

UNIVERSITY OF TARTU
DEPARTMENT OF ENGLISH STUDIES

**EFFECTS OF USING SONGS IN EFL CLASSES ON LEVELS OF
ENGAGEMENT AND ANXIETY OF UPPER ELEMENTARY
SCHOOL STUDENTS**

MA thesis

RUTH SEMERIK

SUPERVISOR: *Lect.* ÜLLE TÜRK

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ABSTRACT

The aim of the study was to explore, whether using songs in EFL classes influences the engagement and anxiety levels of students in any positive or negative way. For this purpose, three research questions were posed. Firstly, what are the benefits of using songs in the EFL class? Secondly, what are the levels of engagement and anxiety in the research group prior to the use of songs? And lastly, did levels of engagement and anxiety in the group change during the use of songs in lessons? The hypothesis of this study was that songs have a positive effect on student engagement as well as anxiety.

The introduction of this thesis gives an overview of the benefits of using songs in foreign language lessons. Possible obstacles that teachers may face in trying to incorporate songs into their classes are also outlined. The introduction is concluded with a thesis review section.

The first chapter explains the essence and importance of classroom engagement, as well as anxiety and one of its types – foreign language anxiety. Positive effects of songs on engagement as well as anxiety are also explained.

The second chapter details the research that was carried out with a group of 15 sixth grade students. These students had never learned English with the help of songs before. Prior to implementing songs in six out of twelve lessons, the group was observed for over a week. In addition to that, an interview with their regular teacher was carried out and questionnaires were distributed and collected. After the end of the teaching period, four students were interviewed. The results section reports relevant data that was collected during the research period. In the discussion part, literature from the theoretical section of the thesis is tied together with data collected during the research period. This is done, keeping in mind the aforementioned research questions.

The second chapter is followed by the conclusion. In the conclusion, the most relevant points concerning the benefits of songs in EFL classes, engagement and anxiety are summarized once more, alongside the results of the research.

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1. INTRODUCTION

Foreign language skills are highly important and emphasized in modern society. Being able to communicate in the mother tongue as well as in foreign languages are two of the eight competences considered crucial by The European Parliament and the Council of the European Union (2006). The other competences include mathematical and basic competences in the fields of science and technology, social and civic competences and a sense of entrepreneurship, digital competence and cultural awareness and the ability to learn how to learn. These competences are also known as key skills and they are essential for a person to succeed in the modern information-based and globalized society. The skills help a person to adapt, make them valuable to the job market and also motivate and instil a sense of satisfaction and self-fulfilment when obtained (The European Union 2006). Educators in all member states of the EU are required to provide initial education that would give young learners the opportunity to start developing the key skills in order to further them later in life as well (The European Union 2006).

It comes as no surprise that the multicultural and multilingual context of the European Union has brought about the importance of being able to communicate in foreign languages. The desired outcome of language learning according to the policy of multilingualism in the EU is that every citizen speak two foreign languages in addition to their mother tongue (Commission of... 2008). According to the Commission of the European Communities (2008: 10), language subjects are among the more difficult ones and play a large role in failure in school. For that reason it is especially important that educators make an extra effort towards finding ways of motivating students and taking into account their needs and interests for the purpose of maximizing the benefits of foreign language learning.

Despite the necessity of motivating students, Reeve (2012) believes that teachers should not try to artificially manufacture motivation in their classrooms. Rather, they should support the inner motivational resources that their students already possess with suitable classroom practices and conditions, such as teaching methods or materials. Hancock (2010) shares this view when he argues that intrinsic appeal of materials should not be an afterthought, but rather a legitimate criterion in planning a lesson. He suggests that intrinsically motivating resources are easy to find if we just think about what people engage in naturally, without expecting any rewards in return. Such resources are, for example, songs.

1.1 Where and how songs fit in the EFL classroom

Bringing songs into the classroom is definitely not a recent discovery. Bartle (1962: 11) argued already more than 50 years ago that songs help to memorize certain phrase constructions or grammar points. Moreover, these are retained for a longer period of time. According to Richards (1969: 161), another early advocate, songs reinforce teaching by being pleasurable as well as legitimate teaching aids in the learning of different language skills. Therefore, songs have a rather long history of being acknowledged as a positive influence on language learning. However, there are also several reasons why teachers would rather opt out of using songs in their language classes.

Relevant literature outlines practical as well as theoretical problems that may arise when teachers wish to incorporate songs into their classes. Millington (2011: 136) describes three practical obstacles a teacher might face. The first obstacle is finding a suitable repertoire. The selection of songs at the disposal of the teacher has to be extensive and varied because students get bored quickly. This is also one of the concerns expressed by teachers who took part in a research project carried out by Pasanen (2010) in Western

Finland. The study reports that teachers think of finding appropriate pieces of music as an immense amount of extra work. The second hurdle is that teachers need to take care to choose songs which are not only appropriate in content but also in their English language use. The lyrics of some songs differ greatly from everyday spoken English. And the third obstacle may be that teachers who are not native English speakers themselves may feel incompetent and insecure in teaching or demonstrating the stress and rhythm of songs. This, in turn, leads them to use the same songs, which they feel comfortable with, over and over again.

Engh (2013) comments on two of the more theoretical problems that teachers face. Firstly, he believes that even though there is enough general literature on the benefits of songs in language learning, teachers are still somewhat reluctant to put them to use because of the lack of theoretical knowledge on exactly how to do so. This, in turn, leads to the inability to defend the use of songs in the classroom, even though teachers intuitively feel that it is something worth trying. Secondly, there is also a lack of practical guideline materials that teachers could use in planning their lessons. Even though some study materials do come with songs, these are rarely accompanied by specific exercises and ideas on what to do with them in class (Pasanen 2010: 72, 79). Farmand and Pourgharib (2013: 841) believe that the practical and theoretical difficulties can result in teachers trying out songs in their classes once as a sort of experiment and then forgetting to do it again. However, this is counterproductive because one-time use of songs in the class yields no lasting effect. All of this can then contribute to some educators feeling that using songs in class is merely a recreational activity and a pleasant pastime rather than a legitimate teaching method and opportunity (Pasanen 2010: 74–75).

EFL teachers who wish to use songs in their lessons in Estonia may also face a problem stemming from the Estonian national curriculum for basic schools (2014). The

most relevant sections of the curriculum (2014) regarding this thesis are two of the 13 annexes – foreign languages (Annex 2) and art subjects (Annex 6). The annexes describe the essence and objectives of the two subject fields as well as different ways that subjects across subject fields should and can be integrated. One possibility of integrating foreign language and art subjects is to use songs in the EFL class. However, Annex 2 and the part regarding foreign language A advocates using songs only during the first stage of study which spans grades one to three. Foreign language A in Estonian schools is traditionally English. When teachers get no support from the curriculum to use of songs in their lessons, it is also no wonder when they choose not to do so.

However, the possible difficulties are outweighed by the benefits of songs in the foreign language class. These benefits can be categorized as linguistic, motivational, affective and relating to individual differences.

Firstly, the linguistic benefits. Penny Ur (2003: 46) says that whereas linguists break language down to phonology, lexis and structure, language teachers generally call these pronunciation, vocabulary and grammar. The effects of songs on all three components of language have been researched. Songs make excellent mediums for teaching pronunciation because of their rhythmic qualities and abundant examples of connected speech, including reductions and blends that occur naturally in the speech of all native speakers (Villalobos Ulate 2008: 44). In addition to that, teaching vocabulary items with music has also yielded good results like the study conducted by Köksal, Yagisan and Cekic (2013) demonstrates. Coyle and Gomez Gracia (2014) have also studied the way that songs help with vocabulary acquisition and they too concluded that the research subjects – preschool children – did retain more vocabulary after having learnt it through the medium of songs. Studying grammar with songs helps with retention, as was the case in the research conducted by Hassani, Rahmani and Fard (2014) and the retention of conditional sentences.

Secondly, the motivational benefits. Understanding the relationship between what is being learned and real life is highly important. Students are much more motivated to learn something that they can transfer into their private lives, and which exhibits some kind of immediate use value (Krull 2000: 445). An excellent way to build a bridge between school studies and real-life applications of language is to use authentic materials in English. Fonseca-Mora *et al* (2011: 1) believe that one of the main hindering factors to learning a foreign language is that students have little day-to-day input, unlike with their first language. This is nowadays becoming exceedingly less true. In the modern computerized world, students have more than enough opportunities to be exposed to authentic materials. Examples of authentic materials include songs, movies, plays, books and newspaper articles, giving EFL teachers a wide variety of resources to choose from and include in their lessons. Songs are perhaps the biggest and the most easily accessible source of input for learners of English today. Moreover, as Mishan (2005) argues, listening to and speaking about music and singing songs is not only dealing with authentic materials, but is in itself an authentic activity among native speakers. In conclusion, authentic materials are excellent motivators for students striving to learn the language and also the ways of the first language speakers.

The motivational qualities of songs have also been advocated by Hancock (2010). He has developed a taxonomy of intrinsic motivation or motivation that stems from within a person, called IPEC, which stands for Interest, Personalization, Entertainment and Challenge. Each of the four categories includes different resources, which can be used in EFL teaching. Hancock (2010: 27) mentions music and songs as part of the entertainment category and having the ability of attracting the attention of students; engaging and fascinating them. However, teachers need to keep in mind that before implementing methods designed to raise or uphold motivation in class, its existence or lack thereof must

be detected. Evaluating the motivation levels of students is not an easy task. As Reeve (2012: 151) points out, motivation is a private and innate process. Its observable manifestation is called engagement, which is a term referring to the extent of student involvement in the classroom. Engagement is a multidimensional construct consisting of several aspects, such as emotional, behavioural, agentic and cognitive aspects.

Thirdly, the affective benefits. Farmand and Pourgharib (2013: 840) believe that it is quite safe to say that everybody likes some kind of music unlike art, which can divide people quite strongly – some see the beauty and some do not. Fonseca-Mora, Toscano-Fuentes and Wermke (2011: 9) maintain that music leaves a deeper mark into our memories than mere spoken words, which can be attributed to the positive affective factors that music possesses. The same could be proposed as the explanation for the activation value of music – it captures the attention of a person because it brings forth pleasant emotions. Furthermore, the positive affective factors contribute to relaxation, trust, self-confidence and a comfortable atmosphere in class. This reinforces the ideas of Krashen (2013) and his affective filter hypothesis, according to which all learners benefit from a classroom where learning takes place in a low anxiety environment.

Last but not least, using songs also allows to cater for individual differences of students. Gardner proposed his multiple intelligences theory in 1983 when his book *Frames of Mind: The Theory of Multiple Intelligences* was first published. The theory recognizes that there is no one overarching intelligence, but rather several distinct intelligences that people either combine or use singularly to solve tasks that they are faced with in their respective environment (Gardner 1983). The number of intelligences has changed since the introduction of the theory but today eight different intelligences are recognized – the linguistic, logical-mathematical, spatial, musical, naturalist, bodily-kinesthetic, interpersonal and intrapersonal (Gardner 1999). Therefore, people differ in the

intelligences that they prefer to employ at any given moment to achieve the best result possible in a certain situation.

