

Using music in teaching Finnish as a second language

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ABSTRACT

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The thesis describes a case study research carried out at the Language Centre at the University of Jyväskylä. The aim of the study was to discover the extent to which music is being used, as a teaching tool, among Finnish teachers who teach Finnish as an L2 for adults. This study also aims to explore how teachers use music as a teaching tool, and how their beliefs impact their teaching practices.

Semi-structured interviews were conducted with four teachers. The interviews with the teachers were recorded and they were analyzed using qualitative content analysis to answer the research questions.

The research found that all study participants, to a certain extent, either use or have used music as a teaching tool in their classrooms. According to the teachers, they use music in several ways for different language teaching purposes. All teachers believe that music can have a positive impact on learners' memory and that it can be a motivation tool for learners.

Keywords: L2 teaching, L2 learning, music, teaching tool, learning tool, teachers' beliefs, case study.

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1 INTRODUCTION

“No one ever taught me how to write, and I have never made a study of writing techniques. So how did I learn how to write? From listening to music. And what is the most important thing in writing? It is rhythm.”

Murakami & Ozawa (2016)

Knowledge of foreign languages is, undoubtedly, considered to be among one of the most valuable asset that one can possess. (Kang & Williamson, 2014; Cook, 2016). With globalization, it is not unusual anymore that people are moving all around the globe in search for better living or working conditions. In the past few years, the rise of immigration has increased with the large number of refugees who had to leave their homes and workplaces. Knowledge of foreign languages has become necessity for large amount of people. As stated by Cook (2016), helping people learn foreign languages is an important task for this century. Therefore, the role of foreign language teachers is significant. Thus effective teaching strategies that can support learning require constant developing in order to meet the needs of learners.

This case study research aims to explore one such strategy – use of music in an adult L2 classroom at the University of Jyväskylä. The aim of the study was to discover the extent in which music is being used, as a teaching tool, among Finnish teachers who teach Finnish as an L2.

Taking into account the overall structure of the present study, Chapter 2 focuses on the theoretical background relating to different aspects of L2 learning and L2 teaching. Chapter 3 introduces the literature review of the connection of music and language, and of how music can be integrated, as a teaching tool, into L2 classrooms. It presents the possible negative effects of music on L2 learning and it gives the background for the present study. The research questions in Chapter 4 are followed by methodological framework in

Chapter 5. The findings will be presented in Chapter 6, followed by discussion, limitations and future directions in Chapter 7 and the conclusion in Chapter 8.

2 L2 LEARNING AND TEACHING

In the present thesis, language learning refers to a second language learning perspective. According to Mitchell and Myles, second language learning covers the learning of any language other than the learner's mother tongue or first language (Mitchell & Myles, 2004, p. 5). Second language learning can occur in the learner's native country or elsewhere. Learning can occur in various settings, and language can be acquired in different ways. Learning can be planned and systematic (Mitchell & Myles, 2004), also referred as instructed context by Ortega (2013), or it can be informal and unstructured or naturalistic. On one hand, naturalistic learners learn L2 in more informal ways, often without ever receiving any organized instruction. On the other hand, instructed learners are taught L2 within formal structures, such as schools or through private lessons. However, since no learning occurs in a bubble, it is difficult to fully separate naturalistic context from instructed one. For that reason, most learners acquire L2 from a mixture of both naturalistic and instructed experiences. In the context of this study, since the target language is Finnish - the first language of the country where the students reside, the context is second language and not foreign language. Students have exposure to Finnish through interaction with citizens and road-signs, food labels, directions, etc.

2.1 L2 teaching

2.1.1 Definition

An earlier definition of L2 learning aligns with how L2 teaching is understood in the present thesis. L2 teaching assumes that teachers are teaching a language which is not their students' mother language. L2 teaching includes teaching methodology, lesson planning, classroom discipline, the provision of adequate

topics (Ur, 1996, p. 5). L2 teaching cannot be considered in isolation. Among other things, age is an important factor in any teaching strategy.

Learners' age is one of the factors that is considered to influence L2 learning (Ortega, 2013; Cook, 2016; Krashen, 1985). It definitely affects the teaching strategies that will be used in the classroom. Ortega (2013) has observed numerous research that examined an impact of age, both of young and adult learners, on L2 acquisition. She concluded that in L2 environment, older children and adults have advantage over younger learners that last for about five years. Afterwards, young learners usually catch up and achieve better performance than the older learners. Nevertheless, when it comes to morphosyntactic and phonological skills, research shows that if these two competences are acquired before puberty, learners can reach a level of native speakers of that language. Cook (2016) acknowledges the importance of age on L2 acquisition, but she believes that researchers still struggle to find an adequate way to describe what are the advantages and disadvantages of younger and adult L2 learners. The research would have to cover not only the mastered language skills, but also L2 learners' exposure to the studied L2 language and the quality of the teaching instructions that they receive.

L2 policy makers and teachers, in order to meet their students' needs, are not excused from taking age into account. Age of L2 learners' impact their teaching styles preferences (Cook, 2016; Ortega, 2013). Cook (Cook, 2016, p. 168-169) uses Spolsky's explanation of the conditions for L2 learning in relation to learners' age. Instructed method of teaching, that was mentioned earlier, requires abstraction and analysis skills, which is more suitable for older learners. Two factors are noticed to enhance adult learners' possibilities to gain L2 skills which will be close to those of the native speakers. Those factors are high motivation and high quality of instructions. Since motivation is an important aspect in this study, it will be explained in more detail in the next subsection.

2.1.2 L2 motivation

Undoubtedly, motivation plays a crucial role in all learning processes (Cook, 2016; Dörnyei, 2001; Krashen, 1985). Dörnyei (2001, p. 36) acknowledges that “an individual’s motivation to learn a second language is sustained by both attitudes toward the second language community and the goals, or orientations, sought through the acquisition of the second language learning”. As it can be seen from Dörnyei’s assertion, learner, as an individual, needs to have an attitude, a goal, and a proper orientation for successful L2 learning.

Krashen (1985) argued that when learner is motivated, the “affective filter”, which represents a mental block, goes down and it opens the ability for learners to acquire new knowledge. Otherwise, when the learner is not motivated and he or she feels anxious, language acquisition will be limited. There has been a number of different approaches over the years to study L2 motivations. There are several orientations which refer to actual reasons for learning the L2 (Ortega, 2013, p. 173). These orientations impact the motivation of the learners, and therefore, the outcome of their learning processes. The five orientations are presented in the graph below.

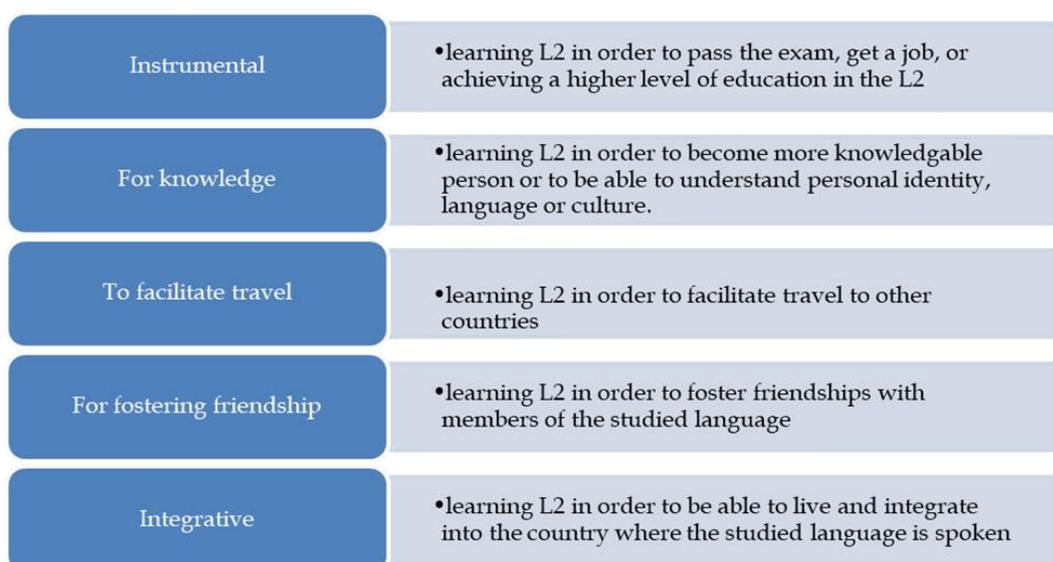


FIGURE 1. Ortega’s five orientations for learning a L2

Due to the fact that intrinsic and extrinsic motivations directly impact the classroom motivation, defining them is of a great importance for teachers (Ur, 1996, p. 276). Intrinsic motivation is characteristic for those learners who engage into the learning process because of their own interests. Extrinsic motivation is derived from external reasons, such as a need to study in order to pass the exam.

2.1.3 Teachers' beliefs

Many studies have examined the impact of teachers' beliefs on their teaching practices (Alisaari & Heikkola, 2017; Pajares, 1992; Cook, 2016). All teachers have their beliefs about factors that are crucial for L2 learning (Cook, 2016, p. 172), and those beliefs have a great influence on teachers' behavior in the classroom (Pajares, 1992). Since some of the factors that impact L2 learning, such as age cannot be changed, teachers have to be prepared to coordinate their beliefs with their teaching practice.

For the context of the present study, the research conducted by Alisaari and Heikkola is of a great importance. The authors investigated Finnish as a L2 teachers' beliefs and practices from several perspectives. Firstly, they examined their beliefs and practices related to using music activities as a teaching technique. Particularly, they have examined teachers' beliefs towards singing, listening to songs and reciting poems as language teaching methods. Secondly, they investigated whether there would be a relationship between teachers' beliefs or practices and their pedagogical qualifications, working experiences or educational settings. Thirdly, they compared the relationship between teachers' beliefs and their reported classroom practices. The participants were 94 Finnish L2 teachers who teach in multiple environments, from kindergartens to universities. The method of data collection was an online survey questionnaire.

The findings show that the teachers had highly positive beliefs about the psychological and pedagogical benefits of using music as a teaching tool. No exceptional differences were found between teachers working in different educational environments or between their pedagogical qualification, or

working experiences. Interestingly, the study shows that even though teachers' have highly positive beliefs about using music as a teaching technique, in practice there is disconnect between their beliefs and practices. As researchers of the study recognize, previous studies have also shown that teachers often do not use the language teaching techniques even though they consider them highly positive and beneficial. The authors argue that there are numerous positive effects of music on L2 learning, and they encourage teachers, who have positive beliefs towards using music as a teaching tool, to increase use of musical activities in their classrooms.

3 USING MUSIC IN L2 TEACHING

Many researchers argue that the integration of music, into L2 teaching and learning, offers various educational advantages for both teachers and learners (Kang & Williamson, 2014; Legg, 2009; Ludke, Ferreira & Overy, 2014; Mora, 2000; Griffie, 1998). It seems that there is a constant increase in the amount of hours that people spend on listening to music (McIntyre, 2017). Music, just like language, is a way of how people communicate and moreover, it is a way through which people build and develop their identities (MacDonald, Hargreaves & Miell, 2002). Popular music can be engaging teaching tool, not only in language classrooms, but also in other subjects' classrooms (Moore, 2011; Young, 1982). Young's (1982) focus was on determining in which school subjects' music is being used. She found out that the teachers use music as a teaching tool in a wide range of subjects, such as science, history, languages, and literacy.

The main reasons, for teachers to integrate music in their classrooms, seem to be positive effects that music has on learners and the ability of music to make teaching and learning more interesting. Teachers can use music in variety of ways depending on what they want to achieve with it. They can use it as a part

of a classroom ritual, when they want to shift between the topics, or when they want to revise what was already taught. Music can also help learners to concentrate and to assimilate information. This will be discussed further in the subsequent subsections.

3.1 Music and Language

Samama (Samama & Clements, 2015, p. 27) states that music “consists of an interplay of rhythm, melody and harmony, but equally of the various timbres of innumerable instruments, and of the endless ways in which these elements can be combined and made to interact”. Undoubtedly, music and language have many similarities. For this reason, many authors have focused their research on examining the relationship between music and language, and in finding the similarities and differences between the two notions (Mora, 2016; Patel 2008).

