two songs with similar themes are chosen (e.g., 'You've got a friend' By Carole King and 'You're my best friend' By Queen.) Students work in two groups listening and analyzing a different song. Afterwards they prepare a presentation and later general discussion follows. (Lavery: 2011: para. 2)

2.3.3 Reading skills

Not only do songs offer possibilities to develop listening and speaking skills, but there are also exercises and activities to improve reading skills. It would be good to remember that longer songs are well suited to practicing reading (Ashmore 2011: 22):

- It is always good to translate song lyrics. Although, some adapting has to be made in order to deliver the message.

- Circling, underlining or highlighting certain word groups or categories is a good practice. Students will be able to use the context of a song to learn new vocabulary.

- Spotting the mistakes can be used to both develop and test student's proofreading skills. Groundwork requires finding a song that contains grammar or vocabulary mistakes. Students have to detect mistakes as well as correct them. The amount of errors can be mentioned before listening.

Correcting mistakes in writing helps to develop proficiency with grammar as well as writing skills.

2.3.4 Writing skills

A great way to improve writing skills is by writing lyrics. There are different options to do the activity. Firstly, students are given a main theme and melody. They

then write their own verse(s). Secondly, students add verses after they have listened and/or done other activities with a song. A good song for that activity is "Don't Worry, Be Happy" by Bobby McFerrin. Most students know the song, it has nice rhythm and the last phrase is repeated several times. Both activities can be done individually as well as group or pair work. Singing the song with new lyrics can follow.

Another writing skill improving activity highlights mix-ups with easily confused words. Teacher creates a copy of the lyrics to a song and deliberately changes some of the words to ones that students would easily confuse with the original words. Students should write correct words while listening to the song.

Translating song lyrics is considered to be quite challenging and it will be an option for more advanced learners. Students translate the lyrics of a song so that it can be sung with the same melody as the original one and it carries a similar message.

2.4 Teaching Grammar with Songs in English Lessons

It cannot be said that learners would be extremely happy when they hear that the following lesson was going to be a grammar learning/practicing drill. Nevertheless, most of them understand that learning different structures and tenses helps them to create language and all in all, is very important from the point of learning. Teaching grammar with songs is a well-known practice. Several great tips and examples from language teachers can be found in resource books, different teaching materials or online. Saricoban and Metin (2000) maintain that several methods, techniques and sources are integrated, the songs are thoroughly selected and carefully adopted in order to make the most and benefit from using songs in teaching

grammar. They also point out that contextualizing any grammar points is important. (Saricoban and Metin 2000: para. 1, 2, 5, 30). Grammar can be surreptitiously presented or practiced through songs. In most cases one song may be suitable to highlight more than one structure.

2.4.1 Gap-fills

The easiest and most common way to exploit grammar with the help of songs is to design gap-fill exercises. A gap-fill exercise is an exercise in which words are removed from a text and replaced with spaces. The learner has to fill each space with the missing word or a suitable word (Collins Online Dictionary n.d). In order to focus the activity on a particular area of grammatical structures, parts of the lyrics can be eliminated. The lyrics of the song can be edited and the blanks can be added for making a cloze exercise for the learners to complete. Doing the cloze the student is required to supply elements that have been deleted from a text. One possibility is to blank the verbs and ask the students to listen to the song and fill in the blanks. The other way is to ask the students to complete the blanks before listening with giving the base form of the verbs in the brackets. The exercise can be made even more challenging for stronger students by not giving the verbs at all, so that the learners have to determine the verbs themselves. As there may be more than one suitable verb considering the context, the exercise can be discussed and analyzed after listening to the song and correcting the lyrics.

2.4.2 Prompts

Learners are asked to create complete sentences from given prompt words. Different grammar structures, prepositional phrases are supposed to be kept in mind. Song listening, answer check and mistake explanation finish that kind of exercise.

2.4.3 Multiple choice

In a multiple choice test or question, one has to choose the answer that one thinks is right from several possible answers that are listed on the question paper. As the variety of tense forms and grammar structures in songs is vast, the exercises can be designed on different tenses – single or mixed types, the use of infinitives after modal verbs to name just few options.

2.4.4 Matching

Learners are asked to match two halves of a sentence correctly. Connectors and conjunctions can be left out to make exercise more challenging.

Lexical items in a text are underlined and definitions given on the same worksheet. While listening to the song, learners are supposed to determine the meanings of the underlined phrases or expressions with the help of the context and match them with the definitions.

2.4.5 Questions and answers

Learners are asked to give full answers to the given questions, and the answers are to be found in the song lyrics. Also, learners listen to a song, write down the answers and are supposed to provide the questions themselves.

2.4.6 Recognizing tenses

Learners have to recognize different tense forms in a song. They have to underline the tense in lyrics and provide general rule(s). Another option is that learners underline different conditional sentence forms and provide general rules.

2.4.7 Transformations

Learners are given a synonymous sentence in a song and asked to transform the sentence using a specific word, which produces the lyrics of the song. Changes of

person, time and tenses from reported to direct speech can be practiced with such kind of exercises.

2.4.8 Error correction

In order to highlight a particular grammatical form, learners are given certain changed grammatical forms that they are supposed to correct while listening.

2.4.9 (Ir)Regular verbs

While listening to a song, learners have to recognize verbs and they have to divide them into regular and irregular verb columns. Later they have to provide three forms of irregular verbs with translations. Learning irregular verbs can be through rap(ping).

2.4.10 Modals

After listening to a song and discussing the lyrics, learners use modals of deduction in the present or past for presuming what might have happened, et cetera, or is going to happen next.

2.4.11 Creating timelines

After listening to a song, learners create a timeline about when and how the events happened in the song.

2.4.12 Reduced speech

Teacher underlines instances of reduced speech, students write the full words in the margins.

2.4.13 Word order

Estonian students often struggle with placing auxiliary verbs into questions. A good song for remembering the correct word order is 'What does the fox say' by Ylvis.

2.5 Physical Activities with Songs in English Lessons

Although actions songs with following directions and moving along are mostly for younger students e.g., 'Head-shoulders-knees and toes,' there are some activities that amuse older students as well and are good for bringing laughter into the classroom once in a while.

2.5.1   Move along with the song.

2.5.2   Improving creativity.

This involves the use gestures and movement without words. Search www.youtube.com 'Interpretative dance.'

2.6 The Foundations of Materials Development for Song-Based English Lessons

Several aspects are to be regarded in the process of designing appropriate teaching materials for the English lessons. To start with, the principles of CEFR and Estonian National Curriculum like suitable topics, general competences, as well as expected language learning outcomes are to be followed. According to both the CEFR and Estonian National Curriculum, at the end of the third stage of study – 9th grade – the student has the ability to express herself or himself in different communication situations clearly, creatively and relevantly (National Curriculum for Basic Schools 2011: §4). Furthermore, the student is aware of cultural differences, has respect for cultural heritage, and notices similarities and differences between the customs attitudes and values of Estonian and the foreign language (National Curriculum for Basic Schools 2011: §11). According to Tomlinson (2010: 7), the materials need to encourage collaboration among students and stimulate their emotional involvement so that learners are able to make discoveries about themselves. The importance of

practicing active study methods and communicative learning is also emphasized in the curriculum (National Curriculum for Basic Schools 2011: §5). In other words, pair work and group work activities are recommended as they allow watching how others work and solve tasks. Moreover, students can share experiences and support each other. In addition to that, as stated by Tomlinson (2010: 5), the material has to be relevant, enjoyable and interesting, so as to motivate and encourage the learner, as well as to stimulate learners' emotional involvement. Finally, the criteria of selecting songs, as introduced in Chapter 2.2, also need to be taken into account when designing song-based additional materials.

3. CREATING TEACHING MATERIALS

An empirical study was carried out in order to firstly, analyse two English teaching sets: *Key English 7* and *English in Mind 2* from the perspective of songs and song-related exercised in them, and secondly, to design additional song-based materials to the textbooks. In the process of analysing the textbooks as well as creating, testing and evaluating the additional materials, five surveys were conducted among students to gather their opinion on the various aspects of the use of songs in English language learning. Students were also asked to give feedback after each of the ten song-based lessons taught by using the additional materials to the above mentioned textbooks, created in the framework of this thesis.

3.1 Purpose, Aims and Research Questions of the Study

The purpose of the present thesis is to create additional study materials based on songs to the textbooks *Key English 7* and *English in Mind 2*. The aims of the study are:

1. to analyse the use of songs in the textbooks *Key English 7* and *English in Mind 2*.

2. to test and evaluate the additional song-based materials to the textbooks.

The following research questions were posed for the study:

1. How much are songs exploited in the textbooks *Key English 7* and *English in Mind 2*, and what kind of song-based exercises do they have?

2. What are students' reactions to song-based activities and comments on song-based lessons?

3.2 Method

3.2.1 Materials

Two English teaching sets were analysed for the study. Firstly, *Key English 7* by Ene Airik and Ene Paks and secondly, *English in Mind* 2 by Herbert Puchta and Jeff Stranks. These course books were chosen because they are used by the teachers of Tartu Tamme Gymnasium to teach English to the students who were the subjects of the study. As one of the books was created by Estonian and the other by foreign authors, it was interesting to see how the matters of music and songs were exploited in the teaching sets. For the analysis see chapters 3.3 and 3.4.

3.2.2 Subjects

Participants of the study included eighteen 7th graders (one study group) and thirty-seven 8th graders (two study groups) from Tartu Tamme Gymnasium. The average level of the students is intermediate. Most of the students had started learning English as their first foreign language in the 3rd grade and by the time of the study they had been learning English for 4 and 5 years. Twenty-eight female students and twenty-seven male students participated in the study.

3.2.3 Instruments and procedure

Writing the empirical part of the thesis had two main stages. Before creating the supplementary teaching materials based on songs, the course books were analyzed and the students were questioned.

To collect qualitative data for the study, five questionnaires were administered. The questionnaires had multiple-choice questions as well as open-ended questions, in order to provide the students with an opportunity to express their perceptions or opinions. Questionnaire 1 on songs in *Key English 7* for 7th graders

(Appendix 10) which had five questions and Questionnaire 2 on songs in *English in Mind 2* for 8th graders (Appendix 11) which consisted of three questions were designed to investigate how students like the choice of songs and song or music-based exercises in their English textbooks. Open-ended questions also helped to find out students' ideas for supplementary activities. Questionnaire 3 on students' music preferences and song selecting criteria (Appendix 12) had five questions and it was designed to find out students' preferred music genres and to determine what was important from the students' point of view when selecting songs for lessons. Questionnaire 4 on studying grammar with songs (Appendix 13) and Questionnaire 5 on language learning preferences and learning with songs (Appendix 14) were administered during the creation of teaching materials and the process of data collection. Questionnaire 4 had five questions and was composed to explore the need and helpfulness of using songs in learning grammar from the students' point of view. Questionnaire 5 had one multiple-choice question that helped to determine the students' preferences in learning English.

