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THE USE OF ENGLISH SONGS AS A TEACHING RESOURCE FOR LEARNERS
AND ITS INFLUENCE ON STUDENTS' KNOWLEDGE OF IDIOMATIC
EXPRESSIONS ON FIFTH GRADERS AT YURUSTI SCHOOL DURING THE III
QUARTER 2024

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Teaching

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Dedication

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Abstract

This study investigated the effectiveness of learning English Idioms through the use of English songs as a Foreign Language on Fifth Graders at Yurusti School during the III Quarter 2024. Taking into account that a non-sufficient knowledge of idioms could interfere with the correct delivery of information when communicating, this study aimed at using English songs to introduce idioms to students and help them enhance their vocabulary. The study aimed to analyze changes in students' knowledge of English idioms through a treatment involving songs containing those idioms. The participants for this study were 19 fifth grade students from a private school located in Santo Domingo de Heredia called Yurusti School. To assess students' previous knowledge of the idioms, establish their short-term and long-term retention of the idioms, and to establish their ability to use the learned idioms in context, this study was carried out in three steps: a pre-test, post-test 1, and post-test 2. The results provided sufficient evidence to conclude that English songs are a helpful resource for acquiring English idioms.

Resumen

Este estudio investigó la efectividad del aprendizaje de expresiones idiomáticas en inglés mediante el uso de canciones en inglés en estudiantes de quinto grado del colegio Yurusti durante el III trimestre de 2024. Teniendo en cuenta que un conocimiento insuficiente de las expresiones idiomáticas podría interferir con la correcta entrega de la información al comunicarse, este estudio tuvo como objetivo utilizar canciones en inglés para presentar modismos a los estudiantes y ayudarlos a mejorar su vocabulario. El estudio pretendía analizar el cambio en el conocimiento de los estudiantes sobre un conjunto de modismos en inglés a través de un tratamiento que incluía canciones que incluían los modismos. Los participantes de este estudio fueron 19 estudiantes de quinto grado de un colegio privado ubicado en Santo Domingo de Heredia llamado Colegio Yurusti. Evaluar el conocimiento previo de los estudiantes sobre los modismos, determinar su retención de los modismos a corto y largo plazo, y determinar su capacidad para usar los modismos aprendidos en contexto, este estudio se llevó a cabo en tres pasos: una prueba previa, una prueba posterior 1 y una prueba posterior 2. Los resultados proporcionaron evidencia suficiente para concluir que las canciones en inglés resultan ser un recurso útil cuando se trata de la adquisición de modismos en inglés.

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Chapter 1

Introductory Framework

Teaching idioms is an essential part of English teaching with the purpose of enriching students' vocabulary, as idiomatic expressions are a fundamental aspect of fluent and natural language use. The mastery of idioms enables students to comprehend and participate in everyday conversations more effectively, enhancing their ability to communicate with both native and non-native speakers. By incorporating English songs into English idioms instruction, teachers may have the ability to expand students' expression abilities and contribute to a more solid vocabulary.

1.1 Problem Statement

Education in Costa Rica is divided into public and private educational institutions, and even though the resources and the features of each area may be different, both sectors intend to give students high quality education. Nevertheless, although private schools in Costa Rica usually get their students to have a higher English level compared to public school students, there still seems to be more attention to the basic language skills than on the actual use of the language that students may be needing in day-to-day situations. One of the main objectives when teaching a language is to get students to communicate effectively with native and non-native speakers; therefore, this is a cause for concern. Students should be able to produce and comprehend the language both in an oral and in a written manner. As Nation (2003) states, "vocabulary learning is a large and continuing task" (p.141), and idioms constitute an important part of the English vocabulary that is constantly changing and evolving. In public schools, idioms have been recently included in the latest syllabus;

however, they have not been put into practice yet. Considering that insufficient knowledge of idioms can hinder effective communication, it becomes clear the necessity to integrate different teaching strategies that may have the ability to help students, from both private and public schools, to develop the necessary vocabulary to enhance their speaking skills. For that reason, this study aims at using English songs to introduce idioms to students and help them enhance their vocabulary.

1.2 Objectives

1.2.1 General Objective

To analyze the effectiveness of learning English Idioms through the use of English songs as a Foreign Language on Fifth Graders at Yurusti School during the III Quarter 2024

1.2.2 Specific Objectives

1. To assess fifth graders' prior knowledge of English idioms at Yurusti School during the third quarter of 2024
2. To establish fifth graders' short-term and long-term retention of English idioms through the use of popular music at Yurusti School during the third quarter of 2024
3. To establish fifth graders' ability to use the learned idioms in context at Yurusti School during the third quarter of 2024

1.3 Justification of the Study

When non-natives learn English, it is important to know the difference between English as a second language (ESL) and English as a foreign language (EFL) because EFL occurs in situations where it is learned mainly in the classroom (Ellis, 2015). All the

elements of language (pronunciation, vocabulary, oral, and written comprehension and production, or fluency) play an important role when trying to communicate effectively in any language (not only English), and they are normally part of EFL lessons. Under these circumstances, vocabulary is essential because words convey both content and meaning whenever we use them (Boers et al., 2004; Coxhead, 2010; Nation, 2001). As a matter of fact, Goh and Burns (2012) state that language learners cannot communicate effectively when they do not know enough vocabulary to convey what they think. Larger quantities of vocabulary have proven to “have a positive relationship with greater spoken fluency, and there is evidence that the majority of oral disfluencies can be attributed to lexical errors and lexical searches” (Beglar & Nation, 2014).

Therefore, a larger vocabulary is correlated with increased spoken fluency, so language educators have the responsibility to introduce new vocabulary through innovative strategies that can provide students the chance of getting better at their production and communication abilities. To do this, teachers can use diverse resources that can be attractive for students, such as dialogues from TV shows, movies, or lyrics from popular songs (Müller et al., 2018). Regarding music in particular, authors like Zamin et al. (2020) have used them with positive results for teaching vocabulary, specifically verbs, and state that songs play a transcendental role in language teaching based on the amount of time that students usually listen to music. Following this suggestion, English songs were the selected resources for the present study, considering the participants’ age and interests.

When learning vocabulary, teachers should not restrict their students’ learning process strictly to the formal angles of language, but also try to focus on the

more colloquial side of the language, as we encounter it every day and it is an important part of a country's culture or distinctiveness. Brown (2007) defines culture as "the ideas, customs, skills, arts, and tools that characterize a given group of people in a given period of time" (p. 380). Based on this statement, culture is found in human relationships, and language plays a crucial role in shaping these interactions. As music and songs are integral components of culture, they can expose second and foreign language learners to a wide range of linguistic features, such as idioms, which can spark their curiosity and enhance their comprehension of how people express themselves in the target language. Thus, incorporating English songs into this research was strategic, as they offer a meaningful context for learning, boosting motivation, and improving listening comprehension abilities. Furthermore, they encourage cultural awareness by showcasing thought-provoking themes representative of the culture's values and beliefs, all within an engaging and pleasurable teaching and learning approach.

Songs frequently contain a significant number of idiomatic expressions; therefore, music provides a context for learning and using these idioms in a meaningful way for students. For this study, music can be used to teach idioms in a way that is appealing and memorable, and it can help students to develop a better awareness and sensitivity of language and culture.

Idioms normally represent a significant component of colloquial vocabulary employed by native speakers of the target language, particularly in their informal daily interactions. Widely used in spoken language, idioms contribute to the expressiveness and vividness of communication. They are commonly utilized in various contexts,

including conversations with friends, family, and colleagues, as well as in diverse mediums like face-to-face discussions, phone calls, text messages, and social media platforms. Purnamasari (2009) states that “an idiom is a phrase whose meaning cannot be determined by the literal definition of the phrase itself, but refers instead to a figurative meaning that is known only through common use” (p.156). Idioms represent an integral aspect of a country’s cultural and historical heritage. They are an integral part of native speakers' daily communications, making it crucial for non-native speakers to learn how to use them effectively in their interactions. Consequently, by incorporating idioms into their language practice, along with other necessary skills like reading, listening, speaking, and writing, students can significantly improve their overall proficiency and cultural understanding.

In the English Curriculum of the Ministry of Public Education of Costa Rica (MEP) (2016), learners should be taught words, phrases, idioms and colloquial language (p. 46). However, in the “Syllabus of English for Diversified Education Third Cycle” (MEP, 2005), idioms or idiomatic expressions are not mentioned at all. Although, the use of expressions is mentioned as part of speaking lessons, this probably means that Costa Rican students who have been attending MEP schools have not been directly exposed to this important and useful part of the English language. Currently, there are several English teaching institutions and programs in Costa Rica that prioritize conversational skills to increase their students’ oral production. To accomplish this, educators have their students perform various tasks such as group discussions, dialogues, and debates, which help them to take the necessary steps for real life situations.

Nevertheless, to really engage in production and comprehension of various scenarios in a successful manner, learners must possess a sufficient range of formal and colloquial vocabulary, enabling them to converse fluently on various topics. English teachers must carefully choose vocabulary strategies and teaching resources to keep their students away from possible communication challenges. Considering the significance of vocabulary in developing language communication skills, and the absence of clear and active idioms instruction in MEP's curriculum, this study aims to examine the utilization of English idioms in English songs to determine whether they can assist students in improving their vocabulary acquisition. In pursuit of this goal, the study explores the potential correlation between listening to English songs and the ability to learn new vocabulary, with a focus on idioms.

1.4 Antecedents

Acquiring a language can be difficult, as it encompasses four essential skills: listening, speaking, reading, and writing. Moreover, languages are inherently dynamic, constantly evolving over time. English is no different; it undergoes continuous change, making the learning process even more demanding. Over time, English has turned into the main language of international communication and trade around the world. In today's interconnected world, proficiency in English is increasingly viewed as a fundamental skill for non-native speakers who seek expanded opportunities and improved life prospects. Achieving fluency in the language allows individuals to engage with a wider range of possibilities and participate more fully in global discourse (Abarca & Ramírez, 2017). To do so, speakers must have knowledge not only of formal vocabulary, but also other fundamental parts of colloquial lexicon.

When carrying out the study of this research, it was proven important to analyze the contributions made by other people in the different documents consulted throughout this work, which have a direct or indirect relationship with the topic under study, that is the use of songs in English. There are enough studies regarding the teaching of languages in the classroom, but they do not specifically address the use of songs in English to achieve that goal, which is why it was difficult to collect more recent information.

According to Maisa et al. (2013), idioms, collocations, proverbs, and fixed expressions have been abandoned by language teachers. Maisa and Karunakaran (2013) conducted an investigation in India, which had two main questions. One of them was if teaching idioms with specific strategies could help ESL learners to understand and produce idioms, and secondly, if knowledge of idioms actually improves the learners' language. After their research, they concluded, among other things, that teaching idioms with specific strategies can indeed help students to understand and produce idioms correctly, and that by having knowledge of idioms can promote language fluency. In this study, it is expected to reach the same conclusions.

Another study conducted in Shahrekord, Iran, investigated the influence of employing movie clips containing idioms on the quality of idiom learning (Tabatabaei & Gahroei, 2011). The researchers divided sixty EFL learners into two equal experimental and control groups. A pre-test was administered to assess the participants' prior knowledge of the new idioms. The same idiom measure used as the pre-test was given as the post-test. The control group was taught 30 idioms using conventional methods involving synonyms and antonyms, while the experimental group received instruction

through movie clips. After ten weeks, statistical analysis of the collected data indicated that the experimental group performed better than the control group, suggesting that being exposed to contextualized idioms in authentic input, positively affects their acquisition. In contrast to the previous study utilizing movie clips, this research intends to employ English songs to present idioms in a more engaging and culturally relevant format for participants.

In accordance with the same theme, Rieuwerts and Murphey (1992) conducted a study in which they focused on the utilization of pop songs in teaching English as a foreign language to Swiss students aged between eleven and nineteen. The study's hypothesis suggested that pop songs possess simple, repetitive language that is easier to learn, affective traits involving listeners, and vocabulary similar to that used in conversations. The findings of the study supported the presence of idioms in both music and everyday conversations, highlighting the significant role of songs in language acquisition. Due to their catchy and memorable nature, songs provide an engaging medium for learners to practice their language skills (Rieuwerts & Murphy, 1992), which supports the idea of songs being a good resource when teaching idioms.

Moreover, Gathigia and Njoroge (2016) conducted a study across 10 schools in Kenya to seek for teachers' insights on the importance of idioms in teaching English as a Second Language (ESL). They also explored the strategies teachers find effective for teaching idioms and the challenges they face. This study is significant as it captures the teachers' perspectives on idiom instruction. The findings revealed that all participating teachers acknowledged the importance of idioms in ESL. Although, the use of music was not suggested during the interviews, most teachers identified "use of

context" as the most effective strategy for teaching idioms. In this study, English songs are expected to work as a resource for presenting students with vocabulary in context, and it is expected to have positive results in students' understanding of idioms.

Solano (2023) carried out a study to examine the effectiveness of using pop songs as a teaching method to enhance English vocabulary acquisition among eighth-grade students in Cartago, Costa Rica. The research involved a group of 16 students, aged between 13 and 15 years. The key findings indicated that students found this technique engaging and that it created a comfortable classroom environment. Additionally, there was a noticeable improvement in the students' vocabulary knowledge, demonstrating the method's efficacy in facilitating learning. This goes in accordance with the premise of the present study, which proposes the use of songs as an effective strategy for teaching English.

Additionally, Altamirano and Olivares (2011) conducted a study in Costa Rica, which revealed that English teachers recognize idiomatic expressions as essential for adding precision and elegance to the language. Consequently, proactive educators integrate the study of idioms into the teaching-learning process. The researchers aimed to determine whether teaching idioms enhances EFL students' ability to communicate and negotiate meaning in the target language, and to identify effective pedagogical activities for this purpose. The study found that a significant majority of teachers believe idioms are crucial for achieving communicative competence. They also highlighted that teaching idioms through songs is highly recommended. Similarly, students indicated that learning idioms through songs is both important and engaging. The authors concluded that songs are valuable tools for exposing students to authentic language

forms, as they contain numerous idiomatic expressions. Students reported that music is one of their preferred methods for learning the target language and culture, underscoring its influence and appeal in language acquisition. This further substantiates the notion that incorporating English songs as a pedagogical tool in language instruction can be both effective and appealing to students.

1.5 Scope

The scope of this study is focused on understanding the effectiveness of English songs in teaching idiomatic expressions to EFL learners. It will not cover other teaching resources, and it will not deepen into other elements of language learning apart from idiomatic expressions. The study intends to provide valuable insights into the use of English songs as a teaching resource specifically for EFL learners, making it a useful contribution to the field of English language teaching and learning. In summary, this study intends to:

1. To investigate the effectiveness of using English songs as a teaching resource for EFL learners in acquiring knowledge of idiomatic expressions and enrich their vocabulary
2. To examine whether exposure to English songs actually improves EFL learners' understanding and possible usage of idiomatic expressions
3. To provide practical recommendations for language teachers on incorporating English songs into their lessons to enhance students' knowledge of idiomatic expressions

This research will use English songs as a teaching resource to attempt to minimize the students' language difficulties when it comes to vocabulary, specifically

idioms and the lack of knowledge about them. To achieve this goal, the intention is to use English songs to introduce idioms as new vocabulary and, after collecting the required data, to conduct an analysis to compare how the students' knowledge of idioms and the demonstrated knowledge through production changed after implementing the strategy. By achieving these goals, the paper intends to possibly contribute to the broader understanding of using English songs as a teaching resource for EFL learners and give guidance for educators in utilizing this resource effectively in the future.