A lesson has to be versatile and offer something to all students. In a lesson where students are provided opportunities to play games, physically move around in the classroom, speak and hear the English language and be exposed to concrete language rules, students with the linguistic, bodily-kinesthetic and logical intelligences have a distinct advantage. According to Gardner (1983), individuals with the musical intelligence being the dominant have an advanced ability to produce and remember sound patterns. For such students, studying English with the help of songs can be an immense help because musical patterns help them to memorize specific vocabulary or grammatical constructions, for example.

1.2 Thesis overview

The aim of this thesis is to explore the effect of songs on engagement and language anxiety in an EFL group that has not been taught with the help of songs before. The research and writing process were guided by three research questions. Firstly, why would it be necessary to use music in the EFL classroom? Secondly, what are the prevailing levels of engagement and language anxiety in the group before the introduction of songs into the lessons? And thirdly, does the use of songs in class affect students positively or negatively? These research questions are relevant because at the school where the empirical research was conducted, English teachers do not use music – neither instrumental nor songs – in their classes despite the many previously listed benefits of doing so. This thesis will try to demonstrate that the use of songs in EFL classes is justified and not only should, but can be fully employed to maximize the efficiency of English lessons.

Firstly, the introduction and the theoretical section venture to explain why it is purposeful to use songs in EFL classes by putting the most emphasis on issues of engagement and anxiety. Secondly, the empirical section sets out to describe and analyze data gathered from 6th grade students before, during and after carrying out English lessons using songs. The aim was to demonstrate a positive connection between the use of songs in the EFL class and the engagement and anxiety levels of the students in the results and discussion part of this thesis. In the conclusion the theoretical information will be summarized and used to interpret the results of the empirical study.

2. MAKING EFL CLASSES MORE EFFICIENT BY ENGAGING AND RELAXING STUDENTS

Nearly 20 years ago, Pinker (1998) published a book called *How the Mind Works*. In it he made rather controversial statements regarding music and its function in the lives of people. According to him, music is nothing but a sort of "auditory cheesecake" (Pinker 1998: 534). This claim was preceded by the thought that music is completely useless from a biological point of view. Furthermore, music could simply disappear from the world and it would not affect people at all, whereas the loss of sight or hearing most definitely would.

Pinker continues to say that music is not a universal language, as the cliché states. While all "neurologically normal children" can pick up a language and use and understand its complex structures, this is most definitely not the case with music (Pinker 1998: 529). It is probably safe to say that everybody enjoys some form of music. However, this does not automatically mean that everybody can produce music. Many people are tone-deaf and out of those few who can carry a tune even fewer people know how to play an instrument – a skill which takes training and rigorous practice to master (Pinker 1998: 529). Therefore, Pinker completely dismissed music in general and stated that it is a waste of time.

However, relevant literature demonstrates that music in the form of songs can have a significant effect on the wellbeing and long-term success of students. If songs are used purposefully, they can aid in raising classroom engagement levels. Moreover, they can help to lower language anxiety. The following subsections explain the concepts of engagement and language anxiety, as well as outline the traits of engaged and anxious students. It is also explained how the use of songs in class can help to engage students and lower language anxiety.

2.1 Classroom engagement

Appleton *et al* (2008) call attention to the fact that engagement is a term for which relevant literature offers a multitude of definitions. They see it as a problem which needs to be resolved because there is too much variation in how the concept is understood and measured. This makes comparing findings across studies difficult (Mih *et al* 2015). Even the term itself is not set in stone with Fredricks and McColskey (2012) reporting that researchers use student engagement, classroom engagement, academic engagement, school engagement or engagement in class among others, quite interchangeably. Furthermore, researchers often do not explain or justify why they chose to use a specific term in their projects. The differences in definition and term can be seen in a table published in the article by Appleton and his fellow researchers (2008: 371–372), which lists 19 different definitions and eight different terms that have been found in literature on the matter.

The author of this thesis decided to use the term ‘classroom engagement’ because as Reeve (2012: 152) points out, the student and the environment in which the learning takes place is a connected social world. The teacher and employed teaching methods are capable of altering engagement in class. Therefore, it is not called for to separate a student from their surroundings when in reality, these surroundings influence the student greatly.

A consensus among researchers is that engagement is multidimensional. However, in addition to discrepancies in the term and its definition, researchers also differ in the number and nature of subcomponents that they consider under engagement. Perhaps the most widespread understanding is that engagement consists of three dimensions – behavioural (effort, participation, positive conduct), emotional or affective (interest, positive attitude, value) and cognitive engagement (self-regulation, strategy use, learning goals) (Archaumbault *et al* 2009; Fredricks *et al* 2004). Others consider it two-dimensional and include only behavioural and emotional engagement (Willms 2003; Mih *et al* 2015).

The third possibility that is also used is four-dimensional and it entails academic, behavioural, cognitive and psychological engagement (Anderson *et al* 2004). Reeve (2012) proposed the existence of agentic engagement (asking questions, giving suggestions, communicating needs) in addition to emotional, behavioural and cognitive types. Reeve and Tseng (2011) give some rather compelling reasons for adding agency as the fourth type of engagement. They claim that the currently dominant tripartite model of behavioural, cognitive and emotional engagement is actually incomplete. In a real-life class situation, students do not merely take in information and act on it. They also contribute in a way that directs and influences the teaching situation. This four-dimensional model is also used in the empirical part of this thesis, with the exception of cognitive engagement. The reasons for excluding cognitive engagement are explained in the methodology and procedure section.

Student engagement is a construct that is very tightly connected with motivation, the importance of which was explained in the introduction of this thesis. Engagement and motivation are also terms that are sometimes erroneously used interchangeably (Fredricks and McColskey 2012: 765). The difference between the two is that, while motivation is unobservable, private and psychological, engagement is the publically observable manifestation of the process. In a study carried out by Reeve and Lee (2012), teachers were asked to evaluate the motivation and engagement levels of their students while the students evaluated their own motivation and engagement as well. The results showed that the opinions of the teachers rarely coincided with those of the students in the case of motivation. However, it was a completely different story with engagement, in the case of which evaluations overlapped to a great degree. This demonstrates the observable nature of engagement.

Student engagement has received a lot of attention from researchers ever since the mid-1990s (Trowler 2010). The results of studies show that engagement plays a very important part in the classroom, which has also been recognized by practitioners due to observations that far too many students are bored, unmotivated and uninvolved (Appleton *et al* 2008). Disengaged students report emotions such as boredom, anxiousness and even anger over having to be in the classroom (Skinner and Belmont 1993). In contrast, engaged students are the ones who pay attention, exhibit interest and participate in discussions (Fredricks *et al* 2004). Moreover, Wentzel (2003) reports that engaged students have good academic results and meaningful interpersonal relationships and behave in a way that is appreciated by peers as well as teachers. Disengagement has been proven to lead to school dropout, which is the result of a gradual and long-term process of disengaging and disconnecting from school (Appleton *et al* 2008; Mih *et al* 2015; Fredricks *et al* 2004).

A significant trait of engagement is that it is malleable, which means that it is responsive to changes in the learning environment and it shows how an individual interacts within a specific context like a teaching activity (Fredricks *et al* 2004). Researchers agree that levels of motivation, and therefore also engagement, decrease over time (Lasagabaster 2011; Ryan and Deci 2000). The reasons for such a decline could be either educational or personal (Lasagabaster 2011: 4). The educational explanation could be that, as students progress, teaching methods change from the largely oral methods that young learners enjoy to a more grammar-centred and vocabulary-centred approach in the higher levels (Lasagabaster 2011: 4). This falls under changes in the learning environment. The personal explanation could be that as students get older they move from the family identity to a more individual identity and start developing their own specific interests, which often do not include studying (Lasagabaster 2011: 4).

Urdan and Schoenfelder (2006) claim that too often students are labelled as either engaged or disengaged, when in reality engagement is dependent on how teachers structure their teaching. According to research by Jang (2008), students are much more engaged in activities that have an interest value and real-life applications. Newmann (1992) theorized already more than 20 years ago that students are engaged when tasks are authentic, fun and allow for real-world interactions. Using songs in EFL classes is an excellent example of activities which are authentic and deal with the real world.

Gebhard (1996) has divided authentic materials into three categories – listening materials, visual materials and printed materials. Songs belong in the first category. Gilmore (2007) holds that it is highly important to expose language learners to authentic materials, because it is a major motivating force. Authentic materials help the subject matter to directly relate to real life, making a connection between the classroom and the real world. Jang (2008: 798) also believes that when a teacher is looking to motivate a student during an uninteresting activity, they should stress task value. This can be achieved by showing students how the subject matter can prove useful and by helping them attach a personal meaning to it (Jang 2008: 798).

The appreciation of students for interesting and fun activities was also demonstrated by Bier (2013). A study was carried out to investigate the motivation levels of a group of secondary middle-school students. The study was mixed-method research and entailed interviews with the students as well as questionnaires. Results from the study confirmed that students wanted their lessons to be more interesting. During the interviews students made suggestions such as watching movies or listening to songs. Bier (2013: 449) concludes that it is vital to keep students interested by including activities which coincide with what students engage in in their daily lives.

2.2 Anxiety in the EFL classroom

Each student brings with them an array of affective factors such as attitudes, beliefs, perceptions and emotions. All of these affective factors contribute to and influence the learning process (Bernat and Gvozdenko 2005). Being aware of the factors can aid a teacher in designing and planning lessons which would suit their students. One of those influential affective factors is anxiety.

Rachman (1998) has defined anxiety as feelings of uneasiness and suspense. In relation to its ability to affect a language learner to a significant degree, anxiety has been researched ever since the 1970s (Liu and Huang 2010). In the 1980s, Stephen Krashen proposed his theory of second language acquisition, which includes five hypotheses. The five hypotheses combine to explain the way that the second language is acquired. The theory applies to second-language acquisition as well as foreign language learning. In both cases, anxiety levels of students play a significant role in determining whether language learning is somehow inhibited or not.

One of those five hypotheses is the affective filter hypothesis, according to which affective factors, such as anxiety, play an important role in the success or failure of learning a new language (Krashen 1982). The affective filter is like a wall or some other obstacle that can be either low or high. Students with a low affective filter are motivated to learn a language, are engaged, confident and have little anxiety in class, whereas students with a high affective filter experience contrary emotions (Ni 2012: 1508). Therefore, anxiety in class is a highly relevant factor. Language teachers should learn to acknowledge it, identify it and help their students deal with it (Huang et al 2010).

Two types of anxiety are distinguished – state anxiety and trait anxiety. The first is triggered by situations which pose a threat, and is considered a normal feeling (Ay 2010). The second is a constant emotional state for some people, regardless of the situation that

they are in, and it requires professional interference (Ay 2010). However, the types are not set in stone. Oxford (1999) claims that one can also develop into the other. In a language learning situation, students may experience state anxiety when they are asked to speak in a foreign language class. Usually, as students get older and their language skills get better, state anxiety diminishes. However, sometimes state anxiety develops into trait anxiety and becomes a permanent state, which starts to influence performance as well as achievement in class. Liu and Huang (2010) point out that students with high levels of anxiety generally perform worse in language classes than their peers who have lower levels of anxiety. Many anxious students choose to stay completely silent in lessons, which in turn causes their oral skills to decrease (Liu 2006). Such students remove themselves from the communicative aspect of language, which requires producing language.

