

An Investigation of the Use of Western Music and Song Lyrics in the L2 Classroom

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Introduction

The purpose of this study was to investigate whether listening to western music as part of a mandatory first-year reading course at a Japanese university could have any positive effects on the students' communicative ability and motivation. Despite the high level of English reading comprehension required for most Japanese university entrance exams, especially national universities, there exists a huge disparity between reading ability and general communicative ability among Japanese students. This often manifests in low levels of motivation and reluctance to participate. University entrance exams, as well as the grueling preparation period in high school tend to rely too heavily on the students' ability to demonstrate a general understanding of English reading passages than on their overall communicative ability, which can result in English remaining merely an abstract object of study (Riches, 2010). Unfortunately, this can lead to the students being unlikely to view English as an essential communication tool that they can use to interact with the world at large, but rather a tedious box that must be ticked in order to progress with the field of study in which they are ultimately interested.

Educational reforms proposed by The Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 2011 aimed to stimulate student motivation in learning English by stressing the need for a greater emphasis on communicative ability (MEXT, 2011). The goal was to cultivate a 'global perspective' in the English classroom with the hope of increasing motivation amongst the students (MEXT, 2011, p.6). Additional proposals in 2015 called for a greater emphasis on course design to better integrate the four core skills of speaking, listening,

reading, and writing. In line with these proposals, this study sought to increase student motivation by placing a stronger focus on the importance of communicative ability through the use of music.

Literature Review

Listening is the most fundamental and most important skill in language learning (Luo, 2008; Nunan, 2001; Renukadevi, 2014). Listening is not just a matter of hearing; rather, it is an active psychological process, which enables people to assign meaning to the bombardment of information and input received on a daily basis. It is a process that requires a tremendous amount of concentration and effort. Hartley and Bruckman (2002) explain that there are two steps to developing effective listening skills: developing the ability to recognize and deal with barriers that prevent listening, and developing positive patterns of behavior to actively enhance listening ability. According to Dixon and O'Hara (2008), it is imperative that the barriers encountered regarding effective listening be acknowledged before they can be dealt with. Through developing an awareness of these barriers, it is possible to exert control over them, thus leading to more productive and effective listening behaviors. In the case of the L2 classroom, lack of interest, increased anxiety, low confidence, and reduced intrinsic motivation can greatly affect a student's listening ability. Dixon and O'Hara (2008) further state that effective communication is heavily dependent on effective listening; a skill that can be consciously developed and practiced. Nonetheless, it is a common complaint of L2 learners that listening is difficult. This in turn can fuel the negative cycle of anxiety and lead to low levels of motivation in the language classroom. Therefore, it is essential for educators to foster effective listening

comprehension skills in their students in order to produce active listeners in language learning by helping students overcome any barriers that may be hindering their progress. One of the most effective ways of reducing anxiety, building confidence, and boosting motivation whilst simultaneously improving listening comprehension is through the introduction of music into the classroom.

Music in the Language Classroom

The use of music in the language classroom can have a measurable effect on student attitudes towards language learning (York, 2011). Constructive learning occurs best in a low anxiety environment, which both promotes self-confidence and boosts motivation. Studies (Claerr & Gargan, 1984; Coe, 1972; Merriam, 1964; Wilcox, 1995) indicate that the use of music in the classroom can help students feel more relaxed and more receptive to the language learning process. According to Engh (2013), the lyrics used in pop music are largely conversation-like, repetitive and are spoken at approximately half the speed of regular conversation, which can aid in increasing the students' understanding of the material. Additionally, their simplicity, their highly affective and dialogic features, and their vague references, allow listeners to use lyrics in personally associative ways (Murphey, 1992, p.771). Further research investigating student stress levels in the language classroom also indicates that anxiety, social uncertainty, and general lack of motivation can be positively altered through the use of music and lyrics in the classroom (Ganschow, Sparks, Anderson, Javorshy, Skinner, & Patton, 1994; Lake, 2002; Schoepp, 2001).

