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Topic

*Motivation Improved by the Application of Music to Enhance Listening
Comprehension on Fifth Graders Students at Jose Joaquín Vargas Calvo High
School, San José Educational Regional in First Quarter of 2018*

Thesis Mentor: M. Sc. Dinier Amador Serrano

Thesis Reader: Lic. Leslie Elizondo Mora

Student: Ernesto Quirós Oaxaca

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Improving Motivation through Music

Abstract

The influence of music on second language learning has been a key aspect for many years. The purpose of the present research is to investigate the effect of music as a motivation tool to improve listening comprehension in foreign language students. Furthermore, this study was applied in a group of fifth graders of the José Joaquín Vargas Calvo High School. The group was constituted by twenty-one students; ten members of the group are girls and eleven are boys whose ages are from seventeen to eighteen years old. The principal methodology utilized was the qualitative approach, where observation and questionnaires were the main tools to obtain the data analyzed in this investigation.

Those students exposed to music have shown a significant improvement in their listening comprehension skill as compared to those who have not. In addition, music constituted an unexpected tool for the pupils in order to remember the lyric of the song by reproducing the rhythm of the song.

To sum it up, the incorporation of music into the language teaching curricula is an indispensable asset to help to improve motivation in all language skills, above all, in listening comprehension.

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Dedication

I want to dedicate this thesis firstly to God, who has been my complete source of strength and who is the corner stone of my life. He has taught me through this work that the impossible things can be possible if we just believe.

To my beloved wife Yahaira and my beloved son Santiago who have been my support and have encouraged me to keep going, in spite of the many times I felt tired and I wanted like giving up.

To my dear mother and my dear father who have always taught me the way life must be lived; you both have been my model to imitate, and I thank God for your lives.

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“Just take a breath, hop up, and go forward because God is behind you”.

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Chapter I

Introductory Framework

Music has become a relevant aspect when learning a foreign language. Through music, learners can develop the skill of listening. Also, thanks to music, professors work with students developing their capacity of understanding native structures that appear in the lyrics of the song, and review intonation and rhythm. On the other hand, there are studies that confirm that playing an instrument increases the attention span on students, which is highly perceived in their academic performance.

This research will give impartial information about how music intelligence can affect the motivation on listening comprehension in students during the learning process in an English class, and to provide some aspects to consider when choosing a song for it. Also, it will illustrate the importance of musical preferences in second and / or foreign language learners.

1.1 Background of the study

Motivation is one of the most important aspects to develop a successful English class; besides, when motivation decreases, students get stuck in the learning process. In contrast, songs can be used in order to increase motivation among the students when learning English as a foreign language. Songs can develop students' language abilities in listening, speaking, reading, and writing and can also be used to teach vocabulary and pronunciation. In addition, Dr Karen Ludke and her co-authors Prof. Fernanda Ferreira and Dr. Katie Overy published a research study in the Journal Memory & Cognition in July 2013, about how singing a song in the target language can improve twice the result in a speaking test that the case of students who have only learned through repetition. Both researchers wrote that randomly

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assigned to one of the three 'listen-and repeat' learning condition: speaking, rhythmic speaking, or singing. Participants in the singing condition showed superior overall performance on a collection of Hungarian language tests after a 15- learning period, as compared with and participants in the speaking condition facilitate foreign language learning . Memory & cognition, (July 2013,p 42)

A friend of mine expressed one intersecting point of view about music coming from Confucius some people, not only enjoy listening to music, but also they love to perform a musical instrument . So, they express that it is the most enjoyable, reliable, and effective way to get straight into the ame language with everybody able to understand it.

When students are asked about when and why they listen to music, some usual answers I listen to music when I feel I listen to music while I am studying because it listen to music when I feel disappointed or stressed and it makes me feels calm .

Element graders at José Joaquín Vargas Calvo High School are energetic, respectful, and talkative. They seem to enjoy learning English very much, but they fight against listening comprehension. When a teacher starts the class with a song, students seem to be focused on the music, but as soon as the song continues teacher needs to call their attention and ask for silence several times. They get easily distracted, so the teacher tries to control this behavior. Usually, this behavior is repeated only in the listening class in which songs and listening comprehensions are part of academic process.

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The reading class is developed without any problem; students follow the instruction given by the teacher through commands and react according to what the teacher expects from them. Besides, they apparently do not have behavior problems in the speaking and writing lessons. Students are stimulated with videos and visual material to reinforce the content studied; also, many dynamic activities are implemented to improve the different skills.

1.2 Research question

What is the effect of music as a motivation tool to enhance listening comprehension in fifth grade students at José Joaquín Vargas Calvo High School, San José Educational Regional in the first quarter of 2018?

1.3 Purpose and significance of the study

There are a series of factors that play a vital role in the sense of learning a language. An example of those factors is motivation. According to Firth (as cited in Shabait, 2010) argues that that , (p. 1). When learning a second foreign language, students need to feel a connection with the language they are about to learn. A way to create this connection is through motivation. That is why; in the following research explores the fact of building motivation to develop English listening through music.

Gardner (1983) once presented the theory of multiple intelligences. Among the nine intelligences, there is the musical intelligence in which music plays a vital role in the learning process. Besides, developing motivation on second foreign language students is one of the most common goals of teachers around the world, and this theory of multiple intelligences is an excellent tool for those who are trying to increase this important skill.

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Listening comprehension plays an important role in the learning process; it can be affected easily by many factors like a lack of motivation during the class. Therefore, the researcher has the necessity to investigate techniques to develop this important skill. In addition, he expects to increase motivation on listening comprehension in students in fifth student at José Joaquín Vargas Calvo, San José Educational Regional in the first quarter of 2018, by means of many techniques focused on music intelligence. Once those techniques are applied, the researcher will compare the results by evaluating the students' listening comprehension after and before their exposure to music activities.

The purpose of this research is to evaluate the effect of music in students with motivation problems, which attempt against their listening comprehension skill. It will be evaluated throughout the analysis of the results of many musical techniques, in order to confirm the advantages or disadvantages of these techniques, and the effect on . Also, the knowledge obtained in this research will be used in future teaching situations.

This investigation will explore many sources of musical techniques to improve motivation when developing listening comprehension. These techniques will be helpful tools, not only for students of English as a foreign language, but also for other researchers and teachers who are looking for information about techniques to improve motivation on listening comprehension.

1.4 Objectives of the investigation

Objectives are an important and necessary part in any investigation because they mark the course that the investigation must follow. Objectives express what the researcher expects to

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achieve during the data collection. Moreover, they help to measure the variables and to describe or identify them, and also to underline all planning and strategies proposed in the research.

In a research project, the objective must be very clear, concise, and defined in order to enlighten the way in which the researcher has to proceed.

1.4.1 General objective

To evaluate the effect of music as a motivation resource to enhance listening comprehension on fifth graders students at José Joaquín Vargas Calvo High School during the first quarter of 2018

1.4.2 Specific objectives

- To identify listening problems on fifth graders at José Joaquín Vargas Calvo High School
- To apply music activities in order to enhance listening comprehension in the students of fifth grades at José Joaquín Vargas Calvo High School
- To evaluate outcomes after using music in listening comprehension with fifth graders at José Joaquín Vargas Calvo High School

1.5 Limitations of the study

One of the possible limitations which affects the research is the period of time in which these listening activities will be taking place because the application of the instruments will start on February, and the beginning of the school year is on February 10th. This is a difficulty because the first weeks are used by the institution in order to explain to the students the study program, rules of the high school, and carry out welcome activities. This is why the period in which the instruments will be applied by the researcher may be affected.

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Another limitation is the low motivation that students have during the listening class. This affects tremendously the listening comprehension of the students. If the student is not motivated in the class, he will easily get distracted and soon will start to interact with another student. It will be necessary to increase the motivation level of the students with songs that produces a positive effect during the listening comprehension activities. To overcome this obstacle, the research will interact with the students in order to identify likes and dislikes about music, as this can be an important detail which is not taken into account during the English class planning.

Another issue which may affect the results of this project is the lack of technical devices in the institution or in the English class. Some educational institutions do not count with audio equipment to be used in the English class, and it can be an obstacle in the learning process. The researcher will provide audio equipment, such as an audio mini component to offer high quality of sound during the activities developed in order for the students to feel engaged and well-motivated with the listening comprehension skill.

The researcher will also coordinate the period of time in which the activities will be developed in order to avoid interfere with the English teacher and the lesson. Also, the researcher will include in the activities, the vocabulary, topics, and interests of the annual plan. Besides, all the recommendations, instructions, or suggestions given by the teacher in charge of the group will be taken into account during the activities.

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Chapter II

Theoretical Framework

In this section, the researcher will refer to some previous studies made regarding the research topic. Besides, the following chapter contains many research, theories, and hypothesis which are related with the effect of music in second foreign language acquisition and how they improve the learning process .

2.1 Antecedents

Regarding the following investigation, there are several studies related with the effect of music in second foreign language acquisition, and how this important and useful tool can develop a better classroom atmosphere in order to improve the others English learning skills. One of these researches is en se o this investigation, Verónica Rossová based her research in the study of Suzanne Medina who is a professor of the School of Education in Carson, California. This research is focused on the effect of music on second language acquisition, which was based on a story song. Furthermore, the

and

According to Krashen Input Hypothesis (as cited in Rossová, 2007) new, unfamiliar vocabulary is acquired when its significance is made clear to the learner. Meaning is conveyed by providing extra linguistic support such as illustration, action, photos, and realia. Medina argues that this, in turns, since linguistic input is made comprehensible to the second language ,(p. 39). In the

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, Krashen states that the success of learning acquisition depends on how receives the linguistic input according to the feelings, attitude, and environment. Besides, negative emotion acts like a filter which avoids the learner to use the linguistic input from his environment. Therefore, Medina (as cited in Rossová, 2007) expresses that, if he is anxious,

bring about language

the time span of seven months, with 53 subjects (students) from four different groups who differed in age, sex, and English level. Firstly, the researcher presented a questionnaire in order to find out the attitude students had regarding music, also the kind of music they liked or disliked, what their favorite songs where and if they liked singing or not.

Secondly, once the researcher had the result of the questionnaire, a song was chosen by the subjects who participated in the research which was followed by a sequence of different activities. In addition, this chosen song process was mighty significant to acquire the correct tool in the research. Nine specific activities were developed with the chosen song in every group.

1. Grab a word, in which the aim was to tune the student in.
2. Cut up lyrics, in which the aim was to practice listening comprehension.
3. Singing, in which the aim of this activity was to increase student confidence in the language.
4. Translation, in which the aim was to practice language awareness when translating.

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5. Find the word, in which the aim was to practice the vocabulary of the song and get the students in motion.
6. Singing, in which the aim was to practice pronunciation, intonation, and rhythm.
7. Underline these phrases, in which the aim was to repeat vocabulary to practice increase comprehension in the text.
8. Comprehension check, in which the aim was to practice speaking and comprehension of the text.
9. Singing, in which the aim was to sing the song with bigger confidence.

Furthermore, the data were gathered two months later the song lesson experiment was carried out. The students were instructed to recall the song and to write as many words, phrases, or sentences as they remembered from the song. This activity was really necessary because the next part of the procedure was to sing the song following its lyrics and compare the amount of words they recalled without the music and then with it. There was a second questionnaire asking specific questions related to the song lesson.

, , experiment which was developed with the same subjects of the research in order to measure and compare two English teaching techniques. Moreover, the poem was selected according to a number of criteria. The poem was supposed to be an easy one with a concrete message to facilitated comprehension. Eleven specific activities using a poem were carried out following the same sequence in every group.

1. Guess the title of the poem, in which the aim was tuning in.

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2. Write a poem, in which the aim was to share a composition task and language creatively.
3. Recitation of the poem, in which the aim was to have the idea of what the poem was about.
4. Fill- in the rhyming words, in which the aim was to practice awareness.
5. Student recitation, in which the aim was to practice the pronunciation, intonation, and rhythm of the poem.
6. Drama activities, in which the aim was to practice the words by performing a drama.
7. Comprehension check, in which the aim was to practice listening comprehension and speaking about the poem.
8. Word drill, in which the aim was to memorize the rhyming words through drills.
9. Student recitation, in which the aim was to practice the rhyming words.
10. Expressions ,
11. Rap, in which the aim was to use rhythm to memorize better the words from the target language.

The data were gathered two months later the poem experiment was carried out. The students were given a worksheet with pictures taken from the poem, next to which they had to write the denotations. Besides, there was a special place on this worksheet, where they could write something they recalled and that had called their attention in the poem.

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According to those interesting experiments based on some teaching techniques applied in the research at different periods of time, Rossová (2007) concluded that

Only two percent of the students did not recall any word after the song-lesson. As far as the poem-lesson is concerned, this number is higher by four percent. Considerable differences can be seen in the amount of recalling some phrases from the song, but only eight percent from the poem. Twenty percent were able to recall some sentences from the song, and nine percent from the poem, According to these outcomes, the question that refers to the aid of music to vocabulary acquisition can be answered saying that it does. Furthermore, eighty five percent of the respondents preferred the song-lesson since they felt relaxed (69%), positive (42%), the lesson was interesting of 69 percent and enjoyable for 46 percent of student (p.61).

2.2 Literature review

The aim of this research is to analyze and evaluate the effect of musical intelligence with students who are not motivated with the listening comprehension skill. The researcher will explain key concepts regarding music intelligence, motivation, and listening comprehension, which set the basis of this investigation,

2.2.1. Using music as a teaching tool

Music is an essential part of the lives of many people around the world, independently of their age music brings about the emotions and feelings of almost everyone. In fact, it is so powerful that it can change the mood of a person just in minutes.

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Definitely, so

help teachers to create an excellent learning atmosphere, down the anxiety, and increase motivation. That is the reason why Rupp (as cited at Spicher & Sweeney, 2007) refers to music as a deliberate teaching tool because music has been used for many years to help children to memorize target words or sentences by singing the lyric of a song. Children do not realize that they are getting involved in a process, in which they develop memory, get information, learn by playing and at the same time have fun, while singing.

Many researchers have worked on the relation between music and memory in the psychological field. Besides, in his research about this topic Kellaris (as cited at Spicher & Sweeney, 2007) concludes that human beings experiences are an interesting phenomena within in which when a person hears a melody or song, it gets stuck in his/her head as a cognitive itch. In this research Kellaris involved 559 people and found that 98% of them experienced this phenomenon many times during their lives. The term of consists of funny , happy, and stocky melody difficult to forget. It goes into the brain once and many times. The only way to bring relief to our mind is by repeating the song again and again.

According to Spichcer & Sweeney (2007) the mind by an easily intern process can replay the melody and transform the information in long-term memory. There are many examples about

s. Two well-known examples

his last earworm was made with the purpose of teaching numbers to children in a funny and easy way by singing in the classroom. In addition, a research

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based on the relation between music and long-term memory shows an interesting and important musical pedagogy connected to pronunciation.

Usually, popular rhymes cannot be read by people without the melody being sung in their minds, and to separate the lyrics from the melody is an impossible task. Spicher & Sweeney (2007) explain that this effect occurs because the melody automatically replays the prosodic contours of the language; as a result of this natural linkage with long-term memory, language development improves. Some well known examples about this phenomenon are:

- " "
- " "

Listening is one of the most important skills that students need to develop in order to go through a normal learning process. Usually, students begin to improve their listening comprehension skills before their reading skills because students first start speaking the target language that reading it.

There are many researches that explain the positive effect of music on listening comprehension, Pearson and Fielding (as cited Behar, 2000) argues that students who perform good or excellent listening skills in class are successful when practicing reading comprehension. Besides, there are many scientific reasons that confirm that using background music during the learning process is beneficial for the students to develop listening comprehension. In addition, music helps students to concentrate and retain information better.

