

MUSIC IN THE ENGLISH CLASSROOM
Effects on emotion and motivation perceived by the learners

Bachelor's Thesis
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Tiivistelmä – Abstract Tämän tutkielman tarkoituksena on selvittää, kuinka musiikin käyttäminen englannin opetuksessa voi vaikuttaa oppilaiden emootioihin ja motivaatioon. Oman kokemukseni mukaan kieltenopettajat kokevat yläasteikäisten oppilaiden motivoimisen ajoittain haasteelliseksi. Tutkimusta opettajien pedagogisten valintojen vaikutuksesta oppilaiden motivaatioon on kuitenkin tehty rajallisesti. Aikaisempi tutkimus on todennut, että musiikki näyttelee suurta osaa yläasteikäisten nuorten elämässä ja tämä tutkimus käsittelee nimenomaan musiikin potentiaalisia vaikutuksia oppilaiden motivaatioon. Tutkimus toteutettiin pienessä itäsuomalaisessa yläkoulussa. Tutkimus on tapaustutkimus eikä sen tuloksia voi yleistää. Tutkimukseen osallistuneet 28 oppilasta vastasivat lyhyeen kyselyyn, jonka tuloksien analysointiin käytettiin pääasiassa deskriptiivistä analyysia. Tulokset esitetään deskriptiivisesti frekvensseinä ja prosentteina sekä esimerkkien avulla. Oppilaat olivat pääasiassa motivoituneita ja englannin tunnit herättivät heissä melko positiivisia tunteita. Tulosten perusteella oppilaiden mielestä tunnit, joilla on musiikkia, ovat rennompia ja iloisempia. Vaikka oppilaat vastasivat musiikin olevan heille tärkeää, he eivät kuitenkaan tunteneet oloaan motivoituneemmaksi tunneilla, joilla oli musiikkia.	
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1. Introduction

Motivation is a complex phenomenon that is difficult to create in a classroom as well as it is difficult to capture with simple definitions. It can be affected by numerous factors ranging from achievement, the nature of the tasks to class atmosphere and emotion. In my experience as a future language teacher, teachers often find motivating students challenging, perhaps especially in the junior high school level. However, according to Ellis (1994) there has been little research on how teachers' pedagogical choices affect students' motivation. This study is interested in the potential music has at motivating students to learn English. In an earlier study by Maunus (2003, 42) most participants held music as an important part of their lives. A study by Pasanen (2010) found that music can be used as a versatile pedagogical tool. This suggests that music can be used as a motivating pedagogical tool.

The present study is interested in learning if playing music as a part of the lesson makes the students feel more motivated or if it creates positive feelings in them. This is a case study of how a group of junior high school students themselves see the effect of music in the English classroom. The study was conducted using a questionnaire and the data was analyzed using basic quantitative methods and content analysis when analyzing the open-ended questions. The structure of the paper is as follows: the background will firstly reflect the relationship between motivation and learning outcomes shortly. Then motivation and emotion will be discussed from three perspectives: varying tasks and feelings of success, authentic material and feelings of meaningfulness and creating positive feelings in the class. The second sub chapter of the background concentrates on music as a pedagogical tool and the mechanisms through which it affects our emotions. The data and methods of the study are described before presenting a descriptive account of the results of the study. Finally, the fifth chapter holds the discussion and conclusion.

2. Music in the English classroom: effects on motivation and emotion

I will begin with a few words about motivation and achievement. In this study, since the participants are students in a Finnish junior high school, successful language learning is defined by the Finnish National Core Curriculum (POPS 2004). In the junior high level foreign languages are defined as skill and culture studies. The objects of the curriculum

include learning how to use languages in different communicative situations and learning to understand different cultures. The study objectives are based on the European Framework for Language Learning (CEFR). To get the grade 8 at the end of the junior high school students are expected to achieve level B1.1 in listening skills, A2.2 in oral skills, B1.1 in reading skills and A2.2 in writing skills on CEFR levels.

The outcome of language learning is influenced by many factors. For example, Gardner (1985) talks about language aptitude and personality. He also writes about language attitudes, which vary for example depending on sex, upbringing age and achievement. On the other hand, Kohonen (2001, 31) urges teachers to shift towards experiential language learning. According to him there are four central settings influencing learning. He sees learning being affected by the individual in (1) the assessment of prior learning and (2) personal growth. The environment affects learning through (3) pedagogical techniques and (4) community action, such as group consciousness raising and group projects. In summary, motivation and affect are by no means the only factors affecting students' learning outcomes.

The present study is set out to explore motivation, which unfortunately is a far too complex a term to be described in detail in this study. However, Gardner (1985) separates three components in motivation: effort, want and affect: a desire to achieve the goal of learning, the extent to which an individual works to achieve the goal and satisfaction experienced in this activity. Concerning learning a second language, Ellis (1994, 36) writes that it influences for example how perseverely one studies and affects learning behavior and the actual learning achievement. He also states that researchers generally agree that motivation is a central factor affecting learning outcomes. Below I will further discuss the complex relationship between affect, motivation and achievement and what factors may lie behind motivated students.