Mora (Mora, 2016, p. 3) in her study questions “if music and language are two innate human capacities, with an undeniable link between them, does this mean that everyone could benefit from their intertwined input in the language classroom?” She offers two supporting statements that recognize the value of music usage in L2 teaching and learning. Musical abilities have a possibility to increase linguistic cognitive processes, such as phonemic and phonological awareness, reading understanding, vocabulary acquisition, listening, and speech skills. Furthermore, L2 learning can take advantage of the fact that music can positively impact learners’ emotions. The positive impact that music can have on language learning can be found in the fact that language and music processing occur in the same area of the brain (Medina, 1990).

Patel (2008), in the first comprehensive study from the standpoint of cognitive neuroscience, has explored the relation between music and language. He underlines that comparison between music and language can contribute to the research, which aim is to explore cognitive and neural mechanisms which are unique human capacities. DiEdwardo (2005) finds that integration of songs

into language classrooms has the ability to initiate learners' cognitive processing.

Lock (2006) presents 20 ways in which music can be used, as an integral part of instructions, in children's inclusive and special needs classrooms. Not only can teachers use music to develop learners' language skills, but also music can help in developing gross and fine motor skills. Music can serve as a tool to help children acquire and practice concepts, and to develop vocabulary skills.

3.2 Music in the classroom

In recent years an increasing number of studies examine the use of music in L2 classrooms. DiEdwardo (2005) argues that music presents a catalyst for developing critical thinking, reading, writing, and understanding skills. Moreover, he underlines that music can help teachers in a process of transforming the educational environment. Additionally, music can be used as a tool for addressing cultural topics and music can be a strong motivator for learners. When talking about music activities in foreign language classrooms, emphasis can be on two forms of activities: teaching techniques and learning processes. Numerous research show that music can be used in teaching all areas of L2 teaching and learning: listening, writing, reading and speaking (Alisaari & Heikkola, 2017; Lynch, 2017; Griffee, 1998; DiEdwardo, 2005). L2 learning requires, to a certain extent, from learners to study all areas of the language simultaneously. Without reading skills, learners are unable to practice translation, without at least basic vocabulary knowledge, listening exercises would not be so meaningful, etc. The fact that teachers, depending on the aim of their teaching, can use music to teach all areas of L2 languages, gives a significant value to music as a teaching tool. The following subsections elaborate on the research carried out in different aspects of music in L2 teaching and L2 learning.

3.2.1 Music and Vocabulary Acquisition

Vocabulary acquisition is certainly one of the most important aspects of L2 learning. Ur (Ur, 1996, p. 60) states that “vocabulary can be defined, roughly, as the words we teach in the foreign language”. Without learning vocabulary, L2 learners cannot use oral or written language. Numerous researchers argue that songs represent an excellent resource for teaching vocabulary (Griffie, 1998; Kayyis, 2015, Legg, 2009). Moreover, Abbott (Abbott, 2002, p. 11) suggests that songs which contain figurative language, such as metaphors and idioms, can be used for vocabulary practice.

Medina (1990) investigated if English as a L2 could be acquired through music. To test her theory, Medina established four treatments. The music-illustration group heard a story in a sung version with illustrations, while the music-no illustrations group heard a sung version without illustrations. Subjects in the no music-illustrations group heard a spoken version of a story with illustration, while no music-no illustrations group heard a spoken version without illustrations. Participants were 48 second grade children with limited English proficiency. The findings show that the combination of music and illustrations resulted in the largest vocabulary acquisition. In addition, the results show that Krashen’s hypothesis, in which he argues that extra linguistic support allows and helps language acquisition, is valid. The author acknowledged several limitations of the study and indicated that there was a need for future research on this topic. One of the mentioned limitations is sufficient time to observe a change in the subjects’ ability to acquire new vocabulary. Medina concludes that music should play a more important role in the second language curriculum. The study is optimistic about the integration of music activities into the classroom.

The advantage of using music for teaching vocabulary has been acknowledged by other researchers as well. According to Legg (2009), who conducted the empirical study with the aim to discover if music can enhance learners’ skills in memorizing vocabulary, music is a valuable L2 teaching and learning tool. Legg (Legg, 2009, p. 3) argues that a catchy melody combined

with lyrics is most likely to be memorable. Moreover, repetition, as one of the song's characteristics, can help in memorizing vocabulary. Finally, ability of music to positively impact learners' feelings can enhance their learning capacities. The same view is shared by Griffiee (1998), according to whom lyrics can be used as a resource for teaching vocabulary.

Kayyis (2015) studied the influence of English pop songs on vocabulary acquisition among 64 adult students. The main aim of the study was to find out if there is a significant difference between the vocabulary mastery using or without using music as a medium. The main hypothesis of the study was that the students would learn vocabulary more effectively with the help of English pop songs, compared to students who were taught vocabulary using traditional teaching techniques. This hypothesis was built upon several assumptions. First, it was assumed that songs, as a teaching method that differs from the traditional ones, make teaching more interesting and therefore, it can create a pleasant atmosphere for learning. Secondly, the repetitive nature of songs combined with a rhythm can aid learners' memorization process. Third, listening to songs can improve learners' listening skills and therefore, their vocabulary mastery can be upgraded. In this experimental research, the students were randomly divided into one experimental and one control group. In the experimental group, students were given English pop songs as a treatment, whereas, the control group has received traditional media as a treatment. The findings show that there is significant difference between vocabulary scores of the experimental group students and those from the control group, which leads to a conclusion that use of English pop songs has a possibility to positively impact students' vocabulary mastery.

3.2.2 Music and literacy

Music and songs can be used as a tool for teaching grammar and grammatical structures (Griffiee, 1998). Abbott (Abbott, 2002, p. 11) emphasizes that simple songs are often filled with repetition and grammatical patterns, and as such

they can be used as a resource for grammar practicing. The author states that song analysis can be a valuable method for students to learn about the figurative language, and moreover, song lyrics can improve learners' reading and writing skills. Teachers can combine listening activities with reading and writing tasks in order to achieve comprehensive teaching. Butzlaff (2000) argues that "when students learn the lyrics of songs they may engage in reading written text. The lyrics of songs are often repetitive and hence predictable. It is possible that experience in reading such predictable text may train reading skills." Moreover, Abbott (Abbott, 2002, p. 11) notice that "When song lyrics are presented in both visual and auditory formats, carefully designed music activities have the ability to tap into the four modalities: visual, auditory, emotive, and kinesthetic." DiEdwardo (2005) goes even further, and based on the statistical results of case study, claims that pairing musical intelligence and linguistic intelligence creates a positive connection between the two intelligences which has a positive impact on L2 learners. The author suggests based on her overview that pairing these two intelligences has the ability to trigger the brain's cognitive functions which are crucial for writing and reading.

3.2.3 Music and oral skills

Abbott (Abbott, 2002, p. 14) offers a valuable set of guidelines for L2 teachers who want to integrate musical activities into their teaching. In order for teachers to cover several areas of L2 teaching, following activities should be included: pre-listening, listening and post-listening activities. Pre-listening activities motivate learners and furthermore, provide them with appropriate vocabulary. Listening activities can also be organized in several ways. Teachers can provoke discussion about the song itself, or have an activity with scrambled words on them and ask them to find correct answers (Abbott, 2002, p. 15). This way, students can practice listening, reading and writing at the same time. Finally, post-listening activities aim to support students to practice their oral skills through a discussion with a teacher or within themselves (Abbott, 2002, p. 15). Music has the ability to improve L2 learners' listening comprehension skills

by exposing them to new vocabulary, expressions, idioms, and accents (Lynch, 2017).

Alisaari and Heikkola (2017) suggest that for practicing oral skills and teaching pronunciation, singing and reciting songs are the most beneficial methods. Additionally, singing can help students to remember words, language structures, and meaningful phrases. Even though singing has been acknowledged to be a valuable tool in L2 learning, not necessarily will all teachers and students feel comfortable to sing in classroom. Therefore, Abbott (2002) underlines that if students do not feel like singing, they should not be forced to it, because it might lower their motivation and hinder their learning progress. Listening and singing can enhance learners speaking skills (Ludke, Ferreira, & Overy, 2014). Mora (2016) argues that music does not only affect the pronunciation skills of learners, but it also impacts the entire language acquisition process.

3.2.4 Music and memory

Kang and Williamson (Kang & Williamson, 2014, p. 729) argue that “music is frequently considered to be an effective tool for improving memory in real-world settings.” To test the argument, the authors conducted a quantitative study that involved 32 students to examine the effect of background music on L2 learning. The aim of the research was to see if background music will have an impact on learning Chinese Mandarin or Arabic language, during the two weeks trial course. The researchers discuss the following three mechanisms: music as distraction or stimulation, music and memory, and musical experience. The findings show that the presence of background music can differentially impact foreign language learning. On one hand, the Chinese Mandarin learners who were in a group that used music performed remarkably better on tests of recall and translation than those who did not use music. On the other hand, no effects were noticed in the Arabic learners’ abilities. The authors argue that music can both help and hinder task performance. Musical training can improve language learning skills. The study acknowledges that

music can also negatively impact L2 learning. Considering the findings of their research, the authors suggest that further studies should take into consideration L2 learners' personal reactions to the music.

De Groot (2006) points out that there are many studies that show that music positively affects L2 learners' performance. However, there are also studies which argue that music does not enhance L2 learning. In order to examine the effects of background music on learning and forgetting L2 vocabulary, De Groot conducted a quantitative study that involved 36 first year psychology students at the University of Amsterdam. The participants were divided equally into two groups: one group was learning without music condition, and the other group had baroque music on while learning. None of the groups had music played during the testing. Even though no negative effects of the background music were reported, the findings show that only a subgroup of the participants benefited from the presence of background music. De Groot underlines that effects of background music should not be underestimated and she suggests that further research is needed.

Another study that shows the positive impact of music on learners' memory was conducted by Legg. Legg (2009) divided 12 and 13 years old students of French into two groups: music and non-music. Similar to the earlier mentioned study conducted by Kayys (2015), the non-music group, that consisted of 29 learners, was given traditional teaching strategies which involved listening and repeating French words and phrases. The music group, with 27 learners, received the learning materials that had been transformed into sung novel melodies. The findings showed that the learners in the music group scored significantly higher in post-test memory for the L2 materials compared to the non-music group. Ludke, Ferreira and Overy (2014) claim that singing can be beneficial method in L2 learning. They suggest that a learning method "listen-and-sing" can ease verbatim memory for spoken foreign language phrases. This study demonstrates the first experimental evidence that singing can facilitate short-term paired associate phrase learning in L2 learning. The aim of the research was to see which "listen-and-repeat" learning condition can

enhance L2 learning the most. Sixty students were assigned to speaking, rhythmic speaking, and singing learning conditions. A variety of measurements was used to measure participants' learning. The results show that singing was the most effective as a learning condition, compared to the other two.

3.2.5 Music and motivation

It is the indisputable fact that motivation has a great impact on learning. Without motivation, every learning tends to become an overwhelming process. Ur (Ur, 1996, p. 274) gives another interesting perspective on L2 motivation. According to her, it is more valuable to think about motivation through a lens of the motivated learner who is keen to devote in learning activities in order to progress. Motivation makes both teaching and learning more pleasant and therefore, more productive.

Various studies (Fonseca, Griffiee, 1998; DiEdwardo, 2005) show that music can be a strong motivator for L2 learners. Personally, Finnish music was the reason why, at first, I started to learn Finnish language. DiEdwardo (2005) argues that music can be a strong motivator for learners of all ages. When students listen to music that interest them, they can become more open towards learning and mastering reading and writing skills. Taking into account the fact that most people are in some ways interested in music, teachers can use this as an advantage and turn music into a useful teaching tool which can enrich their lessons.