Many psychologists have been interested in studying the effect of music on human beings since their childhood. Fagan & Prigot (as mentioned by Behar, 2000) exposes an interesting

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research about the effect of music on an

University and Iona College. Many Infants were tough to carry out specific mobile tasks when music was played, as well as other specific mobile tasks without any music. They observed that infants remembered both tasks one day later very well. However, it was proved that infants were able to carry out the tasks they have learned seven day before, when music had been involved. In contrast, infants were not able to remember the tasks that they had practiced without music.

Fagan & Prigot (1997) conclude that infants create a linkage between music and learning, using music as a form to remember meanings.

2.2.1.1 Origins of musical intelligence

Traditionally, whether in an explicit or implicit manner, teachers around the world have organized the learning context as if all learners were the same. One of the most substantial advances in education in the last decades comes from a considerable amount of investigations carried out in the area of learning a second foreign language which states that students in the classroom have highly different learning profiles.

Howard Gardner (as mentioned by Chapman, n,d) exposed the theory of multiple intelligences which is based in his conviction that there exist eight distinct intelligences: musical, spatial, logical, linguistic (verbal), logical-mathematical, bodily-kinesthetic, interpersonal, and intrapersonal and naturalist. It seems that they are completely independent from one another, so if some adversities appear in one of them, it means that this adversity will not affect the others. Most people are commonly very good at only one or two of these types of intelligences we need people who collectively are good at different things. Well-balanced organizations and

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teams, are necessarily comprised of people who possess different types of intelligences. This gives that group a fuller collective capacity than a group of identical able specialist (para 35).

Neuroscientists' researches founded that the human brain is divided in different zones, and every of them are in charge of a different cognitive task, every area develops a specific information and competence procedure according to its purpose. Besides, every zone faces a specific problem in order to find out a solution, in conclusion, every area of the human brain is able to express an intelligence form.

According to (as mentioned by Arnold & Fonseca, 2004) the human cognitive ability is pluralistic instead of unitary, it means that students involved in a learning procedure will be able to increase their skills if they have the opportunity to apply their areas of strength to master the necessary material. He recommends that teachers must be very dynamic in order to use a wide variety of forms

"

representing knowledge of a concept or skill, they can move readily back and forth among these ,(p,123).

2.2.1.2 Features of musical intelligence

High level of anxiety is one of the most common barriers between second foreign language acquisition and pupils in the classroom. Krashen (as cited in Engh, 2013). expresses in his affective filter hypothesis that the success of students during the second learning acquisition is based on low anxiety, high motivation, and self-confidence Besides, according to Richard and eract with confidence, and are more receptive to the input they receive ,(p,117). A stressed student

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will not be able to be completely open to the learning process because this issue will function as a big invisible wall between English and the pupil.

Many experts have tried to find some techniques in order to fight against and lower this barrier. Merriam, Coe, Claerr & Gargan, Wilcox (as cited in Engh, 2013) suggest that music can be used to lower the affective wall making students more relaxed; as a consequence, pupils will feel more excited to be part of any activity in which a song is applied; thereby, they will be more receptive and increase the second language acquisition process in the classroom. In addition, Murphey (as cited in Engh, 2013) supports that Pop music is a genre that improves the process of acquisition of a second foreign language due to the fact that it is conversation-like because it is repetitive, and the tempo of how it is sung is practically half the speed of verbal speech.

Experts, trying to seek more important information about how to increase or improve second language acquisition, as well as, cognitive research that investigates how the brain is structured and its neural functions, consider that music and language are highly linked due to some vital points of convergence. Also the use of neuroscience technology has increased and helped the researcher to find important data in order to understand how music and language interact in the brain. There is an apparent relationship in which musical structure is processed in some language areas of the brain. Maess, Koelsch, Guter & Friederici (as mentioned by Engh, 2013) argue that the right hemisphere is a homologue, in areas involved in syntactic analysis during the process of syntactic information that is less language-specific than previously believed (p.116).

Memory becomes one of an invaluable skill during the learning process, because of its importance teacher should find out methods to develop it on their students. A study based on

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how music can aid verbal phrase recall, Fonseca Mora (as cited in Engh, 2013) found out that songs have an extremely positive influence in student language acquisition because all the language information stored in long-term musical memory will be recalled with ease later on.

During the learning process in which a song is related, students usually get involved in the rhythm of the song more than in the target language, and the knowledge comes as addition. Brutton, Angelis and Perkins (as cited in Engh, 2013) argue that English language learners who have innate musical abilities, increase their memory and oral proficiency .

2.2.1.3 How to teach using music

As it was mentioned before in this research, the affective filter postulated by Krashen is one of the most common reasons why all the students do not learn equally. Krashen (as cited in Kusnierek, 2016) argues that if a perfect learning atmosphere is pretended, the affective filter must be weak, as a result , an excellent students , will be developed in the class and they will be in a perfect moment to acquire the target knowledge.

Motivation must be an important factor to take into account during the teaching process, also it should become the principal instrument for educators to set an effective teaching. There can be a great difference between an interesting class and a really boring one, as a consequence teachers and students should work together.

Nowadays, learners learn with songs which describe everyday experiences. Technology is in charged of transmitting to all people around the world, culture, thoughts , and different things related with the feelings of human beings. This transmission of culture is reflected in the lyrics of many songs that the pupils hear creased if

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they are exposed more time to popular music that they already know, in addition, classroom tasks should reflect a positive atmosphere when acquiring knowledge (Baoan, 2008). Besides, songs can provide the student rich linguistic information, including pronunciation, vocabulary, and grammar in a motivating and funny learning form.

In fact, there is another important issue that marks a song valuable in an English class, this is that promotes a favorable a positive condition for learning a second language. Murphy (as cited in Kusnierek, 2016) expresses

associations to the study of a language, which otherwise may only be seen as a laborious task, entailing exam, frustration, and corrections ,(p, 24). As songs are a way to distract and to low the anxiety, pupils are involved in learning in funny way when popular music is used. Also, students do not realize that there is a learning process on march when they listen to an English song in the classroom. Therefore, Larsen (Freeman (as cited in Kusnierek, 2016) shares that a relaxed atmosphere, a classroom positive environment, and a new identity of learners are some vital factors that must be taken into account to develop a teaching technique.

One meaningful advantage of using songs English lessons is that they burden linguistic information, for example, vocabulary items, pronunciation, and grammar, among others. This helps students acquire all the linguistic information usually with no idea about the cognitive process that is been developed. Thus, the didactic role of music is a successful tool used by many teachers around the world. Likewise, music and language are closely related because they have many similarities. Also, songs could be considered as , formal speech patterns of language. Jolly (1975) states that songs and normal speech are vocally-produced equal, both have the same characteristics because they represent forms of communication in a linguistic sense and have melodic and rhythmic content.

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Mostly, pupils acquire a linguistic knowledge due to their interaction in an English class or when they are asked to look up a word in the dictionary. In contrast, Baoan (2008) expresses that listening to music is an unexpected process to acquire the same linguistic knowledge by the student. That is to say teachers should use songs in their classes to teach second to use foreign language songs in their classes, through them; pupil will acquire elements through unintentional learning.

2.2.2 Motivation

Not surprisingly, perhaps, during the development of a class in an academic institution, if the student wants to learn, he will obtain better results than if he is forced to. Even though, there are many factors involved in this process of learning which determine the development of a class, as well as the learning acquisition of the pupils, motivation is probably one of the most important and essential factors during the process of second language acquisition. Besides, in language teaching, motivation is essential for the student who learning a new language, that is, a language that he does handle completely.

2.2.2.1 Definition of motivation

It is a responsibility for the teacher to understand the relationship existing between motivation and its effect on language acquisition because if professors are not aware of this relationship they will not be effective and the progress of learning will be affected. The essence of motivation may be named passion, and passion pushes a person to achieve goals and desires in life. The fact of knowing preferences, and strengths and weaknesses help students to become more successful learners, since they are able to use those strengths to fight against the weaknesses a successful language learning process are a link which the

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teacher should worry about in order to find better ways to connect the art of teaching to that passion.

On the other hand, a pupil requires clear instruction, input interaction, and opportunities for meaningful output, not only to increase the progress in the language, but also to maintain an excellent motivation highly required for language learning. A good teacher must find sources of intrinsic motivation and seek ways to relate those with external motivation factors, which can be part of language classroom actions.

Hall (2011) suggests that motivation is an important factor to achieve a particular activity. Regarding this language without some degree of motivation (p.134). Furthermore, teachers often attribute that accomplishments or disappointments mostly depend on the absence or presence of motivation. People need some stimuli in order to accomplish a goal or face a difficult situation; perhaps just the desire is not enough to become successful nowadays. Teachers must be challenged to find new teaching strategies and use them in the classroom in order to improve the relation between student and new target information.

Motivation might become an important factor in the learning process, as well as is the principal tool for which teachers to achieve effective acquisition (Escobedo de León, 2016). The purpose of implementing motivation strategies is to increase and to stimulate motivation on students. Now, some teachers frequently make a common mistake throughout the process of creating motivation on students, because sometimes motivation is confused with discipline. Besides, the learning process should be developed in nice environment and not in environment in which only boring activities are developed. All these characteristics in the motivation process

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should be facilitated to learners through a dynamic behavior and a kind relationship between teachers and students.

2.2.2.2 Types of motivation

Indeed, motivation works like a leading engine inside the brain during a specific period in which a person goes forward achieving final goals. However, in the psychological field there are many studies, which clearly explain two types of motivation: intrinsic and extrinsic. Both are closely related to the basic human needs for independence and efficiency. Thus, intrinsic motivation is defined as doing something because it is a desire rather than for receiving any outcome. (Ryan & Deci, 2000) So, if a person is motivated in an intrinsically way, this person will do for pleasure or because of a challenge rather than for external factors.

Perhaps, it can be said that intrinsic motivation is within people; on the other hand, it can be said as well that intrinsic motivation prevails in the relation between individuals and activities. Normally, people are motivated in intrinsically by some activities and not by others, and not everyone is motivated in an intrinsically way for a specific task. In the theory developed by Skinner (as cited in Ryan & Deci, 2000) it is expressed that every behavior is motivated, by recompense. Thus, if the activity is intrinsically motivated the reward is implicit within the task developed. In contrast, Hull (as cited in Ryan & Deci, 2000) argues that behavior is closely motivated by physiological needs, indeed if the activity is intrinsically motivated, the person will be motivated by himself because during the process the person will obtain satisfaction according to his/her psychological need.

In human beings, intrinsic motivation accomplishes an important role although it is not the only type of motivation or even volitional activity. Besides, in childhood, intrinsic motivation

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is as the most important source to accomplish a basic task successfully. Nevertheless, when school time begins, intrinsic motivation seems to be not enough to achieve outcomes successfully. Thus extrinsic motivation seems to be the paramount ally to transform a weaker motivation into a stronger one in order to perform a desired task. Moreover, Ryan & Deci a construct that pertains whenever an activity is

is necessary when an activity is motivated by a reward, which will be obtained as a result of the task developed.

So, extrinsic is the opposite of intrinsic motivation which is moved by the desire to do an activity just for satisfaction of doing it. For instance, when a student does his homework in order to avoid punishment from his parents, it means that he is extrinsically motivated, (Rayn & Deci ,2000).

Furthermore, Rayn and Deci (as cited in Dornyei & Ushioda, 2011) exposed the self-determination theory (STD) that explains that there are four types of extrinsic motivation, which depend on the level of external control or internal regulation, determined by how important for the person these extrinsic targets are.

The next four forms of extrinsic motivations presented bellow were involved in the STD theory presented by Rayn and Deci (2000):

External regulation: This form of extrinsic motivation is entirely based on external stimulus, which manages person's motivation according to the outcomes and threats the person is exposed to (ents).

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Introjected regulation : It describes a form of internal regulation as personal norms in which the person will act with the purpose of avoiding guilty or anxiety or to improve his ego-enhancement or pride (e.g. when student goes to the school in order to satisfy his parents and make them feel proud of him)

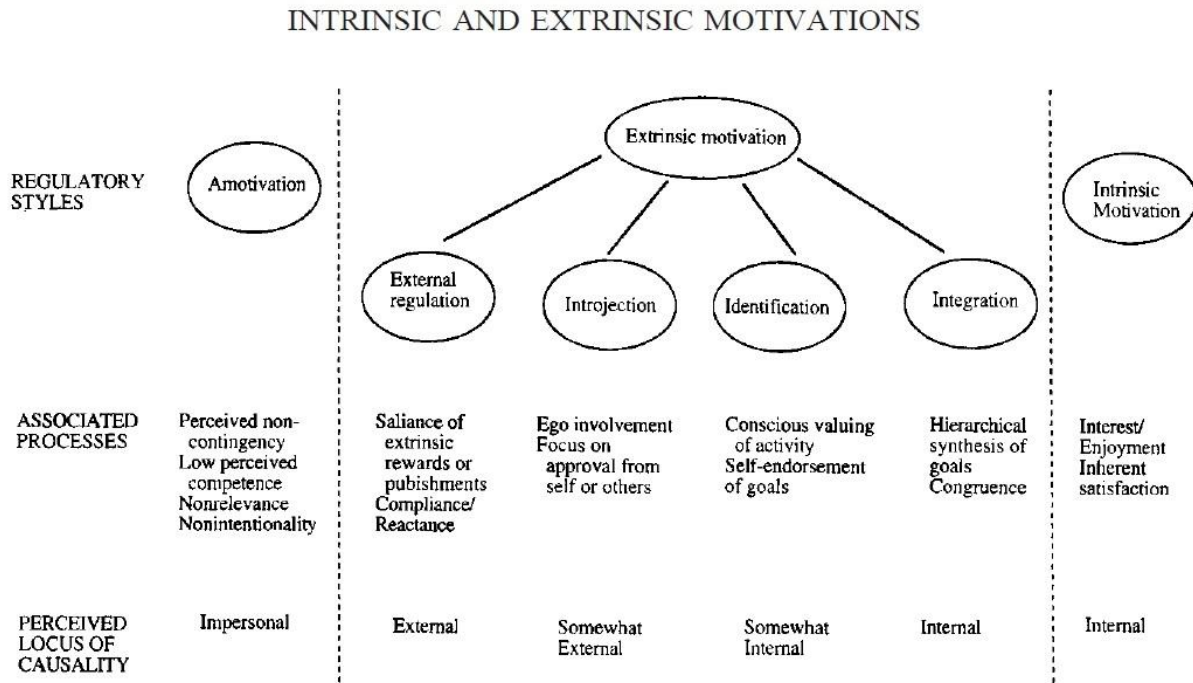
Identified regulation: It details when a person understands by himself the real importance to manage a specific behavior because he has identified the reward which he will attain (e.g. a University student who works so hard on his thesis because he knows it is relevant for his future goal and his life).

Integrated regulation: This is the highest level and independent form of extrinsic motivation. It occurs when a person has identified the regulations and those regulations have been fully assimilated by himself. Besides, it arises through a process of self-examination and, as a result, new regulations appear related to values and needs. The more a person comprehends and assimilates the reason of his actions, the more his extrinsically motivated actions will be self-determined (e.g. to enhance the English language because the better English level a person has, the better work position he will obtain, as well as English language becomes one of the most important languages around the world). (as cited in Dornyei & Ushioda, 2011, p.24)

The next figure created by Ryan and Deci will bring an interesting and easily form to compare the intrinsic and extrinsic motivation theories postured before and its differences.

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Table: 2 Characteristics of Intrinsic and Extrinsic Motivation



Source Rayn and Deci (2000)

2.2.2.3 Relationship between motivation and learning

Although, it is almost impossible to think about doing something without any kind of motivation that boosts the action done, mostly in the learning process where motivation is one important paramount ally in order to acquire the desired learning results by the teacher. Besides, many research projects about motivation theories have been exposed in this study, in contrast, there is a deeply relationship between motivation and learning process which will be exposed in the following lines.