2.1 Motivation

Ellis (1994) points out that motivation and achievement form a bidirectional relationship. High motivation results in high achievement, but high achievement helps maintain high motivation. According to Ruohotie (1998) internal motivation, which is seen as beneficial for effective learning, is supported by a supportive instructor and tasks that are

challenging, interesting and varied. In addition, teachers are obliged to choose teaching methods that take into consideration the different learning styles and individual differences between students (POPS 2004, 19). Rantala (2006) points out that students cannot experience the joy of learning, if the tasks they are asked to do are too easy or too difficult. In summary, if the students are presented with varying tasks that match their level of competence, it is possible for them to feel successful, which will in turn enhance their motivation.

In addition to tasks that enable success, it is important that students perceive the tasks as being meaningful and worthwhile (Ruohotie 1998). Kaikkonen (2001) promotes experiential learning, which involves learning from immediate experience and engaging the learners in the process as whole persons. According to Kaikkonen it is important that students are in touch with the phenomenon they are learning. In his view authentic material is one way of promoting meaningful learning. Using authentic material helps students to build an understanding of the foreign culture and the sociocultural use of the language they are learning through observation.

Krashen (1982, 31-32) describes the role of feelings and motivation in language acquisition as a filter. In his view, language acquisition is dependent on the amount of comprehensible input that reaches students' language acquisition device. If the students are not motivated, they have no self-confidence or they are highly anxious, only a small part of the input goes through the filter and their language acquisition suffers. Another view point of emotions' effect on motivation is provided by Hicks (2008), who studied three Teaching Assistants and twelve students teaching and studying French at a large American university by observing classroom situations, interviewing the participants, organizing focus groups and collecting students' grades. She found in her study that students' motivation was affected for example by teachers' personal characteristics and teaching style, classroom atmosphere and instructions. She concluded that classroom atmosphere was the dominant element affecting students' motivation. Classroom atmosphere is affected by relationships within the classroom but teacher has also a role in molding that atmosphere by being supportive and making the classes interesting. According to Hicks it is important that students "have fun" in the class, because that keeps them motivated.

In summary, motivation is affected by a number of external and internal factors. Kohonen (2001, 33-34) lists quality of the learning tasks, peer culture and processes of learning, and finding a balance between learner independence and ownership and teacher support and feedback as factors affecting learning and motivation. Ellis (1994, 36) names learners' attitudes towards the target language and their need to learn it as the main elements behind motivation. Rantala (2006) states that joy can aid learning in many ways, for example it can energize learners, make learners' attached and committed to the learning process, direct learners' attention towards their perceptions and motivate them. In addition, it is hypothesized that students' affective states as such affect learning outcomes (Ellis 1994, 483). These are some of the possible mechanisms through which also music could enhance students' motivation to study.

2.2 Music in the classroom

Here I will discuss how music affects our emotions and try to link the studies on music with the ones on motivation. I will also present previous studies that have examined how music is used in teaching English in Finland.

A point that arose from the studies on motivation was that authentic material can be used to create motivating and meaningful tasks. According to Lappi (2009), students saw music, a type of authentic material, as a good way of creating effective cultural experiences and enhancing learning cultural knowledge. What is more, Lappi found in her study that most of the music the participants listened on their free time was in English. Tim Murphey (1992) studied 50 songs taken from the 1987 Music & Media's Hot 100 Chart. He concluded that pop lyrics are short, simple, affective and often narrative texts. This would seem to make them suitable learning material also for students with lower language skills. He also thought that pop-lyrics are often vague, which allows learners to fill them in with their own content. In conclusion, as easy-to-approach authentic material, music related tasks are potentially perceived as meaningful by the students.

According Bayless (1978, 56, 62) music offers many possibilities of expressing emotion: children can express fear, discomfort and anxiety through music and by expressing their feelings in a healthy way they can grow as persons. In addition, Bayless points out that music is accessible to everyone: to the slow learner just as well as to the gifted, the young

and the old. Numminen, Erkkilä, Huotilainen and Lonka (2009) write that music often creates a feeling of togetherness: when two people hum the same tune they feel as though they are connected even though they would not be doing the same things or would not be even in the same space. They also point out that music activates the same pleasure areas in the brain that are activated also by sex and drugs. According to Levitin (2006, 191-192) brain activity related to music has been studied and the results indicate that the subtle violations of timing create an emotional response of pleasure and amusement. In addition he points out that when we hear a piece of music that we like, it reminds us of other music we have heard and activates memory traces of emotional times in our lives. Music and emotion are tightly connected. These characteristics of music could help teachers in creating a positive class atmosphere and reducing students' anxiety.

Indeed, according to earlier studies, music is often used to create emotions as opposed to using it as a purely pedagogical tool. Pasanen (2010) found that besides pedagogical purposes, music is often used as "tune in" music, background music or other recreational purposes. 118 English teachers in western Finland answered her questionnaire. Maunus (2003, 42) interviewed six ninth grade students out of whom five said that listening to music was important to them. They liked listening to music at home, but they listened to music in a variety of other places, such as in the car or in concerts. Lappi (2009) found that students perceived music having an indirect positive influence on their learning through making the classroom atmosphere more comfortable. All in all, students enjoy listening to music also in their spare time and perceive it affecting their emotions also in school.

