

**“#DONTSTAYINSCHOOL”: LEARNER PERCEPTIONS ON THE
CONNECTION BETWEEN LISTENING TO EXTRAMURAL
MUSIC IN ENGLISH AND DIFFERENT AREAS OF ENGLISH
SKILLS**

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<p style="text-align: center;">Tiivistelmä – Abstract</p> <p>Vapaa-aikana tapahtuva kielenoppiminen on yhä suuremmissa roolissa nykyaikana. Sitä on jo jonkin verran tutkittu, mutta tutkimus on pääasiallisesti ollut kaikki vapaa-ajan aktiviteetit huomioon ottavaa, eikä siinä täten ole keskitytty tarkemmin tiettyyn aktiviteettiin kuten musiikkiin. Englanninkielinen musiikki on yleisesti ottaen dominoivassa asemassa markkinoilla Suomessa, ja musiikin kuuntelu tarjoaa oppimiseen paljon myös muita kuin auditiivisia mahdollisuuksia, sillä on normaalia että sitä kuunneltaessa nähdään myös lyriikoita videolta tai lauletaan mukana.</p> <p>Tämän tutkimuksen tavoite oli selvittää suomalaisten nuorten englanninkielisen musiikin päivittäisiä kuuntelutottumuksia sekä aktiviteetteja joita he ovat harjoittaneet kuunnellessaan. Vastaajien tuli myös arvioida, miten paljon englanninkielisen musiikin kuunteleminen heidän mielestään auttaa englannin kielen eri osa-alueissa ja vastata siihen, motivoiko se opiskelemaan englantia. Tutkimukseen osallistui 28 suomea äidinkielenään puhuvaa Keski-Suomalaisen koulun yhdeksäsluokkalaista. Koehenkilöt täyttivät monivalintakysymyksistä ja muutamasta avoimesta kysymyksestä koostuvan kyselylomakkeen englannin oppituntinsa aluksi, ja aineisto analysoitiin määrällisiä menetelmiä käyttämällä.</p> <p>Tutkimus osoitti että haastateltavat kokivat musiikin auttavan englannin taidoissa jonkin verran tai melko paljon. Suurin vaikutus uskottiin olevan sanaston, ääntämisen ja puhumisen alueilla. Musiikki oli myös saanut valtaosan oppilaista käsittelemään englannin kieltä muulla tavalla vapaa-aikanaan, ja yleisimmät aktiviteetit musiikin kuuntelun ohessa tai sen seurauksena olivat mukana laulaminen, lyriikoiden lukeminen sekä niiden suomentaminen. Paljon musiikkia kuuntelevat vastaajat kokivat musiikin vaikutuksen kielitaitoon positiivisempänä kuin muut, erityisesti kieliopin ja kulttuurituntemuksen suhteen, ja he myös käsittelivät musiikkia enemmän kuuntelun aikana tai sen seurauksena. Tutkimuksen pohjalta voidaan sanoa, että yhdeksäsluokkalaisten oppilaat tiedostivat vapaa-ajan aktiviteettien vaikutuksen kielitaitoon, kuten jotkut aiemmat tutkimukset ovat osoittaneet. Eritoten tämä ilmenee oppilaissa jotka ovat ahkeria harrastamaan kyseisiä aktiviteetteja.</p>	
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1 INTRODUCTION

A lot of learning happens outside school hours nowadays. This so called extramural learning is very easy to take advantage of. The typical categories in extramural learning research are watching movies and shows, playing video games, reading books, listening to music, discussing with people face-to-face or virtually and surfing the internet (Pickard 1996; Sundqvist 2009; Spratt 2002; Wu 2012). It has been acknowledged for a long time that a lot of foreign language learning takes place outside the classroom and listening to English-language music is only one example of such a useful activity. Moreover, it was a natural choice of topic, personally, since I have learned many things about English language through listening to music, reading lyrics and translating new vocabulary, just to mention a few.

It is just as important, however, that listening to music on free time has increased my motivation to learn English. It has encouraged me to find out more about this fascinating means of communication used so widely in entertainment and the media. It is rather common that people get interested in different subjects through hobbies and free time activities, just like I did. In general, what motivates people is effective and can be taken advantage of. Even so, there is surprisingly little research done on free time learning, especially when it comes to music, which is why it should be a topic of more research in language learning and it should also be utilized more in education.