There is a type of anxiety which is specific to foreign language learning situations, called foreign language anxiety or FLA. In relevant literature, ‘foreign language anxiety’ and ‘language anxiety’ are used interchangeably. Horwitz *et al* (1986: 128) define FLA as a compound of “self-perceptions, feelings, beliefs and behaviours” related to learning a language in a classroom, and stemming from the unique process of learning a language. Ay (2010) posits that FLA entails communication apprehension, test anxiety and fear of negative evaluation. As the name suggests, communication apprehension is characterised by a fear of communicating with others. A student who is shy about speaking to or in front of others displays communication apprehension (Horwitz *et al* 1986). Such students think that they will surely be unable to make themselves understandable and decide to say nothing at all. However, MacIntyre and Gardner (1991) believe that communication apprehension manifests itself mainly in oral and aural situations in which the student is not in control of the time frame that they have for concentrating on what to say, for example.

In the case of reading and writing, students get enough time to think everything through and to correct what they produce before they submit their message.

The second aspect of foreign language anxiety – test anxiety – stems from the fear of failure in situations of academic evaluation. This is not unique to foreign language classes but common in most educational environments where tests are used.

Finally, fear of negative evaluation drives a student to avoid situations in which others would be able to evaluate their language skills. However, avoiding evaluation in a language class is problematic. Horwitz *et al* (1986) argue that foreign language learning is a process, which, in its essence, includes evaluation by the teacher. In addition to being extremely sensitive to evaluation from the teacher, anxious students may also fear evaluation from their classmates.

Symptoms of foreign language anxiety are classified as psychological, physical and social (Oxford 1999). Psychological symptoms of language anxiety are e.g. fear, embarrassment, poor memory recall and retention. Physical symptoms entail perspiration, a rapid heartbeat and dry mouth. Social symptoms include silence and unwillingness to participate in class.

A study by Ay (2010) took a closer look at FLA in the case of young adolescent students aged 11–13. According to the author, researching language anxiety in the case of young learners is not common. However, adolescents experience an array of changes that are both physical as well as emotional and which can cause erratic behaviour. Moreover, during these changes they also move from elementary school to secondary school, which is another important change in their lives. As a result of all of this, students start to question many things they need to do at school, including learning a foreign language.

Horwitz *et al* (1986) conclude that educators have two possibilities once FLA has been detected. Firstly, they may help anxious students to cope with the situation that

causes the anxiety. Secondly, they can attempt to make the learning environment less stressful. One way of doing the latter is by introducing songs into classes because songs can have an effect on affect, as was argued in the introduction of this thesis. Millington (2011) believes that the use of songs can create a relaxed environment, which is also less formal and, therefore, less threatening. Songs are mostly thought of as entertainment and they bring forth positive emotions, which makes learning enjoyable. Urdan and Schoenfelder (2006) also believe that if assignments and activities are tailored to the interests of the students, even seemingly unmotivated students can start exhibiting contrary emotions.

In conclusion, songs have many benefits in a foreign language class like affective, motivational and linguistic benefits. Songs have a positive effect on all three components of language – vocabulary, grammar and pronunciation. Moreover, the fact that using songs incorporates authentic materials into the lessons motivates students because they can transfer classroom knowledge into real life. Affectively, songs relax people and bring forth positive emotions. Moreover, using songs is also justified regarding individual differences of students such as different types of intelligences. Songs can also help a teacher to engage their students and to lower anxiety in lessons, both of which play a significant role in school success.

3. STUDY OF THE EFFECTS OF SONGS ON ENGAGEMENT AND LANGUAGE ANXIETY

The purpose of the study undertaken was to explore the effects of songs on levels of engagement and anxiety in an EFL class. The subjects were students who had not been exposed to songs in their English classes before. Such an aim was prompted by theoretical literature on the benefits of songs in language learning. The students were acquainted with the author of this study already prior to the start of the research. The author had observed and occasionally taught the group in the fifth grade as part of her continuous pedagogical traineeship. During the course of the research, a multi-method approach was used. Prior to the introduction of songs into the English classes, observational data was gathered, a questionnaire was distributed and collected, and a semi-structured interview with the regular English teacher of the group was carried out. Next, six lessons using songs were designed and taught. Finally, four students were individually interviewed to determine whether they enjoyed learning English with the help of songs and felt less anxious and more willing to engage. The interviews with the students were also semi-structured.

The following methodology and procedure section outlines and gives reasons for the strategy of the research. Methodology is followed by the results of the study and the discussion of said results from the viewpoint of the concepts of engagement and anxiety. The results are discussed by keeping in mind the research questions: what were the engagement and anxiety levels in the group before the use of songs in teaching activities and whether the use of songs had any positive effect on levels of engagement and language anxiety of the students. The hypothesis of this thesis was that songs would influence both engagement as well as anxiety in a positive direction.

3.1 Methodology and procedure

The research period spanned five weeks from November 16th to December 18th, 2015. The participants were 15 sixth grade students – seven boys and eight girls – from two parallel classes who had been combined in the third grade to form one advanced group on the basis of their competence in English. Nevertheless, the language levels of two students were visibly lower than those of the others. The current teacher of the group had taught them for three consecutive years and confirmed that she had never taught these students with the help of songs before.

The empirical research process can be divided into three rounds. The first round consisted of class observations; developing, distributing and collecting questionnaires, and an interview with the regular teacher of the group. Observing the students before starting to teach them in an unfamiliar manner was necessary for the following three reasons. Firstly, in order to be aware of the individual differences within the group. Secondly, to get a preliminary overview of the levels of engagement and anxiety in the group. And lastly, to be able to judge afterwards whether the use of songs in the lessons affected the observable engagement and anxiety levels of the students in any positive or negative way.

Observations began approximately one week prior to starting to teach the group and took place over the course of five lessons. Each student was assigned a number from one to 15 in order to ensure their anonymity in this thesis. In every lesson, observations concerning the emotional, behavioural and agentic engagement of the students were added into a table (See Appendix 1), which served as the diary of the researcher. In evaluating the existence and approximate levels of the three types of engagement in class, the researcher used the same items designed for teacher rating that were used in the motivation and engagement study by Reeve and Lee (2012). In the case of behavioural engagement, the teacher had to observe whether a student “shows high on-task attention and concentration,

high effort, high persistence especially on difficult tasks” (Reeve and Lee 2012: 733). With emotional engagement, the teacher rating focused on the display of positive emotions such as interest, joy and curiosity, and rare displays of negative emotions such as anger, boredom and discouragement. Agentic engagement was considered to have been displayed when the student asked questions, expressed their interests, preferences and likes or dislikes.

In the previously mentioned study, teachers also rated the cognitive engagement levels of their students. However, these teachers were the regular teachers of the students in question and better aware of the ways that the students use different learning strategies or how they monitor their own work. The author of this study decided to exclude cognitive engagement because she felt that she did not know the students well enough to evaluate their personalized learning strategies or conceptual understanding of assignments. Neither did the author wish to base her data concerning cognitive engagement solely on an interview with the teacher and not on her own observations.

While the observations were still on-going, the author also conducted a semi-structured interview with the teacher of the group (See Appendix 2 for the questions). As per the request of the teacher, the interview was carried out in Estonian because she felt self-conscious about her level of English. Pre-formulated interview questions revolved around getting a general overview of the class (questions 1–4), the presence of different types of engagement (questions 5–8) as well as the perceived language anxiety (questions 9–10). The interview took place over the course of 36 minutes and was conducted at school during a free period. It was also recorded. The interview gave the researcher additional information about some tendencies and patterns that had been noticed thus far. Furthermore, it also acted as assurance of the correctness of data gathered from the observations.

Lastly, before starting to teach the students, the researcher also asked them to fill out questionnaires. This was executed at the end of one of their English classes during the observation period (See Appendix 3 for the questionnaire). One student was absent and consequently did not fill out the questionnaire. The questionnaire was compiled in Estonian, because the researcher was not sure that all students would understand the questions had they been presented in English. The questionnaire contained open-ended (questions 3, 16, 18 and 19) as well as multiple-choice questions (questions 1– 2, 4–15, 17). Students were asked to express their opinions on a multitude of issues such as their feelings towards their English classes in general (question 1), their levels of comfort or discomfort during the classes (questions 2, 3, 9, 10, 12), what they enjoy about their classes the most (question 4), how they perceive their own language level and that of their groupmates (questions 5, 6 and 11), what motivates them to work in the lesson (question 7), and also their attitudes towards music in general and their musical preferences (questions 13–19). Adding questions 2, 9, 10 and 12 was inspired by the Attitude/Motivation Test Battery by Gardner (2004). This questionnaire gave an overview of the class as per their own opinions. Questions 4, 5, 6 and 7 also helped the researcher prepare for her trainee practice in teaching, which was carried out with the same group.

The second round of research consisted of teaching the class. During the research period the researcher had twelve classes with the language group with four classes per week. Out of those twelve classes, teaching activities using songs were implemented in six lessons (See Appendices 4 to 9 for the lesson plans). Out of the four classes every week, songs were used in two lessons. Therefore, the exposure of students to songs was regular, yet still not too frequent. With such a system, the researcher tried to mimic a natural school environment where it is not possible to use unusual and exciting teaching methods in every single class, be it due to lack of time for the teacher to organise such activities or the nature

of the topic at hand. Moreover, a new and exciting method of teaching can cease to be so if it is over-used and exploited. The author believes that this makes the thesis more relevant and more applicable to the everyday school situation.

Altogether, the author used seven different songs. The songs were chosen by the author based on the topics that had to be taught throughout the twelve lessons of the trainee practice in teaching. In the first lesson out of the six in which songs were implemented, *Home School Blues* by Tim Hawkins was used as an introduction to the lesson as well as to the concept of home schooling. The second lesson employed *Goodbye Friend* by David Guetta ft The Script. This is the only song which was chosen with the help of the students. Question 18 from the previously described questionnaire asked students to name their favourite singers and/or bands. The author collected five of the most frequently mentioned artists and gave students the chance to vote on which artist they would like to listen to in the next class. The five most frequently mentioned artists and bands were David Guetta, Maroon 5, Bruno Mars, Fifth Harmony and Justin Bieber, mentioned here in the order of popularity. It was difficult to find a song from David Guetta which would correspond to any of the topics that we had at that moment. Therefore, dealing with *Goodbye Friend* worked towards developing general skills of listening and reading. The third and fourth lessons both contained *Payphone* by Maroon 5, which was used to teach prepositions and general understanding of expressions such as ‘to burn a bridge’ that could be found in the lyrics. In the fifth lesson, *All by Myself* by the cast of Glee as well as *It’s My Life* by No Doubt were used to teach reflexive pronouns. The sixth lesson also employed two songs – *Used to* by Daughtry and *Hotline Bling* by Drake to teach the used to’ construction.