A study by Arévalo (2010) examined listening performance in students in six workshops based on the use of music and song lyrics. The study was conducted in a Columbian university during regular English classes for first-year students in the first academic semester. The author made use of questionnaires, classroom observations, documents and course work submitted by the students, as well as a semi-structured interview to gather data. The initial questionnaire was used to gain background knowledge regarding the students' music preferences and general musical interests. Documents submitted by the students' over the duration of the six workshops were also assessed and the performance of the students was closely examined during the workshops.

Finally, a post-course interview was used to analyze the students' thoughts and feelings about their achievements. The findings indicated that music and lyrics may not only enhance listening skills but also engage students in discussion about cultural and social issues. Additionally, the results showed that listening courses based around the use of music and songs can help train students in the development of higher levels of comprehension.

Similarly, a study by Garcia (2015) used "Lyrics Training.com", a website which combines music videos and lyrics into a listening comprehension gap fill activity, to improve students' listening ability. The participants were first-year undergraduate students enrolled in a beginner English language course. The author used an action research approach based on a questionnaire and online feedback, which provided results indicating that the students exhibited improvements in their overall listening comprehension. The author noted that most of the students clearly remembered many words from the songs used, which highlighted the ways in which technology and music can positively influence second language acquisition.

Finally, a study by Modell (2014) took a broader look at the effects of music and song lyrics in the classroom to show the positive effects music-based activities can have on freshman students' use of colloquial and idiomatic language, pronunciation, vocabulary, and listening ability at Asia University. He explained that the use of music provides students with exposure to authentic language. Such exposure can spark interest in the target language, allowing students to talk together about the topic of the songs, as well as actively improving their listening comprehension. Modell further stated that music and song lyrics are a motivating, interesting, and effective tool for covering various language points; therefore, their incorporation can enhance existing curriculum and greatly increase communication amongst students.

Purpose and Research Aims

The purpose of this study was to investigate whether listening to western music as part of a mandatory first-year reading course at a Japanese university could have any positive effects on the students' communicative ability and motivation. The study was based on the following research questions:

1. Can the use of western music and a focus on understanding lyrics improve students' overall communicative ability?
2. Can the use of western music and song lyrics increase motivation in the English classroom?
3. Can exposure to western music help develop intrinsic motivation in students?

Methodology

This study was undertaken to establish whether students' communicative ability could be improved through the use of western music in the classroom, and whether the use of music could positively affect motivation. The study was included as part of the mandatory English reading course taken by all first-year students and was conducted in the fourth quarter of the 2016/17 academic year. The course consists of 15 lessons with the students attending two lessons per week over an 8-week period. The general reading course aims to develop students' reading comprehension through a focus on the active use of a variety of reading skills set out in the mandatory textbook. However, by focusing solely on reading comprehension, the course fails to address the importance of communicative ability, which was a major factor in placing greater emphasis on a more unified course promoting greater integration of the four core skills. The study aimed to promote an interest in western music, develop a greater awareness of the meaning behind the various lyrics used, and highlight the ways in which this can also aid reading comprehension. The current first-year curriculum at the university includes four mandatory English courses, which focus on a particular skill in each course. The students undertake a speaking course in term one, listening in term two, then after the summer vacation writing in term three, and finally reading in term four. By term four the students have had virtually no English communication practice for more than six months, which was further reason to create a more integrated course.

Participants

The study incorporated a selection of first-year students from a Japanese university taking part in a mandatory reading course in the fourth quarter of the 2016/17 academic year. In all, 126 students across four classes took part: 89 male (71%) and 37 female (29%).

The students were 18 to 20-year old Japanese students from various faculties within the university; Law and Literature, Science, Computer Science, and Agriculture. Their English proficiency levels varied from a high score of 308 to a low score of 153 on the Global Test of English Communication (GTEC), with an average score of 222.