When it comes to language learning that happens outside of school hours and does not have a direct relation to formal language learning happening in school, there are various terms used by researchers. One term to describe the phenomenon is *out-of-class* learning. It is used by, among others, Benson (2010:138-139). Alternative terms would be either *informal* or *extramural* (Sundqvist 2009: 25) that stands for “outside classroom walls”. As Benson explains, the term *Out-of-class* learning is sometimes confused with activities that happen outside school premises and hours, for example homework, that actually have a direct connection to formal school activities. In the present study, the term *extramural* is used, for clarity’s sake, to mean activities in which no such link exists, but the activity is done either for fun or for learning’s sake.

It is also important to distinguish two different ways of learning, since learning in school environment is different from the extramural kind. These two have been referred to as explicit and implicit learning, and Krashen (1982:10) used the terms learning and acquisition. Explicit learning includes conscious learning such as grammar and rules, whereas acquisition describes the opposite way consisting of exposure to authentic discussion and material, and imitating the language in them without actually thinking about the rules.

The goal of this study was to investigate ninth-graders' perceptions on English-language music listening on free time and its effects on different areas of English language skills. Aro (2009) has studied perceptions on how elementary school students see learning, whereas Sundqvist (2009) and Oscarsson and Apelgren (2005) have conducted studies in Sweden about extramural learning among secondary school students. Because ample studies on the matter regarding secondary school participants have not been conducted in Finland yet, it is interesting to study Finnish ninth-graders and their views. Music, on the other hand, is an interesting field of extramural learning, because in previous research (Wu: 2012:43) it has been thought to be passive and not very useful by learners even though it has been found possibly more effective than what has been generally thought, which was the case in the study by Sundqvist (2009:156-157, 194). It is known that in secondary school the students begin to understand the value of extramural learning. Also, different activities enhance different areas of language skills. Therefore, it is worth finding out how the students in the target group feel about the efficiency of extramural music listening in English and whether the participants of the present study agree with the ones that Sundqvist studied in Sweden.

2 EXTRAMURAL LEARNING

Learning a language proficiently is a process that requires a great deal of time and action, and teaching hours in the formal setting, classroom, are very few. In elementary school English (preferred L2 in Finland) teaching means two to four 45-minute teaching sessions weekly, and the number reduces to even fewer, two to three, sessions a week in secondary school (Ministry of Education 2014). According to Benson (2010: 213-214), despite the fact that extramural learning can play a vital part in achieving good results in second language learning, the subject has not been studied a great deal. Sundqvist (2009: 2) makes the same notion and goes on to say that this is the situation especially in certain fields of study, such as empirical learning outcomes both in spoken and written language.

There are conflicting results about the perceptions on how greatly extramural learning affects learning English as a second language among learners of different levels. At least findings by Aro (2009) suggest that Finnish pupils up to sixth grade do not really see the connection between extramural input and learning in general but they seem to be relying on formal learning materials such as schoolbooks. According to other studies, this changes in secondary school. In Sweden, at least, ninth-graders were investigated in a nationwide study of 6700 participants (Oscarsson and Apelgren: 2005) and a majority of 82% thought they had learned most English outside school and only the remaining 18% found school more effective in teaching English. Sundqvist (2009: 181), on the other hand, had almost opposite numbers since 31% of students interviewed by her thought they had learnt more English outside school and the remaining 69% believed to have learnt more in school. Cultural differences can play a part here but surely one can claim that awareness of extramural learning is already established by the time students are in the ninth grade. These contradictory results are one reason why the topic requires further research, and also why the present study focused on ninth-graders. Even though the present study was about listening to music in particular, it was interesting and logical to study whether the participants' perceptions would be similar to the results by Oscarsson and Apelgren (2005) or to the ones by Sundqvist (2009).