The materials that were used to deal with the songs included worksheets which were used together with four songs – *Home School Blues*, *Goodbye Friend*, *Payphone* and *Used to*. All of the worksheets included lyrics of the songs, which were retrieved from the

Internet. The author of this study always checked the correctness of the lyrics before printing out worksheets and made corrections, if necessary. The lyrics of *Payphone* and *Goodbye Friend* were gapped to have students listen to specific words and complete the lyrics. All of the worksheets also included questions concerning the comprehension of the message of the song or some individual phrases to spark class discussion. In the case of *Used to* and *Payphone*, students also had to put the lyrics in the correct order. The worksheet accompanying *Used to* also included a translation exercise where students had to translate a part of the lyrics into Estonian. In the case of *All by Myself*, *It's My Life* and *Hotline Bling*, students were asked to listen for specific information and react when they heard it. For example, while listening to *It's My Life*, students were asked to close their eyes and count how many reflexive pronouns they could hear. After the listening exercise, class discussion always ensued regarding the message and tone of the song.

The third and last round of research consisted of semi-structured interviews with four students (See Appendix 10 for questions). The interviews lasted for 15–25 minutes each. Interviews with some were chosen over questionnaires for all because the latter is not a good medium for getting an in-depth opinion on a matter. An interview allows for digressions and elaborations, which the questionnaire does not. Unfortunately, due to lack of resources, the researcher could not interview the whole class and had to choose only four students, which makes for 26.7% of the class. The students to be interviewed were chosen based on observations in class both in the first as well as during the second round of the research. All four students had been active during the six lessons in which songs were used – raising hands, volunteering answers and visibly enjoying the songs. Two out of the four had exhibited a change in their levels of engagement as well as anxiety during the teaching period.

3.2 Results and discussion

The aim of this section is to present results gathered from all three rounds of research in light of the theoretical material on the benefits of songs in EFL classes. The results will be presented and discussed keeping in mind two out of the three research questions posited in the thesis review section of the introduction. The first research question concerned the reasoning behind the use of songs in the EFL class. This question has already been answered in the first half of this thesis with evidence in the form of theoretical material on the matter. The second research question concerned the levels of engagement and language anxiety in the group prior to the implementation of teaching methods using music. The third and final research question concerned the outcome of the research period and aimed to find out whether songs had influenced the participating students in any way.

Observations. The author noticed that the students could be roughly divided into three groups based on engagement levels. Such an observation was made already in the first lesson observed. The first group exhibited low levels in all three types of engagement – emotional, behavioural and agentic. Students 4, 5, 14 and 15 would fall under this category. Common denominators in the case of all these students were that they did not voluntarily concentrate on what the teacher was saying. They would rather flip through pages of their books or notebooks, check their phones and/or doodle on pieces of paper and try to communicate with nearby students. Moreover, during written work they were also slower to complete the tasks than their groupmates due to the aforementioned distractions. S4 and S5 were told repeatedly to concentrate on the work at hand instead of chatting.

These tendencies could be noted throughout all five observed lessons. The four students rarely raised their hands with S5 being the most active in this sense – he raised his hand a total of three times over the course of five lessons. The author also noticed that these four students were nearly always called to answer only when the teacher noticed that

they were not paying attention and were engaging in irrelevant activities. After their names had been called, only S5 and S15 were recorded as giving two answers each during the entire observation period, all four being also correct. S4 and S14 either shrugged their shoulders or claimed not to know the answer each time their names were called.

The second group, consisting of seven students, displayed high levels of behavioural, yet low levels of agentic and emotional engagement. Students 2, 3, 6, 7, 8, 11 and 13 would belong in this group making it the biggest out of the three. These students always diligently completed their assignments with their answers being also mostly correct, the exceptions here being students 8 and 11, whose language levels were significantly below the class average. However, the seven students in this group almost never raised their hands to answer voluntarily. Only S6 and S7 were recorded as having raised their hands a combined total of five times over the course of the observation period.

None of the students offered any suggestions, nor did they ask questions. Students 3, 7, 8 and 13 also seemed nervous and flustered when the teacher called their names with S8, S11 and S13 turning visibly red each time they were expected to talk. The author also noticed that the hands of S8 began to tremble, which was clearly observable when she had to turn a page, for example. All students delivered their answers in a very quiet voice and usually with the intonation of a question. The teacher often had to ask the students to either speak up or repeat their answers. This suggested to the author that these students may harbour negative emotions and language anxiety in class.

The third group consisted of four students with consistently high levels of agentic and behavioural engagement – students 1, 9, 10 and 12. All these students also displayed a higher level of English. Whereas S9, S10 and S12 occasionally exhibited disinterest in the lesson as a whole and, therefore, lower levels of emotional engagement, S1 displayed high levels of emotional engagement throughout the observation period. In every lesson, he

raised his hand to answer questions posited by the teacher and he also displayed discontent when the teacher chose someone else to answer a question. Furthermore, S1 also made suggestions to the teacher concerning the amount and nature of homework, which demonstrates that the student possesses innate agentic engagement and wishes to model the learning process. He was also one of the first students to finish any task, be it written or oral. He often also asked the teacher to come to him and check if his answers were correct or if he had understood the task correctly.

S9, S10 and S12 were also very quick to complete any task that was presented and, when questioned, they could always express their ideas and opinions lengthily. When they were given a task like a written assignment, group work or a listening task, they would always focus and not engage in any other activities. This suggests a high level of behavioural engagement. However, they displayed little interest in the English lesson as a whole. If they were not given a specific task and would have to listen to their groupmates or the teacher, they always either chatted with their partners, doodled in their notebooks or dealt with other subjects altogether. This, in turn, suggests a low level of emotional engagement. Yet, their levels of agentic engagement were still high. All three students vocally expressed their positive and negative attitudes towards the assignments given. They also asked questions about the assignments and raised their hands to present their work to the class. S12 fell ill after three observed lessons and was consequently absent from the following two observed lessons.

The observations were helpful in mapping the existing levels of engagement and anxiety in class. They also assured the author that the results of the research would be relevant because, despite it being an advanced group, engagement levels were not at all as high as one might expect. The majority exhibited low levels in one to all three types of engagement. Observations showed that only one out of fifteen students displayed

continuous engagement across all three types in question. Four students exhibited low levels in all three types. Seven students displayed low levels of agency and emotional engagement and three students showed low levels of emotional engagement. Furthermore, the author also noticed the possible existence of anxiety. Therefore, the group definitely displayed problems, which the author would try to alleviate with the help of a teaching method that they had not been exposed to before.

The reasons for such low levels of engagement may be that the students included in this study were adolescents of the ages 13 and 14 and making their transition from upper elementary to lower secondary school. The students were going through an array of physical as well as psychological and emotional changes. Ay (2010) and Urdan and Schoenfelder (2006) maintain that these processes are highly influential in the development of student motivation and, thus, also of engagement. In addition to that, they were definitely also experiencing a change in teaching methods, which is inevitable as students progress into higher grades. Lasagabaster (2011) also confirms that, as students get older, ways of how they are taught change. The largely oral and vocabulary-centred approach that is applied with younger learners turns into a more grammar-centred approach, which means that teaching methods also change. Moreover, students also progress from a family identity to an individual identity and studying a language that is not their own often does not fit in it (Lasagabaster 2011; Deci and Ryan 2000).

The author also identified four students as exhibiting signs of language anxiety. These students displayed symptoms such as a flushed complexion, a quiet and trembling voice and an inquisitive intonation when they were expected to speak in class. Andrade and Williams (2009) mention these as being indicative of language anxiety, in addition to muscle tension, dry mouth and perspiration. All these students did not exhibit agency in classes and refrained from answering questions by not raising their hands. This is

consistent with what Liu (2006) reported about anxious students choosing to stay silent in classes and trying to remove themselves from the stressful situation.

Interview with the teacher. The results of the interview coincide with and confirm what the author witnessed during the five lessons. This assures the author of the validity of data collected from the observations. The major topics that were discussed included the existence of language anxiety as well as levels of engagement in the group. The following excerpts from the interview concern the most relevant tendencies that were noticed during the observations. Firstly, the teacher singled out four students as being the most anxious and visibly uncomfortable when they have to speak in front of the others.

I have noticed that S3, S7, S8 and S13 get nervous and uncomfortable when they have to say something. I mean, it is not the case when they have to do groupwork, for example, or something else where they can interact with others, so it is not like they are outcasts in any way. It is just that when they need to speak in front of the whole class, like when I ask one of them what word they think goes into a gap... Then they get nervous and are unsure of themselves.

The teacher also gave examples of visible symptoms of their nervousness, which she had noticed over the years.

They generally speak so quietly that it is really difficult to understand, what they are saying. And it is difficult for me as well as the other students. Let's see, what else... Oh, they have no confidence. When they deliver an answer then it is usually with the intonation of a question and they immediately look at me to see whether I approve or not. S7 and S8 also sometimes turn really red in the face like they are embarrassed or something. We used to have a problem with S8 that when she said something and it turned out to be incorrect, she would start to cry. I mean, not like with a loud voice or anything, but quietly and to herself. And I would not even notice it at first. But this has luckily not happened anymore for like a year now.

Furthermore, the teacher also acknowledged that the language levels of students 8 and 11 are well below the average language level of the group, which is also what the researcher noticed. At times the other students react in a way that is discouraging and negative.

I am really worried about them, I really am. They can't even read properly! Honestly, their English is at 3rd grade level at best, you have seen it yourself as well, so you know what I'm talking about. Sometimes... Sometimes when I call their names they are just quiet and they wait... Until I get tired of waiting and, well, ask someone else or until some other student just says the correct answer. The others get impatient and frustrated too. Sometimes they roll their eyes or S10 has developed a habit of sighing demonstratively...

However, the teacher admits that she has never implemented any teaching methods designed for lowering levels of language anxiety of the students.

I mean, I have not altered my teaching in any way. I would not even know how to do that... Like... Does it mean that I should incorporate methods that enable simpler language use? That maybe they get nervous because they feel like the material is too difficult? Umm... what I do do is that I never draw any attention to the fact that they did not know this or that answer. Neither do I draw attention to when they get red in the face or when I see that their hands tremble. Others have noticed these signs, though. Sometimes they laugh. Not loudly, but quietly with their deskmates. So in these situations I tell these students to stop and listen.

After the issue of language anxiety was discussed, the interview moved on with questions about engagement. The teacher is happy with the existence of agentic engagement in class. However, she does notice that more suggestions and questions come from the students who have better results, higher language levels and who are not afraid to speak up or speak in English.

S1, S9 and definitely also S10 are the ones who have their hands up in every lesson. They ask questions if they do not understand something and they also suggest something like maybe doing pairwork or watching a movie, something like that. Other than those three.... Yes, the others very rarely raise their hands to ask something or even to express their ideas about something. I would say that it is the three who take care of that aspect of lessons, which is great. I love it when I can have a dialogue with my students and it is not just a one-way street. It would be great to experience with the others as well, but... What are you going to do...

At times, she feels that S1 and S10 are even too vocal and demand too much attention.

With S1 it is like I almost have to ignore him sometimes. Otherwise he would be the only one talking all the time. He'd love it! If it were just me and him and he'd get all the attention. Sometimes I have to ignore S10 as well, but for a different reason. His comments can get really sarcastic and if I draw attention to it or react in any way, it is like fuel to the fire and then he will not be able to stop. Like... If I get something wrong.... If I make a mistake on the board or mispronounce a word or something, he would like... snort and say something funny about it. At times it is okay, but sometimes it kind of gets out of hand, because he does not know when to stop.

The teacher has also noticed that there are several students who are very disengaged from the lessons and would rather do anything else than be in the lesson. She also gives some reasons why it may be so.