The data were collected on paper in class. To analyse the student responses and provide charts, the software of *Microsoft Excel 2008* was used and the data were analyzed by the author of the thesis. The five surveys based on the respective questionnaires were carried out in the years 2014-2015 in Tartu Tamme Gymnasium. The songs used in the additional materials to the student's course books were introduced in the lessons. In class, all those songs were presented by computer with the help of *YouTube* Internet search engine.

3.3 Analysis of English Teaching Material Sets

This part of the thesis gives an overview of the use of songs in two English teaching material sets for Estonian learners. It then shifts its focus to analyzing the songs as well as the tasks, exercises and activities connected with them. The analyzed teaching sets are: *Key English* by Ene Airik and Ene Paks and *English in Mind* by Herbert Puchta and Jeff Stranks.

Key English 7 by E. Airik, E. Paks, P. Westlake, R. Kangaspunta was first published in 2008 by TEA publishing, Tallinn. The target audience of the teaching material set *Key English 7* is the 7th graders who have learned English for four years. The teaching material set has a few tasks and exercises based on songs.

The first example is in Unit 4 where the main topic in is 'Friends will be friends' and the song 'You've got a friend' by Carole King page 57 is connected to the theme. There are no exercises and tasks connected with the song. However, there are 17 words and expressions on the same page that are supposed to be discussed before or after listening to the song. Secondly, the song 'Eat it' by Alfred Yankovic is to be found under Unit 8 with 'You are what you eat' as its main topic. There are no exercises connected with the topic − neither in the textbook nor in the workbook. Some vocabulary has been given from the lyrics of the song.

English in Mind 2 by Herbert Puchta and Jeff Stranks was published in 2010 by Cambridge University Press, Cambridge. The target audience of that teaching set are the 8th graders who have learned English for five years. The first song 'Big yellow taxi' by Joni Mitchell is in Unit 3, page 31. The sub-title is 'Our world' and it generally discusses environmental problems and the uses of water. As for grammar, it teaches the first conditional. In the teachers' resource book there are several activities connected with the song:

- The students try to guess what might happen in the song and what the song might be about;

- Vocabulary work with the words given;

- Filling the gaps while listening and comparing with a partner;

- Post-listening tasks include dealing with any new vocabulary (eg parking lot, screen door) and discussing the environmental message of the song in pairs or groups;

- The last activity is an open class discussion.

The second song in the textbook is in Unit 6 p. 49 'Don't worry, be happy' by Bobby McFerrin. The title of Unit 6 is 'Have fun' and the topic 'What makes people laugh.' There are several exercises connected with the song:

- Homework research task – find out about Bobby McFerrin and the song and tell it to the class.

- Speak about issues that make you worried and that make you laugh, how to make your friend or family member happy

- Vocabulary work

- Match the rhyming pairs

- Complete the song without listening first

- Listen and check

Two optional activities has been offered as well:

- Write the next verse to the song in small groups;

- Find more rhyming words to continue ex 6c

The third song 'Run that body down' by Paul Simon appears in the 11th unit. The unit is discussing medical problems and their cures. The teachers' book gives background information about Paul Simon. The students are supposed to listen to the

song and circle the correct words. Then compare them to their partners, and the activity ends with discussion about the meaning of the song in pairs and at finally, having an open class conversation.

The last song in the book is called 'Lucky Day' written by Chris Rea Unit 14 p. 105. The unit's main topic is 'A stroke of luck'. The students are supposed to find background information about the songwriter as a home task and later tell what they find out in the classroom. First, they have to decide which words they are going to hear and then check their answers. Vocabulary clarification follows and the next task is to match some phrases from the song with their real meanings. As feedback the students will give their own opinions about these phrases. An open class discussion summarizes the song exercise. Finally, the students listen to the song and sing along.

Table 1 Song-based exercises and topics in *Key English 7* and *English in Mind 2*

	Key English 7	*English in Mind*
Number of songs	2	4
Grammar exercises	No	First Conditional (song 1)
Vocabulary exercises	No	Rhyming pairs (song 2) Matching expressions (song 4)
Discussion topics	No	Environmental issues (song 1) Health and time management (song 3)
Teacher's Book instructions	No	Yes

On the basis of the analysis it can be gathered that music and songs are clearly underused in the *Key English 7* teaching set. Two songs in the textbook have been chosen for the unit topics, but there are no exercises in the textbook or in the workbook connected with them. The author of the current thesis is sure that these gaps need to be filled.

The number of songs and connected activities in the *English in Mind* teaching set is sufficient. The songs are well-chosen and give excellent opportunities to discuss

everyday topics. A variety of tasks and exercises as well as vocabulary work have been added to each song. Nevertheless, there are no grammar teaching exercises among the ones given. In order to make lessons livelier and to maintain students' motivation, additional song-based activities could be added to the teaching set as well.

3.4 Analysis of the Songs in the English Teaching Material Sets: The Teacher's and Students' Perspectives

This section provides an analysis of teacher's (the author of the thesis) and students' viewpoints about the songs in *Key English 7* and *English in Mind 2*. The aims of the analysis are firstly, to find out how students like the choice of songs and song-based exercises in the textbooks. Secondly, to determine what kind of activities / exercises / tasks students would prefer to add to the ones given. Lastly, asking students' opinions and involving them raises their motivation and will to participate in the learning process.

3.4.1 *Key English 7* Unit 4 song 'You've got a friend' by Carole King

Teacher

The teachers' book does not give any suggestions of using the song and no extra information has been given about the author of the song. As there are no exercises given, the song has been used for starting a conversation about friendship and family relations. Students have also translated the lyrics and formed sentences with phrases from the song. As the author of the thesis has taught the material for three years, she has noticed that the students do not like the song very much and there have always been comments such as "let's not listen to it any more, it is sad and depressing."

Students

In order to find out the students' opinion, Questionnaire 1 on songs in *Key English 7* (Appendix 10) was used to conduct Survey 1.1.

3.4.1.1 Results and discussion of Survey *1.1 on 'You've got a friend'*

Eighteen 7th graders responded to the questionnaire. Although the song was melancholic, and called to be dull and sad by seven students (39%), the majority of them (11- 61%) still liked the melody. The song was described with positive adjectives like beautiful, pleasant and peaceful by thirteen students (72%). Fifteen students (83%) stated that they liked the message of the song and eight of them (44%) agreed that the message fits well with the main topic of the unit ('Friendship'). Five students added that friendship is a very important issue for them and they would like to listen to the songs about it more. Since there were no exercises or tasks presented in the textbook, ten students (56%) had suggestions for additional activities. Two students would have liked to draw their own thoughts while listening to the song, six students would have added 'livelier' activities while the song was so melancholic, four students would have liked to sing along. Twelve students (67%) marked that they had some/lots of unfamiliar words and/or phrases in the song, so there should have been vocabulary exercises in pre- or post-listening phase.

On the basis of the above mentioned comments it can be concluded that the majority of the students would like to do additional vocabulary related and other type of exercises, not just to listen to the song. Moreover, the results suggest that selected songs do not have to be lively and positive. The topic and structure of exercises have to 'speak' to students.

3.4.2 *Key English* **7 Unit 8 song 'Eat it' by Alfred Yankovic**

Teacher

The teachers' book does not give any suggestions of using the song and no extra information has been given about the author of the song. The song has been used to open discussion about food and healthy lifestyle. Students have translated the lyrics and watched the video of the song. The song has been interesting for learners, because it is a parody of Michael Jackson's song 'Beat It.' The two songs were compared and based on the fact that the author of the song is vegan, this kind of lifestyle was discussed in the lesson as well.

Students

In order to find out the students' opinion, Questionnaire 1 on songs in *Key English 7* (Appendix 10) was used to conduct Survey 1.2.

3.4.2.1 Results and discussion of Survey 1.2 on 'Eat it'

Eighteen 7th graders responded to the questionnaire. Although the song' melody was familiar the majority of students (12 – 67%) did not like it. Most frequent reasons were that students prefer the original version better, the song is old and two students stated they do not like parodies. The song was described with adjectives like funny, energetic, fast, unpleasant and unfriendly. Eight students (44%) stated the song was well chosen to complement the topic. Nevertheless, the majority of students (10 – 56%) liked the additional activities – speaking about vegan lifestyle, comparing the parody with the original and discussing the message of the song. The lyrics of the song were understandable for most of the students. 17 of them (94%) had no or a few unfamiliar phrases and / or words in the song. Although there were no exercises or tasks presented in the textbook, students' comments after doing additional exercises were positive. Five students (28%) had suggestions for extra activities. Two students

would have liked to sing along with the song, one mentioned she would have liked to change the song lyrics, two students would have liked to do a gap-fill exercise while listening.

On the basis of the above mentioned comments it can be concluded that although the majority of the students did not like the song, communicative activities and discussion still attracted them. In other words, no matter which the song, one can still design interesting additional exercises or tasks, keeping in mind the aims as well as topics in the National Curriculum.

3.4.3 *English in Mind 2* Unit 3 song 'Big yellow taxi' by Joni Mitchell

Teacher

There are several exercises connected with the song and the students did all of them. The most difficult was the first one where the students had to guess what might happen in the song and what the song might be about. The students had very few ideas and first it seemed that they did not remember how to form conditionals, but there still were not many answers after the rules had been cleared. Vocabulary work and song listening with a gap-fill exercise went smoothly.

Students

In order to find out the students' opinion, Questionnaire 2 on songs in *English in Mind 2* (Appendix 11) was used to conduct Survey 2.1.

3.4.3.1 Results and discussion of Survey 2.1 *on 'Big yellow taxi'*

Thirty-seven 8th graders responded to the questionnaire. The students did not like the song very much. 21 respondents (57%) stated that they do not like the song. It was described as "weird," "too slow" and "not my style." Nevertheless, 32 participants (86%) agreed after paying attention to the song lyrics that the message of the song was important and fit well with the topic 'Environment.' Surprisingly, very

few respondents (17 - 46%) said they think about recycling and general nature protecting issues. According to the students' opinions, the most favorite exercise was gap-fill (liked by 29 students 78%). As there were a lot of different activities given the students offered no additional ideas for the song.