Pickard (1996: 157) reveals that people choose their means of receiving extramural English language regarding to their own personal topics of interest. He also noted that in the study most participants chose to take advantage of receptive activities such as reading and listening, not so much of speaking. Similar dominance of both motivation's great impact on choosing the means of learning English and popularity of receptive activities instead of communicating with native speakers has also been reported later on (Sundqvist 2009: 117, 127-128 ; Spratt 2002: 257 ; Wu

2012: 35). In the study by Wu (2012: 43) different activities were ranked "in terms of how useful they were considered to be" by the participants and receptive ones were not ranked as very efficient. Sundqvist (2009: 156-157, 194) studied 79 ninth-graders in Sweden and presented empirical evidence supporting the view about music's popularity but fairly narrow effect on linguistic skills per se. She found that listening to music was the most popular activity when it comes to time spent on extramural activities. In addition, its remarkably positive effect was especially seen in the field of oral proficiency where it was ranked right after reading but it seemed to enhance vocabulary skills relatively little, considering the fact that only watching films was ranked below it. To conclude, receptive activities do not require as much effort as interpersonal communication, hence their popularity. Nevertheless, they hardly require language production, which certainly affects their image as a means of learning. Thus, they can appear passive to an average learner. These are the very things that make music listening an intriguing topic to study: on one hand, it is very popular, but on the other, people in general tend not to consider it very effective even though it has an effect on certain areas of language skills, as Sundqvist (2009: 156-157, 194) noticed.

Receptive activities are important means of receiving input, which Krashen (1982) found essential in learning a foreign language. This input hypothesis suggests that acquiring a second language takes place through exposure to comprehensible input. According to his "i+1 theory", developing in a foreign language requires input that is slightly more complex[?] than what the learner currently masters (Krashen 1982: 20-23). However, critique to Krashen's theories has been presented a great deal. Gass and Selinker (2008: 310) consider the conception "i+1" too vague because of the problem of defining the "i". Krashen's (1982) other notion is that in finding out what for example a new word means, people automatically use knowledge that is not linguistic but basic knowledge of the world or take the context into account. All in all, it is obvious that the more students receive input in general, the more likely they will receive both comprehensible and "i+1"-level input.

Another relevant point by Krashen (1982: 31) was published in the affective filter hypothesis, according to which having higher motivation, more confidence and less tendency for anxiety is conducive to second language acquisition. Researchers have criticized that the affective filter is not a theory ample enough to explain a complex matter such as differences in second language acquisition (Cook 1993: 65; Gass and Selinker 2008: 403), even though they agree that it has an effect on language learning. Motivation is emphasized by Dickinson (1995: 174), as well. He reveals that students with better motivation and results in language learning take more responsibility of their learning and are aware of the fact that their efforts and success depend on their own choices

rather than external matters such as luck or test difficulty. Therefore it would be logical that the students who find listening to music motivating, also find it useful for their language skills.

3 EFFICIENT LISTENING

Repeated exposure to a language element has been proven very important for example for vocabulary acquisition. Zahar, Cobb and Spada (2001) found that their testees, especially the weaker learners, were more likely to learn the vocabulary that was presented various times in the text, that is to say, increasing frequency was conducive to learning. Waring and Takaki (2003: 148) replicated these results even though they emphasized the meaning of frequency, not in learning completely new words, but as a tool of learning to exploit the already acquired vocabulary more diversely. Eckerth and Tavakoli (2012: 242) found a correlation between exposure frequency and acquisition, as well, but they also reported that instant use of newly acquired vocabulary helped significantly in remembering it in a delayed post-test. They emphasized the activity of comparing input and output. However, it is simple mathematics that the more students listen to music, the more exposure to vocabulary and other language elements they get.

When it comes to exposure to a foreign language, it is not only the quantity that matters. Neurological research has proven that multisensory stimuli facilitate learning more than unisensory ones. Seitz, Kim and Shams (2006: 1423) compared unisensory and multisensory learning on visual competence using two groups. One received unisensory training, i.e. visual training only, while the other received multisensory audiovisual training. Both groups completed a task with the same visual stimuli but the multisensory group received auxiliary audio stimuli. The latter group learned remarkably more than the former one. Similar findings in second language learning have been presented by Wagner (2013) and Sueyoshi and Hardison (2005). Wagner (2013: 189-190) found that the students who got to view a text as an audiovisual videotext scored significantly higher in a test with questions about it than the audio-only group. In an extramural music listening context the equivalent would be either listening to a song or watching a video that also has the lyrics. Another comparative study by Sueyoshi and Hardison (2005: 661) included three groups that took a listening comprehension test. The first one was an audio-only group, the second one saw a video including the speaker's face, and the third one saw a video with face and gestures. Again, the audiovisual groups did better in the test than the audio-only group.