3.2.6 Music and culture

Culture is an important part of learning language. Mora (2016) argues that besides a positive impact that music has on learners' emotions, music also help learners to identify with foreign cultures. Music can be a useful medium in teaching about the culture of a specific country (Griffiee, 1998). Abbott (2002) acknowledges a significant relation between music and cultures. People are expressing their feelings, ideas, and cultural values and beliefs through music.

This reveals that music is associated with positive feelings, and it tells us that a culture itself can be represented through music (Griffiee, 1998).

DiEwdwardo (2005) acknowledges that teachers can use songs as a resource to initiate cultural discussions with their students. If music represents learners' culture, it can open a possibility for them to relate to it. L2 classrooms might consist of students with different cultural backgrounds. Music can be used as a tool for comparing different cultures and finding differences and similarities between the culture of a learner and culture of the studied L2.

3.2.7 Music as a teaching tool

Krashen (1985, p. 3) agrees that even though there are some similarities in how people learn, it is not possible to determine the unique and the right way of how knowledge is being acquired. Considering Krashen's statement and in order for teachers to be able to meet their students' needs and offer them necessary support to develop their learning, they should to use variety of teaching tools in their classrooms. Ur (Ur, 1996, p. 189) argues that in most cases, language teachers will need supplementary materials in their classrooms.

Taking into account the general fact that people find music as a useful tool for memorizing, it seems logical that L2 teachers embrace music as a possible useful teaching resource. Griffiee (Griffiee, 1998, p. 26) acknowledges that "songs can be used to supplement a textbook or they can serve as the text itself."

Mora (2000) argues that development of musical intelligence is significant for language teaching and therefore, teachers should use variety of resources in order to comprehensively support learners' potentials and intelligences. According to Mora (2000), music can serve as a versatile teaching tool as discussed in previous subsections.

Due to the fact that probably all students possess at least some musical intelligence, using music in L2 teaching can be of a great benefit for students. Howard Gardner (1993), a psychologist, developed a theory of multiple intelligences (MI theory). According to MI theory, all people have certain intelligences (linguistic, logical-mathematical, spatial, bodily-kinesthetic,

musical, interpersonal, intrapersonal, and naturalist) that can be combined in numerous ways. All humans possess all of the intelligences to a certain extent, and we all have a certain possibility to develop them further. In order for us to develop our intelligences, three main factors need to be satisfied: biological (genes, brain injuries), personal life history (experiences with other people), and cultural and historical background (the place and culture we were born in) (Armstrong, 2009, p. 28). Taking into account the topic of the present study, linguistic and musical intelligences are applicable, and therefore, they will be described in more detail.

Mora (2000) relies upon Gardner's theory of multiple intelligences which argues that all learners are individuals who possess various intelligences and potentials that can be stimulated by the teachers in the classrooms. In order for teachers to support the further development of their students' intelligences, they should be able to adapt their teaching techniques to their students' needs. Armstrong (2009) offers a wide range of teaching strategies that can help teachers to develop and improve their teaching methods in order to keep up with the educational changes. Following, in the graphs below (Figure 2 and Figure 3), several strategies and their main characteristics, for developing learners' linguistic and musical intelligences, are presented. By using adequate linguistic strategies, teachers help students to develop their understanding of the language and its structures. By mastering linguistic skills, learners become aware of how to express themselves through a language which represents an influential communication medium. The same idea applies for musical strategies. By being exposed to a variety of musical strategies, students are given an opportunity to learn in the environment which fits to their learning preferences.

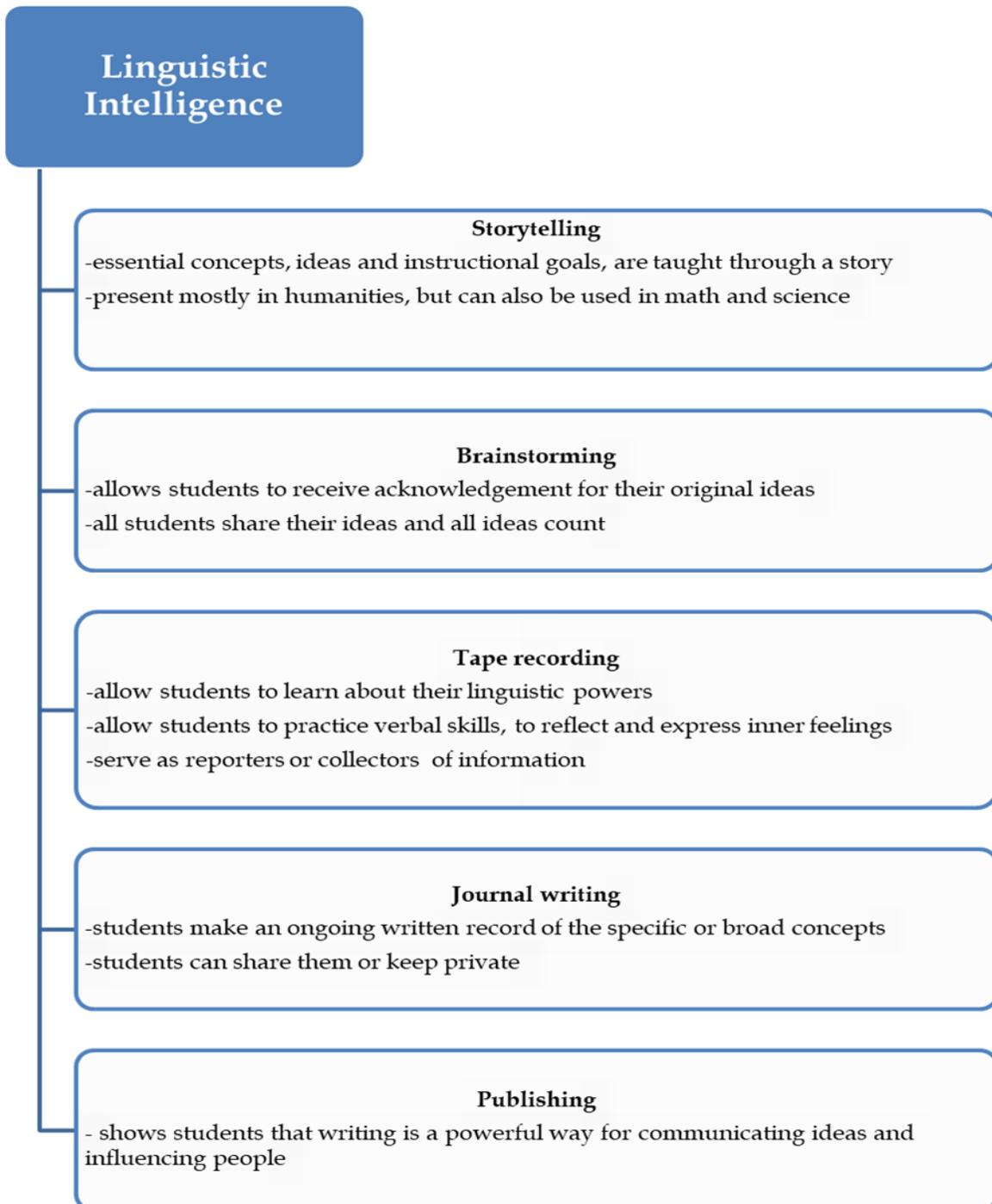


FIGURE 2. Armstrong's linguistic intelligence strategies

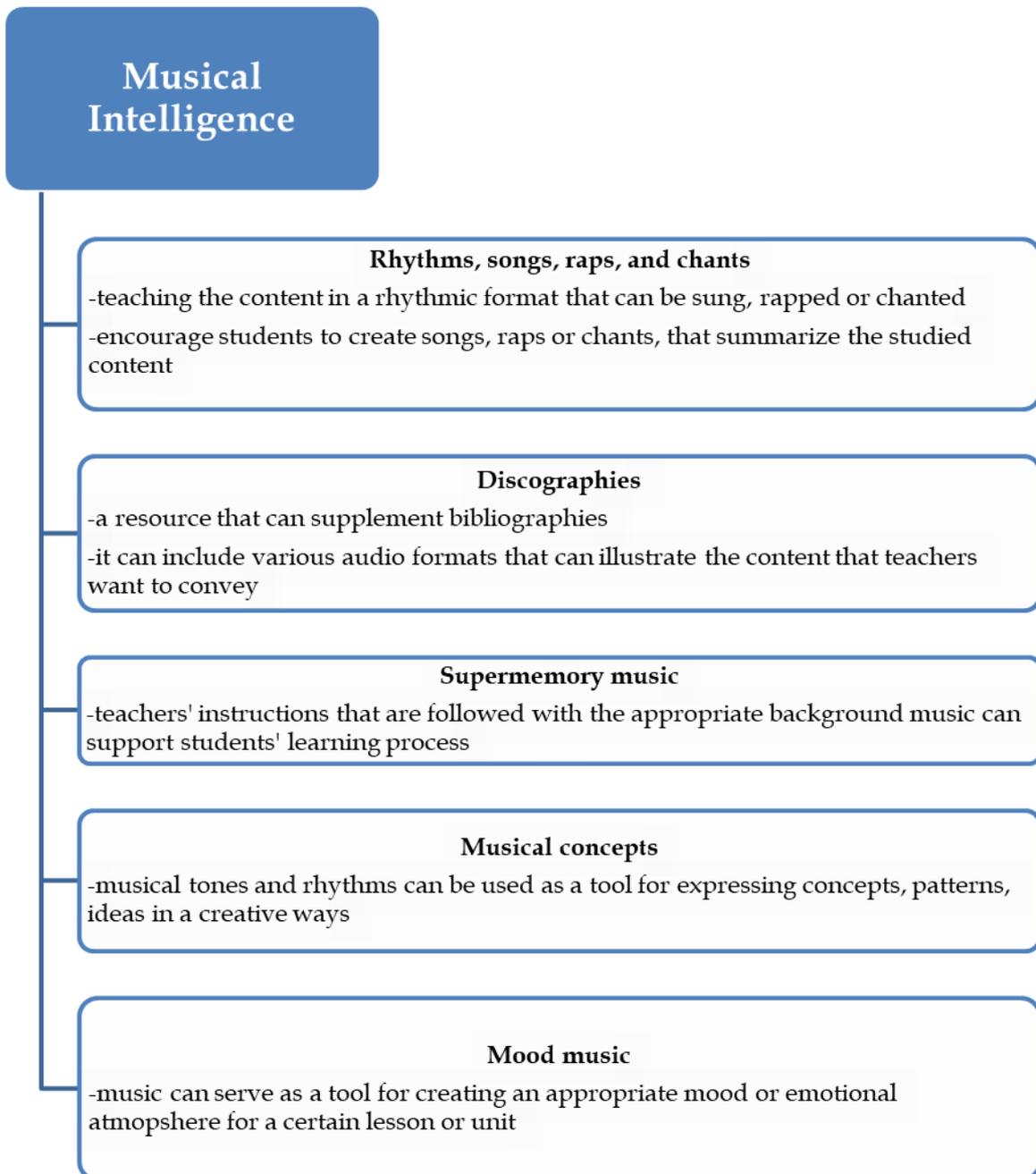


FIGURE 3. Armstrong's musical intelligence strategies

3.2.8 Positive Classroom Atmosphere/Positive Feelings

Various studies show that music can create an ideal and pleasant atmosphere in the classroom and therefore, support L2 learning (Kang and Williamson, 2014; Griffiee, 1998). Music has a power to lower anxiety and therefore, enhance learners' learning possibilities. Positive learning environment has a great impact on the learning process itself by stimulating positive associations (Murphey, 1992, p. 6)

Abbott (2002) acknowledges that teachers have a choice, depending on the classroom environment that they want to create, to choose a song in order to energize the students or to establish tranquility. Music can impact learners' emotions. Melodies and rhythm can create "positive emotions, motivation, verbal memory, social bonding or even self-regulation, all of which are needed for the development of good language skills" (Mora, 2000, p. 6). Griffiee (1998) noticed that in most cases students cannot use their mother tongue in L2 classrooms, and this can cause a frustration among them. The author suggests that, in those kind of situation, teachers can use background music as a tool for creating a relaxing classroom atmosphere.