Instrumentation

Data for the study was obtained through the use of classroom observations, a post-course questionnaire filled out in the final class, an online questionnaire regarding the course and the teaching staff, and individual comments from each student written on comment cards distributed at the start of and collected at the end of each lesson. The comment cards offered the students a chance to interact with the teacher on a one-to-one basis and comprised of an A3 sheet of paper folder in half with various printed sections. The students could keep track of their personal achievements throughout the course, take a note of the names of classmates they had worked with during each lesson, as well as two A4 sized sections for comments, which could be used as a written dialogue between the teacher and each student. After each lesson, the author responded to the questions and comments on each comment card and returned the cards to each student in the following lesson with the desire to promote one-on-one communication and to offer the students a safe and informal mode of communicating.

Song Selection

12 current pop songs were selected for their worldwide popularity, language level, speed, lyrical content, and variety of relatable vocabulary and idiomatic expressions. Students were also encouraged to request songs and four requested songs (Simple Plan's *Summer Paradise*, Carly-Rae Jepsen's *I Really Like You*, Linkin Park's *Numb*, and Travis' *Moving*) were included.

Pedagogical Procedure

The final 20 minutes of each 90-minute lesson were dedicated to the music activity, which was split into two sections: the introduction of a new song followed by a comprehension check combined with a general discussion about the lyrics. The two sections worked as follows:

Section one consisted of the music segment, which involved a gap fill activity using the chosen songs' lyrics, time for the students to confer on their answers, and a group check, where the teacher read out the correct words. The song was played once as the students followed along reading the lyrics. The students could use this time to choose the appropriate words from a vocabulary box at the bottom of the page containing twenty-five to thirty missing words from the lyrics. After listening to the song once, the students had 2 minutes to confer with their partner. The song was then played a second time followed by a further 2 minutes of conferring. Finally, the teacher read out the correct answers and the students checked how well they did.

Section two consisted of a comprehension check on the back of the lyrics sheets using questions relating the content of the song and the general meaning of the lyrics, which the students worked on and discussed as a pair in English. Each song was accompanied by a selection of ten multiple-choice and opened ended questions relating to the lyrics. The students had to work in pairs to answer the questions and upon completion handed their paper to the teacher for checking. In order to develop a sense of competition, pique interest, and promote greater communication between partners, the first three pairs to come forward with the correct answers were awarded six, four, and two bonus participation points respectively. The use of a point system greatly increased motivation and encouraged the students to cooperate and communicate in English together to discuss the lyrics and correctly answer the questions.

In addition to the music segment at the end of the class a general conversational activity was used at the start of each lesson. This helped the students get to know all of the other students in the class, allowed the students to begin each class by functioning directly in English, and reduced anxiety through the informal, friendly nature of the conversation practice. It also offered the students' a chance to increase their use of spoken English each lesson, as the reading course relies heavily on textbook and reading comprehension activities. As a means of allowing each student the chance to engage and cooperate with every other student in the class, the students were randomly assigned a new seat and partner at the start of every lesson. Davies & Pearse (2000) emphasized the importance of offering students plenty of opportunity to participate together in class in

an environment in which they feel motivated to learn and which promotes communication and a sense of teamwork. Presenting the students the opportunity to work with every other student in the class is one way of achieving this goal. Taking this into account, each lesson was engineered to present learning in a relaxed and friendly manner in which humor and friendship were vital and trust and respect for all members of the class was encouraged. One of the main goals for every lesson was an emphasis on the students trying their best regardless of mistakes or errors, which was reflected in the bonus participation points system. The students knew that they would receive bonus points for trying, which included bonus points for incorrect answers as well as correct answers.