Another form of listening to music more actively and efficiently is singing along. A study carried out in an L2 setting of learning Hungarian (Ludke, Ferreira and Overy 2014: 49) found that singing along sentences in Hungarian helped remember short phrases more efficiently than just repeating the words in normal speech or in rhythmic speech. Rainey and Larsen (2002: 183-184) said in their comparative study that a sung list of nonsense words, i.e. made up names, remained better in the

long-term memory than a spoken list. They mention that their results are not to be generalized, though, because they also noticed that eventually the group that had to practise the sung list practised a little more than the other group.

To conclude, previous research proposes that the students who process the language multisensorily or also produce foreign-language output during or after listening learn it more effectively. For example, singing along is considered more conducive to learning than just listening. In case learner perceptions and empirical evidence meet, this would logically lead the students who process the language in more versatile ways while listening to believe in the effect that music has on their language skills more than the others. Also, since upper secondary school students in Sweden have produced contradictory results on how they feel about the usefulness of extramural English learning (Oscarson and Apelgren 2005 ; Sundqvist 2009), and music in general, it is important to find out how young people in Finland feel about it. In addition, listening to music in foreign language has been found a popular activity and conducive to language learning by Sundqvist (2009: 125, 156-157, 194), but Wu (2012: 43) found that some people consider it to have a relatively weak effect on foreign language skills.

All in all, the popularity of music listening and the effect that students believe it to have on their language skills have not been studied in Finland yet, even though it is important information that also language teachers could take advantage of in the future. Also, it is important for a language learner to have a realistic perception on which language activities affect which areas of language skills. Therefore, it is useful to know whether learner perceptions support empirical evidence of previous research. Based on the literature review, the research questions are:

1. How strong a connection do secondary school students experience there to be between listening to English-speaking music on their free-time and their English skills of different areas?
- 2a. Are there differences in perceptions between people who listen to it very often and those who hardly ever listen to it?
- 2b. Have the students processed English language on their free-time because of listening to music, for example in form of translating lyrics? In addition, do the students that have done so believe that a strong connection exists between the processing and skills?

4 THE PRESENT STUDY

The participants (n=28) were ninth-graders of a secondary school in Central Finland, so they were either 14 or 15 years old. All the participants spoke Finnish as their mother tongue and had been studying English since third grade, that is, since the year they turned nine. There were 17 males (60.71%) and 10 females (39.29%), and one participant did not specify their gender. The participants belonged to two separate groups from different classes but all 28 were treated as one group.

The data for the present study was collected in February 2015 by having the participants fill in a questionnaire (Appendix 1). The students answered the questionnaire in their mother tongue, Finnish, at the beginning of their English class. This took approximately 10 minutes. The questionnaire consisted of mostly multiple choice questions, but there were four fields for open questions, as well.

The two-fold questionnaire consisted of questions about free-time habits of listening to English music. The first half covered how much and which genres of English language music the students listened to, whereas the second half sought answers to how they had processed the language while listening or as a consequence of listening. Therefore various factors such as translating lyrics or single words, singing along, discovering things about culture, geography or politics were covered. For each question, the participants had four options to choose from: never, sometimes, quite often and often. Similarly, at the end of the questionnaire they had to evaluate how much, in their opinion, informal music listening facilitates English language learning in different areas such as pronunciation, listening comprehension, reading comprehension or grammar. A slightly modified scale of 4 options and more practical word choices were used instead of using the traditional Likert's scale word by word where "1" means strongly disagree and "5" means strongly agree. The options were "not at all", "some", "quite a lot", and "a lot".

Gillham (2000: 78-79) sees questionnaires as a threat to quality of data, because multiple-choice questions limit the range of answers. Even so, he also points out that questionnaires are popular because they are time-saving and it is easy to collect a large amount of data using them instead of using more precise means, such as interviews. In the present study, the problem of limitation was minimized through telling the participants to write a clarification to an answer if the most suitable option did not occur in the questionnaire. There were also four open-ended questions, and the participants were able to ask the conductor of the questionnaire if they did not fully understand a question.

All the results were saved and analyzed in the program IBM SPSS Statistics 20. The methods of analyzing the data collected will be described in more detail below together with the results.