S4, S5 and also S14 and S15 are the ones who just do not do what is expected of them. I know that I am not the only teacher who has these kinds of problems with those students and their class teacher is also aware of the problem. I honestly do not know what is going on there, except that some tragic decline in motivation happened some time during the beginning of the 5th grade. And it happened collectively! All those four just stopped wanting to do anything. And it makes me sad.

When asked about students who diligently complete assignments and do everything that is asked of them, yet never ask questions, give suggestions or contribute to the learning process, the teacher said that it is very common that such students make up the majority of a class.

It is the wish of every teacher that numbers of such students decrease. Typically these are the students who show up to classes, do the work and they all have 4s or 5s on their report cards. However, they do not participate actively. I value students who express their opinions, come up with ideas and so on. And I think that the Estonian school system is in dire need of such students. Right now they just come to school in the morning, do the time... Sorry for this expression, but I feel like that is how it is... and.... Then they go home. I cannot imagine that such a cycle is enjoyable to the students either.

Lastly, the interview with the teacher revealed that no specific measures had ever been taken to invigorate engagement within the group.

I have never consciously changed anything for the sake of seeing how this or that activity would maybe engage them more. I have worked with other teachers to try to solve the problem regarding the four students who are so demotivated. But no... I have never done anything to alter the situation in my class. I mean, I always take into account or try to, at least, when someone gives me a suggestion or something like that, but otherwise it is not something that I have done consciously, at least.

The results from the observations combined with those from the interview assure the author that language anxiety exists in the group. The teacher also mentioned the anxious students as having the same symptoms that had been noticed by the author. Furthermore, engagement levels could also be higher. However, according to her own words, the teacher had never consciously tried to raise levels of engagement or lower levels of language anxiety in the group. Nevertheless, she wishes that students be more active because she enjoys entering into a dialogue with the three agentically engaged students.

Taking into account existing literature on the matter, engagement is something that can and should be purposefully nurtured in the classroom. Fredricks *et al* (2004) maintain that although school attendance is mandatory, commitment to it is not. If students are to benefit from anything that the school has to offer, measures have to be taken, which would serve as an antidote to alienation. Considering the fact that engagement is malleable, it needs to be taken into account that it is not correct to deem a student as either engaged or

disengaged, when in reality different measures can influence the engagement levels of students (Fredricks *et al* 2004; Fredricks and McColskey 2012; Appleton *et al* 2008).

Questionnaire. The results of the questionnaire reveal that a majority of the students generally like their English lessons. Moreover, they do not feel either uncomfortable or ashamed or insecure in the classes. This supports the data from the observations and the interview, which identified anxiety issues with four students. The majority does not associate negative emotions with their English classes. As can be seen in table 1 below, 42.9% of the respondents said that they either do or nearly always like English lessons. Exactly half of the students feel that they sometimes like the lessons. More than half, namely 64.3% reported that they nearly always or always feel good in class. Questions relating to anxiety in class reveal that the majority does not have such problems. Ten out of the 14 respondents, which makes 71.4%, said that they are either rarely or never ashamed to speak English in class. The same number of students does not fear that they will be laughed at if they say something wrong. Eleven students also do not feel insecure in the lessons.

Q3 asked the students to explain the way that they feel in their English lessons. The students who reported that they feel good in class offered explanations such as having a good teacher (*"We have a good teacher and she always explains everything very thoroughly"; "Our teacher is friendly"*) or simply being good at English (*"I am good at English and it is easy for me"*). Interestingly, one student also mentioned a clean learning environment (*"The classroom is very clean and comfortable"*). Those who reported that they nearly always felt good in their classes explained their answer by referring to the social relationships in the class (*"I don't have many friends here"; "I am in this group with my best friends from my class"*) or to their language level in relation to their classmates (*"I'm not as good in English as some of the others"; "Others speak better"*

English than me”). One student did not answer Q3. Three students who said that they sometimes feel good in their classes explained their answers by referring to the nature of the lessons and their language levels (*“Lessons are boring”*; *Sometimes I don’t know words for something in English*”; *“I already know most of the things that we learn”*).

At the other end of the spectrum are three to four students. One says that they rarely like their English classes and two report that they rarely feel good in class. These two students explained their answer by saying that they are afraid of being asked and giving incorrect answers (*“You are always in danger of being asked and I am afraid of saying something wrong or not being able to answer at all, because then others will laugh at me”*; *“I don’t feel good in class because I’m not good at English and I feel bad about it”*) Moreover, four students also report that they are either sometimes, nearly always or always ashamed to speak in their English lessons. Three students identify that they are occasionally to always insecure in the lessons. Two respondents also state that they are afraid of being laughed at if they say something wrong.

Table 1. General attitudes towards and anxiety in English classes

Item	Yes N %	Nearly always N %	Sometimes N %	Rarely N %	Never N %	Cannot say N %
I like English classes	2 14.3%	4 28.6%	7 50%	1 7.1%	0 0%	0 0%
I feel good in my English classes	4 28.6%	5 35.7%	3 21.4%	2 14.3%	0 0%	0 0%
I am ashamed to speak English in class	1 7.1%	1 7.1%	2 14.3%	5 35.7%	5 35.7%	0 0%
I feel insecure in my English classes	1 7.1%	1 7.1%	1 7.1%	3 21.4%	8 57.1%	0 0%

My groupmates are better in English than me	2 14.3%	3 21.4%	6 42.9%	2 14.3%	0 0%	1 7.1%
I am afraid that my groupmates will laugh at me if I say something wrong	1 7.1%	1 7.1%	0 0%	2 14.3%	10 71.4%	0 0%

Table 2 reveals that a vast majority of students, namely 78.6%, enjoy listening to music in their free time. None of the students said that they did not enjoy music. Three students (21.4% of the group) could not say whether they enjoyed it or not. The answers to the question relating to learning new words from songs reveal that 85.7% have learnt new words in such a manner. Only two students reported that they have not. In response to whether they would enjoy learning English with songs, 42.9% said that they would. 57.1% reported that they cannot say and none of the students reported that they would dislike learning in such a manner.

Table 2. Attitudes towards learning English with songs

Item	Yes		No		Cannot say	
	N	%	N	%	N	%
I enjoy listening to music in my free time	11	78.6%	0	0%	3	21.4%
I have learned new words from English language songs	12	85.7%	2	14.3%	0	0%
I would like to learn English with songs	6	42.9%	0	0%	8	57.1%

In Q16 students were asked to elaborate on their answers to Q15, which was asked to find out whether they would be interested in learning English with songs. Some students left Q16 unanswered, especially the ones who could not say, whether they would like to learn English in such a manner. However, one of the respondents said that they have remembered words from songs before. Another hoped that it would be an opportunity to do something new and interesting in class. A third student said that songs are fun and it may be easier to learn that way.

The data gathered from the questionnaires confirms the earlier observations that some students are uncomfortable in class because they are afraid that they will be laughed at if they say something wrong or because they feel insecure. Distributing and collecting questionnaires was the third and last part of the first round of the research and it provided further assurance to the researcher that not only are engagement levels in the group low, but anxiety exists as well.

Observations during the lessons. During the course of the twelve lessons that were taught in that group, the author noticed that a certain number of students started to look forward to the use of songs in class already rather early. Following the second lesson in which songs were used, some students started to notice that it was not coincidental. A total of five lessons were recorded throughout the teaching period, before or during which students would ask the researcher whether it would be possible to listen to music that day. Students 1, 10, 13, 6 and 8 were recorded as doing so. Furthermore, during lessons when the researcher would draw the attention of the students to the fact that they would now get to listen to a song, students 1, 3, 4, 5, 10, 8 and 9 would get visibly excited – clapping their hands, looking excitedly at their deskmates and starting to smile. This was noticed in four of the six classes. However, in lessons where students received a negative reply to their inquiry, they frowned and looked disappointed.

A very significant observation for the hypothesis of this thesis was that S3 and S8 exhibited changes in their engagement as well as anxiety levels. The first time that this was noticed for both students was the third lesson in which a song was used. The song was *Payphone* by Maroon 5. The previous stages of the research demonstrated that both students displayed low levels of agentic and emotional engagement. They also exhibited signs of anxiety. However, during the lesson in which *Payphone* was used, they displayed rather high levels in both types. Both students visibly enjoyed listening to the songs. They were recorded as nodding their heads to the rhythm, mouthing the words and smiling. Furthermore, they really concentrated on completing exercises on the worksheet. Nothing irrelevant to the task grabbed their attention. They both voluntarily raised their hands to be allowed to read out the lyrics and later also to answer questions asked by the author about the content of the song and some expressions that the students encountered. The same tendencies were consequently noticed with these two students in all of the following lessons that contained a song.

Students 2, 4, 5, 6 and 15 also seemed to be more engaged when songs were involved. Students 4, 5 and 15 who were recorded as having low levels in all three types of engagement during the observations, exhibited higher levels in emotional and behavioural engagement. While listening to songs they always mouthed the lyrics and nodded their heads to the rhythm. They did not entertain themselves with any irrelevant activities and not once did the author have to draw their attention back to the tasks at hand. However, agentic engagement seemed to remain unchanged. Students 4 and 15 did not raise their hands in any of the lessons and student 5 raised his hand six times over the course of the six lessons with songs. Students 2 and 6 had exhibited low levels of agentic and emotional engagement during the observations. However, when songs were used, both students raised their hands in every lesson to either read out lyrics or to answer some questions about

comprehension of the lyrics. They also exhibited signs of being more emotionally engaged. The signs were the same as with students 4, 5 and 15.

Therefore, it was visible to the author that students did enjoy the use of songs in the classes. Throughout the six lessons, all but four students displayed signs of either looking forward to listening to songs or changed engagement and anxiety levels. Students 7, 11, 12 and 14 did not stand out in any of the previously described ways and their perceived engagement levels remained the same.

Interviews. The results of the semi-structured interviews gave an insight into the personal opinions and feelings of four students and complemented results from all previous rounds of research, which relied heavily on the observations of the author. Students 1, 3, 8 and 10 were chosen to be interviewed. Interview questions revolved around the personal thoughts and feelings the students had after having learnt English with the help of songs.

Q1 was asked to get a general idea of whether the students liked the use of songs in the lessons. According to the answers, all interviewees liked it with S1 even saying that they liked it very much and that it was fun and different (*"It was cool, I liked it"; "I really liked it. It was fun to listen to music in class. We usually just read the textbook or do workbook exercises, never something like this"*). S8 gave a similar answer by saying that it was very interesting, because they had not done anything like it in their English classes before. She also said that sometimes she has learned new words from songs independently as well (*"Sometimes when I listen to a song, I don't know the meanings of words. So I look up the lyrics and find out what the words mean to understand the song better"*). S10 also added that he did not know that it was possible to learn English in such a manner. He also expressed an interest in learning other foreign languages in such a way as well (*"I did not know that we could learn English with pop songs. I have not listened to songs like this before. Our German and Russian teachers should do it as well"*). Furthermore, S3 said that

they did not know that listening to songs in classes was allowed (*“I did not know that teachers were allowed to play music in lessons”*). All students also confirmed that they had never been taught any foreign language with songs before as the answer to Q2.