Music has proved a versatile pedagogical tool for teaching languages as well. According to Pasanen (2010) teachers use music most often to increase culture knowledge, reading and listening comprehension skills, oral skills and teaching grammar. Put to use less often, music related tasks can also be used to practice writing, pronunciation and vocabulary. However, it seems that music has a lot of potential that is left unused. Lappi (2009, 63-68) interviewed four adults about musical experiences in learning English and found that in their view music had been used in a quite traditional way, for example to fill up extra time and practice listening comprehension skills. Students felt that music had been a separate element of the lessons. She also found that music is used mainly in elementary school. Despite some critical views on the subject, the participants thought

that music can have a positive influence on the cognitive learning processes. In relation to the studies on motivation mentioned above, it seems that music can be used to create varying tasks students perceive as interesting and that create possibilities to students to experience success.

I have tried to demonstrate in the background section that motivation is central to learning outcomes. I discussed some of the factors that may affect it and how music can be used as a versatile pedagogical tool and that can enhance learners' motivation through different mechanisms. The purpose of this study is to explore how music may affect students' motivation and affect. The study questions are:

1. What kind of feelings related to using music in the English classroom do students experience?
2. Does playing music in the classroom affect their motivation?

This is a small case study of a group of junior high school students in Eastern Finland and the result cannot be generalized. The small scale of the research constrains the amount of conclusions that can be made, but the purpose is to give the students themselves a chance to voice their opinions on music as a pedagogical tool.

3. Data and Methods

The data was collected in a small junior high school in rural Eastern Finland in spring 2013. The sample included all of the eighth and ninth graders in the school. Cluster sampling was used for practical reasons and the study does not seek to produce generalizable results, only to describe the opinions and observations of this particular group. Since the seventh grade is considered to be adaptation to studying in junior high school, they were left out of the sample in order to ensure that all the participants had enough experience of studying English in the junior high school environment. Prior to the data collection the students were handed out a permission form (see Appendix 2) that they returned to their teachers signed by their parents. These were collected from the students before they answered the questionnaire. The students that had been granted the permission to enter the study answered the questionnaire during one of their English lessons. They were first explained the purpose of the study and encouraged to ask for help if they did not understand any of the questions.

The study was conducted using a questionnaire (see Appendix 1). This ensured that the data could be collected without a significant loss of efficient studying time during the busy spring in the junior high school and still produce comparable data about the students' opinions. However, Alanen (2011) writes that questionnaires can mislead both the researcher and the participants to perceive the phenomenon in a presupposed way and adds that not all participants necessarily understand the questions in the same way or are honest in their answers. On the other hand she also points out that questionnaires are very efficient both in terms of collection and analysis of the data.

First, the participants were asked general background questions about their age, sex, latest grade in English and their relationship to music. The questionnaire had two sections that had similar statements about students' motivation and the same list of adjectives, which the participants were asked to choose the ones they think describe studying English. The difference between the two sections was that in the first section participants were asked about their experiences about studying English in general and in the second section they were asked to think specifically about lesson where music had been used. I should add that the quality of the music in question was not limited, but the students were asked to think of any music at all played in the classroom.

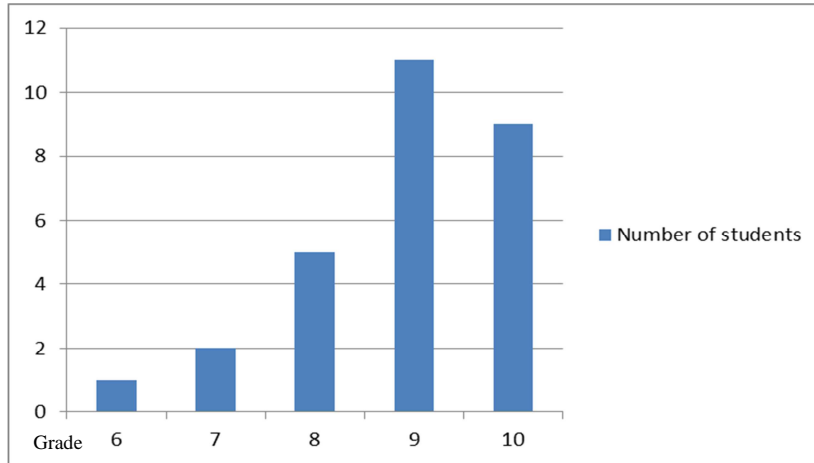
The differences between the two sections are presented in the analysis. Due to the small size of the sample no statistical analysis was performed, but the data was analyzed using basic quantitative methods. In order to give the students a chance to express their ideas that may not have occurred to the researcher, the questionnaire had also two open-ended questions. The answers were categorized using qualitative content analysis. The descriptive account of the result is presented below.