Results

The results are based on an examination of qualitative data collected through the use of a post-course questionnaire filled out by the students in the final lesson, comments from an online questionnaire filled out by all first-year students, and cumulative comments from the students comment cards. Both questionnaires offered a mix of closed and open-ended questions to assess the students' impressions of the course. The questions were used to establish whether the students' opinion of English education, their attitude towards western music, and their perception of their own ability had changed over the duration of the course. The questionnaires were also anonymous to further encourage honest opinion. The use of comment cards offered the students an informal way of communicating with the teacher on a one-to-one basis and served as a platform for the students to voice their opinions and ideas while they remained fresh in their minds after each lesson. Despite the reluctance of the majority of Japanese students to vocalize their feelings directly or engage in conversation with the teacher regarding their ideas and opinions on the classroom dynamic, many of the participants gave very emotional, self-revealing responses and comments on both the questionnaire and comment cards. Literature on the characteristics of Japanese students (Bradley, 2013; Dorji, 1997; Karan, 2005) suggests that Japanese students tend to be quiet and reserved compared to students of other cultures and are generally adverse to speaking out or taking risks in the classroom. Similarly, Allen (1996) states that Japanese students tend to shy away from

expressing their opinions, debating, or even discussing issues. Bradley (2013) explains that a frequently cited reason for this apparent lack of personal expression in the English language classroom is a strong group mentality and desire to maintain group cohesion. With this in mind, through the use of comment cards and questionnaires, the students were able to express their feelings and ideas regarding the use of western music, and the English course on a whole, without having to worry about the stress of speaking out in front of classmates or deal with the insecurities that arise through face-to-face communication.

Student Comments

The students were very forthcoming with their comments regarding the course. The majority of the comments focused on the ways in which the use of music provided a platform for communication and boosted motivation to effectively interact with other students in English. In addition, many students expressed a newfound interest in western music explaining how exposure to various songs in class had sparked a greater interest in understanding what the content of the lyrics. The majority of the students also commented that they felt their English had improved. Out of the 126 participants, 107 (85%) stated that their opinion of English had positively changed since taking the class. Comments included:

- S1: I hated English before this class, but now I have come to enjoy it.
 S2: I am more interested in English than before.
 S3: I was able to successfully communicate in English with my friends.
 S4: I'm not good at English but I'm now interested in English thanks to this class.
 S5: Before this class I wasn't good at listening to English, but now I'm a little good at it.

The remaining 19 students (15%) circled 'No' to the questions asking whether their opinion and perception of English had changed due to this class and whether they found the music section useful. 17 of those students commented that their opinion and perception of English had not changed either positively or negatively; however, three students did state that they had some negative views regarding the music activity. Comments from

those students included:

- S1: I don't like pop music, so I am not interested in music time.
 S2: The songs are too fast and I can't catch all of the missing words. It's too difficult.
 S3: I want to listen to different genres of music.
 S4: I am shy and have trouble talking to other students. I feel bad for my partner because I can't help during the pair activity.
 S5: I am too slow, so I can't get bonus points. I think it is unfair.

All of the points raised by the students will be used to improve possible future studies and will be taken into consideration for the author's regular English courses, particularly the negative feedback. Additionally, the author has developed an elective *English Through Music* course for second-year students which aims to expand the scope of this study and offer students interested in music the opportunity to further their English education.

Communicative Ability

Looking specifically at communicative ability, comments from the students showed that the majority felt their ability had improved and that a greater focus on communicating in English was highly motivating. Comments included:

1. “授業の席が毎回変わるので、色々な人とペアになって学習することが最高でした” - Changing seats and getting to work with different people every lesson was fantastic.
2. “たくさんの人と英語でコミュニケーションをとる機会があって楽しかった。特にペアワークでは、ペアと協力して英語ができてよかった” - Getting the opportunity to communicate with lots of people in English was really fun. Specifically, being able to collaborate with a partner during 'pair work' in English was great.
3. “楽しみながら、またペアでのトークによるコミュニケーション能力の向上が計れた点” - Through the use of pair work I was able to have fun and develop my speaking ability.
4. “楽しく授業できるように構成されており、また、ペア授業なので、わからないところをお互いに共有でき、英語で教えあうこともできたので良かった” - The course was constructed in a way that allowed us to have fun whilst working together in English and helping each other if

there were things that we didn't understand. It was great.