When asked about whether they had noticed any changes in their emotions and/or behaviour in class when a song was used, S3 and S8 both reported that they felt more relaxed and that the class atmosphere was friendlier than usual. Moreover, they both acknowledged that they wanted to be more active in class and that they enjoyed doing the exercises more than usual. (*“I felt like there was less pressure to give correct answers”; “I was not worried about saying something wrong”; “Everybody seemed happier”; “Usually it feels like it is all so serious, but songs made me more comfortable”; “I liked the way that everybody was enjoying the songs together”; “I was happy to come to the English lesson”; “I wanted to raise my hand”; “The exercises we had to do were more interesting with a specific song attached to it”; “I wanted to give answers to wee, whether I had got them correct”*). They attributed these changes to the fact that listening to songs is a fun activity for them and that it instantly makes them feel happier and more relaxed (*“I like listening to music in general because it is fun”; “Listening to songs relaxes me a lot, I like listening to music when I go home from school, for example”; “I think everybody likes songs”*). S3 added that songs help to remember what has been learnt (*“It is not like some boring grammar exercise that you have to do and you will not remember after the lesson. The melody gets stuck in your head and you can always look up the song very easily as well”*). S1 and S10 also felt that class atmosphere changed (*“I felt like I do when I listen to music at home and can just relax and sing along”; “It was like in a café”; “We have never had lessons where we could sing before”; “I saw that some of my classmates were singing along to the songs and this made me want to sing along as well”*). Remarkably, S10 also noticed that the more quiet students became more active when songs were used in classes

(*"I think S3 raised her hand more than usual. She doesn't normally say anything"*). When asked about whether he had noticed the same tendencies with any other students, he also named S8 (*"S8 maybe also? She is usually very quiet as well"*).

S3 and S8 had nothing negative to say about the songs that were used. S1, however, named the songs that he did not like (*"I did not like the song about home schooling and the country song too"*). S10 said that he did not like the songs that he was unfamiliar with (*"I did not know the home school song, nor the country song by Daughtry and I did not like them either"*). When asked why they enjoyed the other songs more, both S1 as well as S10 said that they liked the songs that they already knew because they could sing along and that made it more fun. Both named *Payphone* by Maroon 5 and *Goodbye Friend* by David Guetta ft The Script as their favourite songs that were used.

Interestingly, S3 and S10 said that listening to songs helped them to concentrate (*"Usually something always disturbs me. Like when someone whispers something or makes noises with their schoolbag or their chair. But while listening to songs I could not hear these things and I could concentrate on the tasks better"*; *"I don't know what it is, but usually I just cannot concentrate and it gets really boring, so I just look for other things to do when I have done what the teacher asked us to"*). The author asked both students, whether they do their homework while listening to music and S10 reported that they always listen to music while doing homework. S3 said that they only sometimes listen to music when completing home assignments, but they always have the TV on in the background.

Feedback from the students. Because the author of this study was simultaneously with the research period also carrying out her trainee practice in teaching, she asked feedback on the whole traineeship period from the students. This was done at the end of the 12th lesson. Students were given post-its on one side of which they were asked to write

something that they liked about the way that the author taught them. On the other side they were expected to write something that they did not like or that the author could have done differently. They could do this in either English or Estonian. No further guidelines were given and the students were not told what to comment on, exactly. That day, four students were absent and ten post-its were handed back to the author.

Out of those ten students, six wrote how they liked the fact that music was incorporated into the lessons (*"Listening to music was cool and fun"*; *"I like that you used music and games and stuff"*; *"I liked the music very much"*; *"I liked that we could do exercises with music"*; *"I really liked that we used music while learning"*; *"Listening to music was new and exciting"*). Therefore, students definitely noticed the new teaching method and chose to comment on it voluntarily, which is another sign of them enjoying learning in such a manner.

The author concludes that songs did have a positive effect on the majority of students. The results confirm that engagement can be influenced by classroom conditions such as certain teaching methods like Urdan and Schoenfelder (2006) claim. Five students exhibited high levels of emotional engagement by repeatedly asking the author whether it would be possible to listen to songs. During lessons when the author would say that they would now get to work with a song, six students would get visibly excited. Furthermore, students who displayed low levels in all three types of engagement during the observation period were much more active when completing assignments relating to the songs. Two students also seemed to be more comfortable and relaxed when songs were used. They were also more agentically engaged than they had been during the observations.

The interviews with the students confirmed the observations that the author had made about the effect of songs on the students. S3 and S8 reported that they did wish to participate in the class more than usual and that the atmosphere was also more relaxed and

comfortable for them. Even though S1 and S10 did not like all of the songs that were used, they still liked and enjoyed the use of songs in lessons. S3 and S10 also reported that songs helped them concentrate on tasks better than usual.

4. CONCLUSION

This thesis set out to investigate the relationship between the use of songs in the EFL class and levels of student engagement and anxiety. The study moved linearly from general information about why to use songs in the EFL class at all to how songs would make the learning process more efficient by influencing student engagement and anxiety. An empirical study was conducted to explore whether evidence from theoretical literature would be supported by findings from the research period with a specific group of students.

In the introduction, it is explained how the EU is very focused on its citizens having foreign language skills in order to be able to navigate in modern society. For this purpose, educators need to think about how to keep their students motivated and engaged because foreign language subjects are often difficult for students. The majority of the introduction is dedicated to describing the benefits of songs in an EFL class. The benefits can be categorized as linguistic, affective, motivational and pertaining to individual differences. It is also explained why teachers might possibly want to refrain from using music in their language classes. The introduction ends with an overview of the thesis.

The first body chapter concentrates on issues of engagement and language anxiety. Both concepts are explained and their significance in the classroom is outlined. It is explained why students could be disengaged or harbouring anxiety. Visible signs of engaged and anxious students are described and it is also said how the use of songs can help a teacher to raise engagement and lower anxiety in their class.

The second chapter concentrates on the empirical study, which was conducted in a group of fifteen 6th grade students. These students had never been taught English with the help of songs before. Firstly, methodology and procedure are outlined. The research period spanned five weeks and included class observations, an interview with the regular English

teacher of the group, distributing and collecting questionnaires, teaching six lessons with the help of songs and finally, interviewing four students.

The results of the study confirmed the hypothesis which was that songs would have a positive effect on engagement as well as language anxiety. Before carrying out lessons with the help of songs, the author noticed that students in the group displayed low levels of engagement as well as anxiety in class. Throughout the five observed lessons, only one student stood out as exhibiting signs of engagement in all three types in question – behavioural, emotional and agentic engagement. All others displayed low levels in at least one of those three types. The author also identified the existence of anxiety in the case of four students who exhibited visible symptoms such as a flushed face and a trembling voice when they were asked to speak. All of these observations were also confirmed by the regular teacher of the group who said that she had never purposefully tried to alter the situation.

The consequent questionnaires revealed that the majority of students feel good in their English classes. They like the lessons and have no fear of being laughed at or saying something wrong. However, there were three to four students who said that they are afraid of being laughed at, who feel insecure in class and are ashamed to speak English. This also coincides with what the author noticed during the observations as well as with information gathered from the interview with the teacher.

During the teaching portion of the research, the author noticed that students visibly enjoyed activities dealing with songs in the lessons. Not only did they ask the author before several lessons whether it would be possible to listen to songs that day, but they were also very excited when they received a positive response. Two students who had previously exhibited low levels of engagement and also anxiety were much more active in

class and they also seemed to be more comfortable. These results were also confirmed by the students themselves during the interviews after the lessons with songs.

The results of this study coincide with relevant literature on the matter. Songs did engage students and also made them less anxious and uncomfortable in class. They looked forward to the opportunity of listening to a song and were visibly disappointed when such an opportunity did not arise. Students who exhibited the most significant changes in their engagement and anxiety levels said that songs made them feel happier and more relaxed and that they liked it very much. This shows that songs did have a positive effect on the students. Therefore, taking into account the theoretical literature on the benefits of songs and results from this empirical study, there is a valid reason for using songs in EFL classes. Songs engage students and lower their anxiety levels.

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APPENDIX 1**Observation table**

S1	Behavioural engagement: Emotional engagement: Agentic engagement:
S2	B: E: A:
S3	B: E: A:
S4	B: E: A:
S5	B: E: A:
S6	B: E: A:
S7	B: E: A:
S8	B: E: A:
S9	B: E: A:
S10	B: E:

	A:
S11	B: E: A:
S12	B: E: A:
S13	B: E: A:
S14	B: E: A:
S15	B: E: A:

APPENDIX 2**Interview questions for the teacher**

1. Mille alusel keelerühm moodustati?
2. Kuidas Sa iseloomustaksid antud rühma kui tervikut?
3. Kuidas Sa iseloomustaksid rühmas valitsevat sisekliimat?
(Sõbrasuhted/konfliktid/tõrjutus)
4. Kas erinevatest klassidest tulnud õpilaste vahel on märgata ka mingeid erinevusi?
Selgita!
5. Mil määral väljendavad õpilased ülesande õnnestumise nimel pingutamist, järjekindlust ja tähelepanu? Kes?
6. Mil määral väljendavad õpilased õpitava suhtes huvi, rõõmu ja uudishimu? Kes?
7. Kui palju tõstavad õpilased klassis kätt, teevad ettepanekuid ning küsivad küsimusi?
Kes?
8. Milliseid jõupingutusi oled Sa teinud, et õpilaste haaratust tunnis tõsta?
9. Kas rühmas on õpilasi, kes tunduvad tunnis olevat ärevil ning kes väljendavad negatiivseid emotsioone näiteks mitteverbaalsete märkidega?
10. Milliseid jõupingutusi oled Sa teinud, et õpilaste ärevust tunnis alandada?

APPENDIX 3**Questionnaire****MINU INGLISE KEELE TUNNID**

Tere, kallid 6. klassi õpilased!

Mina olen Tartu Ülikooli magistriastme tudeng ning ma õpin inglise keele õpetajaks. Enda magistritöö kirjutades ma muusika kasutamise kasulikkusest inglise keele tundides.

Selle küsimustikuga soovin ma teada saada, mida Sa arvad enda inglise keele tundidest, kuidas Sa end inglise keele tundides tunned ning millised on Sinu eelistused muusika osas. Järgmisel nädalal hakkan mina Sulle inglise keele tunde andma ning seetõttu ongi Sinu arvamused ja eelistused mulle väga olulised.

Küsimustikust leiad väiteid, millele Sa pead enda tunnetest ja arvamustest lähtuvalt valima kõige täpsema vastuse. Samuti on küsimustikus nii valikvastustega kui ka avatud küsimusi, kuhu ma palun Sul ise natuke kirjutada.

Küsimustiku täitmine võtab aega umbes 15 minutit.

Suur tänu Sulle ja edu vastamisel!

1. Mulle meeldivad inglise keele tunnid

Märkige ainult üks ovaal.

- ☐ Jah
- ☐ Peaaegu alati
- ☐ Mõnikord
- ☐ Harva
- ☐ Mitte üldse
- ☐ Ei oska öelda

2. Ma tunnen end inglise keele tundides hästi

Hästi = vabalt, mugavalt, lõdvestunult

Märkige ainult üks ovaal.