5 LISTENING HABITS

The study sought to find whether the participants who listened to a lot of music were different from the ones who did not. Therefore, the results were primarily analyzed through dividing the participants into four separate groups according to their answers on the question about how much time they spend listening to English-language music daily (Figure 1). The first group consisted of only one student who reported the time to be less than 15 minutes daily (3.6%). The second group included students who had reported from 15 minutes to one hour listening a day (32.1%), and the biggest group of 13 students had reported from one to three hours daily listening (46.4%). Four people estimated that they listen to English-language music more than three hours a day (14.3%). One person (3.6%) did not answer this question and was excluded from this part of the analysis.

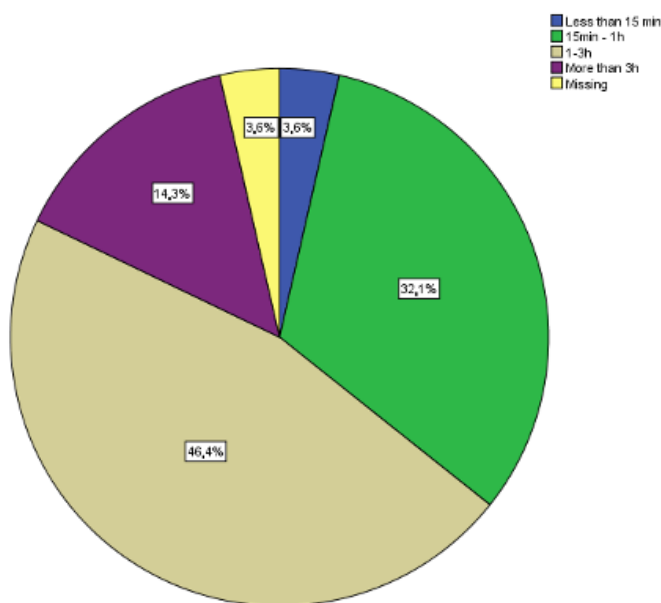


Figure 1: Music listening daily average

The listening habits on average were quite similar to the ones by Sundqvist (2009: 117), whose participants reported 6.58 hours of weekly music listening, which would mean just a little under an hour a day. In other words, it would be located between the two largest groups of the present study. All in all, it can be said that the majority of the participants belonged to the groups that had from 15 minutes to three hours a day.

Cross-tabulation analysis of genders (Table 2) and groups with different daily listening average reveals that there was no great difference between male and female participants in this respect. For example, 17,6 per cent of male participants reported more than three hours of daily listening, whereas among female participants the equivalent share was ten per cent.

Table 2: Genders in different groups of listening to music daily average.

			Daily Average				Total
			Less than 15 min	15min - 1h	1-3h	More than 3h	
Gender	Female	Count	0	4	5	1	10
		% within Gender	0,0%	40,0%	50,0%	10,0%	100,0%
		% of Total	0,0%	14,8%	18,5%	3,7%	37,0%
	Male	Count	1	5	8	3	17
		% within Gender	5,9%	29,4%	47,1%	17,6%	100,0%
		% of Total	3,7%	18,5%	29,6%	11,1%	63,0%
Total	Count	1	9	13	4	27	
	% within Gender	3,7%	33,3%	48,1%	14,8%	100,0%	
	% of Total	3,7%	33,3%	48,1%	14,8%	100,0%	

5.1 Activities while listening or as a consequence

Generally speaking, there was a clear connection between listening to a great deal of music and processing the language otherwise. In other words, the less students listened to music, the more typical were “never” answers regarding different activities while listening to music or as a consequence. This is logical since spending a lot of time on an activity often means being more devoted to it in various ways. For example, people who listen to a lot of music are more probably going to find information on their favourite bands and reading the lyrics.

Table 3 reveals the means to the question about what the activities were that the participants had practised while listening to music or as a consequence of it. The answers are numeric, and number one means “never”. Number two stands for “sometimes”, number three for “quite often”, and number four for “often”.

The most popular activity while listening to English-language music was singing along, to which the mean answer was a little more than “quite often”. The second most popular was reading lyrics, and the third most popular was translating words.