The findings show that discussing the message of a song is important. From the negative side, the students had so few ideas of their own and making them talk was really a challenge. Next time a different song (or songs) could be chosen to speak about environment and an exercise could be designed where students have to finish the sentences.

3.4.4 *English in Mind 2* Unit 6 song 'Don't worry, be happy' by Bobby McFerrin

Teacher

Several exercises connected with the song were given (see chapter 3.3). Students did not do the first exercise which was a homework research task, because they had just searched information and done a project about their favorite songwriter. In class students did vocabulary work, matched the rhyming pairs, completed and sang the song. They also spoke about what makes them worried or laugh. Moreover, students shared their ideas how to make friends and family members happy. Writing the next verse to the song had been offered as an optional activity.

Students

In order to find out the students' opinion, Questionnaire 2 on songs in *English in Mind 2* (Appendix 11) was used to conduct Survey 2.2.

3.4.4.1 Results and discussion of Survey 2.2 on 'Don't worry, be happy'

Thirty-seven 8th graders responded to the questionnaire. Most of the participants (27 - 73%) liked the song and described it as "funny," "cool" and "intellectual." Moreover, the students wrote that the song makes them happy and

relaxed. Nevertheless, nearly half of the students (17 46%) declared that they got bored of the song by the end of the lesson, because the phrase 'Don't worry, be happy' was constantly repeated. The message of the song was suitable for the topic 'Have fun,' stated 86 % (32 students) of the participants as it was so positive and catchy. According to the students' opinions, the most favorite exercise was gap-fill (liked by 31 students 84%). As there were a lot of different activities given only one suggestion for additional activities was offered. One student would have liked to make a video for the song.

On the basis of the above mentioned comments it can be concluded that the song was well chosen for the topic 'Have fun,' but could have been listened less. Students like gap-fill exercises and talking about personal topics, but had difficulties with finding rhymes in English.

3.4.5 *English in Mind 2* Unit 11 song 'Run that body down' by Paul Simon

Teacher

There are four exercises connected with the song and the students completed all of them. The vocabulary work was important as the students did not understand the message of the song. Students seemed to like the exercises where they had to circle the correct word while listening to the songs, but many of them could not express their thoughts about the lyrics of the song. For that an additional task to find information about the song from the Internet was given.

Students

In order to find out the students' opinion, Questionnaire 2 on songs in *English in Mind 2* (Appendix 11) was used to conduct Survey 2.3.

3.4.5.1 Results and discussion of Survey 2.3 on 'Run that body down'

Thirty-seven 8th graders responded to the questionnaire. The students did not like the song very much. 34 people (92%) stated they do not like the song. It was described as "not interesting," "too slow" and "sad." Some of the students mentioned they would almost have fallen asleep while listening to the song. 26 students (70%) stated that the message was not completely understandable and 14 students (37%) did not find the topic (medical problems and their cures) interesting. The most favorite exercise was circling correct words while listening to the song, because it was easy. Furthermore, they liked the Internet search task (35 students 95%). Nobody offered any ideas for additional exercises, although about half of the students (18 − 49%) would have chosen another song for the lesson.

As the students did not like the song, it seemed to discourage them for doing exercises. Nevertheless, the possibility to search the Internet helped to maintain working atmosphere. The author of the thesis still believes that discussing topics that are not very interesting for teenagers or difficult to talk about whether the lack of experience or vocabulary is important, might broaden horizons and develop communicative skills. Next time the teacher would give the students opportunity to do pair work or group work in order to settle their opinions and to prepare for participating in an open class discussion.

3.4.6 *English in Mind 2* Unit 14 song 'Lucky Day' by Chris Rea

Teacher

The students were supposed to find background information about the songwriter as a home task and later tell what they find out in the classroom. In class they had to do a pre-listening gap-fill exercise and post-listening phrase-matching task. They managed well with both of the tasks. Discussion about students' lucky

days and luck in general was interesting for them. The song's melody was difficult to sing along and the students preferred listening.

Students

In order to find out the students' opinion, Questionnaire 2 on songs in *English in Mind 2* (Appendix 11) was used to conduct Survey 2.4.

3.4.6.1 Results and discussion of Survey 2.4 on 'Lucky day'

Thirty-seven 8th graders responded to the questionnaire. According to the gathered data 29 students (78%) liked the song. It was described as 'peaceful,' 'positive,' 'with nice rhythm.' One of the students mentioned that he would like to listen to such kind of music in a restaurant. Thirty-one students (84%) stated that they liked the message of the song, twenty-nine of them (78%) agreed that the message fits well with the main topic of the unit ('A stroke of luck'). The most favorite exercise was telling about their lucky moments (29 – 78%) and the gap-fill exercise. Fourteen students (38%) maintained the vocabulary work was necessary as there were several words/phrases they did not recognize. Some extra ideas were offered as well. Three students would have liked to draw their feelings, and one student would have liked to explain the song lyrics as a pair work exercise.

The findings provide evidence that students like sharing their personal experience. Understanding the message of songs is important as well. Students like gap-fill exercises, but nobody mentioned they had enjoyed the homework exercise where they had to find information about the author of the song.

3.5 Analysis of the Songs in the English Teaching Material Sets: Conclusions

This subchapter summarizes the textbook analysis. It addresses the exercises, tasks and activities in the course books that are connected with songs. The subchapter

gives an overview of seventh and eighth grade students' opinions about those songs and activities. Students' suggestions for additional exercises are presented as well.

The most obvious finding to emerge from the analysis of *Key English 7* is that music and songs are clearly underused in the teaching set. Two songs in the textbook have been chosen for the unit topics, but there are no exercises in the textbook or in the workbook connected with them. On the basis of students' comments it can be concluded that students did not like the choice of songs very much. It was also shown that the majority of the students would like to do additional vocabulary related and other type of exercises, not just to listen to the song. Students suggested several additional exercises for the songs – vocabulary exercises, drawing, singing, gap-fill exercises and changing the lyrics of a song. Stemming from the above, it has become clear that the songs of the textbook do not give the students enough opportunities to practice different language skills and do not encourage them, illustrating where the need for complementary song-based teaching materials exists. The author of the thesis is sure that it is the teacher's task to include additional materials to complement the study materials in order to make lessons more interesting, to practice language skills and maintain students' motivation.

On the basis of the analysis it can be gathered that the number of songs and connected activities in *English in Mind* teaching set was sufficient. Nevertheless, according to the students the choice of songs could have been better, as they did not like half of the songs. However, the author of the thesis argues that the songs gave excellent opportunities to discuss everyday topics – family and friends, environment and protecting nature, healthy lifestyle and relationships. All the topics are presented in the National Curriculum (National Curriculum for Basic Schools 2011: §14) as well. It was observed that although a variety of tasks and exercises, as well as

vocabulary work, were added to each song, there were no grammar teaching exercises among the ones given. Interestingly, although the importance of teaching culture with songs has been mentioned by several scholars (Jolly 1975, Murphey 2002, Shen 2009) there were no songs connected to national holidays (e.g., Christmas, Halloween, Thanksgiving) of neither the UK nor the USA. In order to make lessons livelier, to introduce culture and to teach grammar some song-based activities could be added to the teaching set as well.

3.6 Designed Materials

As it was mentioned in the introductory part of the thesis, course books may not offer sufficient amount of material that teachers or students would be interested in. Moreover, as stated by Allwright (1981: 5, 15) they may be too inflexible for everybody's needs. The use of (pop) songs could be complicated because of copyright issues or the fact that musical favorites and pop icons change quickly. Nevertheless, language teachers have a great opportunity to design their own supplementary materials in order to complement the teaching sets they use and bring positive mood into their classrooms.

As another step towards creating additional materials to the textbooks, Questionnaire 3 on students' music preferences and song selecting criteria (Appendix 12) was used to conduct Survey 3.

3.6.1 Results and discussion of Survey 3 on students' music preferences and song selecting criteria

According to Lems (1996), Murphey (2002) and Ludke (2009) (see chapter 2.2) involving students – asking their opinions and views – is important and the feedback of this questionnaire might be informative and helpful for language teachers.

In this questionnaire the participants were asked about their music genre preferences, opinions about songs and stories behind the songs. The feedback provides information about students' views when selecting songs for language lessons.

The sample

18 seventh graders and 37 eighth graders participated in the study.

1. The majority of students like to listen to rock and dance music (30% and 39%). 20% of the students have no favorite music style. Rap and HipHop were quite popular, too; 15% and 17% of the respondents prefer those styles. The other styles were mentioned as follows: heavy music 11%, punk 9%, R&B 7%. The least favorites among students are Blues, Jazz, Classical and Country music – each 4%. Nobody answered that they would prefer folk music. Similarly, nobody claimed they do not listen to music at all.