According to Lambert and Garner (as cited in Dornyei & Ushioda, 2011) who gave rise to the modern field of second language motivation research in the bilingual social context of Canada, found that people did not have an approach to the second foreign language simply to

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acquire knowledge of the language (as they might acquire knowledge of History or Science).

They are motivated to have an intercultural and ethnolinguistic approach more than to learn foreign language.

However, many psychologists have special interest on different stages of the motivation process, and pay special attention to the specific initial motivational phase where the subject is engaged into the action. This is due to the high effect that motivation has on the process of learning in a classrooms and its success depends on how motivation is enhanced. Dornyei & Ushioda (2011) argue that motivation can work as a positive cycle in learning, and it has an important cyclical relationship with the learning process. As a result, the positive cycle will work in the next way: high motivation will produce high achievement, and high achievement will produce high motivation. On the other hand, if the cycle is negative, it will work as follows: low motivation will produce low achievement, and low achievement will produce low motivation. So it can be said there is an extremely relationship between motivation and the learning process.

Since motivation is deeply involved with the learning process, teacher motivation likely has a direct impact on the student motivation and achievement, and it is capable to influence the motivational disposition of a pupil. Dornyei & Ushioda (2011) argue that there are many researchers that postulate the self-fulfilling prophecy concept, which is named self-fulfilling prophecy. It postulates that if the teacher has a high level of expectation on the students, he will develop extra learning opportunities, increase challenges, or improve rapport and more detailed performance which will change students attitudes and motivation. On the contrary, if the teacher expectation is low, it will affect the student's self-concept, level of aspiration, achievement effort, classroom atmosphere, and the

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way students of interacting with t achievements will be affected as a consequence of those negative factors.

However, the self-fulfilling prophecy affects not only at the individual level, but also at the group level. Schrank (as cited in Dornyei & Ushioda, 2011) made an experiment in which many teachers were asked to develop classes with students with a specific high or low learning potential, so teachers were cheated because those groups of pupils have the same learning potential, but the researcher pretended to evaluate the influence of the teacher's expectation on them. Before a period of time, the researcher found that the group of apparently high learning potential was demanded to learn more than the group with apparently low learning potential. The researcher concluded that there is a closely linkage between the teacher beliefs and the student's achievements. In addition, when students are framed in a group a low learning potential, they have less opportunities to develop their learning skills, since teachers reduces significantly the commitments on their learning process.

In fact, there is a strong and deep relation between motivation and learning in which teachers are the promoters, and have the major responsibility to apply all kind of motivational and cognitive strategies in order to enhance students' learning achievement. Moreover, Csikzentmihalyi (as cited in Dornyei & Ushioda, 2011) claims that if teachers base their motivational strategies on extrinsic motivation, students may believe that learning in general is worthless in itself due the lack of internal motivation or intrinsic one. In contrast, for Day (as cited in Dornyei & Ushioda, 2011) teachers with a firmly passion for teaching are more enthusiastic, intellectually, and emotionally energetic, and those characteristics are applied in the classroom with theirs pupil, developing a special and perfect atmosphere for an intrinsically motivated learning class.

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For Wild et al (as cited in Dornyei & Ushioda, 2011) if students perceive the teacher more intrinsically motivated like having a genuine commitment, it will increase the interest for the target material and definitely will enhance the enjoyment of students during the class. Moreover, Wild et al , made a study with a group of students during a piano lesson. Different information was given to the group about the teacher's payment. Some students were told the teacher received \$25 for teaching this special lesson, whereas, others thought that the teacher was conducting the special lesson free as a volunteer service (intrinsic commitment). Although, all students participated exactly in the same class at the same time, there were markedly different classes and teacher perception by the two groups. Those who thought that the teacher developed the class intrinsically motivated, reported to have perceived the teacher extremely enthusiastic, and as a result, they enjoyed more the lesson increasing the desire to learn more than students who thought that the teacher was simply a paid professional.

2.2.2.4 How to improve motivation through music

Motivation plays a significant role in the process of learning a second foreign language. Besides, teachers should understand clearly the strong relationship between motivation and its effect on teaching. For Oroujlou & Vahedi (2011) the essence of motivation might be called passion, where intrinsic goals and desire are closely related. It is imperative to be successful that students recognize their strengths and weaknesses in order to be able to change weaknesses into strength throughout the learning process.

Moreover, there is a special relationship between a successful learning process and passion, and the teacher is the person in charge of finding many ways to connect this passion. For this reason, an excellent way for teachers to enhance motivation on students and

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create an optimal learning atmosphere, is by taking advantages of different intrinsic motivation sources which must try to link up with different extrinsic motivation factors in order to be applied at the cognitive framework.

Perhaps, the most common factor which affects the student motivation and learning process is the stress caused by the beginning of a new learning experience. However, Oroujlou &Vahedi (2011) declare four strategies to enhance motivation on students:

Create a friendly atmosphere in the classroom in which students feel recognized and taken into account, this will increase their self-esteem. Another factor that enhances motivation and creates a better attitude is to make the students feel part of the whole by developing strategies in class that break down anxiety and lack of self-confidence that may be inhibiting success during the learning process and to low their motivation. In addition, pair and group activities are a excellent ways to help students to know more their classmates and this kind of activity will reduce the pressure of teacher-student interaction; let students be recognized by their peers. It is important to maintain the classroom with many colorful pictures, previous project finished and motivated phrases because it will make the students feel comfortable and give the impression that the target language is easy to learn.

Create situations in which students feel a sense of accomplishment: This will improve their attitude to lead their own studies and learning outcomes. Besides, the teacher accomplishes an essential role because it influences motivation and attitude. It can be said that positive or negative comments are necessary for students in order to realize what they are doing well or wrong, and as consequence, thus teachers self-confidence, competence, and self-esteem. Therefore, to correct student mistakes, it is important for

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teachers to enhance motivation. Teachers must correct student mistakes by giving a real and clear explanation about what was wrong and how to improve it. In contrast, it is more important to give a feedback about all those good aspects made by the students. Students will appreciate effort and good work is really valued, and this inspires them to evaluate themselves in order to acquire new academic achievements.

Encourage students to set their own short-term goals by determining their own language weaknesses in order to improve them and have clear why they want to learn the target language. Students with clear goals and expectations are more self-confident and will increase their motivation throughout the learning process when acquiring a second foreign language. It is a commitment for teachers to encourage their students to face short-term goals like communicating with English speakers, exchanging written information in English with people from others countries, or reading books in the target language.

Consequently, Nowadays, it is impossible to deny that students are involved in a high-tech learning environment, it would be a mistake to pigeonhole them with traditional learning methods. To let the students to bring their outside interest and experience to the classroom makes the study of the language more interesting and relevant for students with low motivation. There are many technological options to be used by the teachers like computer programs that can boost the students learning process and increase their interest on the target language. Listening to English language songs, watching movies spoken in the English language, or videos can lead students to change the boring perspective on second foreign language acquisition to an interesting, funny, and motivated way of learning.

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Motivational teaching strategies such as these, can enhance a positive behavior and increment student motivation level appropriately way. Teachers must lead learners to develop abilities in order to achieve their long-term goals for an optimum learning acquisition. In fact, instructors are the most important factor capable to influence student functions as a key in the language acquisition process.

2.2.3 Listening comprehension

2.2.3.1 How to teach listening comprehension

Listening plays a main role in daily lives of human beings; people use this skill for different purposes such as entertainment, academic purpose, or interchange of information, among others. Gilakjani & Ahmandi (as cited in Hamouda, 2013) argues that of all the time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16% and writing, about 9%.

For many decades, the listening skill had been involved in ongoing debates about which of the four language skill (listening, speaking, reading, and writing) was the most relevant during the second foreign language-acquisition process. A research developed by Rost (as cited in Hamouda, 2013) showed that listening was the most important skill on second foreign language acquisition, due to the fact that this skill is the most widely used language skill every day. In addition, since listening provides the language input, this skill is an essential one that students must enhance.

In fact, Hamouda, (2013) claims that students have a lack of English listening comprehension because the institution focus their study programs on English grammar, reading,

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and vocabulary. They leave aside the listening and speaking skills, as if they were not an important part in second foreign language learning acquisition. As a consequence, students can be affected in their perception of their listening and strategies can affect their comprehension both positively and negatively.

Perhaps listening comprehension has been belittled for teachers leading students to develop a lack on this skill, in contrast the solution to overcome this problem can be that teachers play the role of actors teaching strategies in order to apply them into the listening task. Hamouda, (2013) suggests many useful strategies that can be used by teachers to enhance student listening comprehension skill which will be cited below.

Adapting and improving listening materials: Teachers must take into account that students have marked learning differences and styles; moreover, teachers should find different forms to adapt listening material to create a link between student interest and teacher goal. It is important to adapt these materials as much as possible because listening resources will increase the student interest and motivation on the target language.

Activating student vocabulary: One of the most common student problem in listening comprehension is the lack of vocabulary. When pupils do not have a rich vocabulary on the target language, they are not able to understand what they hear and their understanding become poor. Therefore, teachers must provide students with certain key words to reinforce student knowledge in order to prepare them for further listening approaches. A good example

Get the meaning by the context it consists in activating student vocabulary asking them first if they can guess the meaning from the listening context, and then, the teacher will

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explain the meaning. Besides, this practice will force pupils to analyze what they hear and help them to work out the brain.

Using different kinds of input: Since the human being gets used to the stimulus, teacher must be forced to use a big variety of input with the purpose of stimulating the student listening comprehension skill. A good example of input is the use of visual aids in the class, because it catches student attention, enhances the motivation on the topic, and helps the students to get the meaning through context if any word meaning is not known.

Pronunciation: According to many studies, a common barrier that hinders a good understanding during the listening comprehension is an incorrect pronunciation. It is necessary for teachers to involve students into the phonetic world in order to lead students to recognize key sounds and word production by listening to conversations of native speakers from different countries. Therefore, if students are exposed to a variety of native speaker pronunciation, they will increase their listening comprehension skills and will be able to produce the target language with an accurate pronunciation.

2.2.3.2 Listening comprehension strategies related to music

Hallam & Price (as cited in Rashidi,2011) claim that some parts of the human brain have many positive effects when they are exposed to a particular combination of sounds, producing a calming effect on the students. They also added that some interesting characteristics on students were noticed when the music was played in the classroom, such as changes in the body temperature, pulse rate, breathing rate, and blood pressure of the pupils, music helps them to become calm. Music has a powerful and motivational effect on human beings capable to

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change moods, behaviors, and feelings. Furthermore, it is a great tool used by teachers around the world because it leads students to improve their listening comprehension skills.

Chapter III

Methodological Framework

The present chapter of this study will set the basis for the procedures to follow during this research. Besides, it will focus on the specific type of method used in the investigation as well as its characteristics applied in order to reach the objectives stated before.

Also, this section will include a detailed description about many important characteristics of this institution in which this investigation will be developed, such as its infrastructure, location, resources, methodology used by the English department, and more information of this department. Additionally, it will provide a complete description about the population in which this study is based on as well as the participants selected to carry out the research.

Finally, this chapter will include a complete explanation about every procedure, activity, and instrument that will be used to collect the necessary data in order to accomplish all the objectives of the study.

3.1 Research method and scope

The society has tried to study the human behavior and its characteristics around its history. Moreover, many theories, proposal, and psychological tools have been found in order to answer numerous questions made by researchers. Moreover, Reeder (2010) argues that phenomenology seeks to analyze the lived evidence experience of the subject during an event. This is a complete study about all the data involved in a situation in order to understand the action taken by the persons involved. In this investigation, phenomenology is applied to know

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how students react and behave at the moment of being exposed to the effect of music, and how it can help them to enhance motivation at the moment of listening to English.

Furthermore, Taylor, Bodgan & DeVault (2015) define methodology as a way in which people study problems and look for the answers, also in the social science it is related to how the research will be conducted. In addition, the methodology used in this research is qualitative method because it is one of the most important approaches used by researcher in order to seek vital information for understanding people behavior. Moreover, Taylor et al (2015) affirm that the main goal of a qualitative research is to ascertain how theory fits the data and not vice versa.

In addition, this study is based on qualitative approaches due to the fact that the aim of this research is to analyze if music can be a motivational tool in order to improve the listening comprehension on English students.

3.2 Selection and description of population and participants

This section will provide detailed information about the population and participants involved in this research. Also, it will include every key characteristic as well as every important aspect related to the high school in which this study will be carried out.

3.2.1 Description of the institution

José Joaquín Vargas Calvo High School is a public high school located in San Pedro de Montes de Oca in San José Town. This high school was founded in 1951 as a first pioneer institution as a Liceo Laboratorio in San José with 305 students distributed in different grades. The name of the high school was given in honor of an emblematic gentleman, Mr José Joaquín

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Vargas Calvo who was a music teacher that dedicated his live to increase the good values during those years.

In addition, due to its nearness to the Universidad de Costa Rica, the institution facilitates its installations to all university students in need of accomplishing their teaching practices, class observations and other university requirements.

The high school is very spacious; in fact, it was built in a botanic garden with many exotic trees and many green zones in order to be used by the students. There are fifty six classrooms divided in five halls, one of them is the English hall with four classrooms with enough space appropriate lighting condition, and good ventilation for every group of students. This English hall is decorated with many posters, phases, pictures, and many other things related with the language in order to promote on students a funny and interesting form of learning the foreign language. Besides, the conversational classroom is located in other hall with a very good infrastructure and conditions in order to develop the class satisfactorily.

The English department of José Joaquín

English plan on its five levels. Teachers must integrate the four areas in their lesson plans: listening, speaking, reading, and writing. Besides, fifth grade students receive a special course called conversational English, with eight lessons per week, this course is very important because it helps them to enhance the speaking skill. It is taught by a teacher who is a specialist promoting on students the ability to communicate in English using its particular characteristics.

Students receive twenty (one lessons per week which means fourteen hours weekly of English. Morning classes shift starts from seven in the morning to twelve noon, and the afternoon classes shift starts from twelve fifty to five thirty.

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3.2.2 Description of the population

At José Joaquín Vargas Calvo High School, there is a total of one thousand one hundred students from fifth grade to seventh. The ages of students fluctuate from twelve up to eighteen years old. Furthermore, the high school registers six groups of seventh graders, six of eighth graders, five of ninth graders, five of fourth graders and four of fifth graders. The groups are large, they are about thirty or forty students each approximately. This is a problem because it does not allow teachers to give a personalized attention to each student while working in class, so teachers are faced to seek teaching procedures to seize the time as much as possible.

The academic department is formed by thirty teachers, and the administrative department is formed by the principal of the high school, the head of the assistants, six administrative assistants, two counselors, one janitor, and two campus security agents.

Since this academic institution is located in an important and strategic zone in San José, the families integrating the school community live in different neighborhoods surrounding the high school. These families are mostly from middle class, but there are a considerable group of families with economic necessities. Students spend most of their time at the high school, and when they arrive at their homes most of the parents are absent because of their jobs. Many students should take care of their brothers and sisters, as well as share the house tasks. Few students receive constant guidance and attention from their parents, for this reason, many students have academic problems.

Even though it is located in a commercial zone with a high noise pollution, this academic institution tries to promote a calm environment and increase highest values based on the respect and comprehensive education.

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3.2.3 Description of the participants

The study will be applied in a group of fifth grade at José Joaquín Vargas Calvo High School. It is formed by twenty five students, twelve from the group are girls and thirteen are boys. Their ages range from seventeen to eighteen years old.

They seem to have a strong relationship because most of them have studied since seventh grade together. Moreover, they are talkative, energetic, and helpful. Most of them like sports and arts, but as an interrelating characteristic, the whole class loves music. There are some students who sing, play any instrument, or are members of the high school marching band, which is very famous among the San José High School marching bands.

They seem to enjoy the English class quite a lot but they have many difficulties in listening comprehension because the four English teachers they have had in the last three years, have taught from differently and as a consequence, the listening comprehension skill has been seriously affected throughout their learning process.