Table 3: While listening to English-language music or as a consequence a participant had*:

	N	Minimum	Maximum	Mean	Std. Deviation
Sung along	28	1,00	4,00	3,0357	,88117
Read lyrics	28	1,00	4,00	2,8571	,84828
Translated words	25	1,00	4,00	2,6400	,90738
Paid attention to a grammatical aspect etc.	28	1,00	4,00	1,9643	,92224
Written down lyrics	28	1,00	4,00	1,8214	1,05597
Found out about the culture etc.	27	1,00	4,00	1,7778	,93370
Commented on youtube in English	28	1,00	3,00	1,6071	,78595

*1=Never, 2=Sometimes, 3=Quite often, 4=Often

Participants who listened to music the most also believed music to facilitate learning of different language skills a lot. In other words, more exposure meant more notions about the language. For instance, the question about noticing new grammatical structures or paying attention to ones the participants had learnt earlier got only two “often” answers. Both were from participants in the group that reported more than three hours of daily music listening. Also, there was a rather significant correlation (.525) in Spearman’s analysis between listening to a lot of music daily and paying attention to grammar structures in general (2-tailed $p=0,01$). To conclude, the likelihood of paying attention to grammatical structures grew along with daily listening average.

5.2 Music and motivation

In general, most students (82.1 per cent) found listening to English-language music on free time motivating for studying English since only two participants answered “no” and there were two blank answers. Moreover, there was no clear connection between daily listening average and the motivating effect of music, which proved music to be a motivating way to be in touch with English for all kinds of participants.

Also, since motivation is important and conducive for language learning, as Krashen (1982: 31) and Dickinson (1995: 174) have found, one should not underestimate the power of English-language music as a factor of importance in learning the language.

6 LEARNER PERCEPTIONS ON DIFFERENT AREAS OF ENGLISH

In general, it is possible to see the perceptions that the participants had about music listening and its conducive effect on different areas of language skills in table 4. It shows the mean of answers with the standard deviation and it also tells the minimum and maximum answers to the question. The numbers stand for different options the participants had to choose from. In addition, the numbers and their meanings are in ascending order, ie. number one means “not at all” and number two “some”, whereas number three means “quite a lot” and the remaining number 4 means that the participant answered “a lot”.

Table 4: Music facilitates the following areas of language skills*

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	27	2,00	4,00	3,0000	,73380
Pronunciation	28	2,00	4,00	2,9286	,71640
Speaking & Discussion	27	1,00	4,00	2,8889	,75107
Informal vocabulary	24	1,00	4,00	2,7917	,77903
Writing	28	1,00	4,00	2,5000	,83887
Grammar	28	1,00	4,00	2,3929	,73733
Idioms & expressions	27	1,00	4,00	2,3704	,79169
Cultural knowledge	28	1,00	4,00	2,2143	,83254

*) 1=Not at all, 2=Some, 3=Quite a lot, 4=A lot

The mean answer to “music facilitates vocabulary knowledge” was 3, “quite a lot”. This made vocabulary number one in learner perceptions about different areas that English-language music facilitates but there were four blank answers to the question about informal vocabulary, whereas to the other questions there were only single cases of blank answers. Pronunciation was considered the second most affected, and speaking and discussion the third. One can see a clear logic behind these results and the most popular activities that were singing along, reading lyrics and translating words (Table 3). In those activities one does not have to know much grammar or write text but learning vocabulary and pronunciation are inevitable. On one hand, these results are in line with the ones by Sundqvist (2009: 194), as well, because she found that there was a clear connection between extramural music in English and oral proficiency, but on the other, she talked about the role of “reading and music”. Therefore it is impossible to fully exclude the effect of other extramural activities on oral proficiency and just talk about the effect of music. However, there can be said to

be a connection between music and oral proficiency, which was also found in the learner perceptions of the present study.

When it comes to perceptions about which areas music listening facilitates the most, there were some that were ranked higher by those who listened to a lot of English-language music daily. In other words, the listeners with a higher daily listening average believed music to facilitate language skills more than those with a lower one, so the more the participant listened to music in English, the more they believed it to facilitate language skills. Spearman's rank correlation analysis of listening time and perceptions of the areas that were facilitated revealed a somewhat significant connection between high listening time and perception about the facilitating effect of music on pronunciation (.557; 2-tailed $p=0,01$), but also with high listening time and perception about English-language music adding cultural knowledge (.547; 2-tailed $p=0,01$). Interestingly, cultural knowledge was generally seen as the area of language skills that would be the least facilitated by listening to music (table 3), but among "heavy-users" there was a different, more positive, perception on the matter.