Chapter 2

Theoretical Framework

This chapter provides valuable insights on vocabulary teaching and the use of English songs as an instructional tool for vocabulary learning, focusing on idioms. By exploring different theories and previous research, there can be a deeper understanding of the effects of using songs in English classes and assess the viability of continuing this approach to enhance students' vocabulary knowledge.

2.1 Literature Review

English vocabulary is distinctive, with idioms being an integral part, especially in spoken language. Incorporating idioms into the classroom can be effectively achieved through songs, which frequently feature everyday expressions in context. This study aims to investigate the potential benefits of using songs to enhance students' knowledge of idioms in English as a Foreign Language (EFL). Specifically, it seeks to determine whether there is a positive impact on students' understanding of idioms when they are taught through songs. To support this investigation, three pertinent teaching theories are examined: Communicative Language Teaching (CLT), Multiple Intelligences Theory, and Task-Based Language Teaching (TBLT). Additionally, this review will cover the following topics: learning idioms, using songs in the classroom, vocabulary acquisition through music, and idiom learning through music.

2.1.1 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is an approach that focuses on developing learners' communicative competence, encouraging the use of language in meaningful contexts to enhance fluency and understanding. It deals with activities that

involve authentic communication, such as role-plays, discussions, and songs as conversational models, to help students to use language effectively in diverse situations (Richards & Rogers, 2001). Littlewood (1981) states that language is an instrument for social interactions, and the majority of expressions people hear in daily life may carry different meanings in different circumstances. Hence, it is the listener's job to be actively involved in the communication process to be able to relate those expressions to a single suitable meaning. In this study, songs will be used as authentic language resources to provide contextualized examples of idiomatic expressions, which can help them to practice and to develop their communicative competence.

2.1.1.1 Authentic and Contextualized Learning

Authentic and contextualized learning are integral components of Communicative Language Teaching, which emphasizes the use of real-life contexts and meaningful communication in language instruction. By engaging students in authentic tasks that reflect real-world language use, CLT promotes deeper understanding and practical application of language skills. Songs, as authentic cultural material, provide a rich source of contextualized language for teaching idioms in an EFL classroom. They present language in a natural and memorable context, making idiomatic expressions more relatable and easier to understand for students. In this study, it is intended to have the rhythm and melody of songs to aid in retention and recall; thus, enhancing the learning experience. Using songs to teach idioms aligns with the principles of CLT by immersing students in authentic language use and providing a context that facilitates comprehension and retention (Richards, 2006).

2.1.1.2 Enhanced Interaction and Communication.

Enhanced interaction and communication are central to Communicative Language Teaching because it prioritizes meaningful interaction as the primary means of learning a language. This theory encourages activities that require students to use language authentically and interactively; thereby, improving their communicative competence (Richards, 2006). In this context, it can be stated that songs can naturally invite students to listen, sing along, and discuss their meanings, fostering a collaborative learning atmosphere. By integrating idioms within the lyrics, songs provide contextualized language practice that enhances understanding and retention through repeated exposure and active use. This method not only makes learning idioms more enjoyable, but also more effective by placing them in memorable and communicative contexts. Therefore, the use of songs in teaching idioms in an EFL classroom for this study is expected to effectively promote these principles by creating an engaging and interactive learning environment.

2.1.1.3 Increased Motivation and Engagement.

Increased motivation and engagement are key aspects of Communicative Language Teaching because it focuses on making language learning meaningful and enjoyable. This theory's strategies seek to capture students' interest and actively involve them in the learning process (Richards, 2006). Consequently, using songs to teach idioms in an EFL classroom exemplifies this approach by taking advantage of the universal appeal of music. Songs naturally engage students through rhythm, melody, and relatable content, making the learning experience more enjoyable and motivating. The incorporation of idioms within songs can provide a fun and memorable way for

students to encounter and practice new languages, increasing their motivation to learn. This engaging method coincides with CLT principles by creating a dynamic and interactive learning environment that seeks to promote a deeper connection to the material used in class.

2.1.2 Multiple Intelligences Theory

Multiple Intelligences Theory poses that intelligence is multi-faceted, comprising a variety of different cognitive abilities. Proposed by Howard Gardner (1993), this includes the linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalistic intelligences. It suggests that educational practices should be customized to address the students' cognitive profiles (Armstrong, 2009). The MI (Multiple Intelligences) teacher incorporates music into the daily schedule with the aim of establishing context for a learning objective, illustrating a specific aspect of the objective, or creating a conducive environment for exploring the objective (Armstrong, 2009). In this study, songs can enhance students' ability to remember and use idiomatic expressions. It will be intended to use songs with catchy tunes and repetitive structures to reinforce idioms and to make them memorable for learners.

2.1.2.1 Using Musical-Rhythmic Intelligence.

As mentioned before, Musical-rhythmic intelligence is one of Howard Gardner's Multiple Intelligences, and it involves the capacity to recognize, create, reproduce, and reflect on music, including rhythms and melodies. According to Gardner (1983), incorporating musical elements can provide diverse learning styles, making the learning experience more inclusive and effective. In the same line, Armstrong (2009) discusses

Gardner's theory of multiple intelligences, including musical-rhythmic intelligence, and provides practical applications for educators, including the use of music in language instruction. Utilizing this intelligence in an English as a Foreign Language classroom can be highly effective for teaching idioms. Songs naturally incorporate idioms in a context that is repetitive and enjoyable, facilitating language acquisition through immersion, and, as a result, using songs to teach idioms can help students to remember and to understand idiomatic expressions better because of the rhythmic and melodic context, which according to this intelligence, promotes memorability and engagement.

2.1.2.2 Enhancing Learning through Diverse Intelligences.

Enhancing learning through diverse intelligences, as proposed by Howard Gardner's Multiple Intelligences Theory, involves recognizing and utilizing the different ways individuals process information. Gardner (1983) states that people have various intelligences that can be put to use to improve different educational outcomes. In an EFL classroom, using songs to teach idioms can engage multiple intelligences simultaneously. For example, as mentioned before, musical-rhythmic intelligence can be engaged through melody and rhythm, while linguistic intelligence can be stimulated by the lyrics and idiomatic expressions. This versatile approach can make learning more effective and enjoyable for students, considering their different learning preferences and increasing retention and comprehension of idiomatic language.

2.1.2.3 Creating a Multi-Sensory Learning Experience.

Creating a multi-sensory learning experience, inspired by Howard Gardner's Multiple Intelligences Theory, involves engaging various senses and intelligences to accomplish positive educational outcomes. This approach recognizes that students

have diverse ways of learning and that addressing these different modalities can enhance comprehension and retention. By integrating songs into EFL instruction, educators can create a rich, multi-sensory environment where students engage auditory (musical-rhythmic intelligence) and linguistic senses simultaneously. Songs often include vivid imagery and emotional content, which can appeal to spatial and intrapersonal intelligences. Spatial intelligence is engaged through the visualization of the scenes and stories depicted in the lyrics, while intrapersonal intelligence is stimulated as students connect emotionally with the music and the meanings of the idioms. This multi-sensory approach not only makes learning idioms more engaging and memorable, but it also caters to diverse learning styles; thereby, fostering a more inclusive and effective classroom experience.

2.1.3 Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is an approach that seeks to develop learners' language proficiency by engaging them in real-life tasks that require the use of target language. The emphasis is on authentic communication and practical usage of language, promoting a more interactive classroom environment. Tasks can be input-based, which require students to listen to L2 input, process the information provided, and demonstrate their understanding of it (Ellis et al., 2020). Teaching idioms through songs can involve various of these tasks such as listening to songs, reading their lyrics, identifying idioms, discussing their meanings, and using them in student-created dialogues or narratives. This approach helps students to actively engage with idioms in

a contextualized and purposeful way, enhancing their ability to remember and use idiomatic expressions in real-life situations.

2.1.3.1 Practical Application of Language Skills.

Task-Based Language Teaching emphasizes the practical application of language skills through meaningful tasks that reflect real-life language use. According to Ellis (2003), TBLT focuses on engaging learners in authentic language activities that require communication and problem-solving. Integrating songs into EFL instruction aligns with this theory because songs provide a context in which students can practice idioms naturally and enjoyably. Songs often tell stories or depict scenarios where idiomatic expressions are used, offering students the opportunity to hear and use idioms in context. This method can help learners to understand and remember idioms better as they associate them with the melodies and narratives of the songs, making the language learning process practical, meaningful, and fun.

2.1.3.2 Enhanced Student Engagement and Motivation.

Task-Based Language Teaching (TBLT) significantly enhances student engagement and motivation by involving learners in meaningful, contextually rich tasks that mirror real-world language use. TBLT is centered on the idea that language learning is most effective when students are actively engaged in tasks that require authentic communication and problem-solving. According to Willis (1996), TBLT emphasizes purposeful communication, which naturally increases student interest and participation. Incorporating songs into EFL instruction aligns with TBLT principles by embedding idioms in engaging authentic contexts. Songs can capture students' attention, provide cultural insights, and create a fun and dynamic learning environment.

Moreover, songs often provide cultural insights and contextual understanding, which are essential for comprehending idiomatic expressions (Richards & Rodgers, 2001).

Furthermore, songs can be used in various task-based activities, such as listening for specific idioms, discussing the meanings and contexts of the idioms in the lyrics, or creating their own lyrics using newly learned idioms. These activities align with TBLT's focus on engaging students in meaningful tasks that promote communicative competence and practical language use (Willis, 1996). As a consequence, this approach not only makes idiom learning more relatable and memorable, but it also motivates and engages students to actively participate, as they find joy and relevance in the musical activities. The enjoyment and relevance found in musical activities can lead to increased motivation and a more positive attitude toward language learning. Songs also offer repetitive and memorable exposure to idioms, which aids in retention and recall (Ellis, 2003). In this study, it is expected to find a more positive attitude in the group of participants that are exposed to songs, which can result in better learning results of the idioms.

2.1.3.3 Contextualized Learning and Authentic Input.

Task-Based Language Teaching focuses on contextualized learning and authentic input, which are crucial for effective language acquisition. According to Nunan (2004), TBLT engages learners in real-world tasks that provide genuine language exposure and practice. Using songs to teach idioms lines up with TBLT by offering contextualized and authentic linguistic input. Songs naturally include idioms within meaningful narratives and cultural contexts, allowing students to find idiomatic expressions as they are used in everyday language. This method helps in

comprehension and retention, and it also helps students to understand the practical application of idioms in various situations; thereby, it enhances their communicative competence, which is the aim of the present study. By integrating Communicative Language Teaching (CLT), Multiple Intelligences Theory, and Task-Based Language Teaching (TBLT) into the theoretical framework, this study aims to provide a better understanding of how English songs can be used effectively to teach idiomatic expressions to EFL learners. Each of these theories offers unique insights into the benefits of using songs as a teaching resource, highlighting the potential for enhanced engagement, memory retention, and practical language use.

2.1.4 Acquiring Idiomatic Expressions

As students progress in their English learning journey, they may get to a stage where they consider themselves to be proficient in the language, particularly in academic contexts, and may have achieved high marks in examinations. They might communicate effectively with their English teachers and even have short interactions with native speakers. However, they may encounter difficulties when watching television series in English as they may struggle to understand the characters' dialogue due to the frequent use of idioms in everyday language. Cooper (1999) mentions that idioms are so commonly used that L2 learners could encounter them in many forms of communication. Consequently, mastering idioms should be thought of as an essential component of language acquisition, facilitating a more comprehensive understanding of the language.

There are relevant studies on the acquisition of idiomatic expressions by L2 learners; however, few studies focus specifically on EFL learners. Among the available research, Zyzik (2011) investigated whether learning idioms resembles general L2 vocabulary acquisition. In this study, the author introduced 38 idioms to 65 participants over a 10-week period, during which the participants completed three assessments. The content of the pre- and post-tests was identical. Zyzik concluded that prior lexical knowledge influences the active recall of L2 idioms, but it has limited effect on production tasks. A notable limitation of this study was the absence of a delayed post-test, which the present study aims to include to examine the long-term effects of idiom instruction on acquisition.

Another study aimed to examine the impact of using movie clips featuring idioms on the quality of idiom learning is the one carried out by Tabatabaei & Gahroei (2011). The authors divided sixty EFL learners into two equal groups: an experimental group and a control group. To determine whether the students had any prior knowledge of the idioms, a pre-test was administered. The same idiom measure used for the pre-test was given to the groups as the post-test. The control group was taught 30 idioms conventionally, using synonyms and antonyms, while the experimental group was taught the idioms using movie clips. After ten weeks, statistical analyses of the collected data revealed that students in the experimental group outperformed those in the control group. This suggests that exposure to idioms in authentic contextualized input positively affects their acquisition. This study plans to use English songs instead of movie clips to present the idioms to the participants.

2.1.5 Using songs in the classroom

The use of songs in the EFL classroom has garnered increasing attention as an effective pedagogical tool. The incorporation of songs in English language classes can serve as a motivational tool and, thus, it can create a unique learning environment for students. This approach enables students to acquire additional vocabulary and familiarize themselves with various contexts by listening to native speakers pronounce common phrases and words. Numerous activities that can be conducted in the classroom through the use of music can be attractive and effective for students and teachers. To achieve this, the teacher must be familiar with the group and adapt to their age, working style, and needs. Lenka (2011) claims that success in a classroom is achieved when both the teacher and students are comfortable with the method being employed. If either party feels uncomfortable, their motivation will diminish, and the technique will ultimately prove ineffective; thereby wasting valuable teaching time. During this time, students could otherwise improve their English proficiency using a more suitable technique for the content and the group.

Fonsesca-Mora (2016) asserts that both music and language are two intrinsic human abilities that share a connection, and both can be strengthened in the ESL classroom. She further claims that music enhances the ability to memorize instructions and provides authentic material, aiding in the acquisition of structures, pronunciation, and vocabulary. Additionally, she highlights that incorporating music in the classroom leads to increased motivation among learners. This study intends to reinforce those conclusions by presenting English songs to students, achieving a better knowledge of idioms.

According to Berg (2020), songs often incorporate themes related to human experiences, culture, or current events. This enables listeners to comprehend the context and gain new insights while enjoying the melody and rhythm. For EFL students, this can serve as a motivating factor in their learning process. Furthermore, incorporating songs into the classroom can help students leverage their specific types of intelligence, fostering the development of their musical and rhythmic skills while acquiring knowledge. Mahfuzah (2022) refers to Dr. Howard Gardner's theory of multiple intelligences, which posits that individuals possess different types of intelligence, allowing them to excel and learn more effectively in specific ways. Gardner's theory asserts that all students have at least two or more types of intelligence.