Since they are talkative and energetic students, the teacher is faced to develop a dynamic class in which the target language must be entertained and attractive for them. In addition, they need specific and constant supervision from the teacher in order to finish their work in a given time. As teenagers, they get easily distracted, so the teacher must apply specific rules to avoid this behavior and get the control of the class. Nonetheless, students work correctly according to the instructions given by the teacher finishing their assignments in a clean and organized way.

During the developing of the English class, the teacher tries to use many visual supports in order to reinforce the content in the book and usually warm ups are applied to introduce the

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topics to the class. Teacher applies activities to stimulate their motivation to learn the target language and to develop interaction during the English class.

Fifth graders have an intermediate English level because of an irregular learning process during the last three years. This year they must face the MEP English exam and students have an important challenge which is to enhance their language skills in order to get the bachelor degree. Besides, the teacher has an important role in this process and the purpose of this research is to provide valuable information to help students throughout their learning process.

3.3 Implemented strategies

A strategy that will be used by the researcher in this study is to ask the students to listen to specific details in a dialogue. This activity students will be asked to listen to a dialogue carefully, then, the researcher will give them a worksheet with many empty circles. The researcher will explain that they have to recognize some human feelings presented in the dialogue, draw a face in each circle, and write the name of the feeling they have heard. Finally, students should organize those faces and its names in the same order in which they have heard them in the dialogue.

Students are attentive to every sentence uttered said during the dialogue and they focus their attention to understand what going on among the speakers. Listeners are attempting to hear some feelings expressed in the activity. Besides, they should be clear about the timeline in which the events have been developed to be able to order the feelings in the worksheet. This activity will work as a pre-test activity and sets a starting point in the listening comprehension skill before applying the investigated techniques proposed for the study.

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As soon as the students finish this activity, they will complete a small questionnaire related with the activity they have already done and their perception about it.

Another strategy which will b

The research will play a story to the students and they must hear it carefully. Then, they will receive an envelope with many paragraphs that belong to the story. They will hear the story once again and, at the same time, they should organize those paragraphs in the correct order according to the timeline of the story. The researcher will check the activity asking every couple about their answers. Afterwards the story will be built with the answers given by the whole class.

, the researcher will try to enhance listening comprehension skill by recognizing phrase-order patterns. The students should be clear about the timeline in which the events are developed and order the story phrases correctly.

Those activities will work as pre-test activities to set a starting point in the listening comprehension skill before applying the investigated techniques proposed in the study.

In the last activity, th

For this activity the students will work in pairs. Then, the researcher will play a song that corresponds to the favorite musical genre stated by the students in the first questionnaire applied. Then, every pair will receive a unique phrase with one missed word. The song will be played again and the pair should be focuses in the song because; first, they need to fill in the blank with the correct word according to what they hear, and second, because they should know the place to insert the part of the lyric that is missing.

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Finally, the song will be played again and a member of each pair will go to the whiteboard and paste the phrase according to the order of the song. The researcher will check if all the words missed are correct, as well as the order of the phrases pasted on the whiteboard.

With this strategy the researcher pretends to know if the students have enhanced their listening comprehension skill, as well as their motivation. This activity will work as a post-test.

All these activities will be closely related with the topic developed by the English teacher in the class period in order not to affect the teacher's work during these weeks.

3.4 Data collection instruments

According to Pawar (2004) data collection is an invaluable instrument for researchers in order to gather information which allows them to answer questions proposed in the study and achieve the objectives of the researcher as well information such as, thoughts, feelings, beliefs, and perceptions obtained from the participants of the study. In addition, the main purpose of this information is to help the researcher to interpret and understand the data about the participants involved in the study.

The instruments for data collection are the principal tools used by the researcher to obtain the information, which will be imperative to accomplish the goals of the research. Every data collection instrument must have two main characteristics: validity and reliability they are essential in order to use as tools.

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3.4.1 Class observation

The researcher will develop two class observations to the fifth graders in order to gather information about the aspects and factors that can interfere the class work of the students. Besides, the investigator will observe some important aspects for the research, such as, the organization of the class, the physical space in the classroom, the group behavior during the development of the English lesson, the social climate, the interaction between the teacher and students, and the instructional strategies. The researcher will focus his attention on every detail presented by the student in the moment in which they are engaged in the listening comprehension process during the English class.

The instrument will be developed with the purpose of identifying if the aspects listening comprehension process.

The researcher will score what has been observed during the English class using a scale from one to three according to five rubrics included in the instrument. Number one represents that the rubrics were not observed; number two represents that the rubrics need to be improved and number three that they were successfully accomplished. This instrument will determinate if the students have been involved into an optimal learning atmosphere in order to acquire a second foreign language.

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3.4.2 Questionnaire

After the observation, the investigator will develop a questionnaire with five questions related with students' likes and dislikes on music. These data are very important for the researcher to choose the correct song to be used in the last listening activity.

The second questionnaire will be developed by the students, the moment they finish the pre-test activity in order to get a feedback about the listening comprehension activity for the investigator.

The last questionnaire will be developed by the students at the end of the post-test activity. It will have six questions related about their experience, perception about the activity, and how it can influence their listening comprehension skill. This survey will share important feedback for the investigator about their thoughts concerning the interactivity technique applied.

3.4.3 Pre-test

The researcher will apply a quiz as a pre-listening comprehension skills. The students will receive a quiz after the dialogue activities have been finished and will be checked by the researcher.

This pre-test is conformed by five multi choice questions regarding specific information about the dialogue. Furthermore, students will be pushed to pay attention in order to understand what they have heard to pass the quiz. This instrument will show how much information students acquire according to their learning experience facing these listening comprehension activities. In addition, the data obtained from this quiz will be analyzed by the researcher in the next chapter.

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3.4.4 Post-test

The post-test is a quiz applied to the students by the researcher with the aim of measuring seeking the dancing

The post-test is conformed by five multi choice questions regarding specific information about the lyrics of the song used in the activity. Besides, this instrument will let the researcher to know how much information has been processed and retained after the exposure to the musical activities that acted as a listening comprehension motivators. In addition, the data recollected in this instrument will be analyzed by the researcher in the next chapter.

3.5 Validation of instruments

Instruments are a vital tool for this research in order to gather important information which will be analyzed in the next chapter. If the instruments have an error in its grammatical or coherence construction, the information can be affected and the result of this study will be damaged. In order to validate the instruments used in this research, the investigator presented them to a group of fifteen students of fifth grade from José Joaquín Vargas Calvo High School. They read every question in order to check any mistake on grammar or coherence which would interfere the normally process of answering.

As a result of this checking process, grammar or coherence mistakes were not found. Every question was clear and easy to understand. According to this positive result, the instruments will be applied with the students of the 11-2 of José Joaquín Vargas Calvo High School by the researcher.

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Chapter IV

Data Analysis

Berthold & Hand (2013) state that data analysis is a process in which many summaries and information are gathered in order to obtain a result focused on the main objective of the study, whose data come from the previous recompilation process made by the researcher according to the purpose of the study.

Therefore, this chapter will present a detailed analysis of the instruments applied in the fifth grader students of the José Joaquín Vargas Calvo High School. The research will include a brief description of all activities performed with the pupils and its most relevant aspects, as well as the most significant results

4.1 Analysis and interpretation of the results

This part of the investigation will expose the result of the different instruments applied by the researcher on the fifth graders, and will analyze the data in order to be compared , analyzed, and interpreted by the researcher thoroughly.

4.1.1 Classroom Observation

The observation was conducted on February 19th at 1:25 pm, after lunch break. The researcher observed the class for eighty minutes. The English lesson was conducted in one of the three English classrooms of the English hall.

This class was well-decorated with linguistic and cultural elements of the target language. The lighting was comfortable allowing students and teacher to work pleasantly. Besides, desks were arranged properly to maximize the space in the classroom.

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The teacher prepared the materials that will be used in class ahead of time. At the beginning of the English class, the teacher was in front of the students to welcome them and to explain them how the class activities will be developed. Students could see her all the time. The teacher usually walked around to monitor the students and ready to answer any possible question.

The students, at the beginning of the class, presented an improper behavior, but the teacher immediately used positive reinforcement to control the class. The teacher showed a friendly, assertive, and positive attitude towards the students, as a result, the pupils behaved properly.

Optimum learning environment, peaceful and non-threatening for students was presented to allow the learners feel comfortable to share their thoughts, questions, or comments in the class without fear of being ridiculed by their peers.

During the first lesson, the students and teacher started checking the diagnostic exam, which is a test to determinate their English level based on reading comprehension. The test contained many texts in which the student read and solved the items carefully. Since pupils had just started the school year, the teacher made a review to refresh and strengthen the student's skills.

The teacher read a paragraph of the exam, while students were reading it at the same time. The teacher gave enough time for questions and if any student did not know a word meaning, the teacher cleaned it up using the target language all the time. Nonetheless, students used Spanish when talking to each other or while asking questions to the teacher. The teacher

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encouraged students to use English for communication. After the text was read, the teacher proceeded to read the questions and to discuss possible answers to the questions.

The teacher made sure that every student was clear as to why that answer was proper by scanning in the text or analyzing the response.

Some students had some listening comprehension problems because the teacher should have given more time for difficult items and explaining them in different ways or using synonymous expressions to explain the proper selection. The teacher should have adapted the explanations taken into consideration the individual differences and needs of every pupil.

During the second lesson, the teacher continued with the same checking activity, but the students were asked to explain in English why some answers were correct. Some students tried to participate on several occasions, but the teacher encouraged the rest of the class to intervene, even though, they did not know how to say some words in English. More students shared their opinion with very short sentences or phrases. The researcher was able to witness the low level of the students in the target language. Many times the teacher had to stop the explanation in order to clear doubts and correct past tense verbs or grammatical structures questions in the text.

The investigator could also notice that a group of students with good English who helped other students whispering the answers about short doubts or word meanings during the reading out loud of the text by the teacher. Those answers were in Spanish. A strong friendship prevailed among the pupils.

Twenty minutes before the end of the English class, students asked many questions as to how the MEP . They seemed anxious about this exam because they

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will only have seven months in order to be prepared for this important evaluation and their own weaknesses in the language.

Afterwards, the teacher tried to switch their attention towards the English program, and how they would be taught during the school year, importance of focusing their effort on improving their reading comprehension. In addition, the teacher motivated them to give the best of them, to walk one extra mile day by day in order to increase their English skills, working together toward to obtain the scholar diploma.

It was an excellent listening exercise to them, because the speech was given by the teacher in English. After that, pupils were motivated to go on with the review of the diagnostic reading comprehension test.

From the observation of the fifth graders, the researcher was certain that in spite of the
o improve their

Besides, the researcher observed that the social atmosphere in the classroom and the interaction between the teacher and the students, as well as, the relationship among the pupils was adequate for the teaching-learning process of the English language. As it was expected, the students often used Spanish but the teacher motivated them to use English. It was also noticed that students seemed to feel more comfortable using their reading comprehension skills than their listening or speaking abilities.

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4.1.2 Questionnaire number one: Music preference of the learners

The researcher handed out this first questionnaire to the students without giving any de read each question with them to clarify any possible doubt. This questionnaire was distributed a day before finishing the class observation.

The purpose of this questionnaire was to obtain information about music their preference and further information related to their music experience. Every question was elaborated carefully to receive personal and detailed information from the student. Therefore, such data was a key element in the application of the music activity because a special song ought

In question number one: Do you like to listen to music? , the researcher tried to get to know if music would constitute a valuable element to be taken into account as a possible motivator agent to improve the listening comprehension skills of the students.

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Figure 1.

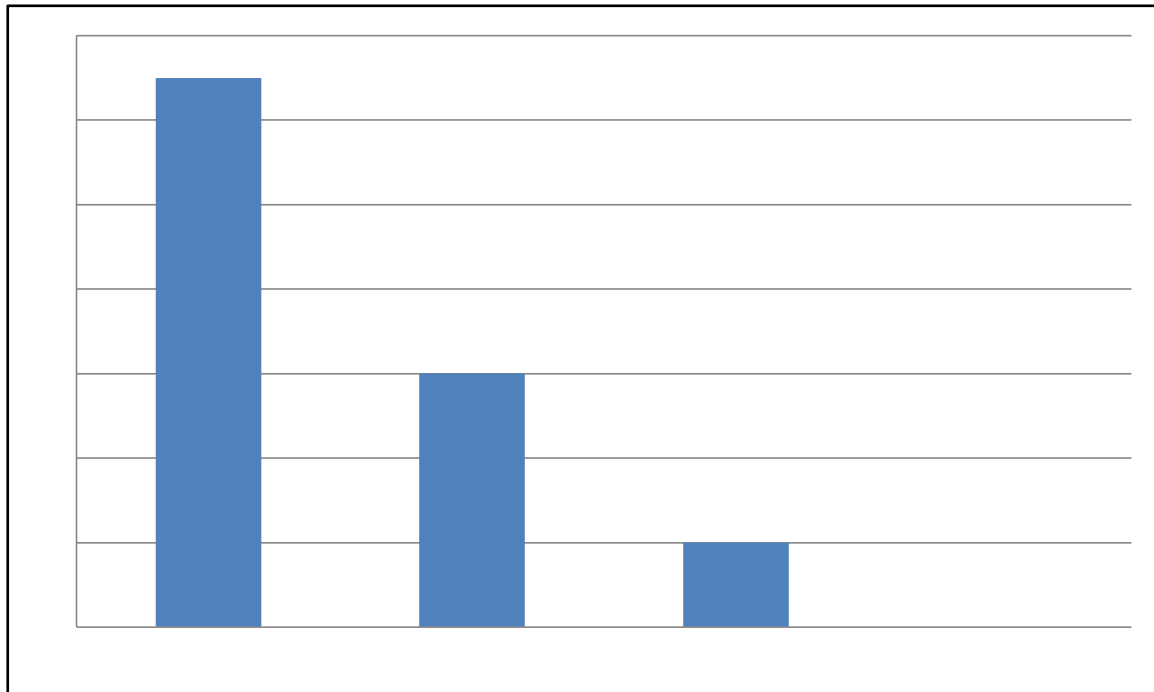


Figure one illustrates the music acceptance of students.

As shown in the figure above, thirteen students (from twenty one) showed a constant interaction with music, therefore, six students sometimes interacted with music, and just two students had few interactions. This result provided the researcher with a good preamble to develop the music activity, besides, it is will increase the results of this study.

Another question developed by the researcher was number two: What is your favorite music gender? . The purpose of this question is to obtain the students favorite music type. This is another important data that will help the researcher to choose the correct kind of music to involve the learners completely into the activity.