- ☐ Jah
- ☐ Peaaegu alati
- ☐ Mõnikord
- ☐ Harva

- Mitte üldse
- Ei oska öelda

3. Palun põhjenda enda vastust eelnevale väitele

4. Inglise keele tundides meeldib mulle kõige enam

Märkige kõik sobivad

- Inglise keeles lugeda
- Inglise keeles kõneleda
- Inglise keeles kirjutada
- Uusi sõnu õppida
- Videosid vaadata
- Mängida
- Kuulamisülesandeid teha
- Ei oska öelda
- Muu:

5. Ma arvan, et ma oskan inglise keelt...

Märkige ainult üks ovaal

- Väga hästi
- Hästi
- Vähe
- Väga vähe
- Üldse mitte
- Ei oska öelda

6. Minu jaoks on inglise keele tunnis kõige raskem

Märkige kõik sobivad

- Inglise keeles kõnelemine
- Inglise keeles lugemine
- Inglise keeles kirjutamine
- Inglise keelest aru saamine
- Minu jaoks ei ole miski raske
- Minu jaoks on kõik raske
- Ei oska öelda

7. Ma töötan inglise keele tunnis kaasa, kuna...

Märkige kõik sobivad

- ☐ Ma ei taha, et mu vanemad kurjaks saaks
- ☐ Ma ei taha, et mu õpetaja kurjaks saaks
- ☐ Ma ei taha, et mul rühmakaaslaste ees piinlik oleks
- ☐ Inglise keel on kasulik
- ☐ Ma olen õpilane ja õppimine on minu töö
- ☐ Ei oska öelda
- ☐ Muu:

8. Mu suhted rühmakaaslastega on...

Märkige ainult üks ovaal

- ☐ Väga head
- ☐ Head
- ☐ Jahedad
- ☐ Halvad
- ☐ Väga halvad
- ☐ Ei oska öelda

9. Ma häbenen tunnis inglise keeles kõneleda

Märkige ainult üks ovaal

- ☐ Jah
- ☐ Peaaegu alati
- ☐ Mõnikord
- ☐ Harva
- ☐ Mitte üldse
- ☐ Ei oska öelda

10. Ma tunnen end inglise keele tunnis ebakindlalt

Märkige ainult üks ovaal

- ☐ Jah
- ☐ Peaaegu alati
- ☐ Mõnikord
- ☐ Harva
- ☐ Mitte üldse
- ☐ Ei oska öelda

11. Mu rühmakaaslased oskavad minust paremini inglise keelt

Märkige ainult üks ovaal

- ☐ Jah

- ☐ Peaaegu alati
- ☐ Mõnikord
- ☐ Harva
- ☐ Mitte üldse
- ☐ Ei oska öelda

12. Ma kardan, et mu rühmakaaslased naeravad mu üle, kui ma midagi valesti ütlen

Märkige ainult üks ovaal

- ☐ Jah
- ☐ Peaaegu alati
- ☐ Mõnikord
- ☐ Harva
- ☐ Mitte üldse
- ☐ Ei oska öelda

Mina ja muusika

13. Vabal ajal meeldib mulle muusikat kuulata

Märkige ainult üks ovaal

- ☐ Jah
- ☐ Ei
- ☐ Ei oska öelda

14. Ma olen ingliskeelsetest lauludest uusi sõnu õppinud

Märkige ainult üks ovaal

- ☐ Jah
- ☐ Ei
- ☐ Ei oska öelda

15. Mulle meeldiks ingliskeelsete laulude abil inglise keelt õppida

Märkige ainult üks ovaal

- ☐ Jah
- ☐ Ei
- ☐ Ei oska öelda

16. Palun põhjenda enda vastust eelnevale väitele

17. Minu lemmik muusikastiilid on

Märkige kõik sobivad

- Pop
- Rock
- RnB
- Hip Hop
- Jazz
- Blues
- Kantri
- Klassikaline muusika
- Heavy Metal
- Muu:

18. Palun nimeta mõned oma lemmiklauljad ja/või lemmikbändid

19. Palun nimeta mõned oma lemmiklaulud

APPENDIX 4

LESSON PLAN 1

Date: 24.11.2015

Materials: Textbook – English step by step 4; Workbook – English step by step 4;

Computer + TV (YouTube video – *Home School Blues*

https://www.youtube.com/watch?v=7wu0R_8rH00);

Worksheets with song lyrics (16); Worksheets with sentences from the text (16)

Topic of the lesson: L9 – Home schooling with an introduction into the passive voice

By the end of the lesson the students will...

... be familiar with the concept of home schooling

... be able to state both the pros and the cons of home schooling as well as of the traditional school system

... be familiar with new vocabulary

Introduction 10 min	<ol style="list-style-type: none"> 1. Greeting the students 2. Home School Blues (give the lyrics to students, play the video) <ol style="list-style-type: none"> a. What do you think our new topic will be about? b. Discuss what they heard in the song – what is good about home schooling according to the song? Do you agree? c. Checking the meaning of some of the words and expressions in the lyrics. d. Would you like to be home schooled and why?
Body 30 min	<ol style="list-style-type: none"> 1. Textbook pp 45 – Reading the text (+ translating if necessary) 2. What does...mean? + comprehension questions about the text 3. Put the sentences in the correct order (TB ex 3.3 pp 47) – groupwork with paper slips 4. Workbook pp 34 ex 52 (I give them worksheets)
Conclusion 5 min	<p>HW: Finish WB ex 52 + 4 sentences about why you would want to be homeschooled or not (use vocabulary from the text and the song) + take a look at passive voice rule</p> <p>Passive voice video – introduction into the new topic</p>

APPENDIX 5

LESSON PLAN 2

Date: 27.11.2015

Materials: Computer + TV (YouTube video – *Goodbye Friend* by David Guetta and The Script; <https://www.youtube.com/watch?v=VoghbCP1TKc>); paper slips with active and passive sentences (16); worksheets with active and passive sentences for the girls who were absent on Wednesday (2).

Topic of the lesson: Revising the differentiation between a passive and an active sentence + developing general listening, reading, comprehension and discussion skills.

By the end of the lesson the students will...

... have practised differentiating between an active and a passive sentence;

... have worked with the expressions from the text on pp 45;

... have practised the general skills of listening, reading, writing and discussing.

INTRODUCTION	<ol style="list-style-type: none"> 1. Greeting the students. 2. What topics have we gone through this week? Do you remember the text that we read about home schooling? What can you remember from the text?
BODY (revising the passive voice + work with the song)	
<ul style="list-style-type: none"> • Grammar 	<ol style="list-style-type: none"> 1. They match an active sentence with a passive sentence (Each student gets one slip of paper with one sentence. The sentence is either active or passive. They have to decide which one it is and go to the corresponding spot in the classroom. The students with active sentences go to the door and the students with the passive sentences go to the windows. Then they have to find their partner – the person with the same sentence but in another voice.) They sit down together with their partner. 2. I tell the students which artist out of the six (David Guetta, Maroon 5, Fifth Harmony, Justin Bieber, Bruno Mars) they picked on Wednesday. (David Guetta!!) 3. I hand out worksheets with the lyrics and the different kinds of exercises.
<ul style="list-style-type: none"> • Listening + reading + speaking 	<ol style="list-style-type: none"> 1. We listen to the song and do the exercises on the worksheets. The exercises include listening and filling gaps in the lyrics; putting lines in the correct order; discussion about the meaning and mood of the song; choosing the right word out of two options and translating expressions.

CONCLUSION	
<ul style="list-style-type: none">• Homework	On Tuesday they will have a test on the expressions and words from the text on home schooling, as well as from the WB exercise. They will also have to identify passive and active sentences.

APPENDIX 6

LESSON PLAN 3

Date: 01.12.2015

Materials: Textbook – English step by step 4; workbook – English step by step 4 (students need their exercise books);

tests (16); YouTube video – *Payphone* by Maroon 5

(<https://www.youtube.com/watch?v=lGPd9Z397YQ>)

Topic of the lesson: Smarter studying and study skills + learning the ‘in order to’ construct.

By the end of the lesson the students will...

... be familiar with new vocabulary (words and phrases) regarding education;

... know what study skills are and when they should be used;

... know how to use the phrase ‘in order to’ correctly.

INTRODUCTION	<ol style="list-style-type: none"> 1. Greeting the students 2. Introductory discussion – How are you? Did you study hard for the test today? ☺ How did you study? Do you know what study skills are? Why do you think it is important to know how to study wisely?
BODY	
<ul style="list-style-type: none"> • Reading + speaking 	<ol style="list-style-type: none"> 1. Textbook pp 49 – we read the text + discuss vocabulary (words in bold + general comprehension questions) <ol style="list-style-type: none"> a. Discussion questions pp 50 ex 3.8 – general class discussion b. Pp 50 ex 3.7 (What does it mean when you...)
<ul style="list-style-type: none"> • Grammar + writing + listening (prepositions) 	<ol style="list-style-type: none"> 1. Worksheets to students – <i>Payphone</i> by Maroon 5. The students listen to the song and fill in the missing prepositions. <ol style="list-style-type: none"> a. First they listen to the song and fill the gaps themselves. Then I show them the lyric video and they can check their answers (they use a different colour pen/felt tip/pencil to check their answers! After that, if they still have questions about some gaps, we can discuss. b. We translate words in bold and expressions on the worksheet. 2. WB pp 36 ex 56.
<ul style="list-style-type: none"> • TEST 	<ol style="list-style-type: none"> 1. TEST (vocabulary from the text pp 45-46 + expressions from WB exercise 52 + recognising passive and active sentences)

	10-15 minutes
CONCLUSION	
• Homework	WB pp 37 ex 59 + WB pp 36 ex 56 (if we didn't have enough time in class).

APPENDIX 7

LESSON PLAN 4

Date: 02.12.2015

Materials: Textbook – English step by step 4; workbook – English step by step 4; worksheet with lyrics to *Payphone* by Maroon 5 + 1 copy for Thea; computer + TV (YouTube video – *Payphone* by Maroon 5 – <https://www.youtube.com/watch?v=IGPd9Z397YQ>).

Topic of the lesson: Work with prepositional phrases + learning the construction ‘in order to’ + learning new vocabulary.

By the end of the lesson the students will...

- ... be familiar with different prepositional phrases;
- ... be familiar with new vocabulary and will be able to use the vocabulary in sentences;
- ... know how to use the construct ‘in order to’

INTRODUCTION	<ol style="list-style-type: none"> 1. I greet the students. 2. Discussion – so what topics did we work with yesterday? (study skills and prepositions). What can you remember from the text on study skills? How did we work with prepositions?
BODY	
<ul style="list-style-type: none"> • Reading + writing + discussing 	<ol style="list-style-type: none"> 1. Students take out their worksheets with lyrics to <i>Payphone</i> by Maroon 5. <ol style="list-style-type: none"> a. Did you fill all of the gaps? Did you have to make a lot of corrections during the second listening of the song? b. We translate the words/expressions in bold into Estonian and then read the lyrics so that students who have some unfilled gaps can fill them. c. We translate the expressions at the end of the song and the students have to tell me the full sentence containing the expression from the lyrics. d. Why do you think this song has such a title? Where do you think the singer is during the course of the song? e. I give the students the task to form sentences into their exercise books (e.g. form a sentence with the word ‘fairy tale’, etc)
<ul style="list-style-type: none"> • Prepositions 	<ol style="list-style-type: none"> 1. WB pp 36 ex 56 <ol style="list-style-type: none"> a. The students did this at home, now we check their answers by listening to the tape script.
<ul style="list-style-type: none"> • Vocabulary 	<ol style="list-style-type: none"> 1. WB pp 37 ex 59 <ol style="list-style-type: none"> a. The students did this at home – finding expressions from the text.
<ul style="list-style-type: none"> • Grammar (in order to) 	<ol style="list-style-type: none"> 1. We look at the worksheet with the lyrics again – how would you say the sentence ‘I’m at a payphone, trying to call home’ by using

	<p>the construct 'in order to'?</p> <p>a. Students open their textbooks on pp 51 – exercise 3.11 – we try to form sentences together.</p>
CONCLUSION	So, what did we do today? What did you learn today?
<ul style="list-style-type: none"> Homework 	Choose one expression from the worksheet and form a sentence + WB pp 38 ex 60 (look at the text about study skills and try to do the exercise) + TB pp 51 ex 3.9 (matching phrases).