Figure 1 The favorite music styles of the students
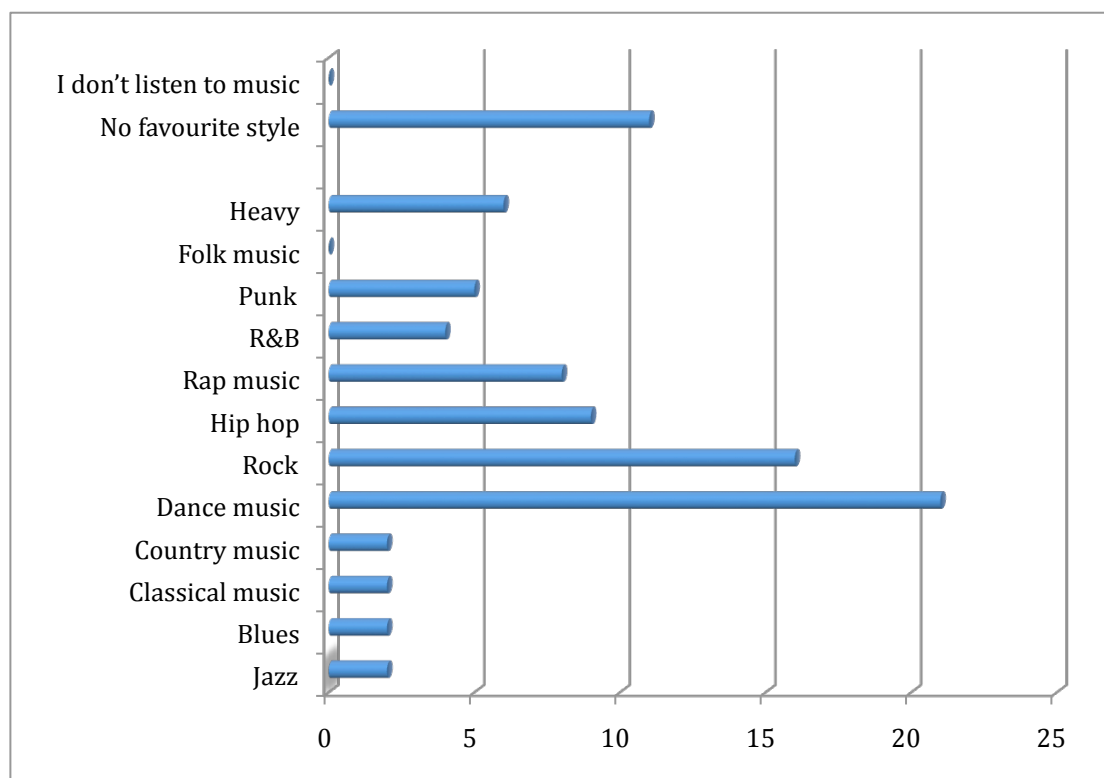
2. According to students' opinions different criteria for selecting songs are

   2.1 The song has to tell a story

   2.2 The song has to be presently popular

   2.3 … good for learning vocabulary

   2.4 … suitable for an introductory conversation for a unit

   2.5 … songs with good grammar

   2.6 … songs that introduce different English accents

   2.7 … old songs, informative about musicians who are already dead

   2.8 … songs that are good for learning slang

   2.9 … songs that broaden one's horizons

A half of the participants would choose a song that they like best.

3. For the third question 'Which songs should be avoided for an English lesson?' 14 respondents answered that all kinds of songs could be used in the lesson, because "it would be boring when the songs are always similar" (2); "students listen to all possible music outside the classroom" (4). Two students said that even if all kinds of songs could be selected, some songs might need some additional explanations about the context. As to different music styles, rap music was not recommended for music lessons (22), because "the lyrics might be inappropriate" (10); "songs are too fast and obscure" (4), "impossible to understand" (8); "reduced language is used" (1). As a rule, students expressed a preference to avoid using songs with inordinately depressing lyrics, e.g., about alcoholism, cruelty, because "life itself is already sad and violent enough without dedicating classroom time to that aspect of it." One student mentioned he would avoid "protest" songs to "avoid

youngsters developing stupid thoughts" (1). Four people would not use songs with grammar mistakes in them.

4. Background information about bands and musicians should be introduced believed 70% of the respondents who mentioned that "it broadens the horizons," "is interesting," "may be helpful to understand the song lyrics better." One might even find a new favorite when getting information about unknown songs. The rest of the respondents thought that it was not important. Some of them explained that in the lesson the song is being analyzed not the musician.

5. 39% respondents do not pay any attention to the lyrics when listening to songs. The rest admitted that lyrics and the message are important for them. You want to listen to the song with a good message repeatedly. Some respondents said that they had searched the Internet, because wanted to know what the song was about or to learn new words and phrases.

In conclusion, according to the sample of the questionnaire, the music used in the lessons can be various, because 19 different music styles were mentioned. Rap music, although popular among many respondents, was generally considered unsuitable for the language classroom due to impenetrability of the lyrics and high probability of inappropriate content. Ludke (2009) suggests using rap songs because "the lyrics emphasize the natural rhythms of the language." The majority of students would not like to listen to songs with depressing content as "the life can also be depressing". The same thought was expressed by Ashmore (2011: 22) and Lems (1996: 3) who suggest avoiding songs with potentially problematic content and unpleasant issues, such as war, discrimination, references to racism or violent acts. Presenting the background information may help the students understand the lyrics, enable a fuller appreciation of context and more balanced understanding of the song.

Teaching students to listen to the lyrics and discuss different topics is a good idea, as many of them do not pay attention to that.

3.6.2 Analysis of song-based lessons

This section provides examples of possible additions to the course books. The aim of the designed material is to give language teachers ideas how to exploit songs preparing complementary materials with the topics and competences mentioned in the CEFR and Estonian National Curriculum, as discussed in Chapter 2.1.

For the current study nine song based lesson plans were designed (see Appendices 1-9 for the respective lesson plans). Stemming from the above mentioned aspects, several communicative exercises were added to the sets. Such exercises allow learners to express their opinions, talk and argue about important topics like money, friendship, hope, dreams, environment etc. Topics to introduce culture were also added. Grammar topics were chosen according to the expected competences described in the Estonian National Curriculum. All the sets were compiled with the purpose to provide positive and joyful classroom environment.

3.6.2.1 Lesson 1: Syntax. Song: 'What does the fox say?'

The aims of the lesson (Appendix 1 Lesson Plan 1: Syntax) were setting a joyful mood into the classroom; practicing syntax in questions, introducing new vocabulary, practicing listening skills and working as a team. Students participated actively and liked the chosen song very much. As a negative side, the number of students in each group could have been smaller, because the classroom was too small for free moving. Eighteen students participated in the lesson and the feedback was mainly positive. 16 students (89%) found that the song well-chosen and 14 (78%) stated that it helped them to memorize the rule. Nevertheless, eight students would

have wanted the rule to be on the board throughout the lesson. 15 students (83%) liked the exercises and activities done in the lesson, especially chance to move around and group work. All the participants would like to take part in a song-based lesson in future.

To sum up, using the song in order to set a positive mood in the classroom and revise syntax in interrogative sentence worked well, and the aims were accomplished. It is important to remember that students' learning styles differ and offering visual support next to aural and physical activities is necessary.

3.6.2.2 Lesson 2: Topic Friends. Song: 'I'll be there for you'

The aims of the lesson (Appendix 2 Lesson Plan 2: Topic 'Friends') were setting a joyful mood into the classroom; practicing listening and speaking skills and adjectives; speaking about in the topic 'Friends'; introducing a Smartphone translating app, new phrases and reduced speech. The lesson was designed to replace a song-based lesson in *Key English 7,* unit 4, topic 'Friends will be friends.' In the textbook the song 'You've got a friend' by Carole King was used. The survey had shown that the students did not enjoy the song very much, although the topic had been very interesting and important for them. Thus the author of the thesis decided to offer a different song and activities.

Students

Eighteen students participated in the lesson and the overall feedback was 100% positive. 18 students (100%) found the song well-chosen and 15 (83%) liked singing along. 15 students (83%) liked the exercises and activities done in the lesson, especially the gap-fill exercise and the conversation, because the topic was interesting and important for them. The majority of the students 16 (89%) would use the

translation app in the future. All the participants would like to take part in a song-based lesson in future.

Teacher

Students participated actively and liked the chosen song and the topic very much. They wanted to sing along several times. Finding (positive) adjectives was a bit difficult. Using the song in order to set a positive mood into the classroom and talk about friends and friendship was a success. Finding adjectives was challenging, but too easy exercises do not stimulate learners' motivation. It is important to check how many students have electronic devices with them. The information is needed in order to (re)organize the students before the lesson begins.

3.6.2.3 Lesson 3: Tenses. Song: 'Counting stars'

Students

Eighteen students participated in the lesson. Although the majority of the students (81%) liked the song, the lyrics were not easy for them to understand. One participant commented: "The message of the song was obscure and the video made no sense." And as another student put it: "I could not explain the phrases in the last exercise."

The most favorite exercise was the gap-fill, 86% of the participants managed with it well. Approximately, a half of the students found the task of finding synonyms and antonyms rather difficult. Only a small number of respondents (24%) indicated that telling the tense form was easy for them.

Teacher

The aims of the lesson (Appendix 3 Lesson Plan 3: Tenses) were setting a joyful mood into the classroom; practicing grammar (tenses, synonyms / antonyms); practicing listening and speaking skills. The teacher was not happy with the selected

song, because the lyrics were too difficult to understand for 7th graders. Nevertheless, she could help them with the translation and explanation doing the free conversation task. However, as explaining tense forms took more time than she had planned, there was not enough time for the conversation. The need for analyzing tense forms was not possible to be ignored, thus the teacher asked to answer questions about the song at home. In summary, the aim of practicing speaking skills was not completed. The next time another song should be chosen and time management should be better. Nonetheless, the students participated in the lesson actively and managed well with the gap-filling task.

3.6.2.4 Lesson 4: Irregular verbs. Song: a video of teaching irregular verbs made by an English teacher Jason R. Levine

Students

Eighteen students participated in the lesson. 18 students (100%) found the video well-chosen and interesting. 6 students (33%) liked the task and characterized it as 'enjoyable,' 'groovy' and 'refreshing.' Five students (28%) would have preferred writing the irregular verbs instead of rapping them. Four participants (22%) described the task as challenging, but the words 'stuck into their heads.' Three students (17%) would not have liked to perform alone in front of the classroom. One student refused to do the task.

Teacher

The aims of the lesson (Appendix 4 Lesson Plan 4: Irregular verbs) were setting a joyful mood into the classroom, evoking learners' creativity, encouraging students to perform in front of the audience, and memorizing the three forms of irregular verbs. The video was presented to the students not as an example, but an interesting option for memorizing irregular verbs. Students could choose verbs to rap.

Moreover, they could do it individually or in pairs. According to Murphey (2002), one of the concerns teachers have expressed was that they are not musical or just do not want to sing in the classroom. Although rapping is not 'usual' singing, it may be a problem for some teachers. Nevertheless, if the teacher does not want to rap in class, one can find suitable examples of others doing that online. Such exercise can be optional for the students as well. In addition, 'the song stuck in my head' phenomenon, introduced by Murphey (1990) who believes that songs have the power to engrave themselves into people's brains, was mentioned by 22% of the participants.

3.6.2.5 Lesson 5: Hypothesizing. Song: 'I wish'

Students

Thirty-seven students participated in the lesson and the overall response was rather positive. 70% of those who took part in the lesson approved the choice of song and stated they liked the rhythm of the song which then helped them to memorize language rules. Almost two-thirds of the students (64%) stated they had enjoyed pair work. Nevertheless, six students said they were not happy with their partners. There were some negative comments about the lesson as well. Four students would have liked to listen to the song more, because they could not finish the gap-fill. It was also suggested that students could have filled the gaps and formed the rules themselves before listening to the song.