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Figure 2. The

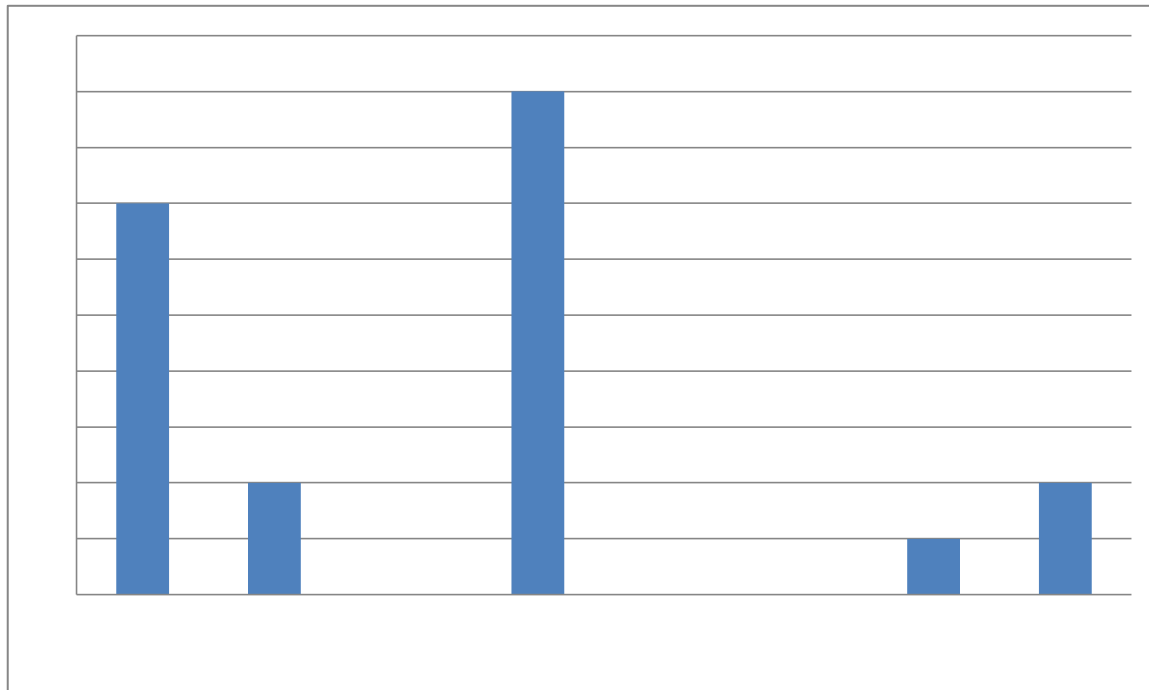


Figure two represents the kind of music preferred by students.

As represented above, nine students (from twenty-one students) preferred electronic music. Consequently, electronic music would be used by the researcher in the last two activities. It would constitute a fundamental factor in order to expose the students to this kind of music during the listening comprehension process. Seven students selected Pop music, two students preferred Hip-hop, two students liked Gospel, and one student liked Reggae music.

Moreover, a question in which the researcher tried to get to know how many students had the same song, singer, or band in common was by asking question number three: Which is your favorite English song? It would provide important information to be used to choose a song with a strong link between the students and the activity.

Even when the researcher got a specific song, according to the results obtained it will not utilize because students possibly will know the lyric of the song, and it would constitute a

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negative factor that would interfere abruptly with the results of the listening comprehension activity. Nonetheless, the result of the music activity would not be affected if the researcher uses a song from the singer, band or musical gender suggested by the learners in the figure number two.

What is more, using a correct song is a vital factor for the researcher in order to build a correct listening comprehension atmosphere for the students. Consequently, the musical gender of this song should come from the data obtained from this question.

For the researcher, it was important to know how much time students spent listening to music in English. Thus, such information would be obtained by asking question number four: How often do you like to listen to music in English language? The answer would show how many students were exposed to the target language by listening to music. It would reflect the interest of the students in English music, and if it would constitute great motivation for the activity.

In addition, with this data, the researcher obtained information on the length of time the students spent listening to music in the target language and its effects on the improvement of listening comprehension skill.

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Figure 3. Student exposure to the target language by listening to music

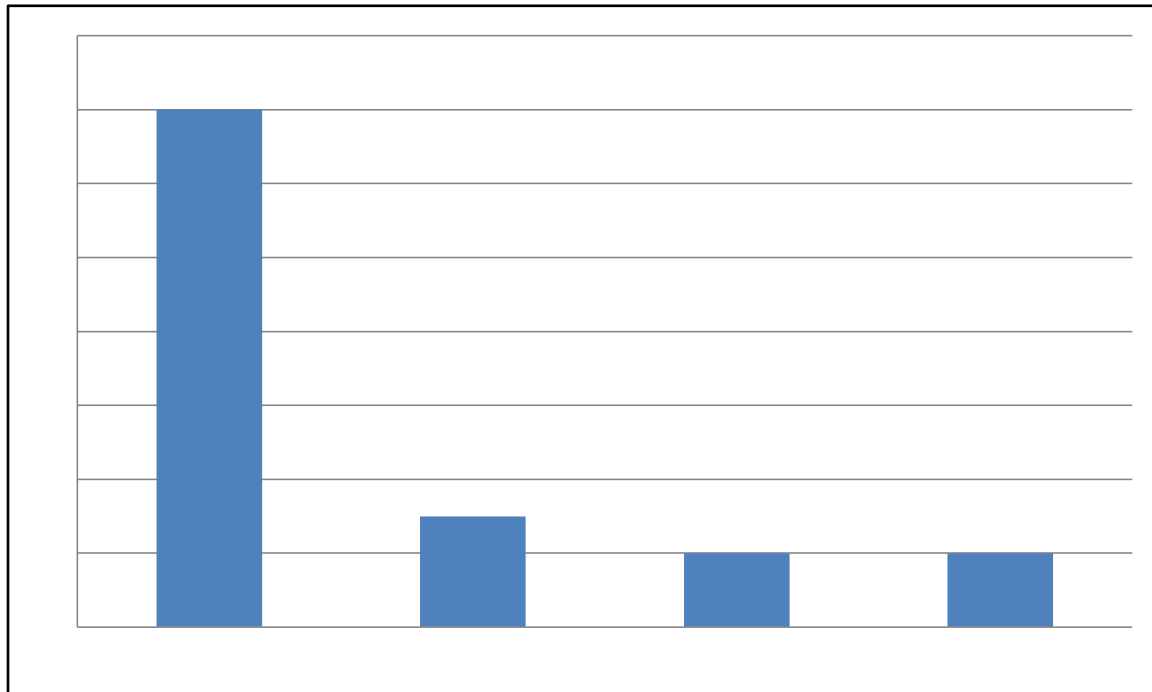


Figure three indicates the exposure of students to music in English.

The figure indicated that students were used to listening to music in the target language. Furthermore, nine students listened to music in English all the time which represented the majority of the class. This was an important detail for the researcher in order to be taken into account in the music activity. In addition, three students answered that they often listened to music, two students expressed they sometimes listen to music, and two students stated that they seldom listened to music.

For the researcher it was very important to get to know the students important the listening comprehension skill was, which was obtained in question number five: Do you think that listening comprehension in English is important to enhance the listening, writing, and speaking skills?

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Figure 4. Importance of the listening comprehension.

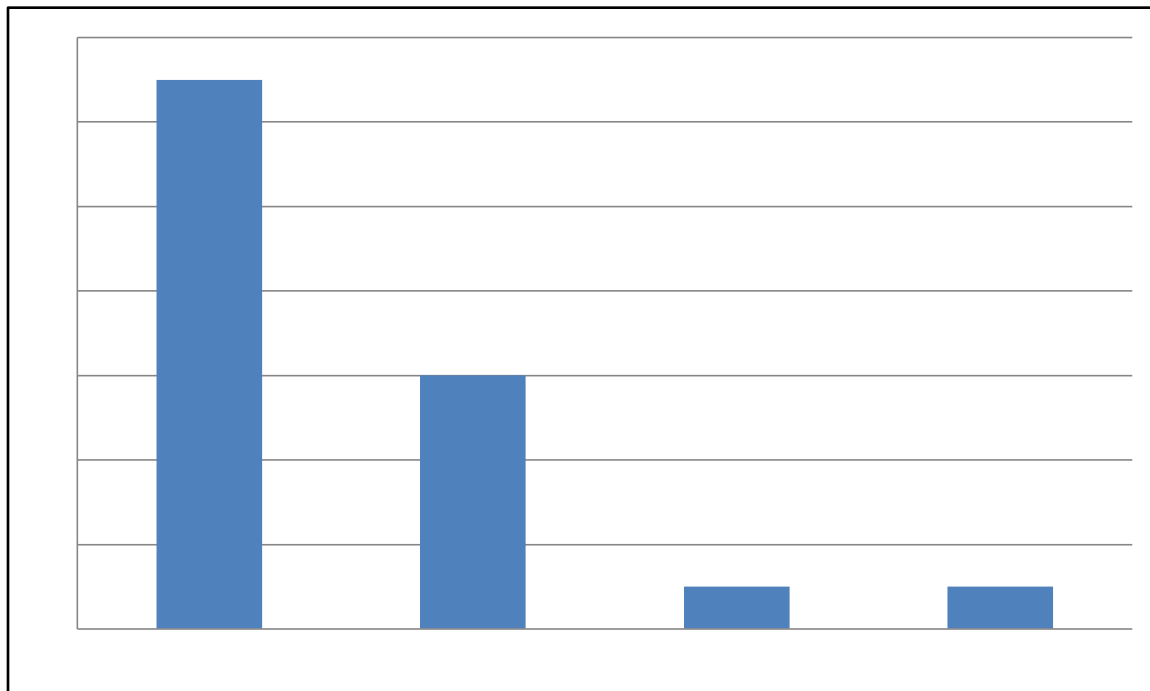


Figure four demonstrates what students considerate about the importance of listening comprehension as compared to the other skills.

As shown in the previous figure, students, according to their personal point of view, answered if they considered that there was a link between the listening comprehension skill and the other skills during second language acquisition, or if there is no a relationship among them. According to the answers, thirteen students believed that listening comprehension was very important in order to enhance the other English skills. Besides, six students stated that it was important; one student answered that this skill was little important, and one student answered that it was not an important skill at all.

Indeed, there is an important fact shown in this figure, which is that almost the whole class considers that listening comprehension has a relationship to speaking, writing and reading. In spite of the lack of listening comprehension skill development that students present, they are very conscious that it is one of the most important skills to improve. Students desire to use the learning process with the purpose of improving their listening comprehension skills.

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4.1.3 Quizzes

The researcher made two listening comprehension quizzes, the first was applied at the end of the first listening activity in which music was not used. The second quiz was applied at the end of the Music activity in which students were exposed to the music effect.

The aim of these two quizzes was to know how much information students understood from the listening comprehension activities based on music. Then, all the data would be compared by the researcher to get to know if there were any positive changes in the students listening comprehension skills.

4.1.3.1 Pre-test

The first quiz was applied as a pre-test by the researcher, which provided vital data that was transformed into numbers about how much information was obtained and retained by the students. Moreover, those questions were formulated to know if the students were able to get the main idea or important details said by the speaker. Besides, this quiz was composed by five multiple choice questions based on the dialogue applied in the activity. Every question had a level of difficulty from middle to low according to the grammatical structures, and the English level of the fifth graders. The English level of the students was established by the English teacher.

Firstly, the dialogue was played by the researcher and the students paid close attention to it. Secondly, the two activities were executed and the dialogue was played once again. At the end of every activity, the researcher checked the student answers. Thirdly, as soon as the activities concluded, the researcher handed out the quiz to the students.

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4.1.3.2 Post-test

The second quiz was applied as a post-test to the students with the objective of knowing how much information the students were able to understand and retain after being exposed to activities in which music was involved.

Furthermore, this quiz was composed of five multiple choice questions based on the lyrics of the song. Besides, every question had a level of difficulty from middle to low according to the grammatical structures, and to the English level of the fifth graders.

The researcher first applied the song to the students in order to be carefully heard and analyzed, then, the two activities were carried out. At the end of every activity, the researcher checked the student answers.

Figure 5. Comparison of
Post-test

the Pre-test and

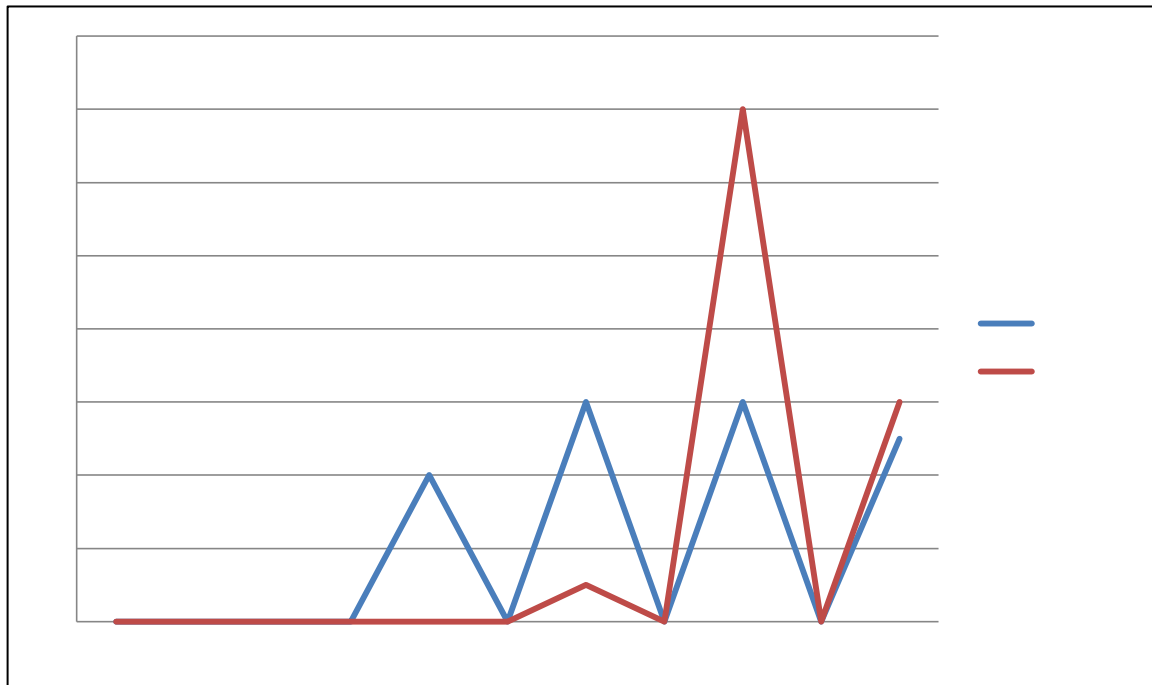


Figure five shows data about the students' listening comprehension skills through a comparison between Pre-Test and Post-Test

As shown in the figure, a lot of meaningful information was obtained:

Some of the most significant differences were fourteen students (from twenty-one students) obtained eighty as score in the Post-test, in contrast to the Pre-test; six students got the same score; as we can see there was a significant difference in this range of score. Music is an important element to take into account in the results of this comparison. Six students obtained one hundred as score in the Pre-test, in contrast, in the Pre-test five students got the same score, which was almost a similar result in both tests. The activity in which music was involved had undoubtedly a positive effect on the students.

Figure 6. Passing students

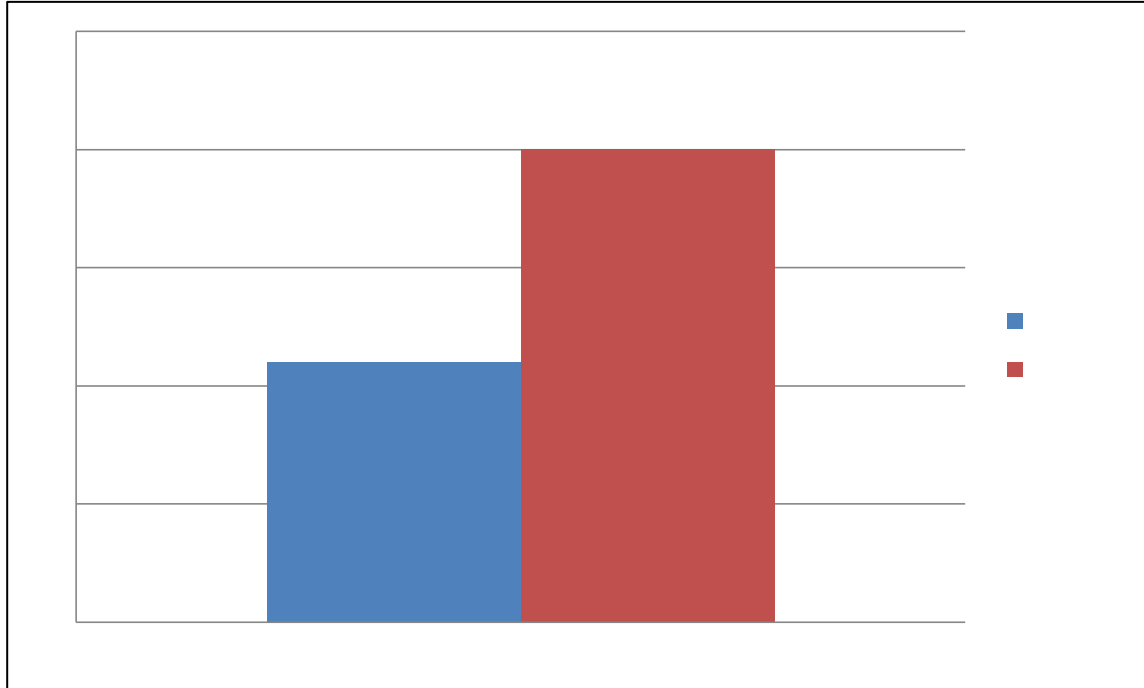


Figure six reveals how many students passed the test

This figure demonstrated one of the most important facts obtained from these quizzes, which is how many students passed the test. Taking into consideration that the minimum passing grade is seventy, and even when the complexity of the tests was similar, twenty one students out of twenty one passed the listening comprehension Post-test based on music, in contrast ten students passed the Pre-test in which a dialogue was used.