Moreover, all the participants of the group that reported more than three hours of daily English-language music listening believed that music facilitates every area of language skills at least to some extent since there were no "not at all" answers to any questions in the section "English language music is helpful on following areas of the language". Consequently it can be said that those who listen to a lot of music in English have a more positive perception of how it is helpful for language skills.

To conclude, people who reported a high daily listening average were slightly more likely to perceive music listening useful for pronunciation, but it was especially true with the question about whether music facilitates cultural knowledge.

7 CONCLUSION

The aim of this quantitative study was to study the perceptions of Finnish ninth-graders when it comes to usefulness of English-language music on English language skills of different areas. In this sense it was successful, and the results showed that some of the participants did not find extramural music excessively facilitating but a few did, whereas the majority found it rather useful and motivating. All in all, the main findings were that music is perceived to facilitate especially learning vocabulary, pronunciation and speaking. The main difference between the ones that listened to music a great deal and the rest of the participants was that the first group also believed it to add knowledge about the culture in broader sense. Furthermore, a fairly clear connection was found between some areas, such as listening to a lot of music and paying attention to grammar aspects that occur in it. All this suggests that people who spend more time on extramural foreign-language activities, are possibly more aware of the educating aspect of those activities.

The results were in line with earlier research, because even though there was no blind faith in learning a language through listening to music, the participants recognized the importance of extramural learning, just like the participants did in Oscarson and Apelgren (2005). This supports the claim that secondary school students believe in extramural learning and it is an important factor in the learning process of English, a language of greatly growing importance.

Also, in the present study the perceptions about language skills that listening to music affects the most were in line with the results by Sundqvist (2009: 194) who found a positive impact on oral proficiency. Therefore it can be said that the participants of the present study had realistic perceptions about it.

Based on the results of the present study, one cannot say that music would be the passive foreign-language activity that the participants in the study by Wu (2012:43) claimed. The results of the present study show that young people use the language in multiple ways while listening to music in English and as a consequence to it, which makes it a good complementary means in language learning. Also, the strong motivating effect of music was clearly present in the results of the present study, which should not be overlooked, keeping in mind that Dickinson (1995: 174) found motivation and its positive effects on learner independency very important in foreign-language learning.

The present study was successful. It shed light on the research problems successfully and managed to find out essential information on extramural learning and listening to music in English

among the target group. The questionnaire functioned as expected in general, but there were also some minor problems in filling in the form. Some pupils did not recall their latest English grade because of the modern grading system according to which the pupils receive a grade after each course, that is, approximately every two months. Some students left blank answers to single questions, which could have been avoided by instructing them more clearly to check that they had answered to every single question before returning the paper. Anyway, some students also commented in form of open comments on the questionnaire.

At its best, learning a foreign language is fun and motivating. Extramural music in English offers an intriguing and laid back way to be in touch with the language and learn more about the culture. Because of its motivating aspect, learning that takes place outside school hours, especially through music, should be studied more and it would be useful and interesting to study it with more specific questions and a test of English skills that would provide information on the participants' actual skill level. Also, the present study did not compare extramural music to other such activities, which is why more research on the topic is needed.

In closing, language teachers should actively encourage their students to take advantage of extramural music because it offers a way to be in touch with the language of today. Musicians, along with other icons of popular culture, are influential people who keep setting and spreading new trends in language, as well. And language, despite its image among some people as a steady and unchanging dinosaur of precise rules and fixed policies, is a fascinatingly organic element that lives and evolves in time with us and for us, its users.

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APPENDIX 1: THE QUESTIONNAIRE (FINNISH)

1. Sukupuoli Nainen Mies

2. Keskimäärin kuuntelen englanninkielistä musiikkia (valitse 1)

- alle 15min päivässä
- 15min - 1h päivässä
- 1-3h päivässä
- yli 3h päivässä

3. Kuuntelen englanninkielistä musiikkia pääasiallisesti (valitse 1): Radion

Suoratoistopalvelun (mm. Spotify) Youtuben Itunesin tai Mp3-tiedostojen kautta Joku muu, mikä? _____

4. Englanninkielinen musiikki jota kaikkein mielelläni kuuntelen, kuuluu ryhmään: (Valitse 1-3. Anna mieluisimmalle numero 1, seuraavaksi mieluisimmalle 2 ja vähiten mieluisalle 3).