Teacher

The aims of the lesson (Appendix 5 Lesson Plan 5: Hypothesizing) were introducing hypothesizing, practicing writing skills and listening skills, and setting a positive mood into the classroom. Students participated quite actively, however, there were some misunderstandings about forming pairs for pair work. I appreciated the

criticism about forming the rule for the students and I will keep that in mind in the future. Encouraging students to think and discover raises their motivation and self-esteem. The students who could not finish the gap-fill were supposed to check it with partners. Moreover, the rules and sample sentences were to find on the board. Nevertheless, the findings show that the aims of the lesson were completed.

3.6.2.6 Lesson 6: Second conditional. A list of songs with 2nd conditional in them and a medley

Teacher

The aims of the lesson (Appendix 6 Lesson Plan 6: Second conditional) were practicing 2nd conditional, listening skills and group work skills. Moreover, further aims were to show that songs include various aspects of grammar and encourage learners to put their knowledge into practice as the topic of 2nd conditional had already been taught. Although learning grammar is considered to be a formal activity, Saricoban and Metin (2000) state that a teacher should use new fascinating techniques in order to recycle the knowledge and make a grammar lesson effective, beneficial, and interesting. Copying sentences into bingo charts was included for students to memorise how to build the second conditional.

Students

Thirty-seven students participated in the lesson. Just over a half of them reported that the tasks, especially the listening part had been difficult for them. One of the students said: "Songs in the video changed too quickly and I could not write so fast." Another participant commented: "The task was very difficult, it was almost impossible to think about sentence construction and listen to the song at the same time." One of the students pointed out: "I had no problems with managing the task,

but I'm sure a lot of my classmates did." Some participants (18%) admitted that they should have made more effort at home when preparing for the lesson. The majority of students (84%) would have liked the teacher to give the list of 2nd conditional examples instead of finding them from the songs at home. Three students (8%) stated that they did not manage doing the homework exercise on their own, and added that they would have preferred to complete workbook exercises instead. As one respondent put it, "The video distracted thinking." Only four students (11%) reported that they managed very well and three (8%) suggested to use it as a test exercise for more advanced students. Less than half of the students (15) were ready to try such exercise again sometimes.

By way of a conclusion, it has been discussed in Estonian press (*Postimees*, 17.12.2008, 24.01.2001) that Estonian children are not taught to think and analyze, but simply to memorize the rules their teachers have given them. These results match those observations. Among other information, the students report that such learning method where they had to complete the rules themselves, analyze and find different examples of conditionals was difficult (mentioned 20 times), and that the teacher should explain or give rules herself (mentioned 31 times). Although the findings were rather disappointing, the author believes that by offering students challenges and an opportunity to search for answers rather than giving ready-made explanations builds their motivation as well as develops analytical skills. A positive aspect was that almost a half of the students were ready to try such exercise again in the future.

3.6.2.7 Lesson 7: Topic 'Environment.' A list of songs with environmental

messages

The aims of the lesson (Appendix 7 Lesson Plan 7: Topic 'Environment') were speaking about environment and protecting nature, practicing all language skills, practicing communicative skills and encouraging discussions, practicing summarizing and public speaking. The lesson was designed to complement the lesson in Unit 3 in the textbook, while 56% of the students did not enjoy working with the given song ('Big yellow taxi' by Joni Mitchell). Nevertheless, the song was still offered on the list.

Teacher

Students participated not very actively and the teacher had to make effort to make them speak. As a negative side, four students had not prepared for the lesson and they could not participate actively. Fortunately, there were three general questions on the list, so they could think and speak about those. A possible variation can be that the students could suggest ideas for making a video for 'Wake up America' by Miley Cyrus.

Students

Thirty-seven students participated in the lesson and the feedback was surprisingly positive. 25 students (68%) found the selection of songs well-chosen, but 12 of them would have liked the possibility to choose the song for analyzing themselves. 27 students (73%) liked the exercises and activities done in the lesson, especially the chance to communicate and to listen to the songs. 31 students (84%) liked the discussion part most. Two of them would have wanted to have even a longer discussion and the opportunity to prepare questions about protecting nature as homework. Comments on the positive side were the following: the lesson broadened

horizons, made to think and discuss about nature, the students liked listening to the songs and the selection of songs. Moreover, the students (18 – 50%) liked the opportunity to choose a song instead of having just one chosen for them. Negative remarks: one of the songs ('Wake up America' by Miley Cyrus) had no video; the video ('Animal Army' by Babylon Zoo) did not make any sense.

To sum up, using songs for speaking about protecting nature would be a great idea, as there are so many good examples with environmental messages in them. Students liked the opportunity to select a song for homework from the list. One of the possibilities would have been to let the students select their own song, but in that case they would have to send the song to the teacher beforehand, who is then able to decide whether the song will be appropriate to use in the classroom. It is also important to prepare additional tasks in case not all of the students have made an effort to do their homework assignments. The main challenge in the lesson was making students communicate. For that purpose, the useful vocabulary items could have been provided on the board.

3.6.2.8 Lesson 8: Lyrics writing. Song: 'Don't Worry, Be Happy!'

The aims of the lesson were (Appendix 8: Lesson Plan 8: Lyrics writing) setting a joyful mood into the classroom, practicing group work, listening and writing skills, introducing new vocabulary and evoking creativity. The song and related exercises are in the textbook. In order to evoke students' creativity and try something they had never done before, the teacher decided to make students to write song lyrics themselves. Most of the students participated actively, but there were some group members who did not help others and in order to make them do the task, the teacher had to interfere a couple of times.

Students

Thirty-seven students participated in the lesson and the feedback was mainly positive. 31 students (84%) found lyrics writing interesting and challenging. 16 participants (43%) wrote that they enjoyed working in the group, as it helped to come up with interesting rhymes and lines. However, 6 students (16%) did not like the task. Four of them mentioned that they did not like their team members who did not contribute enough. The least favorite was singing the song. Out of the 37 participants who responded to this question, twenty-three (62%) did not enjoy singing in front of the classroom. Twenty-seven students (73%) answered that they would like to write song lyrics in future.

Taken together, these results suggest that lyrics writing was excellent for evoking students' creativity. The students described the experience as "challenging," "motivating," "interesting," "inspiring" and "encouraging." This type of activity is a good opportunity for learners to detect their skills. A student might recognize his/her ability and interest to do something he/she has not tried earlier and might start to like it. Furthermore, most of the participants agreed that working on such exercise is better with the group, because of the opportunity to share ideas and help others. The majority of students would not like to perform in front of the classroom, but they would agree to do it together with classmates. There were some problems with working as a group, because students could not form groups themselves. The teacher should have explained the benefits of the group work beforehand.

3.6.2.9 Lessons 9 and 10: Topic: 'Halloween.' Songs: 'Thriller' by Michael Jackson and 'Skeleton dance'

The same lesson plan was used to teach a class on the topic of Halloween to the students of Grades 7 and 8. The aims of the lessons (Appendix 9 Lesson Plan 9:

Halloween) were introducing culture, practicing speaking skills, learning new vocabulary and setting joyful mood into the classroom.

Form 7

Eighteen students participated in the lesson and the feedback was very positive. 16 students (89%) found the topic interesting and the songs engaging. 14 students (78%) stated they enjoyed most the activity where they could move into the music, because it was "unusual," "entertaining," "funny" and "cool." Although Halloween is not widely celebrated in Estonia, approximately half of the respondents (56%) maintained they have organized parties and/or dressed up for the day. All of the participants stated that they learned new vocabulary and knowledge about history of Halloween in the lesson. Furthermore, all the participants would like to take part in the lesson in future where culture is introduced.

Form 8

Thirty-seven students participated in the lessons and the feedback was mainly positive. 34 students (92%) found the topic interesting and 32 of them (86%) liked the songs and related activities. According to the participants, two most favorite activities were discussion (25 – 68%), because they could share their thoughts and dancing (22 – 59%). Most students (32 – 86%) stated that information about the history of Halloween was interesting and new vocabulary was learned. No negative aspects were mentioned about the lesson, although three students (8%) stated that they would rather not have danced, because it was silly. Nevertheless, all the participants would like to take part in such lesson in the future.

To sum up, using songs for introducing culture, practicing speaking skills, learning new vocabulary and setting joyful mood into the classroom was a success. When planning the lesson the teacher was afraid that the 7th and 8th graders may feel

to be too old for dancing in the classroom. Although moving into music and songs is generally widely used when teaching younger students, there were no moving activities in the analyzed textbooks. Fortunately, the majority of the students enjoyed the activity and danced with pleasure. The topic was also interesting for the participants. The history of Halloween was listened to with interest. Although Halloween is not widely celebrated in Estonia, the students participated eagerly in a conversation and practiced forming sentences in the Past Perfect and going to Future. Vocabulary work was important as well, because many words connected with the topic are not used every day. Some additional activities for future lessons were suggested as well. Four students would have liked to draw a poster, six students would have a Halloween party with costumes in the class, four students would have liked to listen to another song on the theme of Halloween, one student would have liked to create a mind-map with the vocabulary. Next time the students could search information about Halloween before the lesson at home and practice more writing skills at school.

3.6.3 Results and discussion of Survey 4 on studying grammar with songs

The survey was designed to determine the need and helpfulness of using songs in learning grammar from students' point of view. Questionnaire 4 on studying grammar with songs (Appendix 13) was used to conduct Survey 4.