Almost the whole group of fifth graders passed the Pre-test and just one student did not pass it. This is an important observation of how an activity could affect the motivation and improve their listening comprehension skills.

4.1.4 Activities Questionnaires

The second questionnaire was applied to know listening comprehension skills by using music in the lessons.

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The third questionnaire was applied to determine in what way the listening comprehension skills and motivation of pupils would be affected after being exposed to music activities and to know if there was any significant motivation which improved the listening comprehension skill in the fifth graders of the José Joaquín Vargas Calvo High School.

4.1.4.1 Questionnaire number two: Dialogue activity

For instance, in the first item of the questionnaire: Indicate the degree of interest generated by this activity. The researcher tried to establish if the activity with the dialogue triggered any meaningful motivation on the students.

The same question was applied in questionnaires number one and two, with the purpose of getting key information from the students about which of the two activities raised more interest and motivation.

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Figure 7. Student interest between a dialogue and music activity

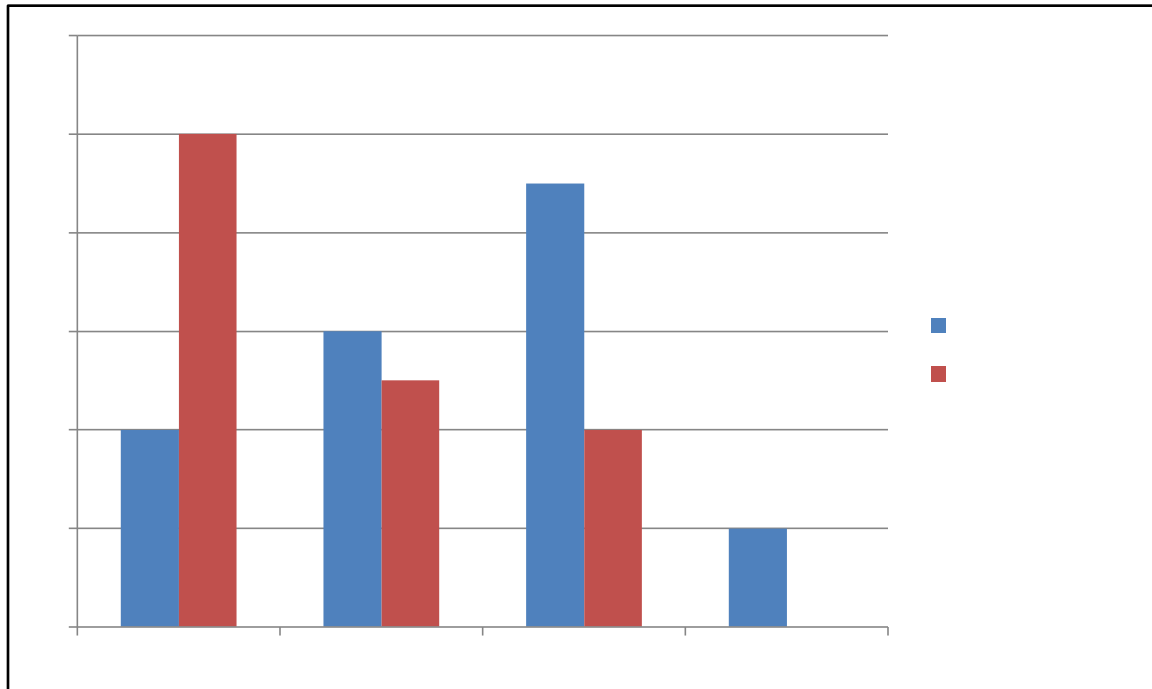


Figure seven illustrates the students' interest according to each listening comprehension activity.

As shown in the previous figure, it can be seen that most students showed a higher interest in the activity in which music was presented. This first question revealed that nine students which represent the biggest number of students, felt little interest in the dialogue activity; six students were interested enough, followed by four students with a lot of interest on the activity, and two students expressed a lack of interest.

Question number two: How did it make you feel doing an activity using a dialogue in respect to learning the English language? The researcher pretended to know how motivated the students were at the end of the activity.

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Figure 8. Student motivation according to the activity developed

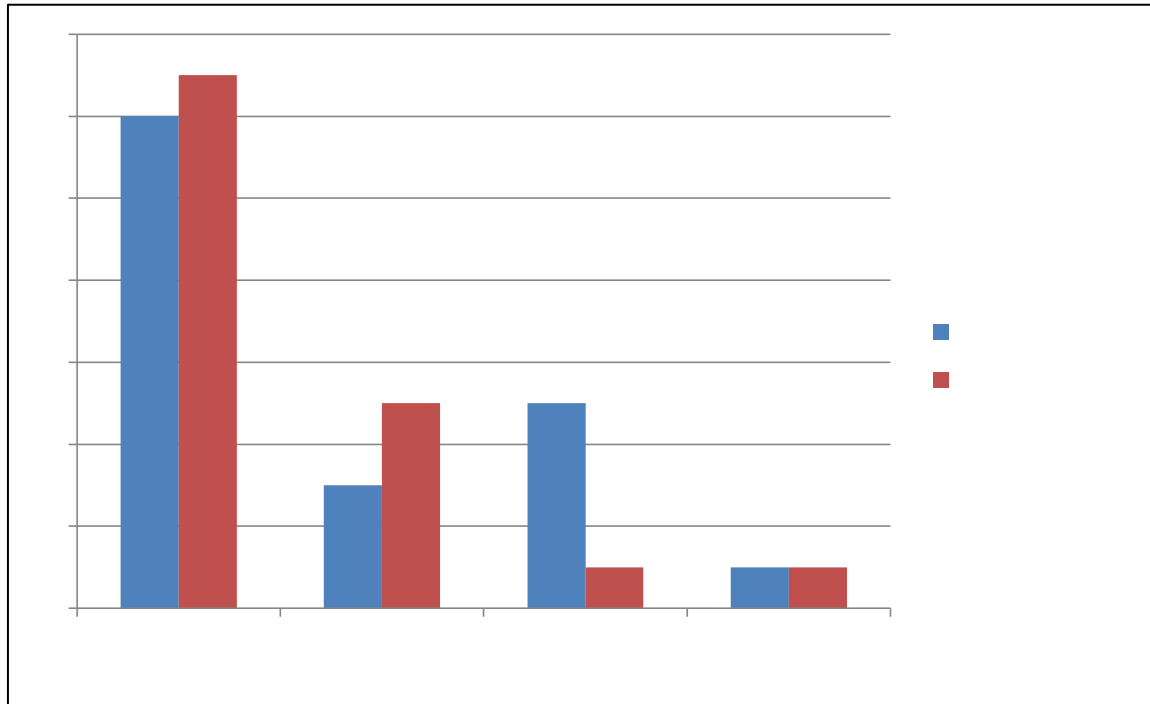


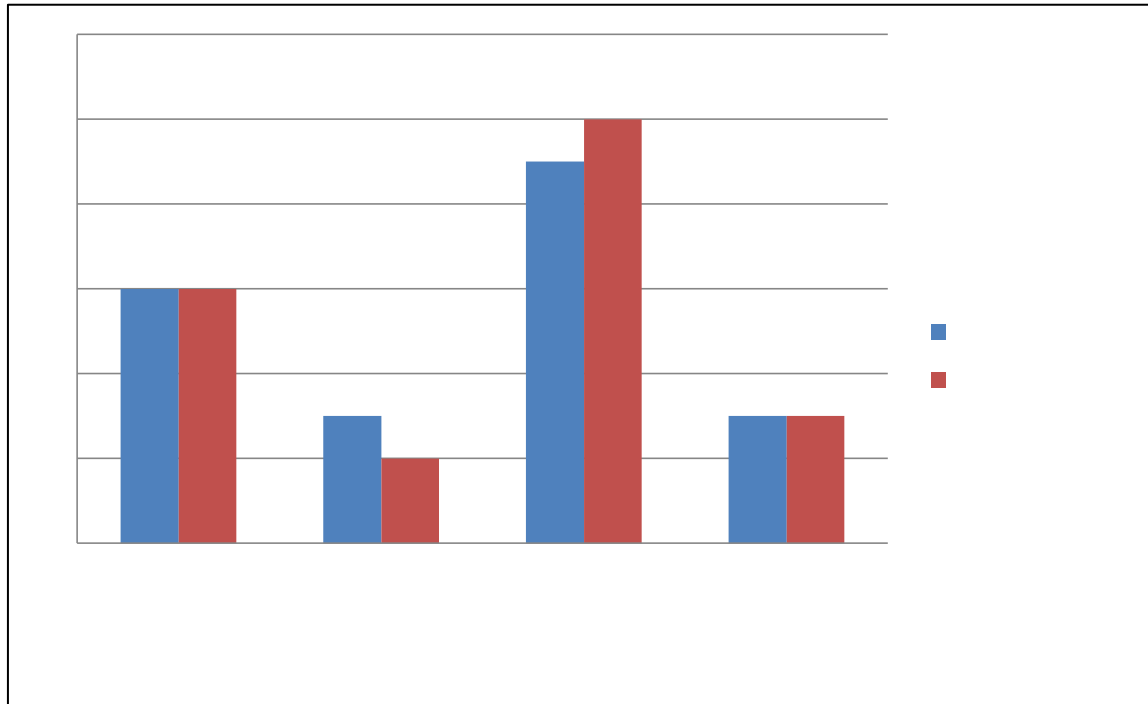
Figure eight reflects the motivation presented in each activity.

The figure shows an important motivation level of the students during the music activity as compared to the dialogue activity. The use of music seems to increase their motivation level. Besides, there are two interesting points to mention. First, there is a considerable group of students that expressed neutral motivation during the learning process in the dialogue activity; it means they did not feel motivated during this activity. Secondly, there were two students who were unmotivated in both activities. Motivation based on the music activity predominated in the positive measuring range.

In addition, the purpose of question number three: While doing the activity, your mind... was to know how many students assimilated the language during the activity. This question was applied in questionnaires two and three in order to compare the answers.

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Figure 9. Comparison about s



assimilation according to each of the activities

developed.

The previous figure shows a very similar result in both questionnaires in which there are presented just two variations in the results. There is one more student in the dialogue activity who understood without any problem what he heard in English in the music activity.

Nevertheless, there is one more student in the Music activity that assimilated a little what was heard in English during the dialogue activity.

The main objective of question number four: When it comes to understanding the English language, it is easier for me.. , was to get to know which skill is the easiest for the students during second foreign language acquisition.

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Figure 10

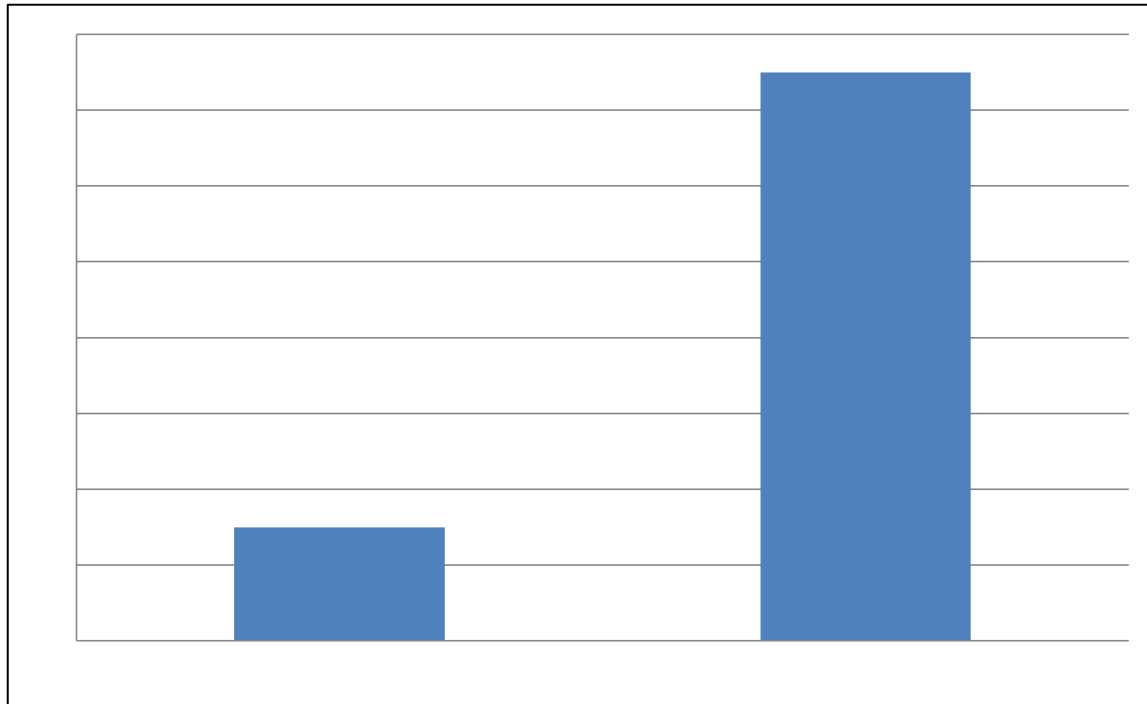


Figure ten exposes which skill is preferred by the students.

As presented in the figure, the majority of the students felt more comfortable with the reading comprehension skill, besides, according to their experience in the language, they considered this skill as the strongest one when comparing to it listening comprehension.

Besides, statement number five: When I hear a person speaking in the English language, " if it was to know if students were able to follow the thread of the narration or if it was a difficult task to develop, and how much complicated it was for them.

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Figure 11 . Student

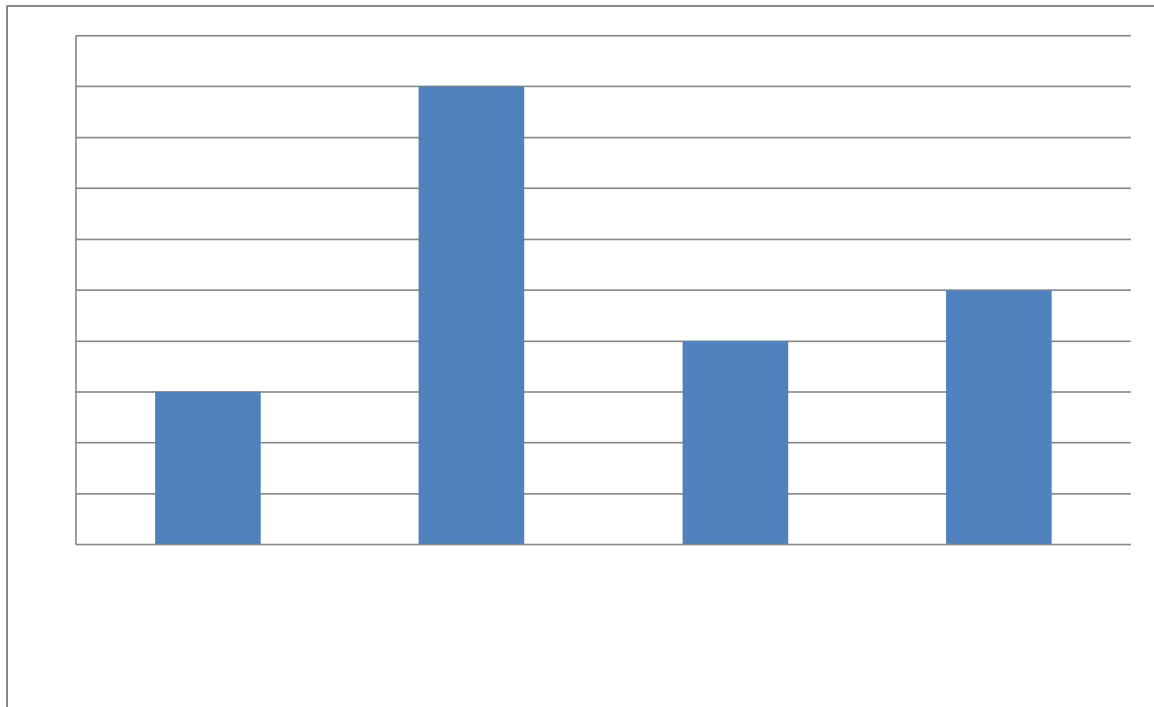


Figure eleven reveals how understandable is for a foreign language student to hear a person speaking in English.