Sadiku and Musa (2021) define musical intelligence as the capacity to think and feel in terms of sound and rhythm. Therefore, individuals who possess this intelligence are able to recognize and create tones, rhythms, timbres, and musical sounds. Students with musical intelligence particularly benefit from the use of songs in their learning, as it enhances their concentration and engagement in the classroom. Lenka (2011) asserts that all students can benefit from the integration of music in the classroom, as everyone has developed emotional intelligence to some extent, allowing them to learn in a more relaxed environment.

Numerous studies explore and discuss the potential benefits of incorporating songs as an instructional tool in the English learning classroom. For instance, Li and Brand (2009) argue that song-based instruction enhances effectiveness in the ESL classroom. Their study focused on Chinese university students learning advanced

English. The participants were divided into three groups with varying levels of song exposure: a fully song-based instruction group, a non-song-based instruction group, and a mixed instruction group combining song-based and non-song-based methods. The researchers assessed vocabulary acquisition, language usage, and comprehension through pre-tests and post-tests. Their findings indicated significant improvement in these areas for the group receiving song-based instruction, along with increased learner motivation. The non-song-based instruction group, however, showed the least improvement. Li and Brand (2009) conclude that song-based instruction is a valuable tool in the ESL classroom, enhancing both student achievement and attitudes.

Another study, conducted in Indonesia, had as its main objective to investigate the classroom activities employed by teachers for teaching listening in EFL using songs. A qualitative research methodology was utilized, involving interviews with three teachers from a senior high school and classroom observations. The teachers strongly believed that their students enjoyed themselves and actively participated in the activities provided. The results of the study indicated that students were highly engaged in classroom activities centered around teaching listening through songs. A questionnaire was administered to sixty randomly selected students. The study suggested that it is crucial for teachers to plan diverse activities to capture students' attention and to carefully select appropriate songs to ensure full student engagement in the learning process (Güler et al, 2021). This study intends to carefully select the songs to guarantee students' engagement and meaningful learning of idioms.

Johansson (2021) conducted a study to explore how songs can influence the ESL classroom and to compare and apply these findings within a Swedish upper

secondary school context, with the aim of identifying how ESL learners in Sweden could benefit. The primary goal was to assess the extent to which incorporating songs into the ESL classroom can facilitate incidental vocabulary acquisition. The study pointed out several important conclusions. Firstly, songs were identified as an effective educational tool for promoting incidental vocabulary learning and retention. Secondly, the integration of songs was found to enhance the attitudes of both learners and teachers by increasing motivation and enjoyment.

Lastly, the improved classroom atmosphere resulting from the use of songs was observed to reduce anxiety and stress levels among learners. Instead of using songs to teach incidental vocabulary, this study aims to incorporate songs into the classroom to aid in teaching idioms by providing a stimulating and enjoyable learning environment. In conclusion, incorporating songs into the English classroom, thereby engaging brain regions that facilitate vocabulary learning, may significantly enhance vocabulary acquisition. This paper examines the impact of songs on vocabulary learning, with a particular emphasis on idioms. It is important to note that throughout this paper, the term "songs" refers exclusively to music with lyrics, excluding instrumental music.

2.1.6 Acquiring vocabulary through music

As previously noted, vocabulary is a critical component of language acquisition. Alqahtani (2015) states that numerous researchers have identified vocabulary as the essential element in acquiring a second language. This is due to its fundamental role in the formation of both oral and written texts, enabling their comprehensive development. The author emphasizes that, particularly in the case of English, vocabulary carries all

linguistic skills. Without substantial vocabulary, students are unable to effectively apply the grammatical structures they have learned.

Music has long been an integral component of education, with its significance only increasing over time. It was not until the 18th century that European musical repertoires began to be considered for instructional purposes (Tejada, 2003). Paynter (1982) underscores the importance of incorporating music into the curriculum, noting its critical role in student development. The use of music and songs in language classrooms has been particularly recommended for young learners, as it makes vocabulary acquisition enjoyable, engaging, and interesting (Shehadeh, 2016). As mentioned before, students typically devote a great amount of time to listening to music (Zamin et al., 2020), and songs are a regular part of children's daily routines, making them easily transferable to the classroom as an effective pedagogical tool for teaching a second or foreign language (Çevikbaş et al., 2018). Therefore, it can be concluded that language learning does not have to be monotonous; music can significantly enhance the process by making it more enjoyable and relevant to learners' everyday lives. Edwards (1997) conducted a comparative analysis of the use of songs in teaching ESL and their potential to enhance language acquisition. Edwards asserts that songs are an effective teaching resource in the context of second language acquisition for multiple reasons:

- They can reduce anxiety
- They can help learn and remember vocabulary
- They can improve spoken expression and pronunciation
- They can enhance reading comprehension

- They can create a connection with the target language's culture

In conclusion, music can potentially benefit students by positively influencing their wellbeing and academic achievements. This corroborates the notion that music can indeed have a beneficial impact when learning English idioms, as suggested in the objective of the current study.

Similarly, Rieuwerts and Murphey (1992) conducted a study focusing on the use of pop songs in teaching English as a foreign language to Swiss students aged eleven to nineteen. Their research was based on three hypotheses: first, pop songs feature relatively simple and repetitive language, making them easier to learn; second, they possess affective qualities that engage listeners; and third, the vocabulary used in pop songs closely mirrors that of everyday conversations. These hypotheses support the notion that idiomatic expressions are present in both popular music and regular speech. The study provided evidence highlighting the significant role of songs in language acquisition and their potential for idiomatic use, as songs are often catchy and memorable, thereby offering an engaging method for learners to practice language skills (Rieuwerts & Murphey, 1992). Furthermore, songs can offer contextual language use not typically found in traditional language learning materials.

In another study, Tomczak and Lew (2019) state that using songs in ESL instruction enhances the long-term learning of vocabulary, focusing on multi-word units. The study was conducted on intermediate English learners from Poland, utilizing vocabulary tests and questionnaires. Participants completed a pre-test, an immediate post-test, and a delayed post-test, and these results were compared with a control group that did not incorporate songs into their instruction. The findings indicate that the

group exposed to songs recalled the words more effectively than the non-song group, both immediately after instruction and one week later. Consequently, the authors argue that teaching multi-word units through songs significantly improve their retention in learners' memories. The current study also aims to administer a pre-test and two post-tests to participants, thereby evaluating whether the participants can better recall idioms after the treatment.

Research in cognitive science and neuroscience has uncovered numerous connections between music and language, suggesting some overlap in brain functions (Patel, 2003). Both music and language are universal to human societies, convey meaning and emotions, and are processed in the brain in similar ways, which may explain why music is beneficial in language learning. Studies have demonstrated the positive effects of music and songs on language acquisition. For instance, Aguirre et al. (2016) found that music enhances language development by improving grammar, pronunciation, and vocabulary. Their research showed that students were more motivated to learn English as a second language in classes incorporating music and songs, and they performed better in tasks, indicating a stronger grasp of the language. Additionally, songs help students to recognize and engage with new words, thereby expanding their vocabulary, which aligns with the present study's hypothesis. Schunk (1999) conducted a similar study, highlighting the benefits of music and songs in the classroom, particularly in improving students' vocabulary skills. The study revealed significant improvement in English vocabulary skills among all test groups, which included 80 elementary students from three different schools. Such findings strongly suggest that young students are more motivated and can enhance their second

language acquisition when exposed to music and songs. Given that many musical pieces contain lyrics, it can be hypothesized that listening to songs facilitates the learning of new words. The present study aims to help students learn English idioms through songs and practice them in context.

2.1.7 Acquiring idioms through music

Teaching English as a Foreign Language (EFL) necessitates innovative strategies and effective methods for enabling students to master everyday communication skills across various contexts. Contemporary language instructors employ a wide range of classroom activities, including role-plays, case studies, dialogues, and the integration of technology. Among these methods, music has been shown to significantly benefit young learners. Silva (2009) asserts that music fosters the development of cognitive and social abilities such as thought structures, interpersonal interaction, perceptive and analytical skills, memory patterns, imagination, creativity, divergent thinking, and synthesis ability.

Given the profound impact of music and its significance in human life, efforts to incorporate it into language teaching are longstanding. Saleh (2017) observes that idioms in song lyrics have become increasingly prevalent as a means of conveying the song's message. Arifin (2014) argues that using songs to teach idioms aids students in memorizing and applying these expressions, thereby enhancing their English vocabulary and contextual usage. Furthermore, language educators often express enthusiasm for utilizing music as a tool to facilitate language acquisition. Consequently, employing English songs as a strategy to teach idioms could assist the target population

of this study in recalling studied vocabulary and using new colloquial phrases accurately and appropriately.

In contemporary society, people are frequently exposed to English through music, movies, and television shows, with idioms being a common element of these media. For students to engage in ordinary conversations, it is essential for them to comprehend these idiomatic expressions. Familiarity with the most prevalent idioms in U.S. English is particularly crucial, given that this variety of English is commonly encountered by Costa Rican students. Idioms are deeply ingrained in American daily life and culture (Cooper, 1999). The same argument holds for other varieties of English, validating that learning a language implies both linguistic proficiency and cultural understanding. Additionally, music can significantly enhance students' motivation by introducing variety into classroom routines, capturing their interest and attention, and fostering a relaxed, enjoyable learning environment.

Despite the recognized importance of idioms, research exploring the relationship of music and idiom learning is limited. Several studies have examined idiom acquisition, such as Golaghaei and Kakolian (2015), who investigated the effects of visual and etymological methods on intermediate English learners. They selected 79 students from a total of 116, divided them into three experimental groups, and administered a pre-test with 48 idiomatic expressions. After conducting the same post-test, they found that the etymological approach was more effective than visual aids, with the combined visual-etymological method being the most effective. This study also intends to utilize a pre-test/post-test design to gather and compare participant data.

Other research, such as Gunawan's (2019), analyzed idiomatic expressions in popular music but did not directly connect this analysis to teaching practices. Gathigia and Njoroge (2016) conducted a study in Kenya, sampling ten schools to gather teachers' perspectives on the importance of idioms in English as a Second Language (ESL) and effective teaching strategies. Their findings indicated that all interviewed teachers viewed idioms as vital, with most advocating for the use of contextual strategies to teach idioms. This aligns with Cooper's (1999) assertion that contextual clues are an effective strategy for inferring the meanings of unknown words, enhancing learners' vocabulary acquisition.

Liu (2008) notes that understanding idioms in a second language is a more complex and prolonged process compared to a first language, but also states that using context is the most effective strategy for accessing idiomatic meanings. This study supports the notion that presenting vocabulary in context yields positive results in student comprehension. Consequently, since music inherently presents idioms in context, it is reasonable to infer that using music to teach idioms may produce similar positive outcomes.

As highlighted in this review, numerous studies underscore the significant role of idioms in English vocabulary and the efficacy of music as a language teaching tool. Consequently, this study aims to employ English songs to introduce idioms in an engaging manner that maintains motivation among EFL students. The primary objective is to address the following question: To what extent does students' recognition and production of idioms change after being exposed to English songs? This approach also aims to establish clear goals and expectations for learners, thereby enhancing their

motivation and focus. Despite the existing research, there is a notable gap regarding the use of music as a teaching strategy for idioms among young EFL learners, particularly in Costa Rica. This study seeks to address this gap.

Chapter 3

Methodological Framework

In this chapter, the researcher focuses on the specific methodology employed to gather data and information essential for the development of this research. The chapter delineates the characteristics and design of the chosen method and provides a detailed account of the instruments used for data collection, which are integral to addressing the research question.

3.1 Research Approach

To gain a deeper comprehension of the process of learning English idioms through song lyrics exposure, data collection was carried out using qualitative methodology, particularly the Action Research Approach. Creswell (2013) explains that qualitative research is a method for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. This research process involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The data collection methods may include interviews, observations, documents, audio-visual materials, and artifacts. According to Creswell, the aim of qualitative research is to explore and understand the meanings individuals or groups ascribe to a social or human problem. This involves examining how people interpret their experiences and the world around them, often through collecting and analyzing detailed narrative and descriptive data (p.44). Furthermore, Dörnyei (2007) states that the goal of qualitative research is to comprehend the characteristics of a phenomenon within a particular context.

As a form of qualitative research, the Action Research approach involves educators investigating their own instructional methods, with the primary goal of enhancing teaching practices to ultimately improve student learning (Feldman & Minstrell, 2000, p. 3). This suggests that, although its findings are not broadly generalized, action research can provide valuable insights for teachers regarding the teaching and learning dynamics within their own specific populations. Additionally, it can offer useful guidance for educators in similar contexts who are exploring similar issues, helping them to better understand their particular student groups. Accordingly, the purpose of this study was to analyze the effectiveness of learning English idioms through the use of English songs and their ability to use them in context. To achieve this, a pre-test and two post-tests were administered to compare data collected before and after exposure to idioms in English songs and their lyrics.

3.2 Research Design

To accomplish the research objectives, the initial step involved selecting the songs for the study, reading the lyrics, and identifying the idioms contained within them. Selecting the songs to use in the study was not an easy task since there are few songs in English that contain several idiomatic expressions and whose lyrics are suitable for working with minors. As mentioned before, after a comprehensive review of a sample of English songs, it was determined that most did not contain more than three idiomatic expressions. Therefore, it became necessary to find songs with a higher concentration of idioms. Consequently, four songs were chosen for this study: “Shake it off” by Taylor Swift, with a total of seven idiomatic expressions. “I’m a Believer” by The Monkees, with four idiomatic expressions. “Walking on Sunshine” by

Katrina and The Waves, with three idiomatic expressions. "Man in the Mirror" by Michael Jackson, with five idiomatic expressions. "Can't Stop the Feeling" by Justin Timberlake, with two idiomatic expressions.

The possibility of students having previously listened to the songs used in this study was considered. However, it was concluded that prior exposure would not interfere with the investigation's results. This conclusion is based on the observation that people generally listen to music without actively paying attention to the lyrics and their literal or figurative meanings. Furthermore, Adams and Gronn (2017) found that people's memory for song lyrics is not influenced by their prior knowledge of the song, even if they have heard it before. The authors suggest that this is because listeners typically engage with music passively and do not focus on the lyrics, so prior exposure does not necessarily improve their ability to recall the lyrics later. However, they note that the emotional content of music can enhance memory of the lyrics when listening to the songs, even if listeners did not consciously remember them beforehand (Adams & Gronn, 2017). Therefore, it was not anticipated that students' potential prior exposure to the selected songs would affect the study's findings. The following are the idioms found in the lyrics of the five songs selected for the study.

1. "Shake it off" by Taylor Swift

"Shake it off"

"Got nothing in my brain"

"Can't stop, won't stop moving"

"Cruising"

"Brought me down"

"Get down to this sick beat"

"Lightning in my feet"

2. "I'm a Believer" by The Monkees

"I'm a believer"

"Not a trace"

"Love was out to get me"

"Sunshine and rain"

3. "Walking on Sunshine" by Katrina and The Waves

"Walking on sunshine"

"Don't feel good"

"Coming around"

4. "Man in the Mirror" by Michael Jackson

"Man in the mirror"

"Make a change"

"Stand-up"

"Lift yourself"

"Starting with the man in the mirror"

5. "Can't Stop the Feeling" by Justin Timberlake

"Sunshine in my pocket"

"Fly so high"

For the purposes of this study, "English songs" are going to be defined as songs that are composed in the English language, incorporating a wide range of genres and

styles, and originating from various English-speaking countries. In this study, the country of origin of one of the songs used is the United States, and the country of origin of the other song is the United Kingdom. Furthermore, the musical genre of two of the songs is pop rock, while the other song is of the pop genre.