The sample

18 seventh graders and 37 eighth graders participated in the study. The most favored method for learning grammar is with the help of teacher's explanations (26%

of the participants). 25% stated that they like choosing materials for learning themselves. Learning grammar with the help of reading texts and by listening to and analyzing songs is both preferred by 18% of the students. Learning grammar using a course book and/or workbook was the least favored, mentioned by 14% of the participants. Twelve students added that they would like teachers to combine different methods, because "students' learning styles might be different" and "learning would not get boring." Educational computer games are popular with students, 23% of participants like to practice grammar playing them. Almost the same amount of students (21%) marked their preference as doing pair work. Nevertheless, some added that they would like to form pairs themselves and work together with someone good at English and interested in learning in general. The rest of the answers were divided into three other options – freely chosen materials (20%), by analyzing songs (19%) and doing workbook exercises (17%). The participants suggested the following alternatives for learning grammar: group work – everybody prepares a topic at home and explains it to the other members of the group, learning with parents, teacher recommends useful websites, students prepare a topic at home and explain it to the entire class in front of the classroom. Good grammar practice approaches would be communicating with native speakers or watching YouTubers' videos. The majority of students (44) agreed that when introducing grammar with songs they have to be carefully selected. Several students (9) commented that the song 'What does the fox say?' has served as a good example of memorizing grammar rules. Two students mentioned that they never think about grammar when listening to songs, except for in the lesson. On the contrary, five participants acknowledged they often notice grammatical mistakes while listening to songs. 11 students would like learning grammar only with songs, as the majority of participants would prefer a teacher to

give additional explanations and definitions. Five students maintained that music would disturb them. In the last question it was asked whether the teacher should point out grammar (or other) mistakes in the song. 48 students (87%) stated that it was necessary. Some students added they would not use a song with mistakes in the lesson and one student suggested the activity where students have to find mistakes from a song and then have an open class discussion.

To sum up, the findings of this study suggest that learning grammar with course book and workbook are not preferred among students. The fact might support the author's remark in the introduction that some students consider the lessons with textbooks and workbooks to be boring. Interestingly, the findings suggest that a number of students like learning and practicing grammar on their own with freely chosen materials. More research is needed to better understand what students meant by their replies. The author of the thesis finds searching and selecting suitable materials to be challenging and quite time-consuming. Although the Internet is full of different exercises and ideas for language learning, it still might be problematic to find an appropriate one. Furthermore, lessons where students were supposed to prepare something at home got the most criticism. According to the feedback, the teacher's role in introducing rules was considered to be important. The suggestions for additional activities in further lessons were useful and can be taken into consideration. For the reason that students' learning and memorizing strategies are different, mixing various teaching methods, as stated by twelve students, is crucial. Among other aspects Ashmore (2011) has stated that songs have to be carefully selected in order to avoid learners memorizing grammatically incorrect structures, which is in good agreement with the comments of the participants of the present study. Moreover, students considered it important for a teacher to draw learners'

attention to wrong examples of grammar in the songs. It was also shown that nearly half of the students have noticed songs as great tools for learning grammar and they are willing to embrace songs as part of language learning.

3.6.4 Results and discussion of Survey 5 on learning with songs

In the final questionnaire the participants express their opinions whether and why they like learning English with songs. Questionnaire 5 on learning with songs (Appendix 14) was used to conduct Survey 5. The findings of the survey show how using songs in language lessons has influenced the students.

18 seventh graders and 37 eighth graders participated in the study. The most significant role of songs, according to the participants, is to introduce new vocabulary and phrases – 90% of the respondents reported it to be important. Learning to listen to song lyrics and find out stories behind songs was considered relevant by 80% of the students. The majority (73%) of those who participated in the study felt that songs create a positive classroom environment. Sixty per cent agreed that learning grammar with songs is interesting and useful. Just over a half of those who answered the question reported that songs help them to learn to notice different accents. Thirty-seven of the students mentioned that they can learn about musicians and composers in song-based lessons. Although the feedback to lyrics writing lesson (the lesson based on the song 'Don't worry, be happy') was positive, surprisingly, only 7% of respondents stated they enjoy writing song lyrics. Out of the 55 participants who responded to this question, only two mentioned that they do not like learning English with songs. One student commented that "learning with songs wastes time," the other reported that "learning with songs is mainly suitable for younger students."

In summary, these results show that the idea of teaching English with songs is appreciated by the students. The overall response to the questionnaire was very

positive. Mostly students benefit by learning new vocabulary. Noticing stories behind the songs as well as searching for information about composers and bands broadens one's horizons and introduces elements of cultural studies. In order to reduce language learning anxiety, creating a positive mood in the classroom is crucial.

4 CONCLUSION

The purpose of the current thesis was to design additional study materials using pop songs in order to complement two currently used English teaching sets *Key English 7* and *English in Mind 2*. The aims of the study were to analyze the use of songs in the textbooks, moreover, to test and evaluate the supplementary song-based materials. An analysis of the course books mentioned above was conducted to determine, how much songs were exploited in the textbooks and what kind of song-based exercises they used. The analysis and the table summing up the results can be seen in chapter 3.3. Stemming from the results of the analysis, the need for supplementary materials was ascertained. Before designing new materials, two surveys were carried out to establish students' musical preferences, their opinions and ideas about selecting songs as well as about learning grammar with songs. The results and discussions of the surveys can be seen in chapter 3.6. As communicative competence is stressed in the Estonian National Curriculum, a lot of emphasis during song selecting and material designing was put on communicative exercises. The topics were chosen in accordance with the National Curriculum, but teenagers' interests were also considered. Moreover, in order to practice active learning methods it was insured that students had the opportunity to study independently as well as do pair work and group work. Lastly, students' reactions to song-based activities and their comments on song-based lessons can be found in chapter 3.6.

Exploiting songs in language lessons is quite common. Several well-known scholars such as Tim Murphey, Karen Ludke, Diane Larsen-Freeman and Yukiko Jolly, to name just a few, have practiced, studied and written about the advantages and benefits of using songs. All the above authors have stressed that creating a positive

classroom environment lowers students' language learning anxieties, and consequently, raises their motivation. The findings of this study complement their ideas. According to the last survey (see chapter 3.6) the majority of students stated that songs created a pleasant atmosphere and provided change from traditional classroom routines. If the surrounding is enjoyable, it does not intimidate learners but raises their motivation instead.

Songs teaching culture (Jolly 1975, Jones 2008, Shen 2009) and repetition helping memorization (Murphey 2002) are the other most frequently cited positive aspects of using songs. The similarities and differences between Estonian and foreign culture were mainly discussed among other issues in lessons' communicative parts. Unfortunately, no questions regarding culture were included in the last questionnaire. Therefore, the thesis does not give any information about how cultural issues were addressed by the students. However, the fact that repetition helps memorisation was confirmed (see chapter 3.6 rapping irregular verbs; hypothesizing). According to the survey, songs are most valuable in acquiring new vocabulary. Ninety per cent of the students reported that acquiring new words and phrases was very important for them. In grammar teaching the value of using songs besides diversifying language lessons is also linking it with 'real' everyday life. Although students could comment on song-based grammar lessons and conclusions were drawn, a future study investigating differences between acquiring grammar rules with and without songs would be very interesting.

Although many positive aspects about using songs are mentioned in literature, it should be noted that including songs into course books might be problematic because many of the songs are copyrighted. Moreover, pop songs can quickly go out of date. Therefore, in order to use currently popular songs or illustrate modern everyday

topics, language teachers can design song-based lessons whenever the need arises. The thesis serves as a practical example for teachers of what is there to be kept in mind when selecting songs, how to incorporate pop songs in English classes, and how students reacted on the lessons. With the help of widespread and easily accessible Internet sources in Estonia a broad range of songs is legally available. Therefore, designing different song-based exercises, tasks and activities is practicable. Furthermore, songs as authentic language learning tools are suggested both in the CEFR and the Estonian National Curriculum.

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Appendices

Appendix 1 Lesson Plan 1: Syntax

FORM 7

TOPIC – grammar (syntax)

SONG 'What does the fox say?' By Ylvis
https://www.youtube.com/watch?v=jofNR_WkoCE

LEVEL – Pre-Intermediate

TIME – 45 min

AIMs – to set a joyful mood into the classroom; to practice syntax in questions; to practice group work and listening skills; to introduce new vocabulary

PREPARATION – song strips - print and cut song lyrics line by line into strips (leaving out the uttering sounds)

IN CLASS –
1. Divide students into three groups
2. Distribute jumbled song strips
3. Students organize song lyrics while listening to the song
4. Checking and discussing the lyrics
5. Focusing on the sentence **What does the fox say?** – explaining word order in the sentence
6. Singing the song

What does the fox say?

Dog goes woof

Cat goes meow

Bird goes tweet

and mouse goes squeek

Cow goes moo

Frog goes croak

and the elephant goes toot

Ducks say quack

and fish go blub

and the seal goes ow ow ow

But there's one sound

That no one knows

What does the fox say?

Big blue eyes

Pointy nose

Chasing mice

and digging holes

Tiny paws

Up the hill

Suddenly you're standing still

Your fur is red

So beautiful

Like an angel in disguise

But if you meet

a friendly horse

Will you communicate by morse?

How will you speak to that horse?

What does the fox say?

The secret of the fox

Ancient mystery

Somewhere deep in the woods

I know you're hiding

What is your sound?

Will we ever know?

Will always be a mystery

What do you say?

You're my guardian angel

Hiding in the woods

What is your sound?

Appendix 2 Lesson Plan 2: Topic 'Friends'

FORM 7

TOPIC 'Friends'

SONG 'I'll be there for you' by the Rembrants

https://www.youtube.com/watch?v=q-9kPks0IfE

LEVEL – Pre-Intermediate

TIME – 45 min

AIMS – to set joyful mood into the classroom; to practice listening skills; to provide oral practice in the topic 'Friends'; to practice adjectives; to teach using a smartphone translating app; to introduce new phrases; to introduce reduced speech

PREPARATION – gap-fill: print song lyrics with phrases given separately.

IN CLASS –

1. On the board – Think of an adjective describing the song.
2. Listening 'I'll be there for You'
3. Writing adjectives (one each student)
4. Distribute the song lyrics
5. Filling the gaps
6. Checking the gaps - pairwork, translating lyrics, introducing reduced speech, also other aspects of spelling /eg your/you're etc
7. What is the song about? – free conversation + explaining the choice of adjectives
8. Singing the song

Homework – Find an adjective with each letter of your friend's name

E nthusiastic

M arvellous

M agnificent

A mbitious

PHRASES

I'll be there for you	make it through
stuck in second gear	the world has brought you down to your knees
things are going great	when the rain starts to pour
your job's a joke	your love life's D.O.A

So no one told you life was **gonna be** this way

……………………………………. you're broke, ………………………………………

It's like you're always stuck in second gear

When it hasn't been your day, your week, your month, or even your year, but

I'll be there for you when the rain starts to pour

I'll be there for you like I've been there before

I'll be there for you 'cause you're there for me too

You're still in bed at ten and work began at eight

You've burned your breakfast, so far ……………………………………………

Your mother warned you **there'd** be days like these

But she didn't tell you when ……………………………………………………that

I'll be there for you ……………………………..