3.3 Negative Effects of Music

Kang and Williamson (2014) argue that music can both help and hinder task performance, "Music that is low in complexity has been associated with improved performance on language learning tasks"; However, the presence of music that is high in complexity can significantly interfere with cognitive performance. To avoid negative effects of music, Abbott (Abbott, 2002, p. 11) suggests several factors that L2 teachers should take into consideration when choosing a song, such as "tempo, clarity of vocalization and enunciation, stress, amount of repetition, language level, word order, vocabulary, and the extent of metaphorical usage". Another possible disadvantage, of using music as a teaching tool, lies in a fact that lyrics can be grammatically incorrect. However, L2 teachers have a possibility to discuss with their students what is

grammatically wrong and furthermore, support them to find the correct solution. Moreover, it would also give the teacher an opportunity to discuss different music genres and why what is “correct” in one genre might be “wrong” in the other genre (e. g. in subculture slang or casual language).

3.4 Background for the study

Music has always been present in my life both as an art form and tool. I remember using music as a child while playing memory cards in order to remember which tile is where. Later on, I used music for educational purposes, when I was trying to remember difficult terms. I still use music as a learning tool in studying Finnish as an L2 language.

I took five language courses at the Language Centre during 2016 and 2017. Four of those courses were group courses, and one of them was the independent study course. Four teachers taught those courses. All teachers are Finnish and their mother tongue is the Finnish language. During my classes, I was intrigued with how music was used in the classroom for teaching Finnish. Personally, my introduction to Finnish arose due to my interest in Finnish music and the use of music in the classroom seemed natural to my learning style.

I have benefited greatly from listening to Finnish music. It helped me not only to hear how the language sounds, but it also helped me to acquire new vocabulary. Even though I am not a good singer, I believe that singing in Finnish positively affects my pronunciation. My former teachers were always amazed with my pronunciation skills. Since song lyrics represent authentic examples of Finnish language structures and real use of the language, I analyze song lyrics in order to develop understanding of language structure and grammar. Moreover, I enjoy translating lyrics of songs that I like. Sometimes, in order to practice writing skills and when I want to memorize certain phrases or words, I write short poems. One of the poems I wrote while doing the Finnish language level 2 course is below.

Kylmäsavulohi, missä on sun koti?

Äitisi on hiiri,

Isäsi pieni siili.

kylmäsavulohi, missä on sun koti?

Kylmäsavulohi, missä on sun koti?

Siskosi on lisko,

Veljesi on susi.

Kylmäsavulohi, missä on sun koti?

Merellä on kylmä,

Rannalla on kuuma.

Missä on mun koti?

Olen kylmäsavulohi.

While the informal chats with my classmates clarified that not everyone used music as I did, as a student of Education, I grew interested in exploring the teachers' perceptions when it comes to music usage inside and outside the L2 classrooms since they were exposed to a wide variety of learners and had a more substantial experience.

4 RESEARCH QUESTIONS

The aim of the present study is to discover the extent to which music is being used in second language classrooms in the Language Centre at the University of Jyväskylä, in Jyväskylä, Finland. The Language Centre conducts Finnish language courses for adults. The focus will be on identifying how music is used as a teaching tool and furthermore, the study aims to explore why teachers use music as a teaching tool in these classrooms. The research questions are as follows:

1. What are teachers' beliefs or reasons for using music as a teaching tool in their classrooms?
2. How do teachers use music in their classrooms?
3. What are the teachers' perceptions of how L2 learners can benefit from using music in their L2 learning process?

5 IMPLEMENTATION OF THE STUDY

5.1 Case Study Research

5.1.1 What is Case Study Research?

Case study research can be defined as “an inquiry that focuses on describing, understanding, predicting, and/or controlling the individual (i.e., process, animal, person, household, organization, group, industry, culture, or nationality)” (Woodside, 2010, p. 1).

As Woodside (2010) explains, the core feature of case study research is its ability to focus the research issues, theories and empirical inquiries on the individual. These mentioned characteristics of case study research allow researchers to gain deep knowledge of a researched issue. Mostly, in case study research, “theory development is inductive, following data collection and explaining the dataset” (Mabry, 2008, p. 224). This allows a researcher to adapt its data’s findings to the already existing theory and/or to create a new one. Case study research starts with the clarification of the research questions and the creation of data collection plan. Following, processes of collecting and storing the data occur. Afterwards, researchers are expected to choose the adequate analysis method. Finally, the results report is being created.

5.1.2 Why Use Case Study Research?

Freebody (2003) states that in educational sciences, for decades, case study has played a valuable role as a research method. As explained by Freebody (Freebody, 2003, p. 81), “case studies focus on one particular instance of educational experience and attempt to gain theoretical and professional insights from a full documentation of that instance.”

Mabry (2008) highlights few possible reasons for choosing case study as a research method. Firstly, a particular case for a case study may be selected

because of the researcher's interest in a particular issue. The chosen case study might have a capacity to be informative about an issue. Finally, case study research offers a possibility for gaining a deep understanding of particular phenomenon. A deeper knowledge of a certain educational practice plays a significant role in educational research. Once researchers and practitioners are given the insight of the examined educational practice, they can notice its flaws and they can work on finding the right ways of improving it.

Case study research is considered particularly appropriate for the study of teaching practices. Teaching can be characterized as an intensely local practice (Freebody, 2003).

5.1.3 Case Study Research in This Study

As already stated, case study research can be used to explore characteristics of a certain institution and its practices. The present case study aims to discover teaching practices of the teachers who teach Finnish as an L2 at Language Center at the University of Jyväskylä.

This section will aim to justify why case study research is suitable for this study. As a student of Education studies, I was drawn to understand how music is used as a teaching tool due to my personal learning style using music. Since my interest was in adult learners of a foreign language, especially Finnish, I focused my attention on the Language Centre where I had experience of learning the language. As the aim of the present research is to gain a deeper descriptive knowledge about the educational practice of the specific group of teachers, choosing a case study as a research method seemed like an adequate option. Moreover, Gillham (2000) argues that in case study research, a priori theoretical notions are not necessary, because in order for researchers to know what the most suitable theory is, they firstly need to know what is in their data. In the present study, theoretical framework was built based on the data findings.

Many studies argue that there are a great number of benefits in using various data collection methods, such as interviews, observations, document

analysis, in case study research (Mabry, 2008; Freebody, 2003). Using various methods is known as methodological triangulation (Gillham, 2000, p. 13). In this study, only the interviews were used. Choosing interviews for the present study is appropriate because for the past two years I have been a L2 learner myself. I have successfully completed five Finnish language courses provided by the Language Centre at the University of Jyväskylä. Finnish 1 language course is an obligatory course for all international master students studying at the University of Jyväskylä. Students who wish to continue studying Finnish, have the possibility to choose between comprehensive courses, independent courses or specialized courses which focus is on a certain area of language, such as writing or conversation. Interviewing my former teachers has given me a clearer understanding of their reasons for using music as a teaching and learning tool. That understanding has given me the ability to reflect and compare the findings with my previous assumptions regarding L2 learning (Johnson, 2011). Later, in the discussion section that follows the findings of the present study and the understanding I got will be discussed in detail.

My initial idea, for the present research, was to discover the extent in which music is being used in foreign language classrooms in various contexts in the city of Jyväskylä, Finland. Besides the Language Centre at the University of Jyväskylä, I have contacted Monnikulttuurikeskus Gloria, The Jyväskylä Adult Education Centre, and JAMK Language Centre. Unfortunately, I was not able to reach anyone from JAMK Language Centre, and the representatives from the other two institutions responded that their teachers do not use music in their teaching. Therefore, I have focused on the Language Centre exclusively in this study.

5.2 The Participants

5.2.1 Interviewees' Profiles

The data for the present study was gathered by interviewing four Finnish teachers who currently teach in Finnish as a L2 department at the Language

Centre at the University of Jyväskylä. At the moment, there are eight female teachers who teach in the mentioned department. I emailed all the teachers. However, four of them agreed to take part in the study.

A face-to-face interview was conducted with each teacher individually. The data for the present study was collected during April and May of 2017. The main criteria for selecting the participants was that they currently teach Finnish as a L2. This was required in order to gain knowledge about the current role of music in their classrooms. The current teaching status of the participants will be presented in the section below together with other relevant information (regarding the role of music in their lives) about them. In order to protect privacy of the interviewees, pseudonyms were used in the study instead of their real names.

At the time of the interview, Kati has just finished teaching a Suomi 1 course. In school, she studied French, English, and Swedish. She had had different learning experiences when it comes to using music in language classrooms. On one hand, French music was used quite often. On the other hand, English and Swedish music were not used very much. Kati considered herself as a very nonmusical person. Music is not an important part of her life and she does not listen to music very often. Kati defined music as “a sound that is produced by instruments and singing”. She played piano when she was younger, and she says she cannot sing. Taking that into account, as she explained, she does not have an ear for catching the lyrics unless she sees them. Kati also believed music was not that beneficial in her foreign language learning. However, she stated that music helped her to still remember some French songs that she listened to as a kid.

Kris is currently teaching a Suomi 2 course. She also taught Survival Finnish course. In elementary school, she used to study English. In class, they only listened to music that had the lyrics in their textbooks. She enjoyed listening to music in English, so she never actively thought that she used it to support her language learning. However, she considered her Swedish knowledge to be mostly passive. Recently, though she has been trying to listen

to more Swedish music to better her command of the language. Kris saw music as a way to relax and it makes her feel different kinds of emotions and feelings. In her opinion: “music is like a tone and pitch and rhythm, what you can hear. It also makes you feel nice”.

Taja has been teaching several courses this semester, including Text Comprehension 1, Conversation 1, Suomi 1, Survival Finnish, and one course for staff. She studied many languages, English, Swedish, German, Estonian, and Karelian. She thought that music was used in all of the mentioned language classrooms. In elementary school, to support her learning of history, she has used music. She used to make songs to remember some difficult tasks and before the test she would sing them out loud to her classmates. Moreover, she used the same method to support her L2 learning. Taja saw music as something you can hear and “there needs to be some kind of rhythm and melody”. She considers music to be important in her life. She used to practice the piano and still plays the piano, and she used to sing in a choir. Music made her feel strong emotions.

Nata has just finished teaching a Suomi 2 course. She generally teaches Suomi 1 and Survival Finnish. At the moment, she is also teaching Suomi 2 at the Open University. She saw music as something that has “sounds, melodies [...] with or without singing”. Nata has studied Spanish and Italian. Music was rarely used in those language classrooms. She has used music to support her language learning, mostly through listening to songs and reading the lyrics at the same time in order to remember the words.

5.3 Collecting data: Semi-Structured Interviews

The data for the present study was gathered by interviewing four native Finnish teachers who currently teach Finnish as an L2 at the Language Centre at the University of Jyväskylä. Some general characteristics of semi structured interviews will be presented. Following, the course of the data collection is introduced.

5.3.1 The Principles of Semi-Structured Interviews

In collecting data about using music as a teaching or learning tool in L2 teaching and L2 learning, both qualitative and quantitative methods can be useful means of collecting data. Quantitative studies can provide a broad view of a certain issue taking into account many different sources of data, but they lack the capability to gain in-depth knowledge and understanding of a particular issue from any individual point of view (Gillham, 2010; Mabry, 2008). Creswell (2007) emphasizes that researchers use qualitative research when they need a detailed understanding of the problem. Since the aim of the present study is to gain in depth descriptive knowledge on how and to what extent L2 teachers use music as a teaching tool, the qualitative method of data collection was chosen.