3.3 Information Sources

The participants for this study will be one fifth grade group of 19 students from a private school located in Santo Domingo de Heredia called Yurusti School. None of the students are new students. All students have been regular students of the institution for several years. All students have an age range of 11-12 years. This school offers 12 English lessons per week, each lesson with a time duration of 35 minutes. Additionally, students receive 2 music lessons and 7 Science lessons also in English.

3.4 Analysis Categories

3.4.1 Idiomatic Expression

Idiomatic expressions are phrases that have a figurative meaning distinct from the literal meanings of the individual words. These expressions are widely used in everyday language to convey particular ideas or sentiments and often reflect cultural nuances. As noted by Liu (2017), idioms are fixed expressions with figurative meanings that cannot be deduced from the meanings of their individual components (p. 5). Their usage can add color and richness to language but can also be challenging for language learners to understand and use correctly. Taking into account that students have tablets in their lessons, in this study, knowledge of the selected idiomatic expressions was evaluated through two instruments. The first was a questionnaire with multiple choice questions and the second was an observation rubric that took into account the following items:

identification of idiomatic expressions, understanding of meaning, contextual use of idioms, application in speech or writing, and cultural understanding. This comprehensive approach ensured a thorough evaluation of both the students' knowledge and their practical application of the selected idioms.

3.5 Data Collection Instruments

To compare the students' understanding of the chosen English idioms and their ability to use them in context before and after being exposed to popular music, this study consisted of three stages: a pre-test, post-test 1, and post-test 2.

3.5.1 Pre-test

The pre-test was used to obtain information about the students' knowledge of the idioms selected for the project and about their ability to write original sentences with them. The instrument was an adapted Likert Scale (see Appendix B) created by the researcher. The scale was employed for the pre-test and both post-tests. This scale is a rating scale that allows respondents to express their level of knowledge regarding each of the idioms selected for the study. The instrument consisted of a Google Forms questionnaire with 21 multiple choice questions that the students answered with their own tablets or in the computer laboratory.

3.5.2 Observation Rubric

One of the instruments applied in this research project was an observation rubric designed to evaluate the use and understanding of idiomatic expressions in the classroom (see Appendix C). The rubric focused on several key criteria: Identification of Idiomatic Expressions, which assessed the students' ability to recognize idioms; Understanding of meaning, evaluating their grasp of the intended meanings; contextual

use of idioms, which measured how accurately students applied idioms in appropriate situations; application in speech or writing, examining their integration of idioms into communication; and cultural understanding, which considered their awareness of the cultural nuances underlying idiomatic expressions.

3.5.3 Post-tests

Following the intervention, the same instrument utilized for the pre-test was administered as post-test 1 and 2 to assess any potential improvements in students' understanding and contextual usage of idioms in sentences. The second post-test was conducted two weeks after the first to gauge the retention of the idioms' meanings and the ability to use them contextually in written sentences.

3.6 Data Collection Process and Data Analysis

The current study occurred during the third trimester at a private high school in Santo Domingo, Heredia, and lasted 4 weeks (with 2 weeks dedicated to treatment and a second post-test administered two weeks later). An informed consent form was prepared and officially presented to the school where the project took place. Prior to administering the pre-test, the researcher conducted a pilot study using the adapted Likert Scale instrument designated for both pre- and post-testing. This preliminary study aimed to establish a foundation for the research project, identify potential issues and shortcomings in the instrument, and familiarize the researcher with the instrument administration process. The pilot study involved randomly selected fifth-grade students from the other fifth-grade group at the same educational institution. Its purpose was to refine the instrument, and its findings will not be included in the data analysis. The

research project will focus on the data analysis of the instruments applied to the experimental group.

Following the pilot study, the pre-test was administered. This instrument aimed to assess the participants' initial knowledge of idioms and their ability to use them in free written production. The results from the pre-test will be compared with those from the post-tests at the end of the study to identify any differences in learning outcomes. Whenever students required further explanation of vocabulary or concepts, the instructor utilized various strategies such as providing synonyms, antonyms, and relevant real-life examples to enhance their understanding. Upon completion of the treatment period, the first post-test was conducted. These post-tests were administered with a two-week gap to assess whether the students' recognition of the idioms had improved during that interval. The gathered data will be examined following the administration of all three tests. The pretest results will indicate the students' initial knowledge of idioms. The post-test 1 will reveal what students learned about idioms during the treatment process, while post-test 2 will demonstrate their understanding of the material covered. This analysis will then address both the general and specific objectives of the study. The results will be presented using comparison bar charts.

Chapter 4

Data Analysis

Throughout Chapter IV, the researcher will provide a detailed description of the information collected after applying the instruments to the fifth-grade students. The chapter will also highlight, the importance of the instruments in data collection. The information will be illustrated through different figures that help to represent the results, along with a detailed, organized, and clear description.

With the aim of comparing the students' knowledge of the selected idioms before and after the implementation of the strategy, a pre-test was administered. Furthermore, an observation rubric was used to evaluate the use and understanding of idiomatic expressions in the classroom. The same instrument used for the pre-test was also applied as a post-test on two occasions, once at the very end and again two weeks later. This chapter analyzes the data gathered before and after administering the instruments to determine if the students' knowledge of the idioms improved.

Since all the participants belong to the same age group (eleven or twelve years old) and have received the same formal English education (attending the same elementary school and being taught by the same teachers), it can be assumed that their initial English abilities, particularly in terms of language skills and familiarity with idioms, were fairly similar. Conducting a comprehensive diagnostic test to assess their overall English proficiency before the teaching phase was considered impractical due to time limitations and limited usefulness. This is because such a test might not accurately measure the specific skills and knowledge the students needed during the instructional period.

4.1 Pre-test

The initial dataset for this project was collected through a pre-test designed to assess the students' prior knowledge of idiomatic expressions. This test was conducted at the beginning of the project, before students were introduced to the selected songs and idioms. The purpose of the instrument was to evaluate the students' familiarity with 21 specific English idioms. To achieve this, students were asked to self-assess their knowledge using a Likert Scale, which was specifically adapted by the researcher for this study. A Likert scale “consists of a set of items to which the subject responds with agreement or disagreement” (Kumar, 2005). Some advantages of using this type of scale include its simplicity in construction, versatility in various contexts, higher reliability compared to other scales, and a broad range of responses, which allows participants to express their opinions comfortably.

In the present study, the scale offered the participants five response options, ranging from never having encountered the idiom to knowing its meaning. The Likert scale was presented through Google Forms questionnaire created by the researcher, which students completed using their own devices (tablets). Since II cycle students are required to bring tablets to their regular lessons, they accessed the questionnaire by scanning a QR code that the researcher created specifically for this purpose. It can be stated that this technological method not only respected the school's requirement for students to bring tablets to regular lessons, but it also offered several advantages. For students, accessing the pre-test via a QR code made the process more engaging, interactive, and fun, which is especially important when working with young learners. This approach maintained their interest and facilitated a smoother transition into the

activity. For the researcher, using Google Forms was highly practical because it allowed for the automatic collection and real-time organization of responses, reducing the likelihood of human error during data entry and speeding up the process of data analysis significantly. Moreover, the platform is user-friendly, so it made it easy to create, distribute, and manage the questionnaire.

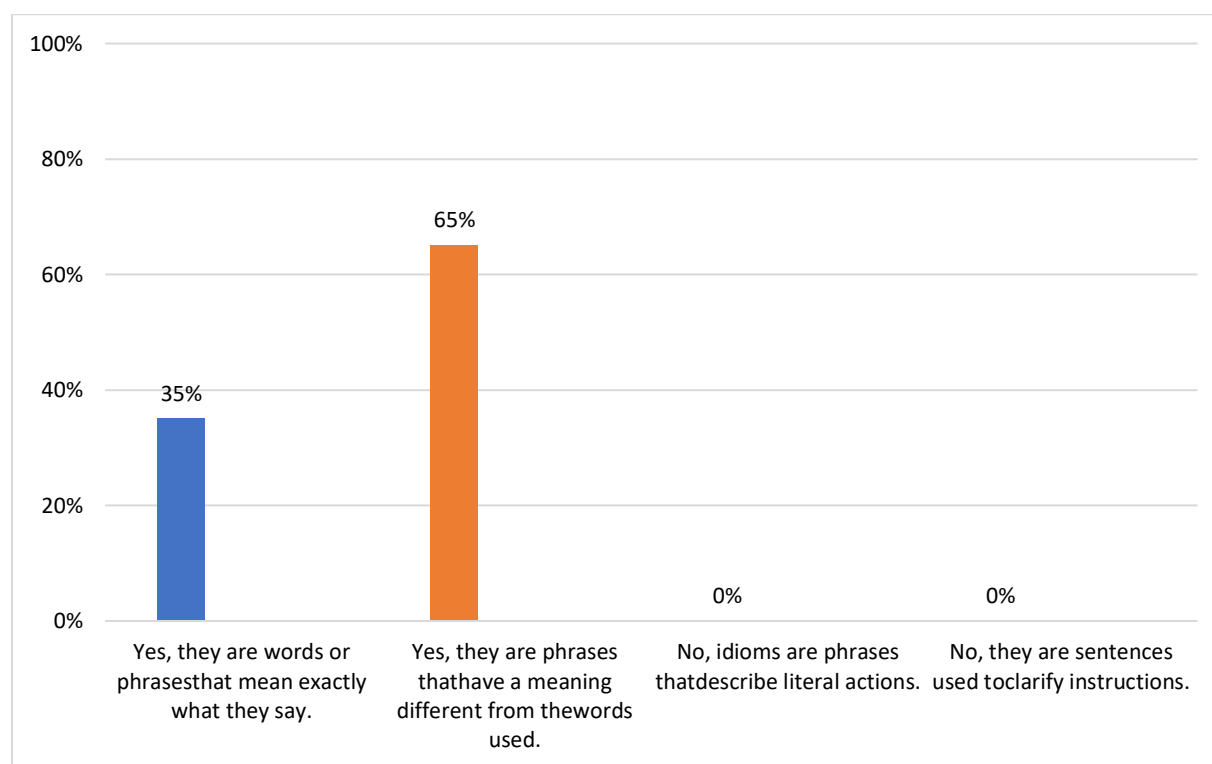
The Google forms questionnaire method was first implemented during the pilot test, and it became evident that it was highly useful and effective, and that it would be easy to use for the participants. The Google Forms platform promoted the correct collection of data and guaranteed easy access for the participants, making it a suitable instrument for this study. As a result, the same instrument was later used for the pre-test, Post-test 1, and Post-test 2. The consistent use of Google Forms as a data collection tool throughout the study allowed well-organized, modern data collection, ensuring consistency in the process and making it easier for both, the participants, and the researcher, to track and analyze progress over time.

Prior to asking the participants about their knowledge of the specific 21 English idiomatic expressions, the first question in the questionnaire aimed to determine if the students were familiar with the concept of idioms. Notably, 65% of the participants answered correctly, stating that idioms are phrases with meanings different from the literal meanings of the individual words. Based on this information, it can be concluded that a significant portion of the participants already possessed an introductory or basic understanding of idioms. This prior knowledge served as a valuable starting point for the investigation, suggesting that the students were ready to deepen their understanding of specific English idiomatic expressions. It also showed the researcher that while some

students could benefit from a basic introduction to idioms, the majority were already prepared to participate in more advanced content on this topic. Figure 1 presents the percentage of students who correctly identified that idioms are phrases with meanings different from the literal meanings.

Figure 1

Student's Initial Understanding of Idiomatic Expressions in the Pre-Test. This figure illustrates the percentage of students who correctly identified the definition of idioms prior to the intervention.



Source. Peralta's own elaboration based on the data collected from the pre-test administered to the participants, September 2024.

In the questionnaire, the first question was introductory and different from the others, while the following 21 questions focused on students' self-reported knowledge of the 21 selected idiomatic expressions. To enhance the clarity and understanding of the data analysis, the researcher created a table listing the 21 idiomatic expressions in the

specific order in which they were presented to the students. This table serves as a reference for interpreting the results of the questionnaire and it will also be useful for cross-referencing the individual idioms with the corresponding data shown in some of the figures below. This helps to establish a clear connection between each idiom and the students' responses.

Table 1

List of Idioms Presented in Questionnaire and Corresponding Idiom Numbers

Idiom #	Idiom	Idiom #	Idiom
1	shake it off	12	walking on sunshine
2	got nothing in my brain	13	don't feel good
3	can't stop, won't stop moving	14	coming around
4	cruising	15	man in the mirror
5	brought me down	16	make a change
6	get down to this sick beat	17	stand up
7	lightning in my feet	18	lift yourself
8	I'm a believer	19	starting with the man in the mirror
9	not a trace	20	sunshine in my pocket
10	love was out to get me	21	fly so high
11	sunshine and rain		

Source. Peralta's own elaboration based on the questionnaire used for the data collection in the pre-test, post-test 1 and post-test 2.

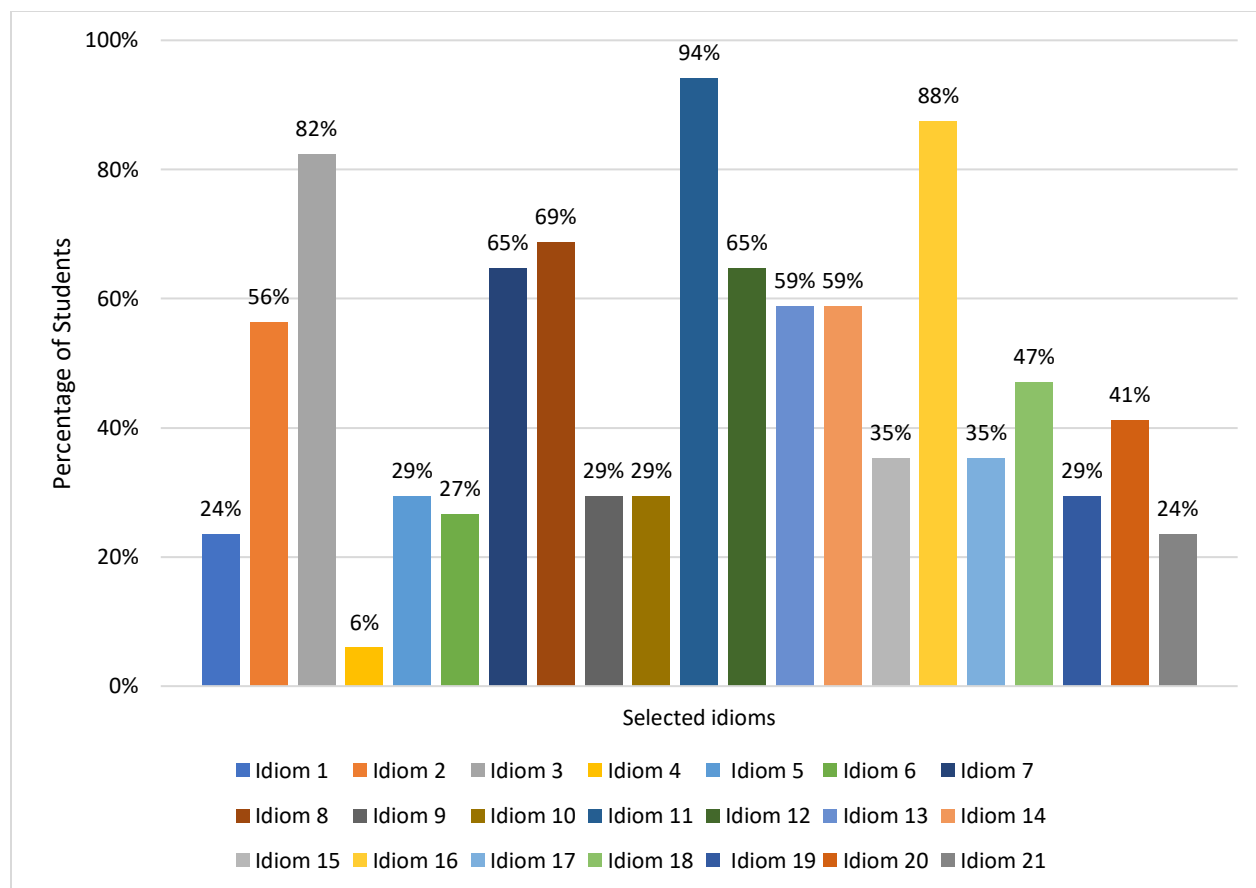
The pre-test results suggested that the majority of the students knew what idioms are, but there was limited recognition of some of the selected idioms in English before

the eight-week instruction. The data shows a wide range of familiarity with idiomatic expressions among students. For example, idioms such as 7, 3, and 14 were recognized, with over 80% of students identifying their meanings. In contrast, idioms like 4 and 18 were much less familiar, with fewer than 30% of the participants understanding them. This might indicate that certain idiomatic expressions may be less familiar to the students, potentially due to their limited usage in the students' learning environments or personal experiences with English. These findings highlight the need for targeted instruction on idioms, particularly focusing on the lesser-known expressions.