As it was shown, an important group of nine students considered that following a narration thread is a task that they were able to carry out. However, another group of nine students still have serious listening comprehension problems. In this class part of the students do not have difficulties in listening comprehension, but the other part have poor development in this skill.

Statement number six: Mention briefly what other activity apart from the dialogue you would propose as a strategy to motivate the l " was an excellent opportunity for students to share their points of view about what it would be a flashy activity and how it could increase motivation to them. Furthermore, music, games and role plays were the most commonly mentioned among the student proposals.

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Ana not use this kind of activity in our high school. I felt a little bit worried because it showed me that I need to improve my listening skill in the

In addition, there is a good acceptance among the students about this kind of activity in which a dialogue is involved. Even they find that it is hard to engage on listening comprehension activities, although they are aware of the importance of this skill.

4.1.4.2 Questionnaire number three: Music activity

The third questionnaire was applied by the researcher to students after concluding the music activities. This instrument was developed with the purpose of learning the music effect of listening comprehension on the students during the development of the activities in which a song was used as an instructional teaching tool.

The question number one (Do you think the music motivated you in some way in your listening comprehension during the activity?), had the purpose of showing the perception about music and determinate if it had helped them to increase their listening comprehension skill during the activity.

It gave their personal experience during the listening comprehension activity. In addition, the question let the researcher know if students felt an increasing level of motivation based on their interaction with the song.

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Figure 12 .

booster of their motivation

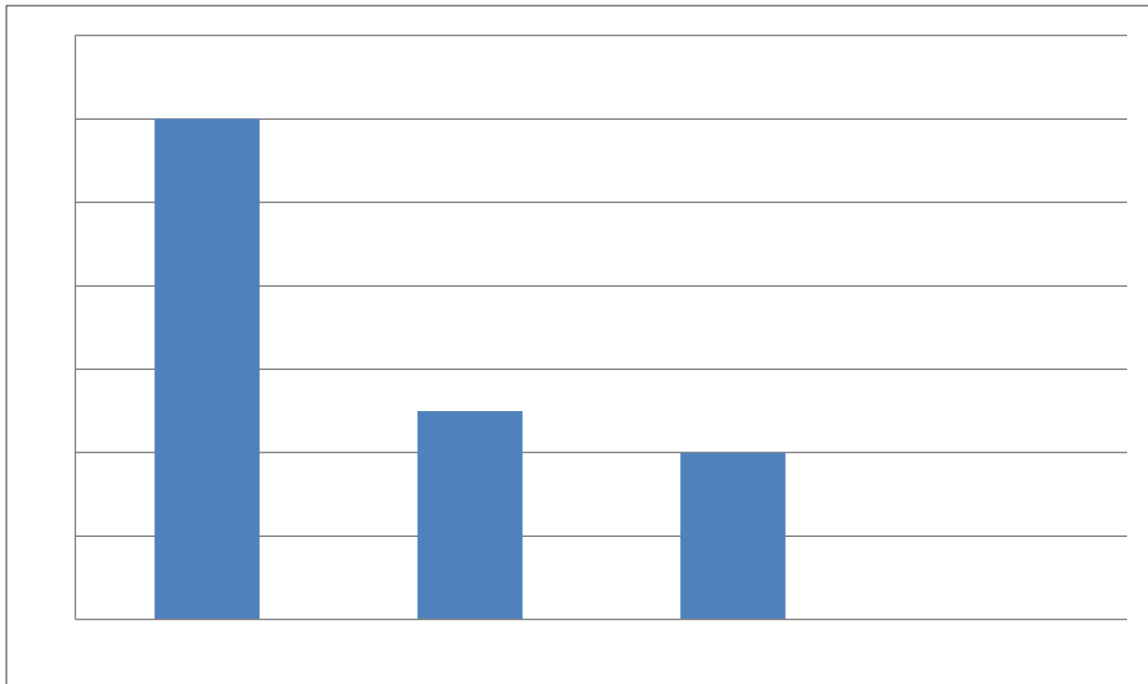


Figure twelve reveals what students think about music and if it can motivate them to improve their listening comprehension skill.

As the previous figure shows, twelve students considered that music functioned as a booster in their motivation to listening comprehension and it helped them to understand better what they had heard. In addition, five students expressed that music motivated them a lot during the listening comprehension activity. Moreover, four students considered that music had motivated them in some way, and there were no students with different criteria.

What is more, it shows that music has a positive and useful effect on the listening comprehension skill due to the level represented in this figure.

The question two indicates the degree of interest generated by this activity and the question number three (How did it make you feel doing an activity using a dialogue in respect to learning the English language?) were already analyzed in the second questionnaire because these

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questions were asked in both questionnaires with the purpose of compare both answers given by the students.

In addition, the aim of the question four (Do you think that the use of music can distract you during the English class?) , was to get to know music as a distractor during the listening comprehension activity , according to their previous experience.

In question four, three students answered that music could distract them too much during the English class. One student concluded that music could distract him a lot during the English class, and eight students answered that music could distract them a little during the listening comprehension process. Nine students answered that music could not be a distractor during the English class.

Furthermore, question five (While you were doing the activity, your mind ...) appeared in this questionnaire and in questionnaire two, in order to analyze and compare the answers about the same figure.

Finally, question six (At the end of the activities, you could say that you liked better which one in which was used Music or a Dialogue) had the objective of determining which activity students had felt more comfortable .

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Figure 13 .

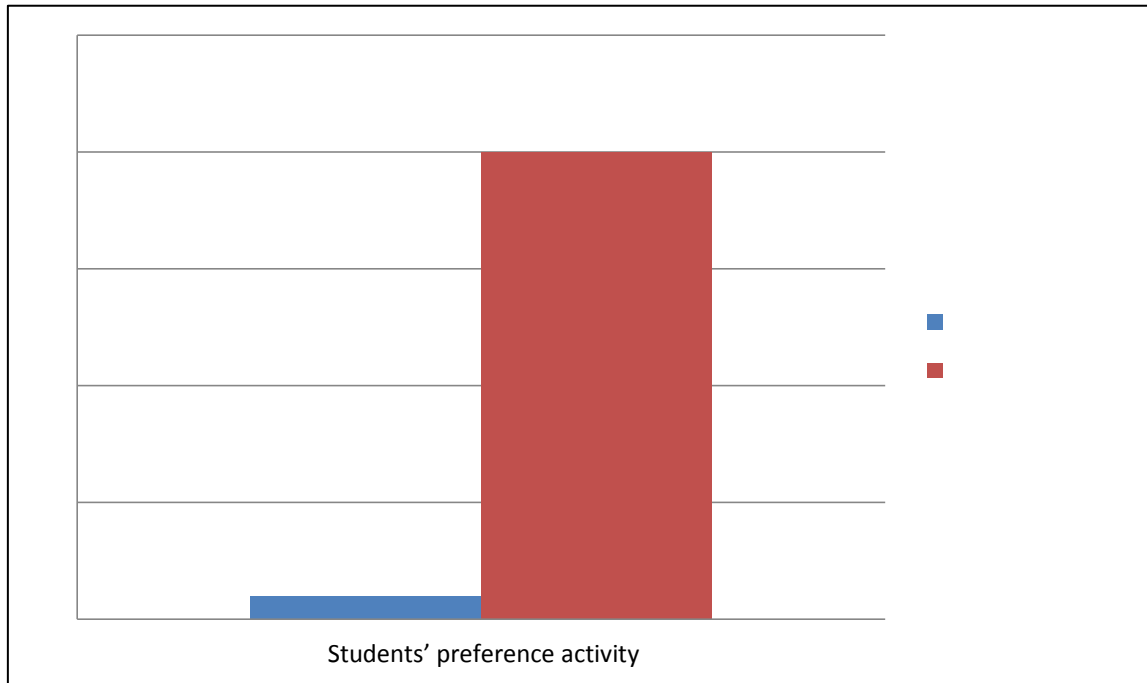


Figure thirteen shows which listening comprehension activity students preferred.

As it was shown in the previous figure, twenty students preferred the music activity, on the contrary, only one student said he had felt more comfortable at the end of the dialogue activity.

What is more, the question number seven (As answered in statement number three, could you briefly explain the reason for your answer) , gave the students the opportunity to express themselves deeply according to what they had answered in question three. Some answers given by the students appears below.

Pricila

f I

were listening to music in my room. Also I was not bo

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Sofia said that it was great. This activity pushed me to think in English and pay more attention. It is good because it is a way to realize your own English level. Congratulations,

Danny doesn't know why, but this activity made me feel more secure in my listening comprehension skill. I enjoyed it a lot.

In addition, there was a positive review of the activities performed because most of the students felt that they were interesting, helpful, and motivating. Students expressed that the use of these techniques helped them to enhance their motivation on listening comprehension, as well as to enjoy the English learning process.

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Chapter V

Conclusions and Recommendations

In the conclusion and recommendations, the researcher exposes the interpretation of the results gathered from the data analysis. It is one of the most important chapters of the research in which the reader will find the most important results of the investigation and the actions that should be taken according to the results presented.

improved by the application of music especially when working with listening comprehension with fifth grades at José Joaquín Vargas Calvo High School. As a result, this chapter will state the scope and accomplishment of music as a motivational factor capable to booster the listening comprehension skill on students; moreover, it will show if the learning process was affected positively or negatively according to the pupils' experience in the activities.

6.1 Purpose of the conclusion

The purpose of the conclusion is to offer to the reader a statement about the most important findings and implications of this research, in order to understand its importance, as well as the significance of reading this research.

The conclusion will restate main argument of the research as well as the most important proof that strengthen support the given arguments.

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6.2 Conclusions

The conclusions are the last opportunity of the researcher to convince the audience of the argument used at the beginning of the study as well as to explain all the experiences that the researcher had during the development of this study. Besides, there is an important factor to take into account which is that a well-written conclusion provides a chance to demonstrate the reader the overall understanding of the research problem.

The following paragraphs will explain the conclusions of the main objectives stated in this study.

6.2.1 To identify listening problems on fifth graders at José Joaquín Vargas Calvo High School

Through the process of observation the researcher applied an observation rubric which helped to gather key data such as behavior in the learning process, interaction between teacher and students, and student motivation. Besides, the researcher noticed that students showed some difficulties such as a lack of verb tense knowledge, synonyms and antonyms confusion, sentence agreement, and a lack of vocabulary, which affect considerably their listening comprehension skill.

The researcher found marked difference levels of language dominance in the students. During the observation of the English class, as well as throughout the development of the dialogue activities performed by the researcher, a group of four students constantly participated during the development of the activities. The rest of the students limited themselves to be in silence; meanwhile, the English class or the dialogue activities were in process.

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This listening problem was reflected in question number four of the questionnaire the students said that , according to their personal experience they felt more comfortable in reading comprehension then in listening comprehension skill.

Another question in which the researcher found an English level problem was in question five of the dialogue questionnaire (figure number eleven) in which three students answered they had no had problems following the narration while eighteen students answered positively, they said that they had had problems following the narration or even had not understood it.

Since listening plays a vital role in daily lives of human beings, listening comprehension provides the language input which is essential for the development of the rest of the skills in language acquisition.

According to Gilakjani &Ahmandi (as cited in Hamouda, 2013) they affirm the total time spent, listening takes up from a 40 to a 50%; speaking from a 25 to a 30%; reading, 11-16% and writing about a 9% in communication. Therefore, students spend more time reading during the English class than listening and this is one of the teacher responsibility, that is, that teachers should give them some importance to all the language skills and reinforce those wich are more difficult to the students . It shows that the fact of instability of English teachers has affected the listening comprehension skill as well as others skills.

Additionally, the investigator found that even though the low English level of the students, they recognize the importance of the listening comprehension skill and its relationship with the development of the other skills. This was demonstrated in question five of the first

order to

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enhance the other skills. The researcher concluded that students are conscious about the importance of this skill, but the fact of their low English level is due to an external factor which they are not guilty for.

As a consequence, the English teacher has a big challenge to face during this school year, taken into account that fifth graders have just seven months to review the school program in order to get prepared for the national fifth grade exam.

6.2.2 To apply music activities in order to enhance listening comprehension on the students of fifth grade

The application of the first questionnaire about the students' music preferences was a key information to analyze the scope of the music influence at the end of the music activities. As a result, the electronic music was the gender to use in the music activities. Besides, in question four (figure four) of this questionnaire, it can be seen that students are constantly exposed to music in the English language, so developing music activities in the English class enhance the listening comprehension skill of the students.

Therefore, the researcher considered this group of fifth graders is an excellent field in order to apply music activities.

The aim of the first music activity is in listening comprehension by using music. The students seem to be very excited when they hear the song. None of the students sang the song while it was played, so this meant that nobody knew the lyrics of the song, this was a positive factor for the development of the study. Almost every pair

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worked moving their feet while attempting to get hearing the lyrics of the song. The first activity that they performed was carried out in a good learning atmosphere.

Regarding to Krashen (as cited in Rossová, 2007), and according to the affective filter theory, the researcher found out positively increasing their mood and allowing the linguistic input been received in a friendly procedure by the pupils .

Therefore, it was confirmed in the question one (figure twelve) of questionnaire number three, in which students think, that music was a motivational booster in listening comprehension skill during the activity.

In contrast, the researcher noticed that some students at the beginning of the activity seemed to be distracted a little bit by the music, but some seconds after they got into the activity again. Question four refers to this fact; nine students out of twenty one considered that music could work as a distractor during a learning activity. Despite the fact that it is an excellent booster of motivation in second foreign language acquisition, the researcher concludes that it must be used carefully. Also, a set of roles must be given at the beginning of the activity in order to prevent disruptive actions and to encourage

As it was mentioned before, one of the limitations in this research was the different language level of the students which affected in the development of this second activity more than in the first one. In contrast, the researcher found an interesting phenomenon in the students. When this activity was in process some of them started to produce the melody of the song in order to remember the lyrics. This helped them to reconstruct the lyrics of the song. This and help them to achieve the task correctly.

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Besides, it reinforces the theory of Spichcer & Sweeney (2007) which argues that the mind, by an easily interned process, can replay the melody and transform the information to the mid or long-term memory.

In addition, the researcher concludes that th language was a result of being exposed to a song of their music gender. As example of it was given in one of the answers of question seven in questionnaire three in which students give their personal opinion about how the activity made them made me feel relaxed like if I were listening to music in my room. Also I was not bored in the

Consequently, the melody of the song helped the students remember many words or phrases that in the specific moment, they did not remember. This information was essential to determinate the lyrics of the song throughout the activity. Most of the students seemed to be engaged in the activity, even though some of them did not remember the order of the phrases in the lyrics.