I'll be there for you like I've been there before

I'll be there for you **'cause** you're there for me too

No one could ever know me

No one could ever see me

Seems you're the only one who knows what it's like to be me

Someone to face the day with, ………………………………………… all the rest with

Someone I'll always laugh with

Even at my worst, I'm best with you, yeah!

It's like you're always …………………………………………………

When it hasn't been your day, your week, your month, or even your year

I'll be there for you when the rain starts to pour

……………………………. like I've been there before

I'll be there for you 'cause you're there for me too

I'll be there for you

I'll be there for you

I'll be there for you 'cause you're there for me too

Appendix 3 Lesson Plan 3: Tenses
FORM 7

TOPIC (Pocket)money, grammar

SONG Counting Stars by OneRepublic
https://www.youtube.com/watch?v=hT_nvWreIhg

LEVEL – Pre-Intermediate

TIME – 45 min

AIMs – to set joyful mood into the classroom; to practice listening skills; to provide oral practice in topics 'Money', 'Hope', 'Dreams'; to practice grammar: synonyms/antonyms / different tenses

PREPARATION – gap-fill: print song lyrics (some words are given separately)
Print exercises

IN CLASS –
1. Distribute the song lyrics
2. Filling the gaps
3. Checking the gaps
4. Singing the song
5. Synonym/antonym exercises
6. Tense exercise – tense rules review all together
7. Free conversation

Fill the blanks with the words. There are two words that you do not need.

Lunch, losing, swing, signs, seek, old, makes, four-letter, young, one-way, drowns, praying, dollars, vine

Counting Stars

Lately, I've been, I've been ………………………………….. sleep

Dreaming about the things that we could be

But baby, I've been, I've been …………………………….. hard,

Said, no more counting ……………………………….

We'll be counting stars, yeah we'll be counting stars

I see this life like a swinging ……………………….

………………………….. my heart across the line

And my face is flashing ……………………………….

………………………………. it out and you shall find

Old, but I'm not that ……………………………

Young, but I'm not that bold

I don't think the world is sold

I'm just doing what we're told

I feel something so right

Doing the wrong thing

I feel something so wrong

Doing the right thing

I could lie, couldn't I, could lie

Everything that kills me ………………………. me feel alive

I feel the love and I feel it burn

Down this river, every turn

Hope is a …………………………………. word

Make that money, watch it burn

Old, but I'm not that old

………………………………….., but I'm not that bold

I don't think the world is sold

I'm just doing what we're told

I feel something so wrong

Doing the right thing

I could lie, could lie, could lie

Everything that ……………………. me makes me wanna fly

Take that money

Watch it burn

Sink in the river

The lessons are learnt

Find synonyms from the lyrics

GIVE UP; CLUE; VIABLE; BELIEF; FALL IN

Find antonyms from the lyrics

RIGHT; WEAK; ABOVE

Underline the auxiliary and main verb, tell the tense form

I've been losing sleep.

We'll be counting stars.

I'm not that old.

The world is sold.

I feel the love.

The lessons are learnt.

FREE CONVERSATION

1. What do you think the song is about? Back your thoughts up with some phrases form the song.

2. Translate and/or explain the following phrases:

"I feel something so right doing the wrong thing."

"I feel something so wrong doing the right thing."

"Everything that kills me makes me feel alive."

Homework:

What does the author of the lyrics want to say with the song?

(google – story behind the song)

Appendix 4 Lesson Plan 4: Irregular verbs

FORM 7

TOPIC – learning irregular verbs

SONG - https://www.youtube.com/watch?v=gZzKe1BC2XU

LEVEL – Pre-Intermediate

TIME – varies

AIMs – to introduce an interesting option for memorizing irregular verbs; to evoke learners creativity; to encourage students to perform in front of audience; to memorize three forms of irregular verbs

PREPARATION – distribute a list of irregular verbs;
After watching the video students choose 5-10 irregular verbs from the list and prepare a rap presentation as a homework, (can be done in pairs as well)

IN CLASS –
Students rap irregular verbs they chose

Appendix 5 Lesson Plan 5: Hypothesizing

FORM 8

TOPIC – grammar (hypothesizing – wish)

SONG 'I wish' by Skee-Lo https://www.youtube.com/watch?v=ryDOy3AosBw

LEVEL – Pre-Intermediate

TIME – 20-25 min in the middle of the lesson for the song and exercises

AIMs – to set joyful mood into the classroom; to introduce hypothesizing; to practice writing skills, to practice listening skills

PREPARATION – print song lyrics and exercises

IN CLASS –

1. Distribute the lyrics with gaps

2. Listen to the song and students fill in the gaps

3. Discuss possible vocabulary issues

4. Students finish sentences with their own ideas

5. Pair work – checking the sentences

'I wish' by Skee-Lo

I was like six-foot-nine	I had a rabbit in a hat with a bat
I had a brand-new car	I was a little bit taller
I had a girl who looked good	I was a baller
I had my way	

I wish ……………………………………………

I wish ……………………………………………

I wish…………………………………………., I would call her

I wish ………………………………………….

And a six four Impala

I wish ……………………………………………

So I can get with Leoshi

'Cause she don't know me but yo she's really fine

*

I wish ………………………………………….

So far, I got this hatchback

And everywhere I go, yo, I get laughed at

And when I'm in my car I'm laid back

I got an 8-track and a spare tire in the backseat, but that's flat.

*

Hey, I wish …………………………………………..

'Cause everyday would be a Friday

And you could even speed on the highway

Finish the sentences so that they were about you.

I wish I was ……………………………………………

I wish I spoke ……………………………………………

I wish I had ………………………………………….

I wish I hadn't …………………………………………..

Appendix 6 Lesson Plan 6: Second conditional
FORM 8

TOPIC – grammar (2 conditional)

SONGS - the medley:

https://www.youtube.com/watch?v=25y8qEm0omM

LEVEL – Pre-Intermediate

TIME – 30 min

AIMs – to practice 2nd conditional; to practice listening skills; to show that songs are full of grammar; to practice group work skills

PREPARATION – At home before the lesson students read through songs' lyrics and find sentences with 2nd conditional. See the list below. Each student analyses 3-4 songs.

The list of songs:
http://www.azlyrics.com/lyrics/ericclapton/tearsinheaven.html
      'Tears in Heaven' by Eric Clapton
http://www.azlyrics.com/lyrics/whitneyhouston/iwillalwaysloveyou.html
      'I will always love You' by Whitney Houston
http://www.azlyrics.com/lyrics/beyonceknowles/ifiwereaboy.html
      'If I were a boy' by Beyonce
http://www.azlyrics.com/lyrics/jenniferlopez/ifyouhadmylove.html
      'If you had my love' by Jennifer Lopez
http://www.azlyrics.com/lyrics/joanosborne/oneofus.html
      'One of us' by Joan Osborne
http://www.azlyrics.com/lyrics/tristanprettyman/alliwantisyou.html
      'All I want is you' by Tristan Prettyman
http://www.azlyrics.com/lyrics/extreme/morethanwords.html

'More than words' by Extreme

http://www.azlyrics.com/lyrics/countingcrows/mrjones.html

'Mr Jones' by Counting Crows

http://www.azlyrics.com/lyrics/beatles/withalittlehelpfrommyfriends.html

'With a little help From My Friends' by The Beatles

http://www.azlyrics.com/lyrics/bonjovi/misunderstood.html

'Misunderstood' by Bon Jovi

IN CLASS –

1. After revising the rule of forming the 2nd conditional students introduce sentences from songs in small groups. They correct mistakes in the sentences.

2. They choose nine sentences and copy them on bingo charts (3x3 squares)

3. They mark sentences while listening to the medley and the person who gets all the sentences crossed first will be the winner.

Appendix 7 Lesson Plan 7: Topic 'Environment'

FORM 8

TOPIC – Environment, protecting nature

SONGS –

https://www.youtube.com/watch?v=XAi3VTSdTxU

'Earth song' by M. Jackson

https://www.youtube.com/watch?v=1kSlxHhM614

'Animal Army' by Babylon Zoo

https://www.youtube.com/watch?v=wNrtBhZcyV8

'Wake up America' by Miley Cyrus

https://www.youtube.com/watch?v=rvOxzoUN4xo

'Ocean Planet' by Gojira

https://www.youtube.com/watch?v=ZgMEPk6fvpg

'Big Yellow Taxi' by Joni Mitchell

https://www.youtube.com/watch?v=oyVJsg0XIIk

'Eyes Wide Open' by Gotye

https://www.youtube.com/watch?v=8sgycukafqQ

'What I've Done' by Linkin Park

LEVEL – Pre-Intermediate

TIME – 45 min

AIMs – to speak about environment and protecting nature; to practice all language skills; to practice communicative skills and encourage discussions; to practice summarizing and public speaking

PREPARATION – give students a list of songs about environment and questions as homework

IN CLASS – students speak about the chosen song and discuss questions in pairs or in threes

Students present their ideas about protecting nature globally and in Estonia

Environment

Choose a song, google its lyrics and answer the following questions.

1. What is the song about?
2. Which environmental issues are in the song?
3. Find at least three sentences with nature (protection) message and comment.
4. What do you know about the community activities day 'Let's do it!'
5. Tap water or bottle water? Why?
6. If you could write a song about environment which issue would you write about?

Appendix 8: Lesson Plan 8: Lyrics writing

FORM 8

TOPIC – Writing song lyrics

SONG 'Don't Worry, Be Happy?' By Bobby McFerrin

https://www.youtube.com/watch?v=d-diB65scQU

LEVEL – Pre-Intermediate

TIME – 45 min

AIMs – to set joyful mood into the classroom; to practice groupwork and evoke creativity; to introduce new vocabulary; to practice writing skills

PREPARATION – divide students into groups of three or four

IN CLASS –
1. students write a verse using the tune of the song
2. students type their verse into the computer
3. everybody gets song lyrics and perform together

Appendix 9 Lesson Plan 9: Topic 'Halloween'

FORMS 7 & 8

TOPIC – Halloween

SONGs - https://www.youtube.com/watch?v=sOnqjkJTMaA

'Thriller' by M. Jackson

LEVEL – Pre-Intermediate

TIME – 20 min (beginning) + 5 min (at the end of the lesson)

AIMS – to set joyful mood into the classroom; to introduce culture, to practice speaking skills, to learn new vocabulary

PREPARATION – finding the songs ('Thriller' by M. Jackson and 'Skeleton dance')

IN CLASS –
1. Students jot down as many words (symbols) or activities connected to Halloween as they know whether in English or in Estonian while listening to 'Thriller'
2. After that conversation about Halloween in America and in Estonia follows as well as introducing new vocabulary and discussion about the history of Halloween
3. Students share their previous experiences about Halloween by forming sentences in Past Perfect and Going to Future
4. At the end of the lesson students dance with 'Skeleton dance'

Appendix 10 Questionnaire 1

For the Student:

This questionnaire is designed to find out how you like the choice of songs and song-based exercises in English textbooks. It also helps find out students' ideas. The data are collected for the MA thesis *The Use of Pop Songs in the English Language Teaching: An Analysis of the Textbooks Key English 7 and English in Mind 2 and the Creation of Additional Materials to the Textbooks* and will be used only for this purpose.