Figure 2 presents the results of the questionnaire, illustrating the percentages of students who selected the correct answer from the five options provided for each question. The bar figure clearly displays the proportion of students who correctly identified the idiomatic expressions or their meanings, offering a visual representation of their comprehension levels across the various idioms assessed. This figure helps to highlight the areas where students demonstrated strong understanding, as well as those in which further clarification or instruction may be needed.

Figure 2

Students' Knowledge of Selected Idioms during the Pre-test. This figure illustrates the percentages of students who correctly identified the meanings of the idiomatic expressions in the questionnaire.



Source. Peralta's own elaboration based on the data collected from the Pre-test administered to the participants, September 2024.

As can be seen, Figure 2 emphasizes the diverse range of knowledge about idiomatic expressions among students. It reinforces the need for targeted instructional methods to address the gaps, ensuring that all students, no matter their initial level of familiarity, achieve a good understanding of idiomatic expressions. This approach cannot only enhance their language proficiency, but also better prepare them for real-life communication in English.

As can be seen, Figure 2 provides a detailed look at the varying levels of familiarity with idioms among students before the treatment sessions. The range of

recognition presented in the figure is noteworthy, as some idioms were well-recognized by the majority of students, while others remained unfamiliar to most of the participants. This inconsistency proposes that students have had uneven exposure to idiomatic expressions in English, possibly because of a limited presence of certain idioms in their previous learning environments or everyday encounters with the language. However, as mentioned earlier, none of them have had exposure to idiomatic expressions as part of their regular English curriculum.

For example, idioms 3, 11, and 16 had recognition rates above 80%, indicating that these expressions are well-known to the students. This may reflect a broader cultural or linguistic knowledge, suggesting that these idioms are either more predominant in commonly accessed English-language materials or easier to understand. The high familiarity with these idioms could indicate they are frequently used in media that students are exposed to, such as videos, movies, or songs, making these expressions more recognizable. On the other hand, idioms 1, 4, 5, 6, 9, 10, 19, and 21, with recognition rates below 30%, likely reflect expressions that are either less common or particularly more difficult for students to understand. These lower familiarity percentages highlight a gap that may require targeted instruction, as these idioms are not as intuitive and may need clear teaching to help students to understand their meanings.

The idioms with intermediate familiarity rates, ranging from 40% to 70%, such as idioms 2, 7, 8, 12, 13, 14, 15, 17, 18, and 20, suggest a moderate level of recognition because some students showed a general understanding, while others did not. These

idioms served as useful standards for assessing the effectiveness of idiom instruction during the treatment sessions, since they represented expressions where students could rapidly take advantage from additional reinforcement. For these specific idioms, moderate but focused instructional efforts from the teacher could improve familiarity, making them ideal for initial teaching before continuing to the lesser-known idioms mentioned before.

Since this analysis is based on a pre-test, it provided a baseline for measuring students' progress once they completed the post-tests. By comparing these results with a post-test after the treatment sessions, it was possible to assess how effective the teaching approach was in improving students' understanding of the selected idiomatic expressions. Any increase in the percentage of correct answers, especially for the lesser-known idioms, would reflect a positive instructional impact and highlight areas where students expanded their understanding.

4.2 Observation Rubric

After conducting observations during the treatment period where students were exposed to songs as a tool for learning 21 English idiomatic expressions, their performance was analyzed using an observation rubric. The results consistently showed that students performed at a proficient level in most categories.

4.2.1 Identification of Idiomatic Expressions

Students achieved Level 3 (Proficient), indicating that they were able to correctly identify the majority of the idiomatic expressions in the songs. This proficiency level demonstrated their ability to recognize these expressions; although, there is still

possibility for improvement when it comes to identify less common or more complex idioms.

4.2.2 Understanding of Meaning

Students also reached Level 3 (Proficient) in this category, demonstrating a strong grasp of the meanings of most idioms. However, some nuances may have been missed, which suggests that while students understood the general meanings of the idiomatic expressions, deeper comprehension of more indirect meanings could be developed more.

4.2.3 Contextual Use of Idioms

In terms of the contextual application within the song lyrics, the participants performed at Level 3 (Proficient). This indicated that they could generally understand how idioms functioned and apply them appropriately. Nonetheless, a better understanding of idiom usage in a variety of contexts could potentially improve their overall proficiency.

4.2.4 Application in Speech or Writing

In this category, students excelled, achieving a Level 4 (Advanced). This high level of performance showed that they not only understood the idioms but could also confidently and accurately incorporate idiomatic expressions into their own language use, especially in their speech. This suggests a strong ability to internalize and apply the idiomatic expressions effectively in a more colloquial setting.

4.2.5 Cultural Understanding

Participants also achieved Level 4 (Advanced) in this category, showing a strong awareness of the cultural context and significance of the idioms they were exposed to.

This was mostly visible as students made important cultural connections among the idioms in English and similar expressions in their native language. This demonstrates a deep understanding of how language, culture, and expression intertwine, enhancing their overall language learning experience. Throughout the observation period, it became evident that students were not only able to grasp the meaning and contextual uses of the idiomatic expressions in English, but they also made significant cultural connections. The high performance in the Cultural Understanding category emphasized the students' ability to draw parallels among the idioms they heard in the songs and idiomatic expressions commonly used in their own language. This reflects a deep appreciation of the cultural distinctions rooted in idiomatic expressions. Therefore, the results of this observation suggested that while students have gained a solid understanding of idiomatic expressions, particularly in terms of usage and cultural relevance, there is still room for further development in fully grasping the meaning and contextual application of a wider range of idioms. This constant progress will guarantee students are well-prepared to handle both the linguistic and cultural scopes of idiomatic expressions in English.

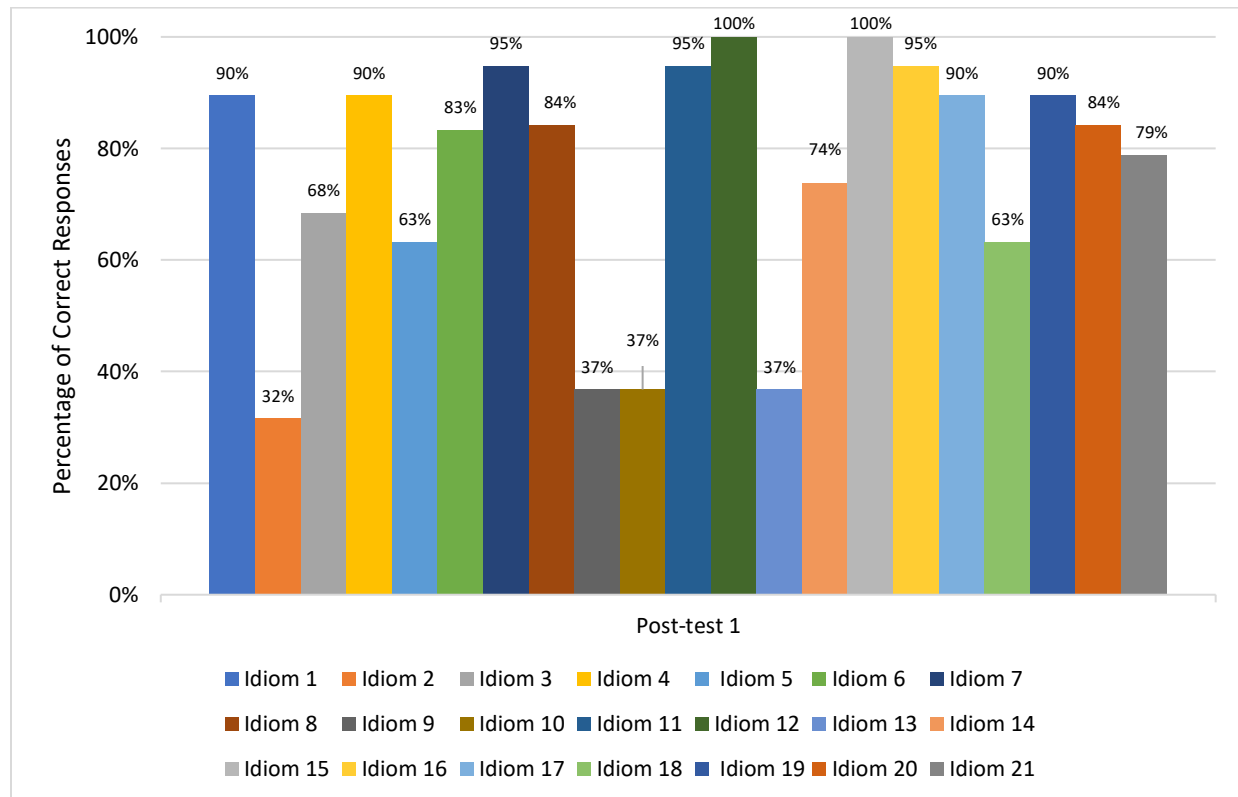
4.3 Post-test 1

Following the treatment sessions where students were exposed to English songs that included idiomatic expressions, the post-test 1 was applied to assess the immediate impact of this teaching strategy. The post-test, which was the same as the pre-test, intended to measure the increase in students' knowledge and understanding of the 21 selected idioms. The results from Post-Test 1 offered important insights into the effectiveness of using music as a teaching tool for idiomatic expressions. The results

also highlight areas of significant improvement, as well as aspects that require additional instructional focus. Figure 3 presents a visual representation of the students' performance on post-test 1, showing the percentage of correct identifications for each idiom.

Figure 3

Students' Self-Reported Knowledge of Selected Idioms in Post-test 1. This figure illustrates the percentage of students' correct identification for each idiom on Post-test 1.



Source. Peralta's own elaboration based on the data collected from the post-test 2 administered to the participants, October 2024.

As can be seen, Figure 3 shows a notable increase in students' understanding and retention of idiomatic expressions post-instruction. Overall, the percentage of

correct responses for each idiom demonstrated significant improvement. For example, idioms 12 and 15 showed the highest level of comprehension, with 100% of students correctly identifying their meanings. This suggests that these particular idioms were effectively internalized by all the participants. Several other idioms, such as 1, 4, 6, 7, 8, 11, 16, 17, 19, and 20 showed high levels of correct responses, ranging from 83% to 95%. This high percentage indicates that a majority of students were able to understand and remember the meanings of these idioms, reflecting the overall success of using the selected songs as a teaching tool.

On the other hand, Figure 3 also shows that some idioms represented a greater challenge to students. Idioms 2, 9, 10, and 13 had the lowest correct response rates, at 37% or lower. These lower percentages suggest that these idiomatic expressions were more complex, less effectively reinforced through the treatment sessions, or less frequently featured in the songs. Thus, the figure points areas where further instruction may be necessary to ensure a better understanding of all idioms.

A few idiomatic expressions had a moderate level of understanding, ranging from 63% to 84%. For example, idioms 3 and 18 reflect a moderate level of understanding. While these idioms were somewhat understood by the majority of students, there is still room for improvement in ensuring that all idiomatic expressions are equally well understood. Consequently, the results from Post-Test 1 clearly show the effectiveness of using songs in English to teach idiomatic expressions. The results indicate a noticeable improvement in students' knowledge, particularly with idioms that were

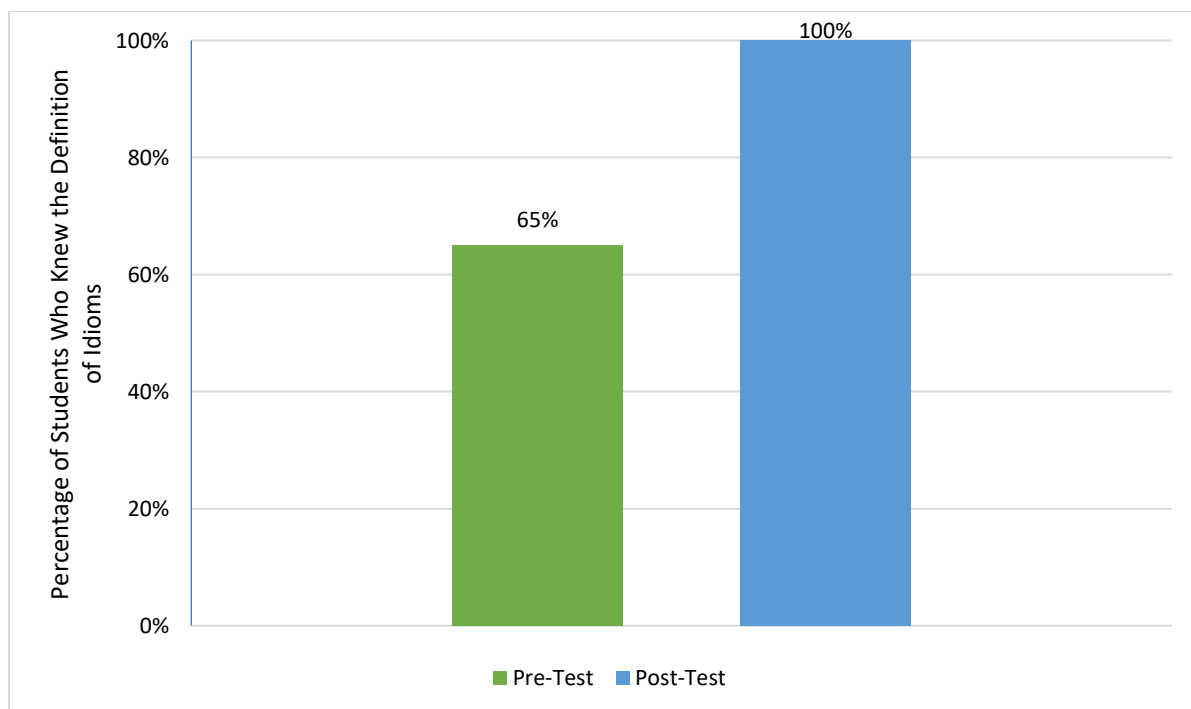
frequently and clearly presented during the sessions. Overall, the teaching method proved successful in enriching the students' idiomatic vocabulary.