- Radiohitit, pop- ja tanssimusiikki
- Vaihteellinen tanssimusiikki, elektro, rave, drum 'n' bass
- Rap
- Funk, soul, r'n'b
- Klassinen
- Kansanmusiikki, etno
- Country, blues
- Indie, brittipop, rock
- Iskelmä, rautalankamusiikki, ikivihreät
- Hevi, raskas rock, goottirock
- Alternative, punk, garage
- Reggae, ska
- Jazz, taidemusiikki
- Joku muu, mikä? _____

5. Kuunnellessani englanninkielistä musiikkia (tai sen seurauksena) olen myös:

	-en koskaan-	-joskus-	-melko usein-	-usein-
a. Lukenut kyseisen laulun lyriikoita	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Laulanut mukana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Suomentanut tuntemattoman sanan tai useita	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Huomannut uuden kielioppirakenteen tai kiinnittänyt huomiota aiemmin opittuun sellaiseen (sanajärjestysasia, prepositio esim. ”depend <u>on</u> this”, artikkelien käyttö esim. ”call <u>the</u> police”). Halutessasi voit tarkentaa: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>				
e. Kirjoittanut kyseisen laulun lyriikoita ylös	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Kommentoinut esim. musiikkivideota/biisiä Youtubeen (tai vastaavaan) <u>englanniksi</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Ottanut selvää esim. englanninkielisen maan kulttuurista, maantiedosta, politiikasta, historiasta, Halutessasi voit tarkentaa mitä tahansa näistä: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>				

6. Englanninkielinen musiikki on mielestäni avuksi seuraavissa englannin kielen osa-alueissa

	Ei ollenkaan -	jonkin verran -	melko paljon -	paljon -
• Sanasto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Epämuodollinen sanasto (mm.slangi)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Idiomit/sanonnat (esim. ”it’s raining cats and dogs”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Kirjoittaminen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Puhuminen & keskustelu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ääntäminen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Kieliopin osaaminen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Kulttuurin tunteminen (esim. tavat, maantieto, politiikka,)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Englanninkielinen musiikki motivoi minua englannin opiskeluun Ei Kyllä

8. Verrattuna omanikäisiini englannin osaamistasoni on Alempi Sama Korkeampi

9. Englannin numero viime todistuksessani: _____

APPENDIX 2: THE QUESTIONNAIRE (ENGLISH)

1. Gender Female Male

2. I listen to English language music on average (choose one)

- Less than 15minutes a day
- 15minutes – an hour a day
- An hour to three hours a day
- More than three hours a day

3. I listen to English language music mainly through(choose one): Radio Streaming media (eg. Spotify)Youtube Itunes tai Mp3-files Another option:_____

4. The genre of English language music I enjoy the most (Choose from one to three. Mark the favourite with "1", the second favourite "2" and the third favourite "3".

- Radiohits, pop- and dance music
- Alternative dance music, elektro, rave, drum ´n ´bass
- Rap
- Funk, soul, r ´n ´b
- Classical
- Folk, etno
- Country, blues
- Indie, British pop, rock
- Schlager, rockabilly, evergreens
- Heavy, Hard rock, gothic rock
- Alternative, punk, garage
- Reggae, ska
- Jazz, arts music
- Another:_____

5. While listening to English language music (or as a consequence) I have:

	-never-	-sometimes-	-quite often-	-often-
a. Read the lyrics of the song	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sung along	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Translated word(s) into Finnish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Noticed a new grammar structure or paid attention to a previously learnt one (word order, preposition eg. "depend <u>on</u> this", use of articles eg. "call <u>the</u> police"). You can clarify here: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>				
e. Wrote down some of the lyrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Commented eg. a music video/song to Youtube (or such) <u>in English</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Found out on eg. culture, geography, politics or history You can clarify here: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. English language music is helpful on following areas of the language

	-Not at all-	-some-	-quite a lot-	-a lot-
• Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Informal vocabulary (eg.slang)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Idioms/expressions (eg. "it's raining cats and dogs")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Talking & discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Mastering grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Cultural knowledge (eg. customs, geography, politics,)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. English language music motivates me to study English No Yes

8. Comparing to other people of my age my English knowledge is

Lower The same Higher

9. My latest English grade: _____