5. “英語の時間といえばあまり面白くないイメージだったけれど、この授業は楽しくて英語で話したことないクラスメートと話す機会ができて、とても良かったと思います” - I didn't have a positive image of English up until now, but this class was fun and I was able to use English to talk to classmates who I had never spoken to before, which was great.

Motivation

Looking specifically at motivation, it was apparent from the comments that the use of music, an emphasis on understanding the lyrics, the style of lesson, and the need to cooperate during pair activities were instrumental in creating a fun atmosphere, which motivated the students to do their best. Students who had had negative opinions of English up until this class stated that they had developed a positive attitude towards English and were motivated to improve their skill. Comments included:

1. “英語はずっと苦手だったけどこのコースは毎回楽しかったし、聞いた音楽を家に帰ってYouTubeで調べてずっと聞きました。これからも英語の練習をして、上手になりたいと思います” - I was always bad at English but thanks to this course I had fun every lesson and after going home I searched for the songs on YouTube and listened to them a lot. I now feel that I want to study English more and really improve my English.
2. “授業内で問題を出し、早い者勝ちの形式でボーナスポイントを付与して、学生の参加意欲を引き出している点が良いと思う” - By creating a 'fastest pair' bonus point system, the teacher was able to draw out the students' motivation, which I feel was really good.
3. “授業中に、ペアワークが多く組み込まれており、コミュニケーション能力の向上や、自分の苦手な部分や問題の改善点の発見に役立った。また、各所に競争の要素が取り入れられており、積極的に参加することができた。毎時間の振り返りシートで教員とコミュニケーションをとることができた点もよかったと思う” - There was a lot of pair work, so I was able to improve my communication skills, which helped me highlight areas where I was having trouble. Also, due to the competitive nature of the lessons, I felt motivated to be proactive in class. Finally, being able to communicate with the teacher through the comment cards was excellent.
4. “今まで洋楽に興味がなかったけど、このクラスのおか

げで洋楽がすごく好きになりました。” - Until now, I had no interest in western music, but thanks to this class I have come to like it.

5. “毎回の授業がとても楽しいです。退屈しません。知らないアーティストの曲を聞いて、洋楽が大好きになりました。授業中に英語で話す機会も与えられているため、しっかりと実力がついている実感があります。毎回の授業でパートナーが変わるため、友達の輪を広げることもできています。ほんとに素晴らしいと思います” - Every class was fun and I never got bored. I now love English music because this class introduced me to many songs and artists I didn't know. We had many chances to speak in English during the lesson, which really helped me improve. Finally, we switched partners every lesson, so I was able to make a lot of new friends, which was great.
6. “先生とコメントシートで話すのが楽しかったし、洋楽を聞くことも楽しかったので毎週英語を楽しみにしていました” - Exchanging messages with the teacher on the comment cards and listening to music was really fun, so I looked forward to English class every week.

Motivation through Music

It was clear from the questionnaires that the students found the use of music very beneficial to their learning. 76% ticked that they 'very much' enjoyed the use of music during the lesson, that they felt it had improved their listening ability, and that it had increased their interest in western music. 16% ticked 'a lot', and 8% ticked 'a little' regarding the same questionnaire questions. None of the students ticked 'no'. Comments regarding the use of music included:

1. “洋楽を聞き取ることで本当のネイティブな発音を意識できるし、興味深くなるし、自分の発音も上達すると思います” - Listening to music allowed me to focus on real 'native' pronunciation which was really interesting and I think it helped me improve my pronunciation.
2. “音楽が楽しいし、みんなとコミュニケーションがとれて良かったです。ミュージックがいいと思います。家でも洋楽を聴くようになりました” - The music was fun and communicating with everyone in the class was great. I feel that the use of music is good. I even started listening to western music at home.
3. “授業中に洋楽を使った課題をすることで今までの洋楽のイメージが変わってよかった。好きになりました” - Thanks to the music activities in class I feel that my image of western music has changed. I've come to enjoy

it.