4.4 Pre-Test and Post-Test 1 Comparison

As mentioned before, the first question of the questionnaire was if the students knew what idiomatic expressions are. While most students indicated knowing what idioms are in the pre-test, and in the post-test 1, all participants reported having this knowledge. This is illustrated in Figure 4, which shows a marked improvement in students' understanding of the definition of idiomatic expressions.

Figure 4

Students' Knowledge of the Definitions of Idioms in Pre-test and Post-test 1. This figure illustrates the comparison between the students' knowledge of the definition of idioms on Pre-Test and Post-Test 1.



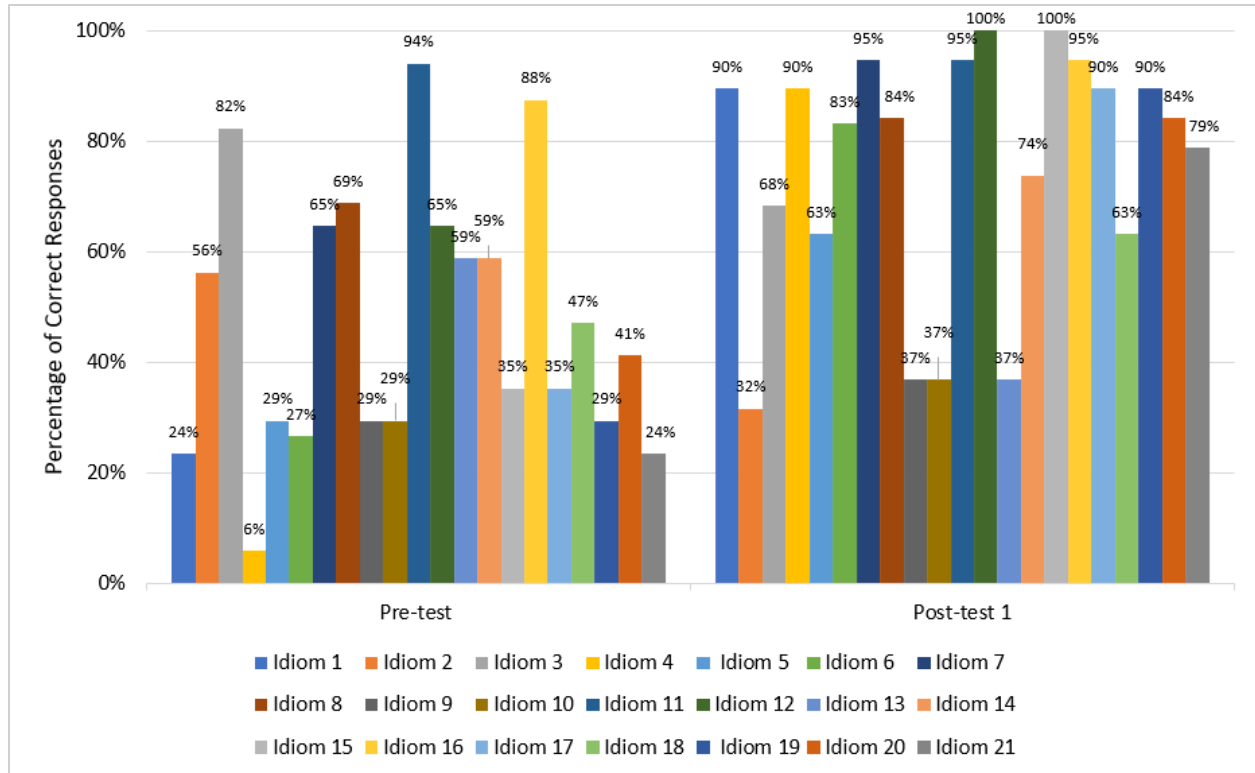
Source. Peralta's own elaboration based on the data collected from the pre-test and post-test 1 administered to the participants, September 2024 and October 2024.

As can be seen, the students' knowledge of the definition of idioms increased from 65% in the pre-test to 100% in post-test 1, which demonstrates a significant improvement in understanding. This suggests that the use of songs was very effective, as it successfully increased students' comprehension from a moderate level to full mastery. The 100% result in post-test 1 suggests that all students, including those who may have struggled initially, were able to understand the idioms thoroughly after the treatment. This outcome reflects the success of using songs in English and thus, ensuring that all students achieved a complete understanding of the idiomatic expressions selected for the study.

To further assess the effectiveness of the instructional sessions, the same instrument used as the pre-test was administered to the group as post-test 1. This allowed for a direct comparison of the students' knowledge of the idioms before and after the instruction. The analysis of the collected data led to the creation of bar figures, which visually depict relationships and changes in the information. Figure 5 provides a comparison between the knowledge of the selected idioms in the Pre-test and Post-test 1.

Figure 5

Comparison of Students' Self-Reported Knowledge of Selected Idioms in Pre-test and Post-test 1. This figure illustrates the percentage of students who correctly identified the definition of the idioms in the Pre-Test and Post-Test 1.



Source. Peralta's own elaboration based on the data collected from the pre-test and post-test 1 administered to the participants, September 2024 and October 2024.

As can be seen, there is a noticeable increase in understanding for most idioms after post-test 1. For instance, Idioms 1, 6, and 19 showed a significant increase in recognition, rising from around 20-30% in the pre-test to nearly 80-90% in the post-test, reflecting strong improvement in understanding. This indicates that the instructional sessions had a positive impact on students' comprehension of such idioms. On the other hand, idioms 3, 11, and 16 were consistently recognized in both tests, suggesting that students already had a good understanding of these idioms prior to the instruction. Idiom 4 initially had a very low recognition rate (below 10%) but showed one of the most significant increases in understanding following the instruction, reaching around 90%. Moreover, idioms 15 and 17 stood out for their extraordinary improvement, with pre-test

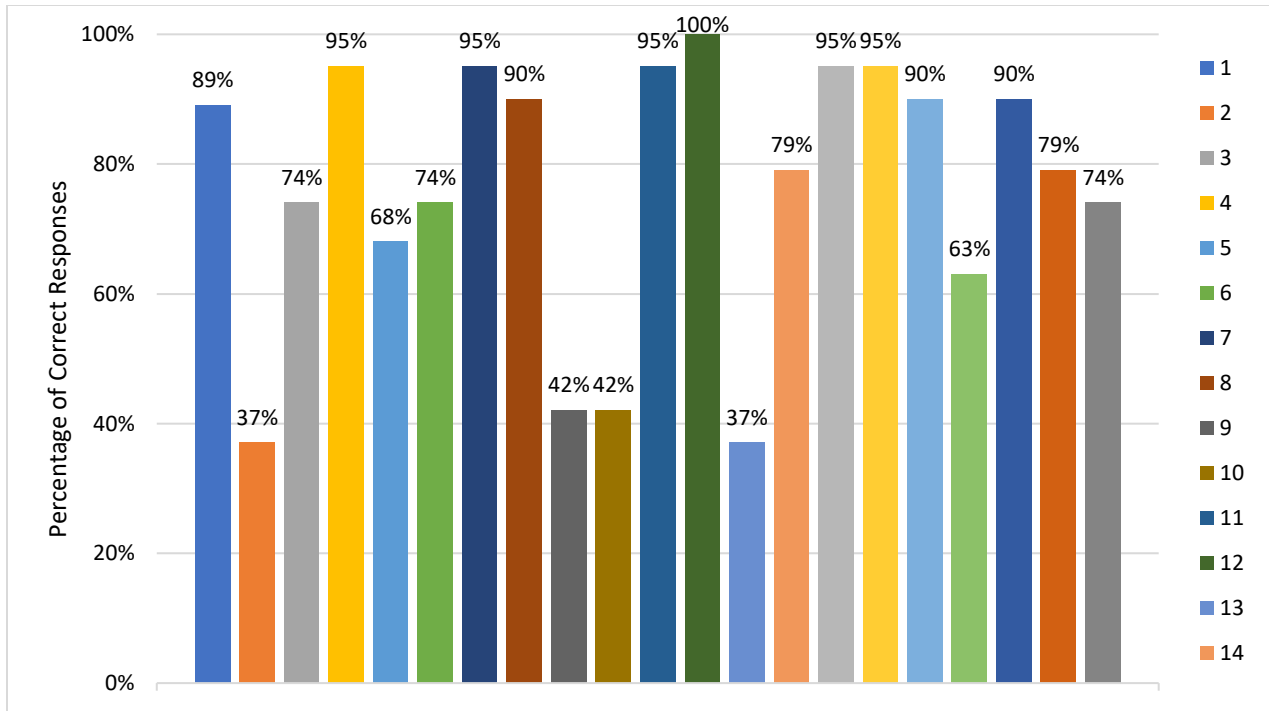
knowledge around 40% and post-test knowledge rising to 90%, indicating a strong teaching impact. These findings clearly illustrate the effectiveness of the teaching method employed, as evidenced by the overall improvement in students' understanding of idiomatic expressions. However, certain idioms might have needed additional reinforcement to reach the level of comprehension as others.

4.5 Post-test 2

The present study intended to explore the effectiveness of using English songs as a tool for teaching idiomatic expressions to fifth-grade students. Specifically, it wanted to determine the retention of idioms among students two weeks after participating in treatment sessions, where they were exposed to songs containing these idioms. The research focused on assessing how well students retained their understanding of the 21 selected idiomatic expressions. To achieve this, Post-Test 2 was applied, and the results were analyzed to evaluate the long-term impact of the instructional strategy. The results of this study provided valuable insights into the potential of integrating music into language instruction to enhance vocabulary retention and comprehension. Figure 6 shows the participants' self-reported knowledge of the selected Idioms in Post-test 2.

Figure 6

Students' Self-Reported Knowledge of Selected Idioms in Post-test 2. This figure illustrates the percentage of students who correctly identified the definition of the idioms in Post-Test 2.



Source. Peralta's own elaboration based on the data collected from the post-test 2 administered to the participants, October 2024.

Figure 6 reflects the results of Post-Test 2, administered to the participants two weeks after they were exposed to songs in English that contained the 21 selected idiomatic expressions. The purpose of the test was to assess the students' retention of these idioms. The percentage of correct responses varies significantly across the idioms, ranging from 37% to 100%, suggesting differences in how well students retained the idiomatic expressions. One of the most noteworthy results is the high retention rate for certain idioms. Idiom 12 “walking on sunshine”, for example, was retained by 100% of the students, indicating that it was particularly memorable or easy to understand. Other idioms, such as 1, 4, 7, 8, 11, 15, 16, 17, and 19 also showed high retention, with correct response rates equal or above 90%. This suggests that these idioms were very well understood during the treatment sessions and retained effectively

over the two-week period. The success of these idioms may be due to their frequent appearance in the songs or because their meanings were easier for students to understand.

On the other hand, some idioms demonstrated moderate retention because students' correct responses ranged from 60% to 79%. Idioms 3, 5, 6, 14, 20, and 21 fall into this category, indicating that while students retained some knowledge, these idioms may have been more challenging or less memorable. The difference in scores could be related to the difficulty of the idioms, their contextual usage in the songs, how often they appeared in the songs, or how much they were part of the treatment sessions. For example, idioms 20 and 21 were the last ones the participants were exposed to, so they were not present in many treatment sessions as other idioms. Additional reinforcement or alternative teaching strategies could improve long-term retention for these idioms, as well.

There are also a few idioms that students struggled with, as reflected by the lower retention rates. Idioms 2 and 13, for example, had the lowest correct response rate, as only 37% of the students answered correctly. This suggests that these idioms were particularly difficult for the students to remember. This may be due to the answer options in the questions, since many students selected the literal meaning of the idioms, instead of the figurative meaning discussed during the treatment. These idioms might require a different instructional approach or more frequent exposure to help students to retain them better.

The results in Post-test 2 suggest that using songs in English indeed was an effective method for teaching idiomatic expressions, as most idioms were retained after two weeks. The high retention rates for many of the idioms validated the premise that music can be a powerful and effective tool for reinforcing second language learning, particularly when it comes to idioms. However, the lower retention rates for a few idioms showed areas where additional instruction may be needed. In particular, idioms that involve more complex figurative language or that appeared less frequently in the songs, may require more direct teaching or supplementary practice to ensure students' better retention by students. While the majority of the idioms were successfully retained by the students, it is important to recognize the importance of considering the difficulty of the idioms and the contexts in which they are taught. The use of English songs proved to be an engaging and effective method for helping students to remember idiomatic expressions, but additional adjustments in teaching strategies may be necessary to address the challenges posed by more difficult idioms.

4.6 Test Results Final Comparison

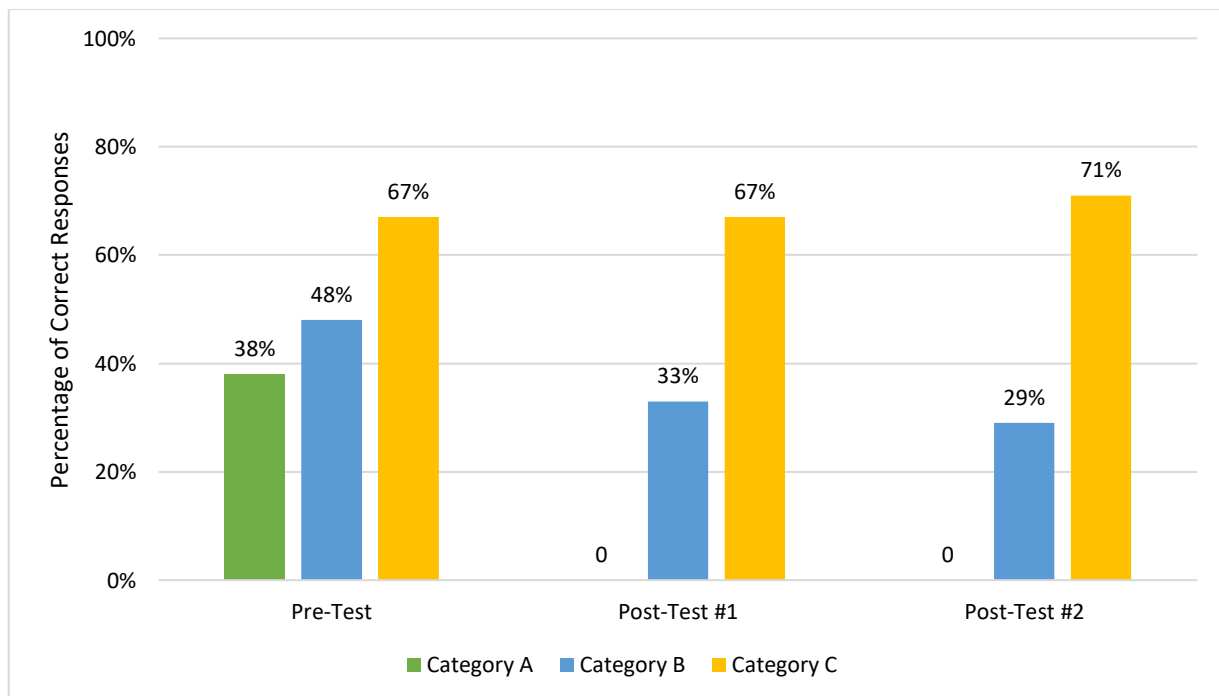
Another objective was to determine the students' retention of English idioms after they were exposed to English songs to evaluate how much they remembered their meanings. To achieve this, the same instrument used in Post-Test 1 was administered again two weeks to compare the results in Post-test 2. The expectation was that for students would retain the knowledge of the selected idioms reported in Post-test 1. Figure 7 shows the comparison of results obtained by students during the pre-test, post-test 1, and post-test 2. Given the large number of idioms evaluated, the data was

grouped into percentage ranges to present a clearer and more visually understandable comparison.