4. Students' experiences about music in the English classroom

There were 28 participants in the study, 20 girls and 7 boys. One participant failed to indicate his/her sex. Eleven participants were 14 years old, also eleven were 15 years old, and six students had grown to the mature age of 16. The participants were asked to report their latest grade in English. The mean grade of the students participating was very high (8.89). The request form was originally sent to 54 students, but 26 (48%) failed to return it in time. This likely affected the sample: it is probable that conscientious students, who

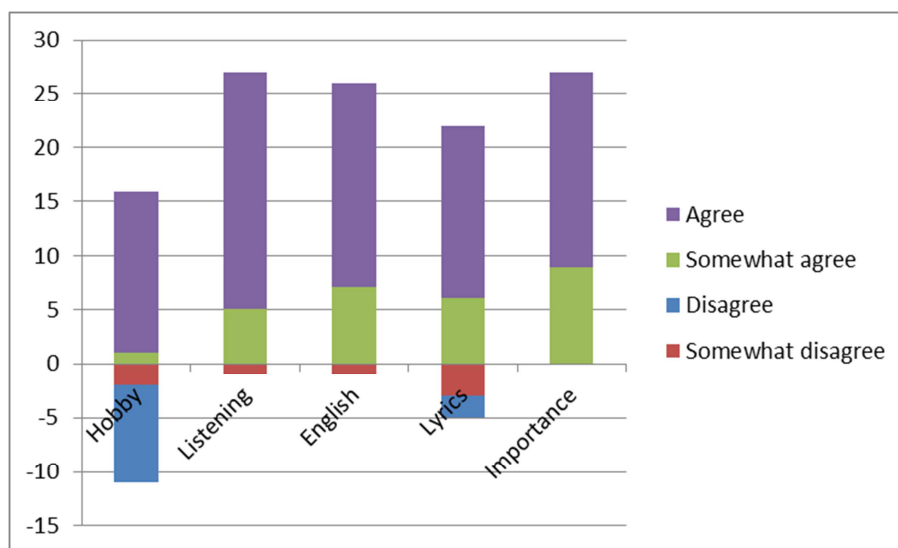
would have higher grades in general, are over presented in the sample. The grade distribution is presented in Table 1.

Table 1: Latest grade in English



Following the general background section, the questionnaire had five questions concerning students' relationship to music. The questionnaire had four answer categories: disagree, somewhat disagree, somewhat agree, agree and in addition the option "I don't know". When students were asked to react to the statement "I play an instrument or sing as a hobby", 16 of them reported having a musical hobby, whereas 11 of them disagreed to some extent. When asked if they listen music often, 22 students out of 28 agreed, 5 somewhat agreed and only 1 student somewhat disagreed. What is more, when students were asked if they listen to music sang in English often, 19 participants agreed, 7 somewhat agreed and one student continues to somewhat disagree. 16 students reported that they read lyrics in English, 6 students somewhat agreed, 3 somewhat disagreed and 2 students said they don't read lyrics. The final statement was "Music is important to me." Note worthily, none of the students answered negatively to this statement, but 18 of them agreed and 9 somewhat agreed. The frequencies are presented in Table 2. Participants who did not answer or answered "I don't know" are not presented in the tables in order to make them easily readable.

Table 2: Relationship to music



In summary, around half of the students have a musical hobby, but practically all of them listen to music often and see it as an important part of their life. Since a large part of the music is in English and some students also read lyrics in English, this group offers their teachers a good starting point to using music in the classroom as well.

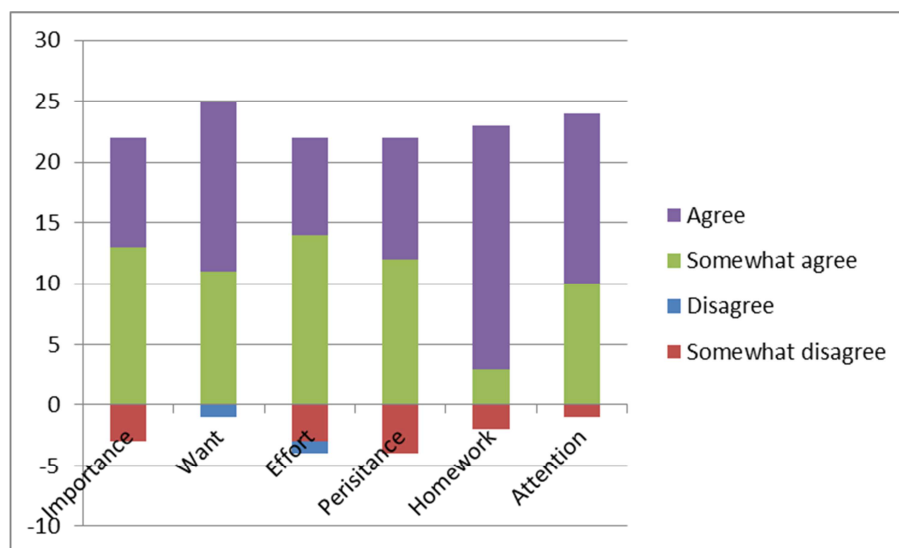
4.1 Students' experiences in lessons without music

Next the participants were asked to react to statements about studying English. The questionnaire had two statements about students' study motivation and four statements concerning their learning behavior. On motivation, students were asked to react to the statement "English is not a particularly important subject for me." 9 students disagreed and 13 somewhat disagreed. Hence 78.5% of the participants said that English is important to them. However, 3 students somewhat agreed and 3 didn't know or did not answer the question. Practically all participants, 89.3 per cent, said they want to study English. Most of them (14) agreed and 11 somewhat agreed. One student disagreed completely and one didn't know what to answer.