Thank you!

There are two song listening exercises in *Key English 7*.

Answer the questions and make further comments.

TB p 57 'You've got a friend' by Carole King

1. Did you like the song? Why/why not?
2. Can you describe the song?
3. Did you feel the song connected with the general topic of the Unit? Why/why not?
4. How many new phrases/words for you were there in the song?
5. Which pre-listening, while-listening or post-listening exercises/tasks/activities could have been added?

TB p 120 'Eat it' by Alfred Yankovic
1. Did you like the song? Why/why not?
2. Can you describe the song?
3. Did you feel the song connected with the general topic of the Unit? Why/why not?
4. How many new phrases/words for you were there in the song?
5. Which pre-listening, while-listening or post-listening exercises/tasks/activities could have been added?

Appendix 11 Questionnaire 2

For the Student:

This questionnaire is designed to find out how you like the choice of songs and song-based exercises in English textbooks. It also helps find out students' ideas. The data are collected for the MA thesis *The Use of Pop Songs in the English Language Teaching: An Analysis of the Textbooks Key English 7 and English in Mind 2 and the Creation of Additional Materials to the Textbooks* and will be used only for this purpose.

Thank you!

There are four songs in *English in Mind 2*.

Answer the questions and make further comments.

TB p 31 'Big Yellow Taxi' by Joni Mitchell

1. Describe the song. Did you like the song? Why/why not?
2. Did you feel the song connected with the general topic of the Unit? Why/why not?
3. Which pre-listening, while-listening or post-listening exercise/task/activity did you like best? Why?

TB p 49 'Don't Worry, Be Happy' by Bobby McFerrin

1. Describe the song. Did you like the song? Why/why not?
2. Did you feel the song connected with the general topic of the Unit? Why/why not?
3. Which pre-listening, while-listening or post-listening exercise/task/activity did you like best? Why?

TB p 55 'Run that Body Down' By Paul Simon

1. Describe the song. Did you like the song? Why/why not?
2. Did you feel the song connected with the general topic of the Unit? Why/why not?

3. Which pre-listening, while-listening or post-listening exercise/task/activity did you like best? Why?

TB p 105 'Lucky Day' by Chris Rea

1. Describe the song. Did you like the song? Why/why not?
2. Did you feel the song connected with the general topic of the Unit? Why/why not?
3. Which pre-listening, while-listening or post-listening exercise/task/activity did you like best? Why?

Appendix 12 Questionnaire 3

For the Student:

This questionnaire is designed to find out students' preferred music genres and it helps determine what is important from the students' point of view when selecting songs for lessons. The data are collected for the MA thesis *The Use of Pop Songs in the English Language Teaching: An Analysis of the Textbooks Key English 7 and English in Mind 2 and the Creation of Additional Materials to the Textbooks* and will be used only for this purpose.

Thank you!

    1) My favourite music style is   (select all that apply)

1. Jazz
2. Blues
3. Classical music
4. Country music
5. Dance music
6. Rock
7. Hip hop
8. Rap music
9. R&B
10. Punk
11. Folk music
12. Heavy
13. Something else. Please specify ……………………..
14. No favourite style
15. I don't listen to music

Selecting songs

    2) How would you select a song for an English lesson?

    3) Which (type of) songs should be avoided for an English lesson?

    4) Is it important to know background information about musicians/bands/instruments? Why/why not?

    5) Do you pay attention to songs' lyrics while listening?

Appendix 13 Questionnaire 4

For the Student:

This questionnaire is composed to explore the need and helpfulness of using songs in learning grammar from students' point of view. The data are collected for the MA thesis *The Use of Pop Songs in the English Language Teaching: An Analysis of the Textbooks Key English 7 and English in Mind 2 and the Creation of Additional Materials to the Textbooks* and will be used only for this purpose.

Thank you!

Please rank the following in order of importance from 1 to 5 where five is most important to you and 1 is least important.

1) I like studying grammar

.... on my own (freely chosen materials)

.... with a textbook/workbook

.... by listening to and analysing songs

.... when the teacher explains on the board

.... with the help of reading texts

Your variant ....

2) I like to practice grammar

.... on my own (freely chosen materials)

.... doing pairwork

.... solving workbook exercises

.... analysing songs

.... playing educational computer games

Your variant ....

3) Is it possible to learn English with songs?

4) I like / don't like learning English with songs. Explain.

5) Should the teacher point out grammar (or other) mistakes in the song? Why?/Why not?

Appendix 14 Questionnaire 5

For the Student:

This questionnaire helps determine your preferences in learning English with songs. The data are collected for the MA thesis *The Use of Pop Songs in the English Language Teaching: An Analysis of the Textbooks Key English 7 and English in Mind 2 and the Creation of Additional Materials to the Textbooks* and will be used only for this purpose.

Thank you!

Underline your answer.

I like learning English with songs because

a) Songs create a positive classroom environment
b) I learn to notice different accents
c) I learn to listen to song lyrics and find out stories behind songs
d) I learn about musicians and composers
e) Learning grammar with songs is interesting and useful
f) I can learn new vocabulary and phrases
g) I can write song lyrics
h) Something else …………………………………………………………
i) I don't like learning English with songs. Please explain.

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND
Maarika Mõts
The Use of Pop Songs in the English Language Teaching: An Analysis of the Textbooks
Key English 7 **and** *English in Mind 2* **and the Creation of Additional Materials to the Textbooks**
Poplaulude kasutamine inglise keele õpetamisel: Õpikute *Key English 7* **ja** *English in Mind 2* **analüüs ja õpikutele lisamaterjali loomine**
Magistritöö
2016
Lehekülgede arv: 96

Annotatsioon:
  Antud magistritöö eesmärk on välja selgitada millises mahus kasutatakse laule kahes Eestis käibelolevas inglise keele õpikus *Key English 7* ja *English in Mind 2*. Samuti on töö eesmärgiks luua poplauludel baseeruvaid inglise keele tunde ning pakkuda lugejale antud tundide analüüse ja hinnanguid nii õpetaja kui ka õpilaste seisukohast.
  Key English 7 õppekomplekti järgi õpivad inglise keelt Eesti üldhariduskoolide seitsmendate klasside õpilased, kes on oma keeleõpinguid alustanud kolmandas klassis. *English in Mind 2* õppekomplekti järgi õpivad inglise keelt Eesti üldhariduskooli kaheksandate klasside õpilased, kes on samuti oma keeleõpinguid alustanud kolmandas klassis. Andmed koguti Tartu Tamme Gümnaasiumi seitsmendate ja kaheksandate klasside õpilastelt ajavahemikus 2014-2015.
  Magistritöö eesmärgist lähtuvalt esitati järgmised uurimisküsimused: kui palju on laule kasutatud õpikutes *Key English 7* ja *English in Mind 2*, milliseid lauludega seotud harjutusi, ülesandeid või tegevusi on nendele lisatud ning milline on õpilaste tagasiside lauludel baseeruvate lisatundide kohta. Lähtudes magistritöö eesmärkidest kasutati kvalitatiivseid uurimismeetodeid viies läbi küsitlusi ülalpool mainitud õpikute kohta, samuti nii enne lisamaterjalide loomist kui ka tagasiside saamiseks. Küsitluste läbiviimine aitas töö autoril lisamaterjale koostada ning läbiviidud tunde analüüsida. Analüüsi saab kasutada õpikute täiendamisel õppetundide elavdamise ja õpilaste motivatsiooni tekitamise ning säilitamise eesmärgil. Magistritöö on keeleõpetajatele praktiliseks näidiseks, kuidas nad saaksid läbi viia materjali analüüsi ning koostada lisamaterjali.
  Magistritöö teooriaosa annab ülevaate laulude võõrkeeletunnis kasutamise vajalikkusest, räägib milliseid Eesti riiklikus õppekavas olevaid oskusi ja pädevusi lauludega arendada saab ning kuidas on laulude kaasabil võimalik inglise keele grammatikat õpetada. Samuti esitatakse seisukohad, mida laulude valimisel keeletundi silmas pidama peaks.
  Magistritöö empiiriline osa on jagatud kahte ossa: õpikute analüüs ning lisamaterjalide koostamine ning analüüsimine. Lisaks töö autori koostatud õpikute analüüsile, avaldasid neis olevate laulude ja tegevuste kohta arvamust ka õpilased, täites vastavasisulise küsimustiku. Analüüside kokkuvõtte järel koostati lisamaterjalid ning viidi läbi tunnid. Tundide tagasiside koguti õpilastelt avatud vastustega küsimustike abil. Kokkuvõtteks võib tõdeda, et laulude kasutamine keeleõppes on igati kasulik ja vajalik, võimaldades nii erinevaid osaoskusi ja pädevusi arendada, kui ka õppetunde mitmekesistada ning seeläbi õppureid motiveerida.

Märksõnad: laulud keeleõppes; motivatsioon; lisamaterjalide loomine

Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks

Mina, Maarika Mõts (13.06.1975)

1. annan Tartu Ülikoolile tasuta loa (lihtlitsentsi) enda loodud teose
The Use of Pop Songs in the English Language Teaching: An Analysis of the Textbooks _Key English 7_ and _English in Mind 2_ and the Creation of Additional Teaching Materials to the Textbooks,

mille juhendaja on inglise filoloogia assistent Eva Rein

1.1. reprodutseerimiseks säilitamise ja üldsusele kättesaadavaks tegemise eesmärgil, sealhulgas digitaalarhiivi DSpace-is lisamise eesmärgil kuni autoriõiguse kehtivuse tähtaja lõppemiseni;
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Tartus, 20. mail 2016