- Category A includes students who correctly identified 0-30% correctly
- Category B includes those who identified 31-70% correctly.
- Category C consists of students who identified 71-100% of the idioms correctly.

Figure 7

Comparison of Students' Knowledge of Selected Idioms in Pre-test, Post-test 1, and Post-test 2. This figure illustrates the percentage of students who correctly identified the idioms in Pre-test, Post-test 1 and Post-test 2.



Source. Peralta's own elaboration based on the data collected from the pre-test and post-tests 1 and 2 to the participants, September and October 2024.

The results in Figure 7 show a sustained improvement in students' knowledge from the pre-test to post-test 1 and post-test 2, with a noticeable upward trend. Initially, the Pre-Test indicated that 38% of the idioms were correctly identified by fewer than 30% of the participants, categorized as Category A. This significant percentage emphasizes the initial challenge faced by students in recognizing some idiomatic expressions. However, post-test 1 showed a drastic change, with no students scoring in Category A, indicating the immediate effectiveness of the instructional strategy employed. The fact that there was a complete absence of participants in Category A in both post-tests, accentuates the positive impact of the treatment sessions, demonstrating that all students reached a basic level of understanding.

Additionally, the slight decrease in the number of students scoring in Category B from post-test 1 to post-test 2 suggests that some students solidified their understanding and progressed into the higher scoring bracket. This change indicates that the participants not only understood the idioms initially, but also retained and reinforced their knowledge over time, thus moving into Category C. This category, which includes students who identified 71 to 100% of the idioms correctly, showed a slight increase from post-test 1 to post-test 2. This incremental rise emphasizes the longevity of the sessions' impact, showing that the knowledge gained during instruction was retained over time. Therefore, it was evident that a greater number of students mastered the idiomatic expressions and retained their knowledge beyond the immediate learning period.

Overall, Figure 7 displays not only the immediate success of using songs in English as a teaching method, but also its long-term impact on students' understanding

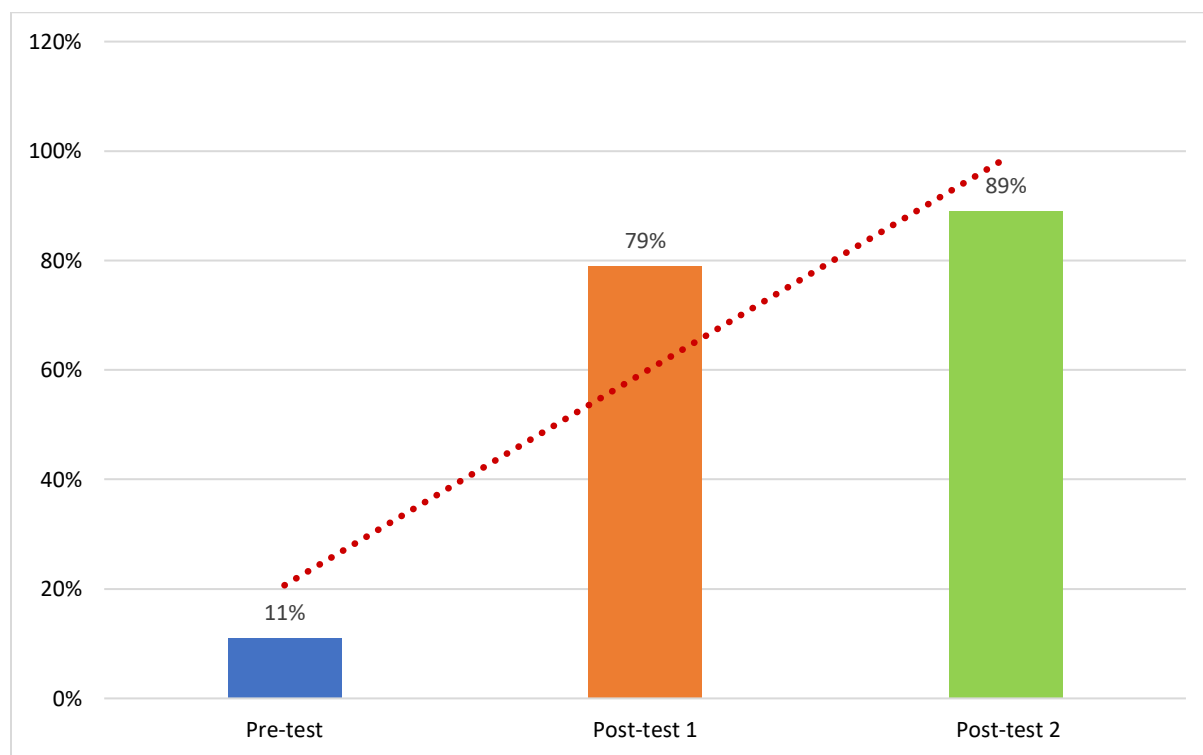
of idiomatic expressions. The constant improvement from pre-test to post-test 2 reflects both the quality of instruction and the relevance of the materials used. This suggests that incorporating English songs that include idiomatic expressions into language learning can be an effective strategy for enhancing vocabulary retention and comprehension. In addition to evaluating the students' knowledge of the idioms, it was considered necessary to evaluate how many of the participants achieved the questionnaire task. For the purpose of this investigation, achieving the task is defined as answering at least 70% of the questions correctly. Since the students were asked to answer a total of 22 questions, this means that they would need to answer at least 15 questions correctly to be considered as having achieved the task.

This offers a broader understanding of the students' overall performance, allowing for a distinction between those who only met the basic requirements and those who excelled. By incorporating this into the analysis, it was possible for the research to evaluate how many students successfully achieved the task and identified any potential gaps in comprehension or retention among those who fell below this level. Comparing the number of students who achieved or exceeded the task with those who did not meet to expected results, offers valuable insights into the overall efficacy of using songs and the range of student performance. Figure 8 shows a comparison of the participants' improvement in the pre-test and both post-test questionnaires.

Figure 8

Student Performance Improvement on Idiomatic Expressions: Pre-test vs. Post-tests.

This figure illustrates the percentage of students improvement in the Pre-Test, Post-Test 1 and Post-Test 2.



Source. Peralta's own elaboration based on the data collected from the pre-test and post-tests 1 and 2 to the participants, September and October 2024.

Based on the information presented in Figure 8, the results illustrate a clear and significant development in the students' performance throughout the three testing stages the pre-test, Post-test 1, and Post-test 2. In the pre-test, only 2 out of 19 participants achieved the task; one answered 16 questions correctly, while the other answered 17 questions correctly. This represented only 11% of the students demonstrating correct knowledge of the idiomatic expressions. This low initial score

indicates limited acquaintance or recognition of the idioms before the treatment was implemented, which indicates that there was indeed a need for intervention.

As can be seen in Figure 8, the results improved considerably in Post-test 1. Following the treatment, a total of 15 students completed the task. One student answered 15 questions correctly, two students answered 16 questions correctly, two students answered 17 questions correctly, three students answered 18 questions correctly, three students answered 19 questions correctly, two students answered 20 questions correctly, one student got 21 questions right, and one student got all of the questions right. This means that from the 15 students that achieved the task, 4 students excelled. This caused the results to shift from 11% to 79%. This dramatic increase suggests that the use of songs as a teaching method was highly effective in the short term, facilitating significant advances in students' understanding and retention of the selected idioms.

By the time of Post-test 2, which was administered two weeks after the treatment, a total of 17 students achieved the task, meaning only 2 students did not. It is important to note that these 2 students have special needs, which could have influenced their performance. A different instrument or assessment method tailored to their specific needs might have provided more accurate insights into their understanding and retention of the idioms. Out of 17 students, 3 answered 15 questions correctly, 2 answered 16 questions correctly, 4 answered 17 questions correctly, 2 answered 19 questions correctly, 5 answered 20 questions correctly, and 1 student answered all of the questions correctly. This means that 6 students excelled at the task. Those 17

students represent that an 89% of the participants achieved the task. The improvement from 79% to 89% between Post-test 1 and Post-test 2 shows not only that the students retained most of what they had learned in the treatment sessions, but also that there was additional consolidation of the idiomatic knowledge over time.

This evident upward inclination from the pre-test to post-test 2 highlights the usefulness of using songs to increase both short-term and long-term retention of idiomatic expressions among students. The stable increase across the tests demonstrates that the teaching strategy had a lasting impact, as students continued to progress even after the initial learning point. These results strongly suggest that integrating music into language teaching can be an important tool for improving students' understanding of idiomatic expressions. Consequently, the findings indicate that incorporating songs as a teaching tool for English idioms, in an English as a Foreign Language context, has a significant positive impact on students' learning. The use of songs not only enhanced students' understanding of idiomatic expressions, but it also supported their ability to recognize and recall these idioms more effectively. The adapted Likert Scale provided valuable insights into the students' progress, confirming that this approach fosters meaningful language acquisition. Overall, the results emphasize the effectiveness of combining idiomatic expressions with songs, making it a beneficial strategy for language instruction.

The results of the present study provided enough evidence to state that English songs are a helpful resource when it comes to the acquisition of English idioms, as there is a great positive effect for the vast majority of the participants in the sample. This

finding is consistent with Çevikbaş et al. (2018), who investigated the effects of songs on the development of vocabulary between EFL learners and concluded that songs help young learners to improve their vocabulary, and educators perceive them as effective educational tools to promote vocabulary while teaching English to young students.

Chapter 5

Conclusions and Recommendations

In this chapter, the researcher exposes the different conclusions obtained after carrying out the research, explaining the results obtained for each of the research objectives. Additionally, the information collected during the process is analyzed to answer the research question. Finally, this chapter also includes recommendations for future research related to this topic.

5.1 Purpose of the Conclusion

The conclusions in a research study serve to present the results of the various analyses conducted throughout the process, allowing for a concise summary of the data obtained and providing a resolution. For this, the different instruments applied during the research are utilized, enabling the collection of accurate data to determine whether the proposed theory is supported or not. In this chapter, the researcher summarizes the data presented in the previous section and draws conclusions after thorough analysis, ensuring that each research objective is addressed individually, as well as the research question. This study specifically aimed to analyze the effects of using English songs as a teaching resource for EFL learners and its influence on students' understanding of idiomatic expressions among fifth graders at Yurusti School during the third quarter of 2024.

5.2 Conclusions

The focus of this research was established in Chapter I with the formulation of a general objective and three specific objectives, which provided a clear direction for the research process. These objectives helped to define the goals to be achieved and

highlighted the key aspects to consider throughout the study. The conclusions in this chapter are drawn from these objectives, addressing each one individually to offer a clearer understanding of the results gathered through the applied instruments. By analyzing the data, the conclusions provide closure and reveal the impact of using English songs in class to improve students' vocabulary, specifically their understanding of idiomatic expressions. This analysis helps to determine whether the use of songs posed positive results or if it did not significantly benefit the students.

5.2.1 To assess students' previous knowledge of English idioms on Fifth Graders at Yurusti School during the III Quarter 2024

For the first objective, which aimed to assess students' prior knowledge of English idioms, a Likert Scale was developed and adapted specifically for this study. Students were asked to self-evaluate their familiarity with each idiom by selecting from five options. The pre-test results revealed a varied range of familiarity with idiomatic expressions. The majority of students demonstrated a general understanding of what idioms are, but the recognition of individual idioms varied significantly. Some idioms were familiar to the great majority of the students, while others were recognized by fewer than 30%. Thus, it can be concluded that while students generally understood the concept of idioms, their familiarity with specific idiomatic expressions varied greatly. Some idioms were well-known, due to greater exposure in educational settings or popular media, while others were less familiar, possibly reflecting limited use in their learning environments. This disparity indicates the importance of including targeted teaching strategies that focus on the less familiar idioms. The data also suggest that students may benefit from more consistent exposure to idiomatic expressions, as well

as instruction that emphasizes both understanding and practical usage of these expressions in context.

Another important conclusion that can be drawn from this objective is that students' irregular acquaintance with idiomatic expressions emphasizes the need for differentiated instruction to address varying levels of previous knowledge on the topic. Students with a higher level of familiarity may require improvement activities, while those less familiar with idioms would take advantage of more focused, structured activities. This personalized tactic can minimize the gap in students' understanding and guarantee that all students have the opportunity to improve their idiom recognition and usage.

5.2.2 To establish student short-term and long-term retention of English idioms through the use of popular music in EFL students on Fifth Graders at Yurusti School during the III Quarter 2024

In order to establish the students' short-term and long-term retention of English idioms through the use of English songs in EFL students, this study was carried out in three steps: a pre-test, a post-test 1 and a post-test 2, similarly to the approach used by Golaghaei and Kakolian (2015). As mentioned before, the pre-test was used to obtain information regarding idioms knowledge of students. The purpose of this instrument was to evaluate the previous knowledge of idioms at the beginning and at the end of the study in order to obtain accurate results.

The post-test 1 was used to measure the short-term improvement of the participants. After finishing the teaching phase, the first post-test was administered. The test had the same adapted Likert scale used in the pre-test. Consequently, post-test 2

was administered after two weeks to evaluate students' long-term retention. Pre and post-tests results were compared to determine retention of idioms as part of the new vocabulary acquired. The findings indicate that the use of English songs was highly effective in helping students to retain idiomatic expressions both in the short and long term. The comparison between post-test 1 and post-test 2 showed a significant improvement, as all students reached a basic understanding of the idioms after the intervention. It can be concluded that the knowledge gained during instruction was not only successfully retained but also solidified over time, demonstrating that songs in English are a powerful and engaging tool for enhancing students' retention of idiomatic expressions.

A final conclusion drawn from this objective is that the sustained improvement in students' performance between post-test 1 and post-test 2 suggests that mixing music into language learning promotes not only immediate retention but also long-term reinforcement of new vocabulary, particularly idiomatic expressions. This conclusion aligns with the findings of Zamin et al. (2020), who reported positive results in teaching vocabulary through music and lyrics. This implies that the repetitive and attractive nature of music helps to implant idioms into students' memory, making it a helpful strategy for teaching more complicated aspects of language like idioms in EFL classrooms. Therefore, incorporating English songs into regular English lessons could be an effective way to enhance both retention and practical usage of idiomatic language over time.