The first statement concerning learning behavior was "I put a lot of effort into studying English, even when it is difficult." The majority of the participants (78.6%) agreed with the statement; 14 students somewhat agreed and 8 agreed. Four students disagreed to some extent and two students didn't know. When asked to react to statement "If the

exercises are difficult, I don't finish them," most students, 12, somewhat disagreed and 10 students disagreed. Their combined percentage of the sample is 78.6%. Four participants somewhat agreed. One participant answered "I don't know and one did not answer at all. The students were asked if they do their homework almost every time. 20 (71.4%) students, that is most of them, agreed indicating that they do their homework most of the time. Three students somewhat agreed and two somewhat disagreed. Two students did not answer and one did no know. Lastly the students were asked if they follow the tuition in English classes. 14 participants reported that they agree and 10 somewhat agreed. That is 85.7% combined. One participant somewhat disagreed. One participant had crossed both somewhat agree and agree, one didn't answer. These results are also presented in Table 3.

Table 3: Study motivation in "without music" lessons



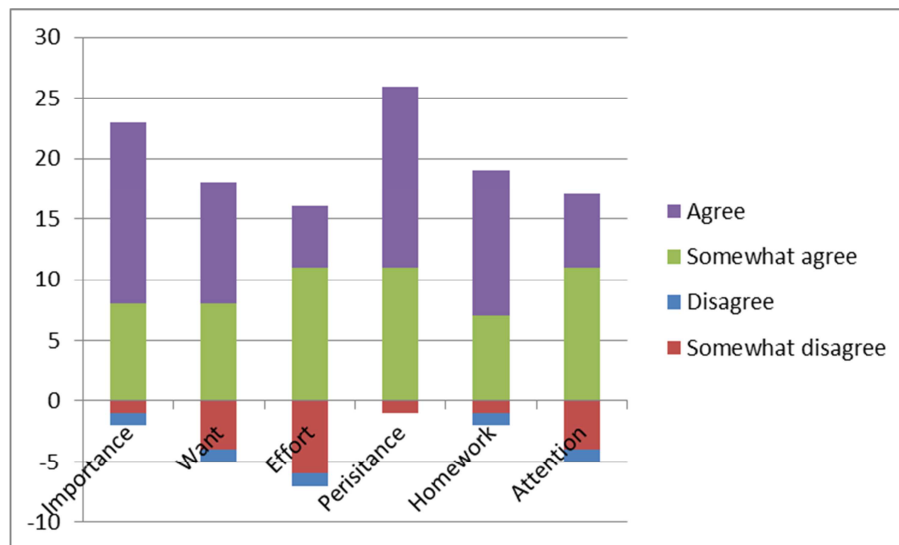
Next the students were presented with a set of words and asked to choose three to nine words they think describe studying English. Studying English was perceived as useful (26), pleasant (18) interesting (15) easy (14) and relaxed (13). Some students related studying English to words difficult (5), happy (5) boring (7) and success (6). Words useless, failure, oppressive, uncomfortable and togetherness were all chosen once. Sad and loneliness were not chosen at all. It should be noted that one student failed to answer this part of the questionnaire.

4.2 Students' experiences in lessons with music

The second part of the questionnaire included questions corresponding to questions in the first part, but now the students were asked to think about classes where music had been used. Hence, students were asked to react to another six statements. The statement measuring if students think studying English is important to them was phrased "Music makes English seem like a useless subject." Students did clearly not feel this way, since 82.2% of the students either disagreed (15) or somewhat disagreed (8). Two students chose the option "I don't know" and both positive options were chosen by one student. When asked if they want to study English especially in classes where music is used, 10 students agreed and 8 students somewhat agreed. Their percentage of the sample was 66.1%. Four students somewhat disagreed and one student disagreed. Four participants didn't know what to answer.

When asked if students put a lot of effort into studying, 11 students somewhat agreed (39.3%) 5 students agreed. Six students (21.4%) somewhat disagreed and five students selected the option " I don't know". The next statement was "If tasks involve music, I do not finish them". Almost all students (92.9%) do finish their tasks since 15 students disagreed, 11 students somewhat disagreed and only 1 student somewhat agreed. When asked if they do homework that involves music almost all the time, 12 students agreed, 7 somewhat agreed, 5 didn't know and both of the negative responses were chose by one student. The final statement was "I follow instruction particularly closely in classes where there is music." A combined percentage of 60.7 %, 11 students somewhat agreed and 6 agreed. Five participants were not sure what to answer, four somewhat disagreed and one participant disagreed. It should be noted that a student only answered the statement effort put into studying and another student failed to answer the statement concerning homework.

Table 4: Study motivation in “with music” lessons



When thinking about lessons where music had been used, students circled most often the words relax (21), pleasant (16), happy (15), useful (14), interesting (12) and easy (11). Some students thought English lessons with music were useless (3), difficult (5) or boring (4). Failure, success, loneliness and togetherness were chosen only by few students and sad, uncomfortable and oppressive were not chosen at all.