In conclusion, these music activities showed that students were more eager to participate and engage in the listening comprehension task for longer periods of time. Music had the power of creating a link between the students and the listening comprehension skills.

The researcher recommends the repetitive use of this technique with these fifth graders to develop theirs listening comprehension.

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6.2.3 To evaluate outcomes after using music in listening comprehension with fifth graders

The researcher will present in the following paragraphs some outcomes he found after applying music during the listening comprehension activity with fifth graders.

In order to evaluate some outcomes after using music to develop listening comprehension, the researcher applied some dialogue activities before. The students seemed to be attentive and interested in the activity. Even though the activity was developed in pairs, both students worked with the same enthusiasm.

Students showed a high preference for the musical activity which boosted their motivation in learning, according to figure eight and thirteen. The researcher concludes that songs are a way to distract them positively and to low the anxiety. Students are involved in a funny way to learn when popular music is used, also, students do not realize that a learning process is on march when they are listening to an English song in the classroom because it occurs subconsciously. It confirms the theory of Murphy (as cited in Kusnierek, 2016) about using music and songs which can be perceived by the students not as a laborious task during the learning process.

In contrast, there is an unexpected result that figure nine showed the researcher: there is a difference in the level of language assimilation between the dialogue and the musical activity. There is a little difference in which the musical activity helped a student to assimilate a little bit more what he hears in English.

Improving Motivation through Music

The researcher concludes that students' motivation exposed to the dialogue activity will be based on their understanding of the narration. If they do not understand what they hear, due to the lack of vocabulary or any other language problem, automatically the motivation decreases. Thus, the interest of the activity and learning acquisition will be affected.

In contrast, students exposed to the musical activity in spite of the lack of vocabulary are more interested and their motivation increases causing an extra stimulus to develop other learning strategies in order to accomplish the task. Besides, music stimulates them to strive themselves.

Nevertheless, the pre-test and post-test were applied with the aim of measuring the student's listening comprehension according to their learning experience. Both were developed in the same listening comprehension circumstances.

The usage of music during the activities showed significant results. The technique not only worked as an instrument for motivation but also gave the students tools about how to remember vocabulary and grammatical structures. Besides, students were engaged on the task and their listening comprehension skill increased considerably.

The increment of motivation caused by music helped more than half of the class (fourteen students) to acquire a score of eighty in the quiz. In contrast, in the dialogue quiz only six students got eighty as a score. What is more, the post-test shows a meaningful ascendant curve in regarding the scores obtained by the students. On the other hand, the pre-test test showed a constant line regarding the scores obtained by the students this gave, as a result, a low promotion test.

Improving Motivation through Music

This proves that students with a low level in listening comprehension can be helped by increasing their motivation by means of musical activities. They reinforce their learning process improving their linguistic scope.

Furthermore, the researcher found an interesting detail that was mentioned before, only three students apparently had a very good English level because of their continuous participation during the activities. They seemed to be the ones to obtain a good score. In contrast, the comparison of these two tests showed that more than three students obtained the highest score in both tests, that is, five students in the pre-test and six students in the post-test.

The researcher concludes that there were more students with a good English level, but they did not want to participate in the activities in order not be exposed to new listening comprehension techniques or because of shyness.

The fact to measure the listening comprehension skill by scores let the researcher to have

In conclusion, the potential of music is clearly evident with learners of different ages. They get a meaningful experience improving their motivation and enhancement of the listening skill. It is an excellent tool to be integrated in foreign language teaching.

6.3 Restatement of the research question

According to the results obtained in this study, the researcher should not change the research question, which is mentioned below:

Improving Motivation through Music

What is the effect of music as a motivation tool to improve listening comprehension on fifth grade students at José Joaquín Vargas Calvo High School, San Jose Educational Regional in the First Quarter of 2018?

6.4 Recommendations

In the recommendations, the researcher has the opportunity to present actions and advices that future researchers may take into consideration in further investigations with the aim of enhancing theirs results.

- Motivation plays a significant role in the process of learning a second foreign language. For this reason, teachers should understand clearly the strong relationship between motivation and its effect on teaching. Teacher experience by increasing their motivation in the English language classes according to their age and other characteristics. Besides, teachers must develop intrinsic and extrinsic motivation in the students in order to obtain better results throughout the learning process.
- Since music activities are dynamic and students become more excited during the learning process, the researcher recommends to develop those activities in a controlled behavior atmosphere. It is important that the person in charge to develop these activities should have the total control of the behavior of every student as much as possible in order to acquire the learning results expected from the activity. Music boosts the motivation in the students and it could interfere in the learning process if the person in charge does not have the control.

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- English has many variants, for instance, Canadian English, British English, American English, and Caribbean English among others. All of them have some peculiarities in the different levels of linguistic analysis, and as pronunciation varieties, students should know the type of pronunciation to which they are getting involved.
- The investigator suggests to develop musical activities during the first lessons in the morning because it is the moment in which the students are on alert. Besides, students should only work on one listening comprehension assignment per day because if they are asked to pay attention to many songs, they may lose concentration and the positive effect of the musical activity can be affected.
- Choosing the correct song is a main task to acquire the result desired in second foreign language acquisition. For this reason, the researcher recommends to use songs according to the age of the students and to their musical preferences. For further studies or application of these techniques in class, it is a priority to use only the music genre desired by the pupils, the researcher or teacher should not use a specific song suggested by the students because even though it can function as a motivator, students could know the lyrics of it and it can be harmful in the data of any research.
- There are several aspects found by the researcher in relation with the topic of the present study that need to be examined in future studies. During the development of this study, some students mentioned

another investigation in which a new

researcher may investigate if it is possible to develop music intelligence in order to avoid their rejection for English simplify its learning process using musical techniques .

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Classroom Observation Instrument

Classroom: _____ Date: _____ Time: _____

Total No Students: _____

Evaluation Scale

Not Observed **1**

Need Improvement **2**

Accomplished **3**

Rubric	Not Observed	Need Improvement	Accomplished
Teacher promotes a motivational environment between the pupils.	1	2	3
Teacher uses positive reinforcement.	1	2	3
Teacher has the control of the during the activities.	1	2	3
Students perform every activity asked by the teacher with a motivated behavior.	1	2	3

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level is according to the level expected.	1	2	3
Students react according to the teacher instruction given in the target language.	1	2	3
Students use the target language during the developing of the English class.	1	2	3
Students pay attention to the teacher.	1	2	3
Strategies used by the teacher catches the attention of the students.	1	2	3
Students seem to understand what is said by the teacher in the target language.	1	2	3
Students seem to enjoy the activities developed by the teacher.	1	2	3

Listening Activity 1

a

when she met Emily

lots of noise and children

when her mother came to collect her

**walking through the main gate with her
mother**

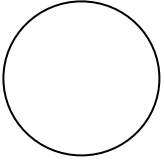
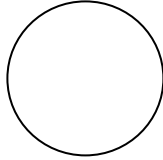
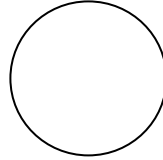
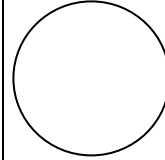
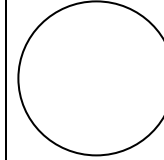
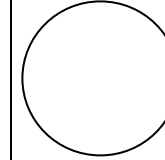
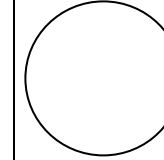
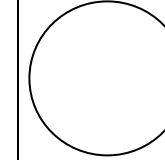
during the swimming class

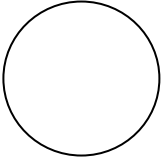
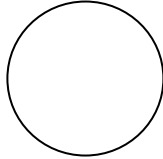
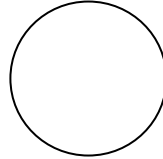
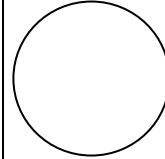
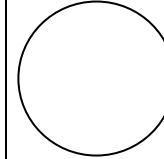
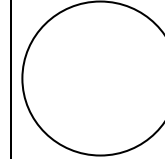
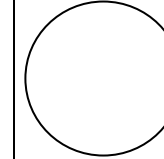
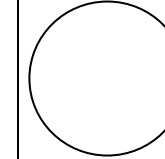
watching her mother leaving

having an ice cream with her mother

playing games with the other children

Improving Motivation through Music

							
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Improving Motivation through Music

Musical Activity

There was a _____, I used to _____ into my father's eyes
In a _____ home, I was a king I had a _____ throne
Those days _____ gone, now the memories are on the _____
I hear the _____ from the places where I _____ born
Up on the _____ across the _____ lake
That's where _____ had my _____ heart break

I still _____ how it _____ changed
See _____'s got a _____ for you
See _____'s got a plan for _____
There _____ a time, I met a _____ of a different kind
Thought I'll _____ lose _____ out of sight
My father said
worry child
We ruled the world
We were so young
"

Improving Motivation through Music

Don't You Worry Child

Swedish House Mafia

1 There was a time, I used to look into my father's eyes
2 In a happy home, I was a king I had a golden throne
3 Those days are gone, now the memories are on the wall
4 I hear the sounds from the places where I was born

5 Up on the hill across the blue lake
6 That's where I had my first heart break
7 I still remember how it all changed

My father said

Don't you worry, don't you worry child

8 See heaven's got a plan for you
Don't you worry, don't you worry now, yeah

Don't you worry, don't you worry child

9 See heaven's got a plan for you
Don't you worry, don't you worry now, yeah

10 There was a time, I met a girl of a different kind
We ruled the world,

11 Thought I'll never lose her out of sight
We were so young

12 I think of her now and then

"

Improving Motivation through Music

Questionnaire: Music preference

Universidad Internacional de las Américas

Ingles con énfasis en Enseñanza

Estudiante: Ernesto Quirós Oaxaca

Encuesta No 1

Complete con sus datos personales.

Nombre: _____.

Edad: _____.

Instrucciones: Lea cuidadosamente las preguntas y enunciados que a continuación se le dan con total sinceridad.

1. ¿Le gusta escuchar Música?
 - a) Siempre
 - b) A veces
 - c) Muy poco
 - d) Nunca

2. ¿Cuál es su género musical favorito?
 - a) Música Pop
 - b) Hip-hop / Rap
 - c) Rock
 - d) Electrónica
 - e) Heavy Metal
 - f) Jazz
 - g) Reggae

3. ¿Cuál es su canción favorita en Ingles.

4. ¿Qué tan seguido le gusta escuchar música en Ingles?
 - a) Muy seguido
 - b) Casi siempre
 - c) A veces

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d) Muy poco

5. ¿Considera que la comprensión al escuchar el idioma inglés es importante para el desarrollo de los demás habilidades como la escritura, lectura y el habla?

a) Muy importante

b) Bastante importante

c) Poco importante

d) No es importante

Improving Motivation through Music

Questionnaire Dialogue activity

Universidad Internacional de las Américas

Inglés con énfasis en Enseñanza

Estudiante: Ernesto Quirós Oaxaca

Encuesta No 2

Complete con sus datos personales.

Nombre: _____.

Instrucciones: Lea cuidadosamente las preguntas y enunciados que a continuación se le dan y responda con total sinceridad.

1. Indica el grado de interés que te genere el realizar esta actividad?
 - a) Mucho
 - b) Bastante
 - c) Un poco
 - d) Nada

2. ¿Cómo te hizo sentir el realizar una actividad usando un dialogo con respecto al aprendizaje del idioma Inglés?
 - a) Motivado en aprendizaje
 - b) Ligeramente motivado
 - c) Neutral
 - d) Desmotivado en el aprendizaje.

3. Mientras realizaba la actividad tu mente
 - a) Traducía simultáneamente al español lo que escuchaba
 - b) Asimilaba sin problema lo que escuchaba en el idioma inglés
 - c) Asimilaba un poco lo que escuchaba en el idioma inglés
 - d) No entendió lo escuchado. ¿Porque? _____

4. Cuando se trata de comprensión del idioma inglés me es más fácil "
 - a) La comprensión auditiva
 - b) La comprensión de lectura

5. _____ "
 - a) Fácil seguir el hilo de la narración.
 - b) Más o menos fácil seguir el hilo de la narración

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- c) Difícil seguir el hilo de la narración
- d) Complicado y solo entiendo ciertas partes de la narración.

6. Mencione brevemente que otra actividad aparte del dialogo propondrías como estrategia para motivar el aprendizaje del idioma ingles :

7. Relata un poco de cómo te sentiste al realizar una actividad usando un dialogo como medio de aprendizaje. ¿Qué te parecieron las actividades con diálogos?

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Questionnaire Music Activity

Universidad Internacional de las Américas

Ingles con énfasis en Enseñanza

Estudiante: Ernesto Quirós Oaxaca

Encuesta No 3 – Post-test

Complete con sus datos personales.

Nombre: _____.

Edad: _____.

Instrucciones: Lea cuidadosamente las preguntas y enunciados que a continuación se le dan y responda con total sinceridad.

Improving Motivation through Music

Mientras realizabas la actividad tu mente...

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Quiz Pre-Test

Universidad Internacional de las Américas

Valor del Quiz: 5 puntos.

Ingles con énfasis en Enseñanza

Puntos Obtenidos: _____

Estudiante: Ernesto Quirós Oaxaca

Nota: _____

Quiz de comprensión auditiva #1

Complete con sus datos personales.

Nombre: _____.

Instrucciones: Marque con una equis sobre la letra que contenga la respuesta que usted considere correcta.

1. La persona esta relatando la historia del primer día de escuela de :
 - a) Su hija menor.
 - b) Su mejor amiga.
 - c) Ella de cuando era niña.

2. ¿Qué hace la maestra cuando la niña entra por primera vez al aula?
 - a) La sentó junto a ella.
 - b) La sentó junto a sus compañeros.
 - c) La dejo jugar con los juguetes.

3. ¿En qué momento conoció la niña a su mejor amiga Emily?
 - a) Después de salir a recreo.
 - b) Después del almuerzo.
 - c) Antes de salir al recreo.

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4. ¿Que hizo la maestra al ver que la niña no paraba de llorar?

- a) Le prestó juguetes para que se distrajera.
- b) Llamo a su nueva amiga Emily para que la tranquilizara.
- c) Llama a su mama para que la viniera a recoger.

5. Al final del día la niña termino sintiéndose:

- a) Asustada
- b) Calmada
- c) Confundida

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Quiz Post-test

Universidad Internacional de las Américas

Valor del Quiz: 5 puntos.

Ingles con énfasis en Enseñanza

Puntos Obtenidos: _____

Estudiante: Ernesto Quirós Oaxaca

Nota: _____

Quiz de comprensión auditiva #2

Complete con sus datos personales.

Nombre: _____.

Instrucciones: Marque con una equis sobre la letra que contenga la respuesta que usted considere correcta.

6. En el principio de la canción el primer párrafo relata :

- d) Cosas que el protagonista vivirá en el futuro.
- e) Cosas que el protagonista vive en el presente.
- f) Cosas que el protagonista vivió en el pasado.

7. El padre del protagonista en la canción :

- a) Le da ánimo para que no se detenga.
- b) Le advierte de los peligros del mundo.
- c) Le indica que se detenga.

3. Al final de la canción, el protagonista:

- a) Ya no está con ella pero sigue pensando en ella

Improving Motivation through Music

- b) Esta con ella
- c) Habla con ella

4. En la canción el protagonista vivió en su hogar un pasado:

- a) Feliz y respaldado por su padre.
- b) Tranquilo pero distanciado de su padre.
- c) Triste lleno de desilusión.

5. Esta canción trata de:

- a) La vida de dos jóvenes que vivieron alocadamente.
- b) El recuerdo de un hombre por su amor que perdió, el cual sigue vigente y la esperanza de que todo tiene un propósito.
- c) El amor de un padre por su hijo

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