Interviews are a common way of collecting the data within case study research and qualitative studies in general. There are various types of interviews and they play a significant role in educational research (Dilley & Tierney, 2011). Interviews are a valuable method of collecting the data because the researcher can get the information about the past events and practices. Moreover, the interviewees can share their personal experiences in more detail (Tracy, 2012). For the present study, the participants' past personal and professional experiences are of the great importance. Therefore, interviews seemed like a logical choice of a method for the data collection. As noticed by Tracy (2012), structured interviews might lack the depth of information. Therefore, semi-structured interviewing, as a method of collecting the data, was chosen for the current study. As Mabry (Mabry, 2008, p. 10) explains "semi-structured interviews allow follow-up questions and exploration of topics unanticipated by the interviewer, facilitate development of subtle understanding of what happens in the case and why." As such, semi-structured interviews enable the possibility of gaining the deeper knowledge and information of a particular area of interest. Furthermore, semi-structured interviews allow the researchers to learn and understand the meaning of the participants' perceptions and actions, which is especially beneficial possibility

for the present research. Semi-structured interviews are characterized by their flexibility, which allows the interviewer to rephrase questions, and, if needed, to make changes in line to the interview situation (Galletta, 2013). As pointed out by Galletta (2013), due to the fact that possible misunderstandings in interpretation may occur, engaging participants in clarification is a major task in semi-structured interviews.

5.3.2 The Course of the Data Collection

As previously mentioned, the data for the present study was gathered in April and May of 2017 by interviewing four Finnish teachers who currently teach Finnish as an L2 at the Language Centre at the University of Jyväskylä. All interviews were conducted in English. Individual interviews, in which the interviewer uses a device to record an individual's answer, is among the most commonly used format of an interview.

The interviews for this study were recorded then transcribed based on these recordings. The scheme for the interviews was based on Johnson's (2011) instructions for conducting interviews, and on the tips given by Tracy (2012). Both authors suggest that the interview should start with several icebreaker questions to get the interview going. A few transitional questions that can additionally explain the purpose of the study and asking for permission for voice recording usually follow the icebreakers. Next, the main questions of the study should be asked and at the end, the interview can be concluded with the interviewer summarizing the main points in order to clarify the understanding.

5.3.3 Interview Questions

For this study, the interviews conducted were semi-structured. The interview questions were grouped under the following themes: **L2 teaching**, **L2 learning**, **Using music in the classroom**, and **Using music to support personal L2 learning**. The beginning of every interview started with few icebreakers questions. The main role of the aforementioned questions was to get to know the participants and give further details about the research. Even though there

was a list of questions, some additional questions were occasionally asked in order to clarify some answers. Also, the list of questions was not strictly followed due to the fact that some of the answers have naturally appeared before the questions were asked. To ensure that the interview questions are suitable, several characteristics, which were proposed by Tracy (2012), were taken into account. Questions were written in a way to be simple, clear and non-leading. Also, they were structured in a way to evoke open-ended answers. Hence, during the interviews I had used several follow-ups, such as “Why?”, “Could you explain in more detail?”, or “Could you elaborate on the given example a bit more” The duration of the interviews were around 30 minutes each, with the exception of one lasting for about 15 minutes. Before starting each interview, the participants were asked their permission for recording. The participants were given the option to schedule the interview at their convenience so they would feel more comfortable (Seidman, 2006).

5.4 Data Analysis

Once the data collection process was over, the data analysis took its place in the research process. The analysis process was divided into several stages, following the instructions given by Zhang and Wildemuth (2016). I can say that, in a way, the data analysis process had started already during the data collection. Already, during the interviews, certain themes were repeatedly appearing in the participants’ answers. These themes that afterwards also arose from the data coding, Tracy (2012) defines as exemplars. Immediately, after each interview, all the data was saved on my computer and backed up online.

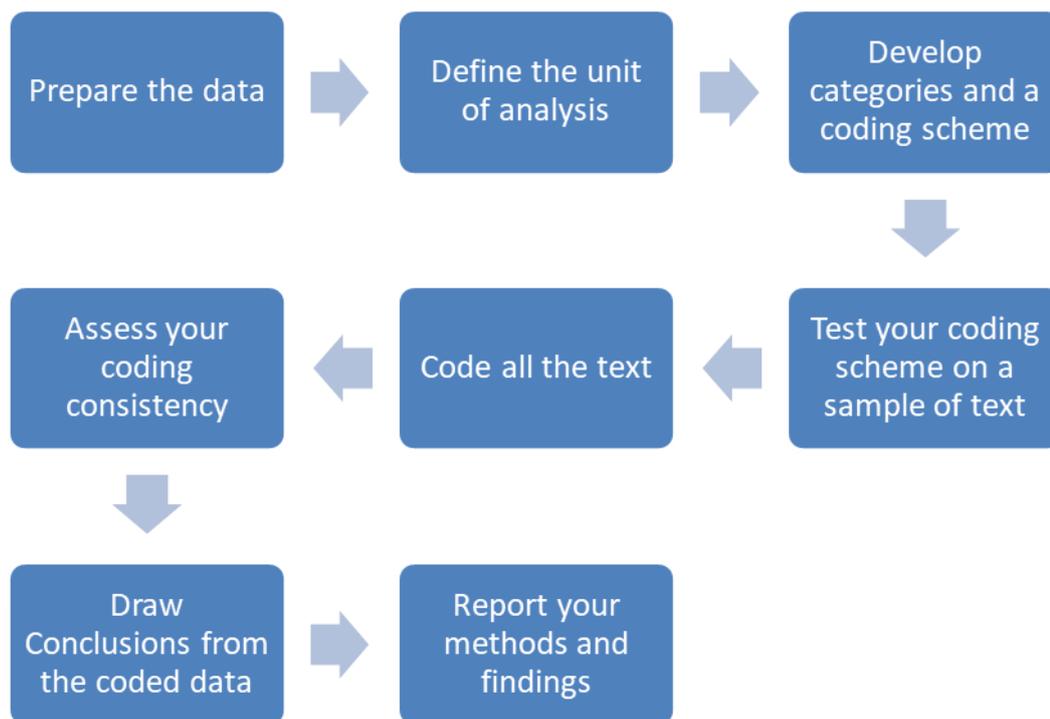


FIGURE 4. The data analysis process

Following, the process of data analysis is described. I was doing an audio-transcript and making notes because I believed that the transcripts will be more authentic if they were done right after the interviews.

Next step was to define the unit of analysis. I printed out the transcripts and read through it numerous times. Researchers' careful examination and constant comparison of the data, allow themes and categories to emerge from it (Zhang & Wildemuth, 2016). Firstly, I was just reading the transcripts without making any notes. Even then, just like during the interviews, I was able to identify the repetitive notions. During the following several readings, I underlined and highlighted, using various colors, the repetitive examples (i.e. words, sentences, phrases), that were related to the research questions. Once this process was finished, I started to create categories from the data. Due to the fact that I only had four transcripts, I did not use computer support for the analysis process. The entire analysis was done manually on paper.

The following step assumed the development of categories and a coding scheme.

TABLE 1 Codes with definitions at primary coding stage

Code name	Definition
L2 teaching	<p>L2 teaching refers to teaching the language of the country in which learning is at the moment.</p> <p>“L2 is teaching the language of the country where students is at the moment “ (Nata)</p>
L2 learning	<p>L2 learning refers to learners’ ability to get to know the language step by step while learning how to use different resources.</p> <p>“L2 learning is to be able to learn how to use resources to build traditional language skills, so that you can survive in different situations” (Kati)</p>
Music	<p>Music can be with or without singing. It consists of a melody, rhythm, lyrics, pitch, and tone.</p> <p>“Music is something you can hear. There is a rhythm and melody” (Laura)</p>
Music as a teaching tool	<p>This refers to using music in classroom to teach different aspects of the language, such as grammar, vocabulary, hearing, pronunciation.</p> <p>“Music makes teaching more versatile” (Nata)</p>
Listening to music	<p>Listening to music can be used as a teaching and learning tool.</p> <p>“Listening to music is a good way to match the language and culture and it creates motivation” (Kati)</p>
Background music	<p>This refers to using music in the classroom for the purpose of creating a pleasant atmosphere.</p> <p>“Music in the background is relaxing” (Kati)</p>
Cultural aspect	<p>Teaching about the culture of the country with</p>

<p>Lyrics</p>	<p>help of music. “Music is part of a culture” (Taja)</p> <p>This refers to using lyrics as a teaching and learning tool. “We have been analyzing the song lyrics and finding grammatical things in song lyrics” (Nata)</p>
<p>Motivation</p>	<p>This refers to music’s possibility to be a motivator for L2 learning. “I think that music motivates students” (Taja)</p>
<p>Music as a learning tool</p>	<p>This refers to using music to enhance L2 learning. “Music helps learning and remembering the lyrics” (Taja)</p>
<p>Memorization skills</p>	<p>This refers to the possible benefits that music can have on learners’ ability to memorize new structures and vocabulary. “In songs, it is in chunks and there is melody and it helps to memorize” (Kris)</p>
<p>Resource for teaching</p>	<p>This refers to music’s ability to be a different resource that teachers can use in their classrooms. “Music is a different kind of resource” (Kris)</p>
<p>Classroom ritual</p>	<p>This refers to using music in order to establish certain classroom ritual, such as starting the lesson, or having a break with music in the background; singing a birthday song. “Sometimes I use it in the beginning of the</p>

<p>Interests in music</p>	<p>class, it is like a ritual" (Taja)</p> <p>Will refer to teachers' personal interests in music and their professional beliefs in benefits of using music as a teaching tool.</p>
<p>Experiences in using music</p>	<p>Will refer to teachers' personal experiences in using music as a learning tool to support their L2 learning.</p>
<p>Positive atmosphere</p>	<p>Will refer to using music as a resource in creating a positive atmosphere in the classroom.</p> <p>"Music creates a good atmosphere for learning" (Kati)</p>

To increase the data's trustworthiness, everything that the participants said was coded, and not just the codes that fit (Tracy, 2012). The first round of coding was finished once both unit of analysis and the actual codes were created, and I rechecked them and made necessary corrections.

The second round of coding was led by the research questions and the literature. Parts of the codes to focus on my results were selected after reading the literature and after relating them to my research questions. These codes are presented in the table 2.

TABLE 2 Codes selected to answer the research questions

<p>Research question 1: What are teachers' beliefs or reasons for using music as a teaching tool in their classrooms?</p>	<p>Research question 2: How do teachers use music in their classrooms?</p>	<p>Research question 3: What are the teachers' perceptions of how L2 learners can benefit from using music in their L2 learning process?</p>
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<ul style="list-style-type: none"> • Interests in music • Experiences in using music • Resource for teaching (Positive atmosphere) 	<ul style="list-style-type: none"> • Music as a teaching tool • Listening to music (Background music, Cultural aspect, Classroom ritual) • Lyrics 	<ul style="list-style-type: none"> • Music as a learning tool (Memorization skills, Motivation)
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As it can be seen from the table 2, some of the codes that were created during the first round of coding have been grouped under the bigger categories.

5.5 Objectivity, Reliability and Validity

Objectivity in qualitative research assumes that researchers can be neutral in their studies and that subjects of study are independent from researchers' assumptions. This is evaluated in terms of the reliability and validity of its observations (Kirk & Miller, 1986). Kirk and Miller define reliability as "the degree to which the finding is independent of accidental circumstances of the research", and validity as "the degree to which the finding is interpreted in a correct way" (Kirk & Miller, 1986, p. 20).

To assure that reliability and validity are respected, I have made efforts to assure that my personal beliefs will not impact the data collection process. The interviews were constructed in a way to respect the teachers' opinions. Moreover, I have handled the transcripts very carefully to assure that the entire interviews are transcribed. Also, the findings of the data include numerous quotes and examples from the interviews to assure that they are presented in the authentic way. After the initial coding phase, I substantiated the emerging results with existing theories in the field to further enhance reliability of this study.

Overall, the entire research process that includes the data collection method, analysis process and interpretations, is presented with as much details as possible. This was done in order to allow readers to decide for themselves

the transferability of the results (Elo, S., Kriinen, M., Kanste, O., Plkki, T., Utriainen, K., & Kyngs, H., 2014; Zhang & Wildemuth, 2016).

5.6 Ethical Considerations

Due to the fact that various ethical issues may appear during the research process, it is a necessary part of every human research to consider the possible ethical issues and concerns. It is of great importance that both researchers and participants are aware of possible ethical challenges that can occur during the research process. On one hand, researchers should have an adequate knowledge regarding ethical standards in order to avoid any violations of participants' integrity and privacy. On the other hand, participants should be informed of several important ethical concerns regarding the research. Codes of conduct, consent, confidentiality, and trust are all considered to be main ethical issues when doing human science research (Ryen, 2004).