The first open ended question was placed after the statements concerning students' motivation. They were asked to describe in their own words if their motivation differs from normal when music is used in the English class. Students' answers were categorized firstly into positive answers that somehow indicated that music has an effect on their motivation and negative answers, where participants said that it does not have an effect. A majority of the students (17) said that music does not have an effect on their motivation. Nine students said that it does make a positive difference. None of the participants wrote that music makes them unmotivated. Five students wrote that it is difficult for them to say anything. Most of the students were very short in their answers, but some expanded their answers in some way. Four students wrote that using music makes lessons more interesting:

- (1) Kyllä. Ei oo niin tylsää.
Yes. It's not as boring.
- (2) Musiikki saa usein keskittymään paremmin ja tekee opiskelusta mielenkiintoisempaa.

Music often makes you focus better and makes studying more interesting.

As already shown in the example above, some (3) students said that using music improves their ability to concentrate in the class.

- (3) Voi keskittyä pelkkään kuunteluun ja se ei vie ajatuksia helposti muualle, siis kyllä haluaa keskittyä paremmin.
You can focus on just listening and it doesn't take your thoughts away easily, so yes you want to focus better.

In addition, a student wrote that music relaxes him/her, another wrote that music boosts his/her motivation and mood and one student wrote that it does increase her motivation slightly.

The second open ended question asked the participants to describe the feelings using music creates in them. Here the majority of the participants (18) indicated that music creates feelings in them. Six students mentioned that music makes them happy.

- (4) Musiikki saa minut yleensä iloiseksi.
Usually music makes me happy.

Six students also indicated that music cheers them up. Five students indicated that music induces general positive feelings.

- (5) On todella kiva, että sitä käytetään ja saisi käyttää vähän enemmänkin ☺
It's really nice that it's used and there should be more of it ☺

Three students wrote that the feelings depend on the music. One of them wrote that it depends on whether he/she likes the music and the others that it depends on the mood the music creates. Three students commented on how music affects their learning, for example that it's a good way to learn how to apply their skills in real life. Two students said music makes them feel more relaxed and also two students also mentioned that they think music should be used more often. However, there were also five participants who indicated that music does not affect their emotions. They were very brief in their answers and did not offer any specific reasons to their opinions.

- (6) Ei mitään erityisiä. Ihan normi tunti musiikin kera.
Nothing special. Just a normal lesson with music.

Three participants did not answer the question at all and two wrote that they did not know

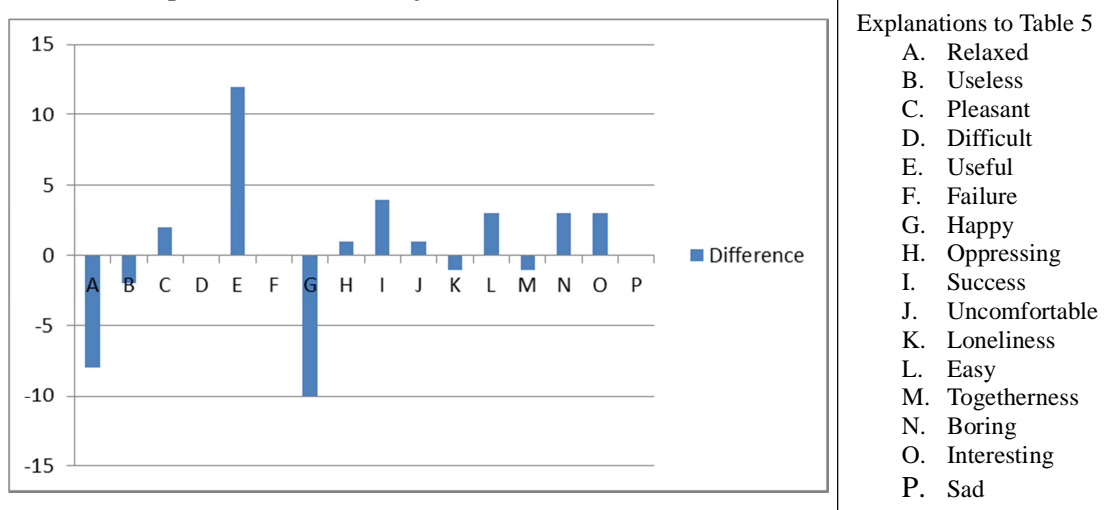
what to answer.

4.3 The differences between classes with and without music

Since the sample of the study is very small, statistical analysis is unfortunately out of the question and the results cannot be generalized. However, the results from the two sections can be compared.

When comparing the adjectives the participants chose, the noticeable differences are that relaxed and happy were chosen more often in the section concerning classes with music. On the other hand, classes without music were experienced as more useful. Table 5 presents the difference of the number of choices of the “with music” section to the “without music” section. The number of choices in the “with music” section was subtracted from the without music section. In other words, words that have positive values were chosen more often in the “without music” section.