APPENDIX 8

LESSON PLAN 5

Date: 10.12.2015

Materials: Test papers (17); computer + TV; YouTube videos

(Glee – *All by Myself* <https://www.youtube.com/watch?v=aat6SPWbXPw>; No Doubt – *It's*

My Life <https://www.youtube.com/watch?v=ubvV498pyIM>);

Rags to Riches game <http://www.quia.com/rr/67645.html>;

paper slips with reflexive pronouns on them; blackboard + chalk.

Topic of the lesson: Reflexive pronouns + taking a test.

By the end of the lesson the students will...

... be able to use reflexive pronouns correctly;

... be able to listen for a specific piece of information;

... have developed their partnering skills (discussion, coming to a conclusion).

INTRODUCTION	<ol style="list-style-type: none"> 1. I greet the students 2. Yesterday we ended our lesson with a new topic. What was it? Can you give me examples of reflexive pronouns? 3. I play them a song (Glee – <i>All by Myself</i>). They close their eyes/put their heads on their desks to really concentrate on the lyrics. When they hear a reflexive pronoun they have to raise their hand.
BODY	
<ul style="list-style-type: none"> • Grammar + listening + pairwork 	<ol style="list-style-type: none"> 1. 8 gapped sentences on the board. Paper slips with reflexive pronouns on the whiteboard. They have a look at a sentence, raise their hand and come to the board. They choose a reflexive pronoun themselves and place it in the correct sentence. 2. Rags to riches game. Students pair up and in turn, each group gets one question. They have a minute to discuss amongst themselves and then give their answer. They have three hints that they can use. Other groups are not allowed to help them. 3. No Doubt – <i>It's My Life</i>. Again the students close their eyes or find some other way to concentrate. This time they listen to the song and try to count the number of times that they hear a reflexive pronoun. Also, they can have a look at the board for help. 4. Workbook – I haven't photographed far enough, but I'll have a look at it tomorrow and find an exercise on reflexive pronouns that they can do.
<ul style="list-style-type: none"> • TEST 	<ol style="list-style-type: none"> 1. Vocabulary from TB pp 49 + expressions from WB pp 37 ex 59 + constructing sentences with <i>in order to</i> + turning active sentences into passive sentences. <ol style="list-style-type: none"> a. Who finishes the test earlier can start reading the text on David Copperfield.
CONCLUSION	

• Homework	1. Read the text on pp 57 and 58. Then do exercise 3.20 on page 59.
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APPENDIX 9

LESSON PLAN 6

Date: 12.12.2015

Materials: Textbook – English step by step 4; computer + TV (YouTube videos – Daughtry-*Used to* <https://www.youtube.com/watch?v=IeFHKldhjoo>; Drake-*Hotline Bling* <https://www.youtube.com/watch?v=uxpDa-c-4Mc>; Victorian school https://www.youtube.com/watch?v=FomrCi-mh_k); blackboard + chalk (example sentences for *used to*).

Topic of the lesson: Discussing home reading + learning to use and translate the phrase *used to*.

By the end of the lesson the students will...

- ... be able to summarise a text;
- ... know new vocabulary;
- ... be able to describe their own school and lessons;
- ... be able to compare their school to that of a Victorian school;
- ... be able to describe a picture about a lesson and compare it to their own lessons;
- ... be able to use and translate the phrase *used to* correctly

INTRODUCTION	<ol style="list-style-type: none"> 1. I greet the students 2. Do you like going to school? Do you think that your teachers are friendly or angry? (I guide the conversation towards the fact that school used to be a lot stricter than it is now. For example, in Victorian England school used to be a place of great discipline.) 3. Video: The Victorians – The School Room.
BODY	
<ul style="list-style-type: none"> • Working with a text (checking homework) 	<ol style="list-style-type: none"> 1. I ask the students to summarise the text that they read at home (TB pp 57-58) 2. I ask the students the meanings of the words in bold. 3. TB pp 59 ex 3.20
<ul style="list-style-type: none"> • Discussion 	<ol style="list-style-type: none"> 1. Is your school better than David's school? Why do you think so? 2. What do you think of the lessons? Are they interesting? What makes a lesson interesting?
<ul style="list-style-type: none"> • Speaking (describing a picture) 	<ol style="list-style-type: none"> 1. TB pp 63 – describing a picture (helping sentences on the other side of the page) <ol style="list-style-type: none"> a. How does this lesson differ from our lesson?

<ul style="list-style-type: none"> Grammar (used to) 	<ol style="list-style-type: none"> 1. Rule of use + examples on the board. 2. Daughtry – <i>Used to</i> – the students listen to the song and put the stanzas in the correct order. After that we translate a few sentences which use the phrase <i>used to</i>. <ol style="list-style-type: none"> a. Students pair up and each pair tries to translate one full stanza. Then each pair reads their version aloud. 3. Can you name another song which has the phrase <i>used to</i> in it and which is extremely popular right now? (Drake – Hotline Bling)
CONCLUSION	<ol style="list-style-type: none"> 1. I thank the students for their participation + ask for their feedback on the pink post-its + hand out chocolates.

APPENDIX 10**Interview questions for the students**

1. Kuidas sulle meeldis see, et me tundides laule kasutasime?
2. Millistes Sinu võõrkeeletundides on veel laule kasutatud?
3. Kuidas Sa ennast nendes tundides tundsid, kus me laule kuulasime?
 - a. Kas lauludega õppimine pani Sind end tundma ärevalt ja hirmunult või pigem vabalt ja lõdvestunult?
 - b. Kas Sa märkasid enesetundes ka mingit erinevust võrreldes tundidega, kus laule ei kasutatud? Täpsusta!
4. Kas tundides, kus me laule kuulasime ja nendega seoses ülesandeid lahendasime, tundsid Sa, et tahad rohkem tunnist osa võtta kui tavaliselt?
 - a. Miks see võis nii olla?
5. Millised laulud Sulle meeldisid? Millised laulud Sulle ei meeldinud?
6. Kas Sa sooviksid ka edaspidi laulude abil inglise keelt õppida? Täpsusta!

RESÜMEE

Tartu Ülikool
Anglistika osakond

Ruth Semerik

Effects of Using Songs in EFL Classes on Levels of Engagement and Anxiety of Upper Elementary School Students/ Laulude mõju teise kooliastme õpilaste haaratusele ja ärevusele inglise keele kui võõrkeele tundides

Magistritöö

2016

Lehekülgede arv: 75

Annotatsioon:

Magistritöö eesmärk oli uurida laulude mõju teise kooliastme õpilaste haaratusele (*engagement*) ja ärevusele (*anxiety*) inglise keele kui võõrkeele tundides. Töö lähtub kolmest uurimisküsimusest. Mis on laulude kasutamise eelised võõrkeele tundides? Milline on haaratuse ja ärevuse tase uuritavas keelegrupis enne laulude kasutamist inglise keele tundides? Kas grupis täheldatud haaratuse ja ärevuse tase muutub laulude kasutamise jooksul? Autori püstitatud hüpotees oli, et lauludel on positiivne mõju nii õpilaste haaratusele kui ka ärevusele.

Töö põhiosa koosneb sissejuhatusest, kahest sisupeatükist ning kokkuvõttest. Sissejuhatuses annab autor ülevaate sellest, kuidas Euroopa Liit tähtsustab võõrkeelte õppimist. Kuna aga võõrkeelte õppimine on õpilastele sageli raske, on vaja neid motiveerida ja õppemeetodeid õpilaste vajadusi ning eelistusi silmas pidades kohandada. Peale selle on suur osa sissejuhatusest pühendatud laulude kasulikkusele keeleõppes ning täpsemalt inglise keele kui võõrkeele tundides. Kirjeldatakse ka takistusi, mida õpetajad võivad kohata kui nad soovivad keeletundides laule kasutada.

Esimene sisupeatükk keskendub haaratuse ja ärevuse kontseptsioonide selgitamisele – mis need on, kuidas need haakuvad koolisituatsiooniga ning miks need on olulised. Teine sisupeatükk kirjeldab autori läbiviidud empiirilist uurimust ühes 6. klassi inglise keele rühmas, mis koosnes 15 õpilasest. Õpilased ei olnud kunagi inglise keelt laulude abil õppinud. Uurimisperioodi jooksul kasutati tulemuste saamiseks mitmeid erinevaid meetodeid. Esmalt jälgis autor viit grupi inglise keele tundi, misjärel viidi läbi ka intervjuu grupi praeguse inglise keele õpetajaga, kes on neid õpetanud viimased kolm aastat. Seejärel täitsid õpilased küsimustikud ning sellele järgnesid tunnid, kus autor kasutas õpetamiseks ka laule. Kokku anti grupile 12 inglise keele tundi, millest kuues kasutati laule. Tundide õpetamisele järgnesid intervjuud nelja õpilasega.

Uurimistulemused näitasid, et enne laulude kasutamist tundides oli õpilaste haaratuse tase madal. Grupis oli vaid ühe õpilase puhul märgata igakülgset haaratust. Vaatlusperioodil tuvastas autor nelja õpilase puhul ka ärevust ning ebamugavust tunnis. Neid järeldusi kinnitas ka grupi praegune õpetaja. Ka küsimustikest tuli välja, et on kolm kuni neli õpilast, kes ei tunne end inglise keele tundides hästi ning kes häbenevad tunnis sõna võtta, kuna nad kardavad, et nende üle naerdakse.

Peale laulude kasutamist aga märkas autor, et mitte ainult ei olnud terve klassi lõikes märgatav see, et õpilastele meeldis lauludega õppimine, vaid kaks õpilast demonstreerisid kõige suuremat muutust. Nende haaratuse tasemed tõusid ning ärevuse tase langes. Nad tõstsid tunnis palju kätt, nautisid laulude kuulamist ning soovisid sõna

võtta. Mõlemad õpilased valiti ka intervjuudes osalema koos kahe teise õpilasega, kes olid samuti väljendanud kõrget haaratuse taset. Intervjuudest selgus, et õpilastele väga meeldis laulude abil inglise keele õppimine, kuna see oli lõbus ja erinev. Samuti oli see aidanud neil klassis lõdvestuda ja nad soovisid selle võrra aktiivsemad olla.

Märksõnad: Laulude kasutamine, inglise keel kui võõrkeel, haaratus, ärevus, kvalitatiivne uuring.

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Tartus, 20.05.2016

Ruth Semerik