5.2.3 To establish student's ability to use the learned idioms in context on Fifth Graders at Yurusti School during the III Quarter 2024

The instruction sessions not only helped the participants to understand the meaning of idiomatic expressions, but also gave them the tools to actively apply this knowledge in context. During class, students were able to draw direct correlations among the idioms learned in English and similar expressions they had encountered in their native language, Spanish. For example, once they understood what idioms are, they came up with examples of idioms found in the Costa Rican culture, such as “*llueven perros y gatos*”, “*jalarse una torta*,” and “*detrás del palo*.” This cross-linguistic connection reinforced their comprehension and helped them to integrate idioms naturally into their speech in English. Furthermore, as part of class activities, students consistently used the newly learned idioms in context, demonstrating their ability to understand both the meaning and correct usage of such expressions. These results reflect a successful transfer of knowledge from recognition to practical application, proving that the instruction effectively enhanced students' understanding of idioms in everyday communication.

It can be further concluded that the ability of students to associate English idioms to culturally pertinent idioms in their native language proves the importance of cross-linguistic connections in boosting language acquisition. This proposes that letting students correlate new concepts to familiar expressions in their first language (in this case Spanish) can expand their overall comprehension and enable the natural use of idiomatic expressions in a second language, strengthening both knowledge and practical application.

5.3 Restatement of the Research Question

After analyzing the results presented in Chapter VI and applying the different instruments, it can be concluded that the effect of using English songs to improve fifth-grade students' knowledge of idiomatic expressions has a positive effect. The study revealed significant gains in idiom knowledge, demonstrated through both short-term and long-term retention, as well as the students' ability to use the learned idioms accurately in context. Based on these findings, there is no need to reformulate the research question, which remains: What is the effect of using English songs to improve the knowledge of idiomatic expressions in fifth graders at Yurusti School during the III quarter 2024?

5.4 Unexpected Results

Throughout the research process, the results obtained aligned with the initial expectations set out in the study. The use of English songs as a tool for teaching idiomatic expressions produced the expected positive outcomes in terms of student learning, retention, and ability to use idioms in context. No unexpected results were encountered during the data collection or analysis phases, suggesting that the instructional approach was both appropriate and effective for achieving the research objectives.

5.5 Recommendations

The present study offers some suggestions for further research. These recommendations are based on the researcher's experience and the points of improvement found throughout the research process. The first recommendation is to carefully select songs that are more engaging and have a catchy rhythm or melody. During the study, it became evident that students responded better to certain songs,

leading to quicker and more effective learning of idiomatic expressions. Therefore, it is important to choose songs that not only contain idioms but are also likely to capture students' attention. Researchers should experiment with various musical genres and from different eras to find what has a better impact on the participants.

Another recommendation is to look for songs where the idioms are mostly present in the chorus or other frequently repeated sections. The repetitive nature of a chorus allows students to hear and process the idioms multiple times, reinforcing their understanding. In contrast, songs that include idiomatic expressions only once or in less prominent parts may not provide enough repetition for students to fully internalize the meaning and usage of the idioms. Selecting songs where idioms appear in more repetitive parts is likely lead to faster and more in-depth learning.

In terms of instructional implications for future research, it is recommended to focus teaching efforts on idioms with lower recognition rates to increase students' knowledge and familiarity with a broader range of expressions. Idioms that are already well-known, like Idioms 3, 11 and, 14, could be reinforced through brief review exercises, allowing instructors to concentrate more on the lesser-known idioms. By dedicating more instructional time to idioms with low recognition rates, teachers can diminish the gap in familiarity, guaranteeing that students have a well-rounded understanding of idiomatic expressions. Integrating idioms into real-life contexts or using culturally relevant examples could make them more accessible and memorable for students, thereby improving comprehension.

Finally, while the use of songs proved effective, another recommendation is to complement musical instruction with visual aids that reinforce the idiomatic expressions.

This approach would address various learning styles, mainly visual learners, by offering several methods of representation. This ensures that students who benefit from visual prompts can better understand and remember the idiomatic expressions. For example, songs could be paired with illustrations or videos that demonstrate the idioms. This approach could help students to connect the auditory information from the songs with concrete examples of how the idioms are used in everyday language. This additional layer of context could improve comprehension and long-term retention of idioms.

In conclusion, the objectives of this research project were successfully met. The study's findings provided valuable insights into students' knowledge of idioms and how it evolved throughout the treatment. Additionally, the research effectively measured both short-term and long-term retention of the idioms learned. These results contribute to the existing body of literature on language teaching, demonstrating that English songs can serve as effective and valid pedagogical tools for teaching vocabulary in young EFL learners' classrooms.

Appendix A

Exit Profile 5th Grade – Yurusti School

	To Know	To Do	To Be	To Live
Listening / Speaking	Knows how to give an oral presentation about different topics.	Delivers a three-minute (or longer) fluid oral presentation.	Expresses ideas and feelings in an oral way to others.	Shares information with others in an oral way about different topics.
	Listens to songs and audios and understands their content.	Shows understanding when listening to songs or audios in English.	Appreciates different accents and intonations while listening to an audio.	Shows acceptance and tolerance toward other accents.
	Listens to oral presentations and conversations and understands their content.	Shows understanding when listening to oral presentations and conversations.	Enjoys listening to oral presentations and conversations in English.	Shows tolerance toward different pronunciations.
	Knows how to keep a fluent conversation using level-appropriate patterns and vocabulary to communicate	Keeps a fluent conversation using level-appropriate pattern and vocabulary to communicate	Enjoys keeping conversations using level-appropriate patterns and vocabulary to communicate about	Shares information while keeping conversations using level-appropriate patterns and vocabulary to communicate about

	about themselves and other people.	about themselves and other people.	themselves and other people.	themselves and other people.
Reading	<p>Reads texts and understands different literary elements and uses reading skills.</p> <p>Recognizes different story genres.</p>	<p>Applies different reading strategies and reading skills while reading texts.</p> <p>Reads texts of different genres.</p>	<p>Enjoys reading different types of literature.</p> <p>Enjoys reading different genres.</p>	<p>Shares experiences related to readings and makes connections with their personal lives.</p> <p>Shares information and feelings while reading a certain genre.</p>
Writing	<p>Understands grammatical rules in terms of parts of the sentence and kinds of sentences, as well as verb tenses and their correct conjugation.</p> <p>Recognizes different story genres.</p> <p>Knows the correct paragraph structure.</p> <p>Distinguishes specific spelling patterns.</p>	<p>Applies grammatical rules when writing a text.</p> <p>Writes texts of different genres.</p> <p>Writes two paragraphs of seven complete meaningful sentences.</p> <p>Spells words following</p>	<p>Appreciates the importance of grammatical rules while writing.</p> <p>Enjoys writing different types of literature.</p> <p>Enjoys writing paragraphs correctly.</p>	<p>Shares information and feelings in a written way while keeping in mind grammatical rules.</p> <p>Shares information and feelings in a written way while following a certain genre.</p> <p>Shares information and feelings in a written way following a correct structure.</p>

		specific spelling patterns.	Enjoys spelling words with specific spelling patterns.	Shows interest in the different spelling rules.
Culture	Knows specific facts of different nations. Knows specific facts of local and national culture.	Compares and contrasts other cultures to their own. Finds similarities and differences between their own culture and other cultures.	Enjoys learning about other cultures and makes connections to their own. Enjoys learning about their own culture.	Shows respect and appreciation towards other cultures. Expresses respect and pride for local and national culture.

Appendix B

Pre-test / Post-test

Student Number: #_____ Date: _____

- **The following questions are part of a research project.**
- **It is not necessary to write your name.**

- **This document consists of one part, 6 pages total.**
- **There is no time limit to answer the questions.**
- **Your honesty when answering is very important.**
- **Your answers will not be evaluated, this test will not be graded.**

General Instructions:

1. Read the instructions carefully.
2. Answer the questions based on your personal knowledge.
3. Be clear and neat. Use legible handwriting.
4. Use your pencil to answer the questions.
5. Raise your hand to show that you are finished.

Read and mark the option that best represents your knowledge.

1. Do you know what idioms are?
 - A) Yes, they are words or phrases that mean exactly what they say.
 - B) Yes, they are phrases that have a meaning different from the words used.
 - C) No, idioms are phrases that describe literal actions.
 - D) No, they are sentences used to clarify instructions.

2. Do you know what "shake it off" means?
 - A) Yes, it means to shake your body
 - B) Yes, it means to forget about something that bothers you
 - C) Yes, it means to dance to music
 - D) No, I haven't heard it before
 - E) I have heard it but I don't remember

3. Do you know what "got nothing in my brain" means?
 - A) Yes, it means I can't think of anything
 - B) Yes, it means I have no worries
 - C) Yes, it means I forgot something important
 - D) I haven't heard that phrase before
 - E) I have heard it but I don't remember

4. Do you know what "Can't stop, won't stop moving" means?
 - A) Yes, it means always staying active and moving
 - B) Yes, it means not able to sit still
 - C) Yes, it means jumping up and down
 - D) I haven't heard that phrase before
 - E) I have heard it but I don't remember

5. Do you know what "cruising" means?

- A) Yes, it means driving slowly
- B) Yes, it means moving along easily without worry
- C) Yes, it means running fast
- D) I haven't heard it before
- E) I have heard it but I don't remember

6. Do you know what "brought me down" means?

- A) Yes, it means someone made me sad or upset
- B) Yes, it means someone knocked me down physically
- C) Yes, it means someone made me laugh
- D) No, I haven't heard it before
- E) I have heard it but I don't remember

7. Do you know what "get down to this sick beat" means?

- A) Yes, it means dancing to cool music
- B) Yes, it means listening to a loud song
- C) Yes, it means relaxing to the music
- D) No, I haven't heard it before
- E) I have heard it but I don't remember

8. Do you know what "lightning in my feet" means?

- A) Yes, it means feeling very excited and with a lot of energy
- B) Yes, it means feeling electricity
- C) Yes, it means feeling tired after school
- D) No, I haven't heard it before
- E) I have heard it but I don't remember

9. Do you know what "I'm a believer" means?

- A) Yes, it means I believe in magic
- B) Yes, it means I believe something is true or will happen
- C) Yes, it means I believe everything is easy
- D) No, I haven't heard it before
- E) I have heard it but I don't remember

9. Do you know what "not a trace" means?

- A) Yes, it means nothing is left behind
- B) Yes, it means a clue is hidden somewhere
- C) Yes, it means something has been erased
- D) No, I haven't heard it before
- E) I have heard it but I don't remember

10. Do you know what "love was out to get me" means?

- A) Yes, it means love was trying to hurt me
- B) Yes, it means I couldn't find love
- C) Yes, it means love was making me happy
- D) No, I haven't heard it before
- E) I have heard it but I don't remember

11. Do you know what "sunshine and rain" means?

- A) Yes, it means having both good and bad moments
- B) Yes, it means enjoying sunny days
- C) Yes, it means wishing for good weather
- D) No, I haven't heard it before
- E) I have heard it but I don't remember

12. Do you know what "walking on sunshine" means?

- A) Yes, it means feeling super happy
- B) Yes, it means walking in the sun
- C) Yes, it means feeling too warm
- D) No, I haven't heard it before
- E) I have heard it but I don't remember

13. Do you know what "don't it feel good" means?

- A) Yes, it means something feels enjoyable or pleasant
- B) Yes, it means feeling cold
- C) Yes, it means asking for help
- D) No, I haven't heard it before
- E) I have heard it but I don't remember

14. Do you know what "coming around" means?

- A) Yes, it means changing your opinion or attitude
- B) Yes, it means spinning in circles
- C) Yes, it means changing how you feel about school
- D) No, I haven't heard it before
- E) I have heard it but I don't remember

15. Do you know what "man in the mirror" means?

- A) Yes, it means looking at yourself and thinking about changes
- B) Yes, it means finding someone who looks like you
- C) Yes, it means trying to solve a puzzle
- D) No, I haven't heard it before
- E) I have heard it but I don't remember

16. Do you know what "make a change" means?

- A) Yes, it means doing something better or different
- B) Yes, it means moving to a new place
- C) Yes, it means changing your clothes
- D) No, I haven't heard it before
- E) I have heard it but I don't remember

17. Do you know what "stand up" means?

- A) Yes, it means getting up from your seat
- B) Yes, it means standing tall for what you believe in
- C) Yes, it means starting dancing
- D) No, I haven't heard it before
- E) I have heard it but I don't remember

18. Do you know what "lift yourself" means?

- A) Yes, it means making yourself feel better
- B) Yes, it means jumping into the air
- C) Yes, it means helping someone else
- D) No, I haven't heard it before
- E) I have heard it but I don't remember

19. Do you know what "starting with the man in the mirror" means?

- A) Yes, it means to begin improving yourself
- B) Yes, it means fixing something you're wearing
- C) Yes, it means asking for someone else's help
- D) No, I haven't heard it before
- E) I have heard it but I don't remember

20. Do you Know what “sunshine in my pocket” means?

- A) Yes, it means feeling really happy
- B) Yes, it means having warm clothes
- C) Yes, it means carrying something special
- D) No, I haven't heard it before
- E) I have heard it but I don't remember

21. Do you know what “fly so high” means?

- A) Yes, it means feeling inspired, creative and excited
- B) Yes, it means being on a plane
- C) Yes, it means physically flying at a great altitude, like a bird
- D) No, I haven't heard it before
- E) I have heard it but I don't remember

Appendix C

Observation Rubric: Use and Understanding of Idiomatic Expressions in Songs

Criteria	Level 1: Needs Improvement	Level 2: Developing	Level 3: Proficient	Level 4: Advanced
Identification of Idiomatic Expressions	Does not identify idiomatic expressions in the song or confuses them with literal language.	Identifies some idiomatic expressions but misses key ones or misinterprets them.	Identifies most idiomatic expressions correctly.	Correctly identifies all idiomatic expressions used in the song.
Understanding of Meaning	Unable to explain the meaning of the idiomatic expressions, or explanations are incorrect.	Gives a basic or partial explanation of some idioms but with inaccuracies.	Explains the meaning of most idioms with reasonable accuracy.	Provides clear and accurate explanations of all idiomatic expressions.
Contextual Use of Idioms	Struggles to understand how idioms are used in the context of the song.	Shows some understanding of how idioms relate to the context, but with errors or gaps.	Demonstrates good understanding of the contextual use of most idioms.	Demonstrates excellent understanding of how idioms enhance meaning and emotion in the song.
Application in Speech or Writing	Does not attempt to use idioms in their own speech or writing.	Attempts to use idioms but with errors in meaning or context.	Uses idioms with some accuracy in speech or writing, though may lack fluency.	Uses idioms confidently and accurately in speech or writing.
Cultural Understanding	Shows little or no awareness of the cultural significance of idiomatic expressions.	Demonstrates some awareness of the cultural background of a few idioms.	Understands the cultural significance of many idioms and can explain it.	Shows a deep understanding of the cultural context of idioms and their impact on meaning.

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