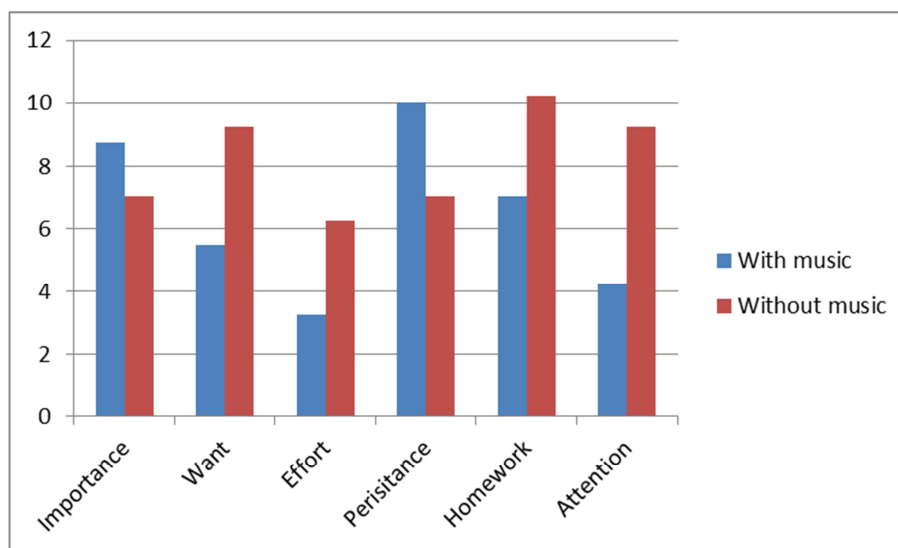
Table 5: Comparison of chosen adjectives



In order to compare students’ answers to the statements, an average value was calculated to each statement in both conditions. These values are presented in Table 6. To the surprise of the researcher, students answered more positively top statements concerning the lessons that did not have music. It should be noted that the questions in section two were phrased so that the students were asked if they feel **more** motivated in the classes with music. In other words the results are coherent with the results of the open questions,

where most students reported that music does not have an effect on their motivation. However, the importance of studying English was perceived slightly greater in the “with music” statement and students also reported being more persistent in finishing their tasks when they involve music.

Table 6: Comparison of reaction to motivation statements



5. Conclusion and Discussion

The former research has established that interesting tasks that are perceived as useful and that match the learners' level of competence, positive class atmosphere and lower anxiety and positive emotion are factors that enhance motivation. In addition, the research suggests that music is a versatile teaching tool. It was further deduced that music can potentially help teachers create a motivating learning environment. Hence, this study was set out to explore two questions:

1. What kind of feelings related to using music in the English classroom do students experience?
2. Does playing music in the classroom affect their motivation?

I was interested in hearing the students' opinions on the matter.

In general the students who participated in the study reported feeling mainly positive about English lessons and also being quite motivated to study. The background literature

suggests that music can create feelings of togetherness and pleasure (Numminen et al. 2009) and Lappi (2009) found that students perceived that music makes the classroom atmosphere more comfortable. The results of the present study suggest that in this group music indeed creates positive feelings in students, since they reported being more relaxed and happier in classes where music is used. The participants also indicated in coherence with earlier research by Lappi (2009) and Maunus (2003) that music is important to them and that they spend a lot of time listening to it. However, they generally reported not being any more motivated in lessons with music than in normal lessons. Nonetheless, none of the participants reported feeling less motivated because of music in the open-ended questions.

The sample size is unfortunately too small to allow for analysis of correlations or causal links between the factors, but it could be speculated whether the fact that the students perceived the classes with music as less useful might affect their motivation. Earlier research by Pasanen (2010) suggested that music is used often as tune-in music for non-pedagogical purposes and on the other hand that perceived usefulness affects motivation (Ruohotie 1998). Perhaps the students have learned to associate music with tasks that are not as important as tasks that do not employ music and hence do not find them particularly motivating.

As the possible applications of these results in the classroom are concerned, since music enhanced positive feelings in the students, teachers can be encouraged to use continue using music as a recreational tool so as to build a positive atmosphere in the classroom. In my experience teachers generally find that it is very important to learn to know their students and this matter is no exception: The results suggest that students can have different opinions on music in the classroom and their reports on music's effect on their motivation vary. In addition, for teachers that like to use music in their classroom often, it could be worth considering using music more often also in tasks that are evaluated or that are designed to teach central contents or emphasize in some other way that tasks with music are not always recreational.

The eminent weakness of the study is the small sample size, which limited the possibilities of analyzing the results. In addition, the study did not examine the effect motivation had on students' study results or how music had been used in the classroom. It

is also impossible to rule out other factors that could affect the participants' motivation. In addition, more effort could have been put into motivating the participants both into taking part in the study and also answering the open-ended questions of the questionnaire. On the other hand I believe that the study enabled the students to express their thoughts on the matter, which was one of the goals of the study. The results from the open-ended questions and multiple-choice sections appear coherent.

In the future, first of all, it could be useful to conduct a similar study using a larger sample and more advanced analysis methods in order to study the relationships between music and motivation. It could be interesting to find out if participants' interest in music or achievement levels in English influence the affect music has on their motivation. In addition, a more practical approach on the subject could also be welcome, for example teachers could benefit from ready-made material packages that would help them use music in the classroom.