Considering the nature of the present research, ethical considerations of codes of conduct, consent, and confidentiality have been strictly adhered to. Codes of conduct and consent guarantee that the participants have been informed they are the subjects of a research. Furthermore, the participants have been made aware of the nature of the research, and that they can withdraw from the research process at any time if they wish to do so (Ryen, 2004).

Ethical considerations were taken into account throughout the entire process of the present research. Firstly, the participants were informed via a brief e-mail about the aim of the study. Secondly, it has been taken into account that in-depth interviewing is not risk free (Seidman, 2006). Such interviews might evoke some personal sensitive topics, and therefore, the interviewer has to insure that the participants feel comfortable and informed about the research. The content of the interviews for the present study were constructed to minimize any kinds of a privacy violation. To ensure that rights of the participants will be respected, a letter of consent was given to all participants in the research. All interviewees, at the beginning of the interviews, signed a letter

of consent agreeing to participate in the research voluntarily and with full informed consent. Due to the fact that four out of eight teachers who teach Finnish as an L2 language at the Language Center, at the University of Jyväskylä, were interviewed, it was important to protect their anonymity. The consent letter clearly states that the Language Center is the study case of the research. Furthermore, the consent letter contained a brief explanation of the study's aims. Thirdly, participants were given the possibility to withdraw from the process at any point if they wish to do so. Finally, Tracy (2012) highlighted that the interviewer should express gratitude and guarantee confidentiality towards the participants. Therefore, at the end of the interviews, all participants were promised that when quoted in the report, they will be quoted under pseudonyms. In addition to consent, protecting the participants' identity is an ethical essential for human science research (Ryen, 2004). Seidman (2006) states the consent letter should detail that participants' identities will remain confidential. To ensure that research ethics are considered, the participants were asked if they have a preferable pseudonym and moreover, participants were given the option to receive the thesis paper once finished to ensure their comments were fairly used.

6 RESULTS

This chapter presents the findings of the data. Keeping the research questions in mind, the results are presented in three main sections and several sub-sections that emerged from the main ones. The first section discusses teachers' beliefs and professional reasons for using music as a teaching tool in the L2 classrooms. The second section focuses on how teachers use music as a teaching tool in their classrooms. The third section presents the teachers' perceptions of benefits of music on learners' L2 learning process. The sections and the sub-sections can be visualized as illustrated in figure 1. The ethical factors must be taken into consideration when the researcher analyze and present the findings (Tracy, 2012). In order to guarantee the authenticity of the data to the readers, multiple quotes and examples from the interviews are presented. From now on, when referring to the interviewees, their pseudonyms will be used.

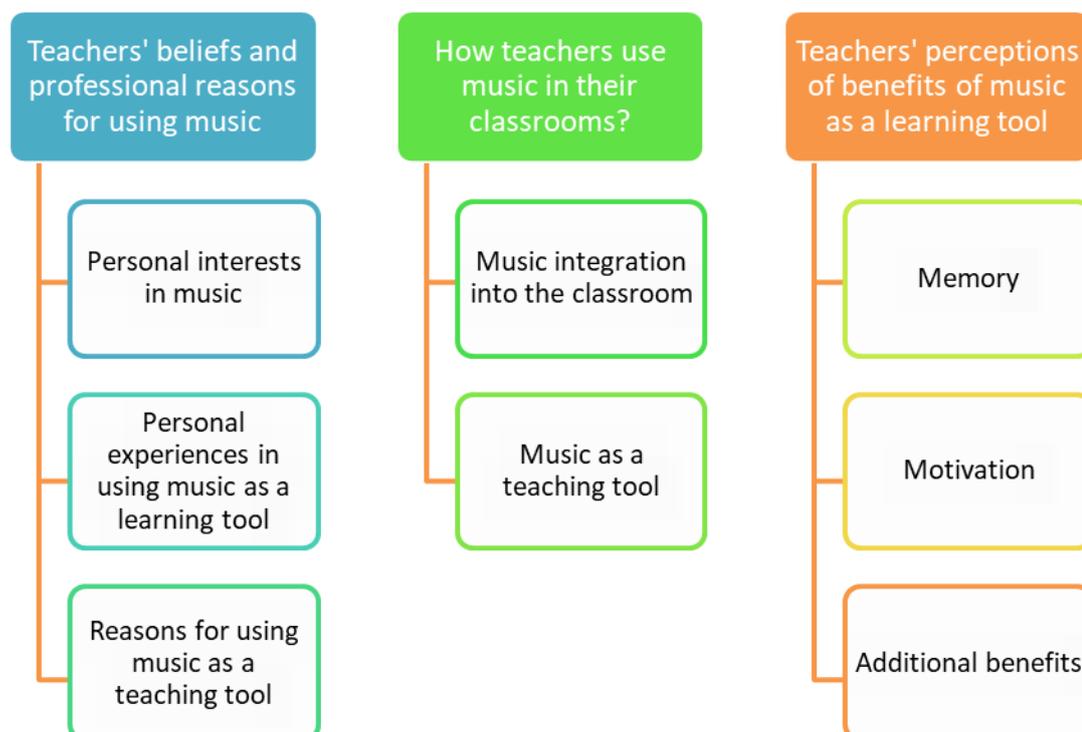


FIGURE 5. Visualization of the analysis section of the research questions

6.1 Teachers' Beliefs and Professional Reasons for Using Music as a Teaching Tool in Their L2 Classrooms

All study participants reported that they either use or have used music as a teaching tool in their classrooms. The scope of music usage varies among the teachers. Taking into account the quantity of music activities per course, it seems that Nata and Taja used music more than Kati and Kris. However, the difference is minimal. Within the present section, personal interest in music, personal experiences in using music as a learning tool while learning L2, and reasons for using music as a teaching tool, will be described in detail

6.1.1 Personal Interests in Music

Interestingly, based on the participants' answers, it seems that personal interests in music do not appear to be a significant indicator on whether music, as a teaching tool, will be used in their classrooms. All respondents, except Kati, considered music, as somehow, important part in their personal everyday lives. The three respondents expressed that music makes them feel different kind of emotions. Moreover, music is considered to be a way to relax and a way of connecting with other people through concerts, orchestras and choirs. Even though Kati explicitly defined herself as a non-musical person, she still considered music to be a good resource for both foreign languages teaching and learning:

I use music in classroom not because I personally think it is the best way to learn or because I like music so much. I use it because I think it is a good resource for learning for some students. (Kati)

Taja described that music plays an important part in her life. She plays the piano and used to sing in a choir. Moreover, she enjoys listening to numerous genres of music and she believes that music can be a beneficial learning tool:

In professional context, it is a good way to teach. Also, if I think how many poems I remember, well not necessarily any. But, if I think of poems in the context of music then many, many, many. It helps you to remember words. (Taja)

As Kati's and Taja's comments show, their personal interests in music vary greatly. Nonetheless, the data shows that all of the respondents use music, as a teaching tool, equally. Among the teachers, there is hardly any difference in the amount of musical activities per course that they use in their classrooms. Taking into consideration personal interests, on one hand and on the other hand, the amount of music usage in the teachers' classrooms, there does not seem to be a correlation between the two.

6.1.2 Personal Experiences in Using Music as a Learning Tool

Even though it appeared that personal interests in music do not impact professional belief that music can be a valuable teaching tool, the respondents' personal interests in music seemed to affect their beliefs that music can be a useful L2 learning tool. As already mentioned, Kati is the only respondent who does not have any personal interest in music. Moreover, she is the only respondent who stated that she has not ever used music to support her L2 learning:

As a kid when learning French, we listened to many songs and it was not beneficial for me because I have this on ear for music and I cannot catch up the lyrics. And because I cannot sing, it was always painful if I have to sing. So, personally, for me that was not that beneficial. (Kati)

Although, Kati did not use music as a L2 learning tool, she explained that she used to listen to French music to get familiar with the French culture. Moreover, as Taja points out, music can also be used to teach the cultural aspect of the foreign language:

Music is a part of a culture. (Taja)

Later, a closer look into the cultural aspect of music is presented. As already stated, the three other teachers reported that they have used music to support their L2 learning. Kris used to listen to Swedish music while studying Swedish, but also afterwards, whenever she wanted to refresh her knowledge. Nata was listening to Spanish songs while studying Spanish. She believes that the fact, that Spanish songs were catchy, and enhanced her memorization skills:

I still remember some phrases from the songs or some grammatical forms. (Nata)

Taja used music in primary school as a learning tool for various subjects:

In elementary school, I made some songs to remember some historical terms that felt hard. I was singing those songs in the classroom before the test and classmates were listening and trying to remember. I still remember those songs, they helped me. Also, in L2 learning I made songs but they were not that good. And yeah, I have been listening to the music because you remember lyrics better. (Taja)

Later, when discussing the ways in which the interviewees use music as a teaching tool, it becomes fairly obvious that personal experience, on using music has, to a notable extent, an impact on their professional understanding of the benefits of music in the L2 classroom.

6.1.3 Reasons for Using Music as a Teaching Tool

The analysis shows that there are numerous reasons why teachers use music in their classrooms.

Firstly, all respondents share the belief that teaching should be versatile in order to fit students' different needs and interests. Accordingly, all teachers argue that music makes teaching more versatile. Music brings variety to lessons in multiple ways. Undoubtedly, according to the analysis, the major reason for integrating music into L2 classrooms is teachers' belief that music has a possibility to make teaching more versatile. In relation to the notion that music brings variety to the classroom Nata stated:

In my opinion, music makes teaching a bit more versatile and a bit more interesting. And when classes are a bit long, it is nice to have a little break with the help of music. (Nata)

In addition to Nata's statement, Kris' comment also highlights the value of music as a different teaching tool:

I feel like it is a different kind of resource, a different modality of language. And it is combining the melody and message and language itself. In that sense, I feel it is good as a different kind of resource when it comes to your teaching. (Kris)

Secondly, as acknowledged by the interviewees, creating a pleasant atmosphere in the classroom plays an important role in motivating learners to learn. Learners' motivation has a great impact on learners' abilities to acquire new knowledge. The respondents believe that music creates comfortable atmosphere in the classroom. As already argued by Krashen (1985), learners' environment has a great impact on learners' motivation for learning. Kati believes that a great value of music is its possibility to create a pleasant classroom environment:

Music creates a good atmosphere for learning. (Kati)

As acknowledged by the interviewees, using various teaching methods, such as group work, music activities, and student-centered classrooms, are believed to be the factors which facilitate students' learning in L2 classrooms. Teacher-centered lectures, as appeared from the data, are believed to hinder learners' motivation and therefore, their learning processes. As stated by Kris:

When you only have to hear a teacher's voice in the classroom it is really exhausting for everyone. So, I prefer to work in groups. But of course, teacher needs to see how it went. (Kris)

Teachers, as facilitators, have a role to support students and their participation in a classroom through creating a suitable teaching and learning environment. Due to the fact that all the respondents acknowledged music as a creator of enjoyable atmosphere, it comes naturally, that teachers use music in their classrooms.

Thirdly, as reported by the respondents, music can serve as a valuable tool in establishing the classroom routine.

Finally, as can be seen from the data, music is being used as a tool for teaching vocabulary, grammar and oral skills. The following section will closely present the practical ways in which teachers use music in their classroom as a teaching tool.

6.2 How Teachers Use Music in Their Classrooms

Within the second section, practical examples of how music is being integrated into the classroom will be presented. As already mentioned, usage of different teaching methods was recognized as a valuable and inseparable aspect in L2 classrooms. Alisaari and Heikkola (2017) emphasize in their study that learners mostly have a positive attitude towards music as a teaching method. As in their

study, all of the interviewees pointed out that students enjoy classroom activities that involve music. The interviewees even argued for its usefulness in supporting L2 learning. Altogether, when asked about the best way of using music as a teaching tool, all teachers reported that they are not sure about the best way, but that they use it in several ways for different language teaching purposes. The main aspects of music and their teaching purposes, for the sake of better understanding, are graphically presented in figure 3.

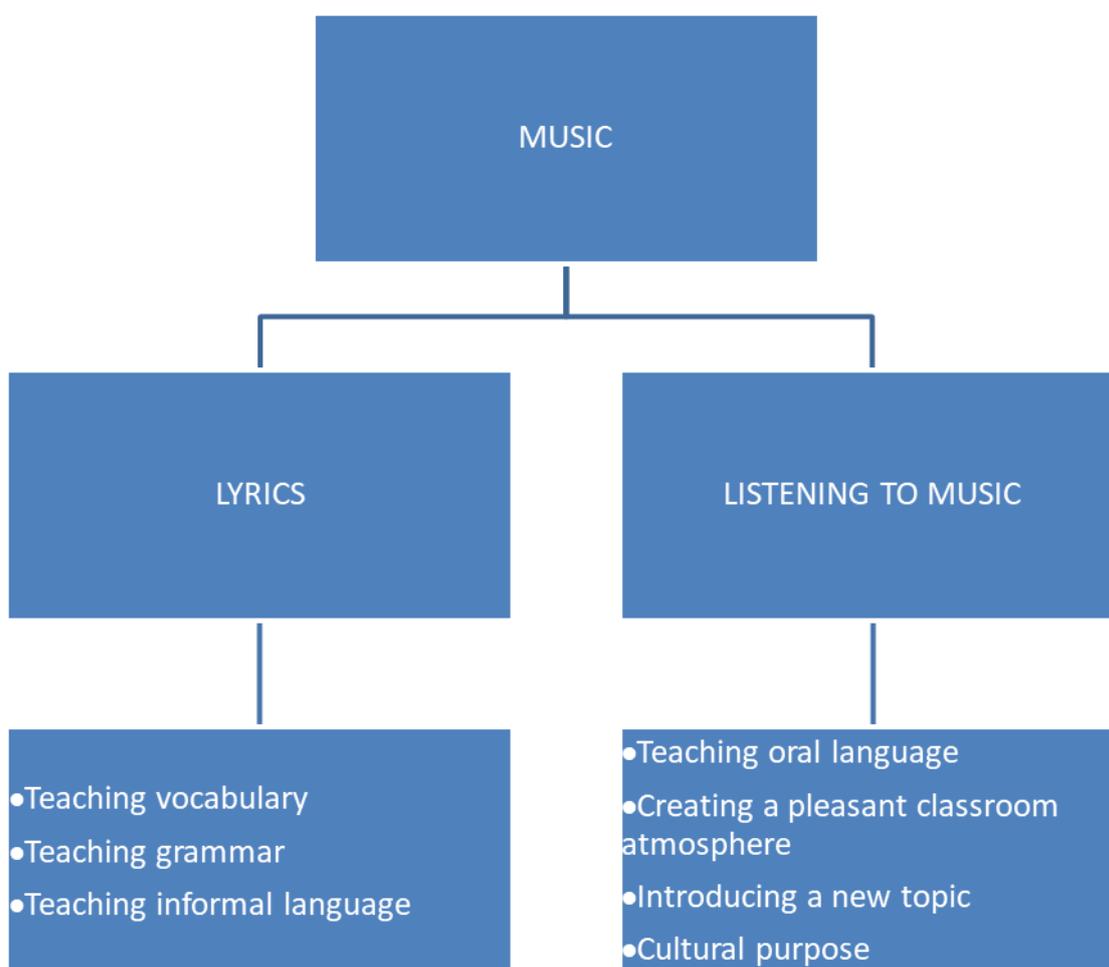


FIGURE 6. Visualization of the main aspects of music and their teaching purposes

Different aspects of music, such as lyrics, rhythm and melody, can serve for different teaching purposes. From the data analysis, it appeared that the most common ways of using music as a teaching tool is through the activities

that involve listening to the music and lyrics analysis. Therefore, the present chapter is divided in two themes. The first theme discusses the purpose of using song lyrics as a teaching resource. Practical examples of how lyrics are integrated in the lesson are presented. The second theme focuses on the purpose of listening to music in the classroom. In addition, examples of listening comprehension activities, reported by the teachers, are presented.

6.2.1 Lyrics

Song lyrics offer a great range of possibilities for practicing and learning L2. Various studies show different benefits of using song lyrics in teaching and learning. Experience reading the lyrics may train reading skills (Butzlaff, 2000). All the respondents stated that they have used song lyrics, as a teaching resource in their classrooms, for several teaching purposes. The data analysis shows that the most common purposes of using song lyrics are in order to teach vocabulary, grammar and informal language.

Teaching Vocabulary

Kayyis (2015), in his study, shows that music can be a valuable medium in teaching vocabulary. Using music for teaching vocabulary is the most common practice among all the teachers. All respondents reported that traditional teaching of vocabulary, which assumes giving a word list to the students which should be memorized by heart, was an outdated practice. Moreover, the teachers felt that music brought variety to language teaching and as such it is a shift from the traditional teaching methods. Modern songs and lyrics are being used, by the interviewed teachers, in order to teach and support students to acquire new vocabulary. Even though lyrics are seen as a valuable resource for vocabulary teaching, as pointed out by Kati, not all lyrics can be considered as a suitable resource:

Music gives more possibilities to learn the lyrics but you need to be very careful with the lyrics, because not all lyrics are very useful for language learning. (Kati)

Contrary to Kati's opinion, Kris believes that all lyrics can be a useful resource:

I would like to think that context of the song is part of the course, because the vocabulary is relevant. (Kris)

Some of the teachers consider finding suitable lyrics to be a challenging task, and that teachers should be able to recognize which lyrics to use in their teaching. Whereas some teachers believe that all lyrics can be a valuable teaching material. Lyrics analysis appeared to be the most common method in teaching vocabulary. All the respondents, similarly, described the way in which lyrics are being used for the purpose of vocabulary teaching. The goal is never to translate or analyze the lyrics entirely, but rather the aim is to get the general idea about the text. Words, that are considered to be important, are usually highlighted in advance by the teachers and their role is to serve as a hint to the students on where their focus should be. Kris has pointed out the benefits of using lyrics as a resource:

Music is really good when it comes to vocabulary. We analyze lyrics sometimes in more detail, and there can be some bolded stuff and students have to figure out what is the meaning of the bolded thing. (Kris)

The above example shows that lyrics can be used to enhance already acquired knowledge. Understanding the general idea of the song can help students to connect the new unknown words to the ones they already know and to figure out the meaning of the new ones. Taja's response highlights that in some cases teaching vocabulary can overlap with other teaching purposes and therefore, evoke different learning processes:

The most common way is that there are printed lyrics and students are listening to the music and they are filling some gaps in the text, how they hear them. That is the way to learn vocabulary or new structures. (Taja)

As can be seen from the above example, even though the purpose of the exercise is to teach vocabulary, learners, simultaneously, are also practicing reading and listening skills. Additionally, the above example shows that teaching vocabulary can intertwine with grammar teaching.

Teaching grammar

All teachers, except Kati, reported that music and particularly, lyrics can enhance grammar learning. Nata gives a practical example on how lyrics can be used as a tool of teaching and practicing grammar:

The idea was that we were getting inside the negative imperfect, we had not studied it yet, but we started studying it with the song. I played the song and I gave the lyrics, so that students can listen to it and read the lyrics at the same time, and then we started to translate the lyrics, and then they realized a little bit how to say this negative imperfect, because it was continuous in the song all the time. And we were trying to get the idea of the song, like what it is about. Not to translate every single word, but in general, is it happy or sad or what happened. So, like grammatically, but also vocabulary wise. And it is a long course, four hours per time, so I wanted to do something a little different. (Nata)

Another example, that shows how lyrics and listening to music can overlap, can be found in the answer of Kris:

We were revising different tenses. I took the words off. There were some kinds of hints what they should add in. After that, they had a chance to listen to it and see whether they got it or not. (Kris)

The given example shows that combining the two activities, listening to music and song lyrics can be combined in order for students to practice grammar and listening skills at the same time. In most cases, the most common practice is to use the combination, of listening to music and song lyrics, at the same time. However, lyrics, as a teaching material, as shown through the paper, can be used independently.

Teaching Informal Language

One of the practices by the interviewed teachers from the Language Center is to use modern song lyrics as an example for informal language. Spoken Finnish language is filled with slang and informal structures. Popular Finnish song can represent a good resource of informal language. Therefore, one of the exercises requires from the students to identify slang words from the printed lyrics and to find an adequate formal replacements for them.

During two higher lever courses (Suomi 4 and Sano Vaan 2) that I have attended, lyrics were used for the purpose of practicing informal language. Due to the fact that this kind of an exercise was only used in higher lever courses, it seems that learners need to have some previous knowledge of the L2 language they are studying. in order for them to be capable of completing such activity.

6.2.2 Listening to the music

It is argued that listening to songs can enhance vocabulary, phrases, and structures (Alisaari & Heikkola, 2017). From the data, several uses of listening to music appeared: teaching oral language and practicing hearing, and creating a pleasant atmosphere in the classroom. Two other purposes, which appeared as a less common in the analysis, are using music to introduce a new topic and using music for cultural purposes.

Teaching Oral Language

Listening to music and hearing the lyrics can help L2 learners to practice sounds (Legg, 2009). Music can be used as a strategy to help develop learners' oral language skills. As analysis shows, teachers use music as a teaching tool in several ways in order to teach and practice oral skills, such as conversation and pronunciation, with their students. Listening to song lyrics can help learners to get familiar with how the L2 language sounds. Furthermore, singing can enhance pronunciation skills. Even though Kris has commented that students can sing at home and practice the pronunciation, the analysis shows that teachers' do not use singing as a teaching tool. Absence of singing in the classrooms can be considered natural due to the fact that not everyone is comfortable with the idea of singing. As noted by Kris listening to the music and singing can help learners to get familiar with sounds. Kris has given a practical example of how she used music to practice oral skills with her students:

I was using songs practicing to hear all these diphthongs like Ö, Y, Ä. We were just having these speaking exams and some of the students have problems when it comes to long and short consonants and recognizing them. So, we were practicing these and hearing the length. It was the song where you should hear is it a long or short vowel or consonant. (Kris)

Kati gave another example of an exercise which, at the same time, combines vocabulary teaching and oral skills practicing:

So, first you listen to music and then you can describe music in very simple ways using words like: "melankolinen" or "energinen" or something like that. And you have a paper, like, where you can give points to the listened pieces of music and choose what the best song according to the group is. On the paper are ready made phrases that you can easily judge the music or say what you like or things like "mä tykkään tästä biisistä, koska..." and then you have a simple sentence like "koska melodia on hyvää" or "lyriikka on hyvää". And then if you have courage you can vary those phrases a little bit, but even with a very limited vocabulary,

you can express some things. So, it is about expressing opinions and you can listen to some new Finnish music. And it gives possibility to teach some very simple vocabulary. (Kati)

The above mentioned exercise was similar to the activity that I had in one of the attended courses (Sano Vaan 2). For the mentioned activity, the students were required to choose a Finnish song of their liking, and to bring it to the class. In addition to the goals of the exercise (vocabulary practicing, expressing opinions), we were also discussing Finnish culture through a musical lens.