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Appendices

Appendice 1: The questionnaire

KYSELY

Toukokuu 2013

Hei,

Teen opinnäytetyötä Jyväskylän yliopiston kielten laitokselle musiikin käytöstä englannin opetuksessa. Olisin kiitollinen jos voisit käyttää hetken ajastasi vastataksesi tähän kyselyyn. Kyselyt käsitellään nimettöminä, joten kukaan ei saa tietää, mitä itse kukin on kyselyyn vastannut.

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Kiitos!

LUE OHJEET HUOLELLISESTI!

1. Taustatiedot. Ympyröi sinua kuvaava vaihtoehto.

Sukupuoli nainen / mies
Ikä 13 / 14 / 15 / 16
Englannin arvosana edellisessä todistuksessa 5 / 6 / 7 / 8 / 9 / 10

2. Rasti vaihtoehto, joka kuvaa parhaiten suhdettasi musiikkiin.

	Täysin eri mieltä	Melko eri mieltä	Melko samaa mieltä	Täysin samaa mieltä	En osaa sanoa
Harrastan jonkin instrumentin soittamista tai laulamista.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kuuntelen musiikkia usein.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kuuntelen englanninkielistä musiikkia usein.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Luen englanninkielisten kappaleiden sanoituksia esimerkiksi Internetissä.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Musiikki on minulle tärkeää.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Rasti vaihtoehto joka kuvaa parhaiten sinua englannin opiskelijana.

	Täysin eri mieltä	Melko eri mieltä	Melko samaa mieltä	Täysin samaa mieltä	En osaa sanoa
1. Ponnistelen oppiakseni englantia silloinkin kun se on vaikeaa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Englanti ei ole minulle kovin tärkeä oppiaine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Jos tehtävät ovat hankalia, en yleensä tee niitä loppuun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Haluan opiskella englantia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teen englannin läksyt melkein aina.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Seuraan opetusta englannin tunneilla.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Ympyröi 3-9 sanaa, jotka kuvaavat mielestäsi englannin opiskelua.

rento	turha	mukava	vaikea
hyödyllinen	epäonnistuminen	iloinen	ahdistava
onnistuminen	epämukava	yksinäisyys	helppo
yhteenkuuluvuus	tylsä	mielenkiintoinen	surullinen

HUOM! Seuraavat kysymykset koskevat englannin tunteja joilla käytetään musiikkia.

Olette voineet esimerkiksi kuunnella, laulaa, lukea ja kääntää sanoituksia tai etsiä tiettyjä sanoja niistä.

1. Rasti vaihtoehto, joka kuvaa parhaiten sinua englannin opiskelijana.

	Täysin eri mieltä	Melko eri mieltä	Melko samaa mieltä	Täysin samaa mieltä	En osaa sanoa
1. Ponnistelen oppiakseni englantia erityisesti tunneilla, joilla on musiikkia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Musiikki saa englannin tuntumaan turhalta oppiaineelta.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Jos tehtäviin liittyy musiikkia, en yleensä tee niitä loppuun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Haluan opiskella englantia erityisesti tunneilla, joilla on musiikkia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teen läksyt melkein aina, jos tehtäviin liittyy musiikkia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Seuraan opetusta erityisen tarkasti tunneilla, joilla on musiikkia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Kerro omin sanoin: Eroaako motivaatiosi tunneilla, joilla käytetään musiikkia jotenkin motivaatiosta muilla englannin tunneilla?

Jos tila loppuu jatka kääntöpuolelle ->

3. Ympyröi 3-9 sanaa, jotka kuvaavat mielestäsi tunteja, joilla on ollut musiikkia.

rento	turha	mukava	vaikea
hyödyllinen	epäonnistuminen	iloinen	ahdistava
onnistuminen	epämukava	yksinäisyys	helppo
yhteenkuuluvuus	tylsä	mielenkiintoinen	surullinen

4. Kerro omin sanoin: Mitä tunteita musiikin käyttö englannin tunneilla sinussa herättää?

Appendice 2: The permission form

Hyvä äiti tai isä tai huoltaja

Toteutan lapsenne koulussa tutkimuksen, jossa tutkitaan musiikin käyttöä englannin tunneilla. Pyydän, että lapsenne saisi osallistua lyhyen kyselyn täyttämiseen. Kyselyyn vastataan nimettömänä ja vastauksia käytetään ainoastaan tutkimustarkoituksiin.

Kerään kyselyn avulla aineistoa kandidaatin tutkielmaan, jonka ohjauksesta vastaa dosentti Katja Mäntylä Jyväskylän yliopiston kielten laitoksella. Tutkimuksen tavoitteena on lisätä tietoa musiikin käytöstä englannin opetuksen välineenä.

Olkaa hyvä ja palauttakaa tämä kirje allekirjoitettuna lapsenne mukana kouluun.

Ystävällisin terveisin,

Eeva Kuhmonen
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0505974484

Katja Mäntylä
katja.mantyla@jyu.fi

_____ (nimi)

- saa osallistua aineiston keräämiseen. Aineistoa saa käyttää nimettömästi tutkimustarkoituksiin.
- ei osallistu aineiston keräämiseen.

Huoltajan allekirjoitus ja päiväys