Creating a Pleasant Classroom Atmosphere

As acknowledged by the respondents, listening to music can represent a valuable method of relaxation in the classroom, because it can create positive feelings among students. Therefore, using songs in classrooms can support students' learning. All teachers argued that music has a positive effect on students' feelings. Listening to music is believed to be a good break during long classes. Both Kati and Taja gave an example of the activity that, according to them, helps students to relax. It is a conversation exercise as known as the "cocktail party", which was introduced by one of the colleagues from the Language Center. Even though the purpose of the game is for students to practice the language, while moving around the classroom, Kati acknowledges that background music makes the atmosphere more informal and enjoyable:

Even though language learning is happening during the "cocktail party", the main role of music is not the language learning but the role is in relaxing people. (Kati)

In addition to Kati's comment, Taja's explanation, of the "cocktail party", also shows that role of the music can be in boosting the students' energy:

We have been sometimes listening to music and there is this kind of cocktail party. Students are walking in the classroom, and when I stop the music, students have to stop and start to discuss with the person next to them. And then I play it again and they start to move around the classroom. Music is in the background and it gives them time to go to new places and makes them move or dance and that is the idea of the exercise. (Taja)

As can be seen from Kati's and Taja's responses, music can be simultaneously used as a tool which can create a positive learning and teaching environment in the L2 classroom, and as a tool in increasing students' energy. In addition, another role of the background music is in establishing classroom ritual. Kati and Taja reported the value of music and its possibility to create a classroom routine. Both of them, occasionally, use background music in order to create a positive atmosphere in the classroom. This has been done either by playing music at the beginning of the class or at a certain point of the lecture.

Using Music to Introduce a New Topic

It has been argued that listening to songs is a very useful technique for introducing topics (Alisaari & Heikkola, 2017). Two out of four teachers reported that they have used music for this purpose. Nata used lyrics as a resource for introducing the new grammar topic:

We were getting inside the negative imperfect, we had not studied it yet, but we started studying it with the song. (Nata)

Kris gave another example:

Mostly, I use music when introducing some kind of new area, for example "giving orders", and then we listen to song. (Kris)

Using Music for Cultural Purposes

Music can be a valuable tool in promoting a culture of a country it comes from. Three out of four teachers stated that, in their classes, they use music for the purpose of connecting it to the Finnish culture. In this case, listening to music has a purpose to evoke a discussion from the cultural point of view. Kati explains:

One good way to use music in the L2 classroom is I think to connect music to the culture as a part of language learning. Some people maybe do not like Finnish music but maybe they can get curious and learn also about Finnish music. (Kati)

From my experience as a student, my former teachers did use Finnish music for all the purposes that the findings show. Later, more will be evaluated in the discussion part.

6.3 Teachers' Perceptions of Benefits of Music as a Learning Tool

It was already mentioned that the teachers' experiences, in using music to support their L2 learning process, have an impact on their perceptions of benefits of music on their students' learning. This section discusses respondents' beliefs in benefits of music for the L2 learning purposes. From the data analysis two main advantages of using music on second SLA appeared: positive impact on learners' memory and a motivation tool for learners.

6.3.1 Memory

When asking about the benefits that music can have on L2 learning, all teachers highlighted that music can positively affect learners' memorization skills. The positive effect of music on memory was especially highlighted by Taja:

Music helps you to remember and learn and of course because it is beautiful or it makes you feel different feelings, you remember those things better. And it makes music more fun. (Taja)

As it can be seen from the statement above, music can positively influence learners' feelings which can further improve memorization. Moreover, the fact, that repetitive listening to song lyrics can turn into unconscious learning, was described by Nata:

I also think that music is a good way to memorize some things. Lyrics might be caught in learners' heads and they might remember some sentences. (Nata)

In accordance with the benefits of music on learners' memory, Kris reported:

Feedback from the students is that it is easier to remember things when it is combined with melody, so it sticks in your mind. (Kris)

Both Nata and Kris reflected on their personal experiences, of using music to support their L2 learning, in order to highlight the positive effect of music on memory.

I still remember some phrases from the songs or some grammatical forms, I can think of a song because it was catchy. (Nata)

I still remember some of the songs from elementary school. I do not know how does it work, but when it is all combined and rhythm then it is easier to remember. (Kris)

6.3.2 Motivation

All the respondents stated that music can indisputably support SLA. As already seen, music can be a motivator for learners. Since motivation is a crucial step towards the learning process, this is already a valuable indicator of how music can support SLA. According to Dörnyei (2001), motivation plays a crucial role

in all learning processes. DiEdwardo (2005) argues that music can be a strong motivator for learners.

Respondents' opinions, on music's ability to motivate students, were divided. Kris and Nata were of the opinion that music does not necessarily have to have a positive impact on student's motivation. Learner's interest in music is the main indicator that shows if music will be a motivator in learning or it will hinder it. Kris clearly pointed out that music can be a motivator only under a certain circumstance:

Depends on students and their interests. (Kris)

In contrast, Kati and Taja were of a strong opinion that music can be a great motivator. However, Kati confirms statement given by Kris that students must have interest in music in order for it to have a positive effect on learning. Kati believes that even if music does not necessarily create motivation it does not hinder it either:

It does not kill anyone's motivation. (Kati)

None of the teachers had a negative attitude towards using music as a learning tool.

7 DISCUSSION

Now that the findings of the study are presented, they can be discussed more closely and especially within the adequate theoretical framework. Firstly, summary of results are presented. Secondly, limitations of the study are discussed. Finally, the implications for the future research are presented.

7.1 Summary of results

7.1.1 Teachers' beliefs

To begin with, according to the data, teachers' beliefs and personal interests towards music do not seem to play an important role in their decision making process whether they will use music as a teaching tool or not. Even though one of the participants highlighted that music does not interest her, the amount of musical activities in the classroom that she uses does not greatly differ from the participants who claimed that music plays an important role in their everyday lives. The similar findings can be observed in the study conducted by Alisaari and Heikkola (Alisaari & Heikkola, 2017). The authors have concluded that even though teachers have highly positive beliefs about benefits of using music as a teaching tool, in practice there is inconsistency between their beliefs and practices. The possible reason for this inconsistency might be due to the fact that teachers still lack theoretical and practical knowledge of how to integrate music into their teaching.

As already mentioned, my initial idea was to also interview teachers who teach Finnish as a L2 at Monnikulttuurikeskus Gloria and The Jyväskylä Adult Education Centre, which courses are organized in more informal way than it is the case at the University of Jyväskylä. Even though I would expect that in informal settings music might be used even more than within the formal ones, I got the response that the teachers from the both institutions do not use music in their teaching.

7.1.2 Integration of music into the classroom

The findings show that the main reason why the respondents use music in their classrooms is due to the fact that it makes teaching more versatile. Referring back to the literature review, versatile teaching is important in order for teachers to be able to meet the individual differences of learning styles of their students (Mora, 2000; Armstrong, 2009).

The participants of the study reported having used several types of activities in teaching different areas of the language with the help of music: vocabulary, grammar, listening, oral skills, and cultural understanding. According to the respondents, the most common musical activities include different types of exercises using song lyrics and listening. Additionally, background music was reported to be used in creating an enjoyable classroom atmosphere, in teaching informal language, and for the purpose of introducing a new topic. A great number of similarities between the ways in which music is being integrated into the classroom can be observed from the interviewed teachers. This is most likely the case due to the fact that teachers from the Language Center communicate between each other and moreover, some of the courses that they teach are shared between the two of them. Activities described by the participants appeared to be consistent with those that could be found in previous research.

7.1.3 Learning benefits

The respondents of the present research gave rather practical reasons than scientific explanations why they believe that music can be a beneficial tool in L2 learning. Music was seen as a tool that motivates L2 learners and furthermore, enhances their memorization skills. What can be concluded from the literature reviewed is that, indeed, music can positively impact people's feelings (Abbott 2002; Mora, 2000). Music's positive effect on individuals' everyday lives can also spread onto their learning processes.

Music offers a wide range of possible ways of how it can be used in L2 learning. Listening to music, lyrics analysis, singing, or writing own poems, are some of the activities that were reported by the respondents, that learners can do independently and repetitively, in various environments. Due to the fact that learners can choose which aspect of music to use, music was considered as a valuable learning resource by the teachers that can increase the students' exposure to the language. Nonetheless, it is worth keeping Kati's statement in

mind which claims that music does not necessarily have to facilitate everyone's learning.

7.2 Limitations of the study

As already stated, case study research can be used to explore characteristics and practices of a certain institution. Taking into account that the aim of the present study is to discover teaching practices, of the teachers who teach Finnish as an L2 at Language Center at the University of Jyväskylä, the findings can be of added value for the participants of this study. Nevertheless, without further research on a larger scale, it is not possible to draw conclusions that would be applicable on teaching practices of L2 teachers that were not part of this particular study. Due to the fact that this is a case study research, observation as an additional method could have been chosen to improve reliability of the research. Another limitation is related to the data collection method. The face-to-face interview can produce unintentional biases. Furthermore, the present study widely focuses on the positive effects of music on L2 learning and just briefly mentions the possible negative ones. Finally, analysis of the data was carefully dealt with. However, it is likely that some of the data was misinterpreted. Regardless of the mentioned limitations, the present study gained beneficial information on how teachers value and use music as a teaching tool in teaching Finnish to adults.

7.3 Future direction

There are several points related to the topic of the present research that could be examined in greater detail in future research. To begin with, focus in this thesis was only on teachers' perspective on using music as a L2 teaching tool. It would be beneficial that the perceptions of learners is also explored and taken into account. Also, due to the fact that it seems that music plays an important part in our everyday lives, it would be interesting to examine to what extent it has an

impact on our unconscious learning processes. Finally, it would be engaging to explore students' personal strategies of using music in their L2 learning.

Compared to traditional teaching strategies, use of music in classrooms, especially with adult learners, is rarely studied. This study will hopefully contribute to a wider conversation and increase the confidence of teachers that want to use music in the classroom.

8 CONCLUSION

The case study research explored the role of music in L2 classrooms from teachers' perspectives. The aim of the study was to discover the ways in which music is being used by Finnish teachers in teaching Finnish as an L2. In addition, it has been examined if teachers' personal beliefs, of the benefits of music, impact their teaching practices.

The findings revealed that music is valued as a teaching tool in L2 classrooms. The interviewed teachers use music, in their classrooms, in similar ways. Also, the participants' experiences, in using music to support their L2 learning process, seem to have an impact on their perceptions of benefits of music on their students' learning.

The thesis has given me clearer understanding of the ways in which music can be integrated into L2 classrooms. The research hopes to contribute in enriching L2 teaching strategies. This study can provide insights on ways in which music can be used as a teaching and learning tool.

Considering the findings of the present study, music should be seen as useful tool in both L2 teaching and L2 learning. The numerous positive aspects of music could be used in enriching already existing teaching practices and learning strategies. This does not imply that music necessarily must be beneficial for all learners. Nevertheless, the positive effects of using music to teach language is evident in the previous research together with the present study.

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APPENDICES

Appendix 1 Interview Questions:

1. What courses do you teach at the moment?
2. What made you want to become Finnish as a L2 teacher?
3. What is L2 teaching?
4. What for you has been successful teaching practice?
5. What for you has been unsuccessful teaching practice?
6. What is L2 learning?
7. In your opinion, how do people learn L2 the best?
8. What is music?
9. How important is music in your life?
10. What is the best way to use music in the L2 classroom?
11. How often do you use music in your class?
12. When was the last time?
13. How do you use music in your class?
14. What did you do then? Could you describe it for me?
15. Why do you use music?
16. What benefits are there when using music?
17. Do you think listening to the music can be beneficial for students?
18. What impact does music have on students' motivation?
19. Did your L2 teacher ever use music?

20. Have you personally ever used music to support your L2 learning?

Appendix 2 Consent Form

MA: Teaching Finnish as a Second Language Using Music

CONSENT TO PARTICIPATE IN RESEARCH

Contact information of researchers

Head researcher:

Aleksandra Miletic, student, University of Jyväskylä, almileti@student.jyu.fi

Research background information

The purpose of the research is to collect the data for my master's thesis. The research will be conducted during April and May 2017.

Purpose, target and significance of the research

The aim of the present study is to discover the extent in which music is being used in foreign language classrooms in the Language Centre, University of Jyväskylä. The study aims to identify how is music used as a teaching technique in these classrooms.

Use of research results

The results will be published in my master's thesis.

Rights of research subjects

Your participation in this research is completely voluntary. If you choose to participate in it, you have the right to withdraw from the study at any time without any consequences. Your identity is treated as confidential information. When the results of the research will be published, no information will be

included that would reveal your identity. At any point, you will have the right to receive further information about the research and the results.

Name

Date and Place