4. “洋楽を聴くことでリスニング力を上げることができた”
– I was able to improve my listening skill through the use of music.
5. “音楽を聴くのがとても楽しい。楽しみながら英語を学べた” – Listening to music is really fun. We were actually able to enjoy and have fun learning English.
6. “洋楽を聞いてリスニングの力を鍛えることができる”
– Through the use of music I was able to develop my listening skill.

Discussion

As stated previously, it is crucial that the difficulties encountered regarding effective listening be acknowledged before they can be dealt with, and that through developing an awareness, it is possible to exercise control over those difficulties, thus leading to more productive and effective listening behaviors. In the case of the L2 classroom, lack of interest, increased anxiety, low confidence, and reduced intrinsic motivation can greatly affect a student's listening ability.

Studies using Japanese students have reported that Japanese students in English classes tend to be reluctant to speak English and lack motivation when asked to perform oral communication tasks (Cutrone, 2009; Savasçi, 2014). While participation remains steady during classes such as reading, writing, and listening, which generally don't place focus on the students' communicative ability, there is a noticeable decrease in willingness to communicate when it comes to oral communication. The results of this study show that the use of music can directly target many of the difficulties students encounter in the English language classroom by offering a novel approach, which simultaneously raises interest in the lesson, reduces performance anxiety, and boosts confidence levels and intrinsic motivation. The students were also much more willing to communicate in English and were enthusiastic about participating in discussions based on the content of the lyrics.

This study aimed to investigate the positive influence listening to western music can have on students' perception of English and on their motivation to learn English. One of the overarching goals came with the assumption that students could potentially learn English beyond what was being taught in the four fundamental

courses offered to first-year university students, which could ignite the intrinsic motivation required to engage further in English outside of the classroom as well as fueling the desire to remain active throughout each lesson and over the duration of the course. This idea was the driving force being the investigation. Introducing the students to a different style of English lesson coupled with a greater focus on developing their overall communicative ability was enough to open the eyes of students who had hitherto developed a firm disliking of English.

Comments on post-course questionnaires showed that there was a marked shift in the perception of English by the majority of the students. More than 72% of the participants stated that they disliked English and had struggled with their English education prior to participation in the author's lessons. However, with a greater focus on developing communicative ability through the use of popular music and activities using lyrics, almost all of the students stated that their opinion of English had changed, they paid more attention to English music and actively tried to understand the lyrics, seeking out other songs by the artists listened to in class in order to practice their English at karaoke.

The level of enjoyment of the students is a significant factor as this also leads to increased motivation to learn English. In this study, the author used a variety of popular songs to develop a more engaging and exciting atmosphere in the classroom. The results can be related to past studies (Lo & Li, 1998; Wong, 1987; Zanuiddin, Yahya, Morals-Jones, & Arizane, 2002), which show that music can be a driving force for motivation in a classroom. Although the course consisted of just 15 lessons, many of the participants displayed a greater confidence and more clear and accurate pronunciation when speaking in English by the end of the course.

Limitations

Despite the positive results, certain aspects of this study will need to be addressed before any future studies are conducted. As mentioned in the methodology section, the length of the study was restricted to the 15 lessons covering the reading course. In order to accurately determine an increase in motivation and communicative ability a longer study may prove more beneficial.

This could be achieved by increasing the number of participating courses. Incorporating students from different classes over the course of a full academic year would offer a more comprehensive sample from which to draw comparisons and results. Additionally, collaboration with other faculty members could allow the students to follow a similar style of lesson as they progress through each of the four mandatory English classes over the course of their first year at university. Generally, students are taught by a different teacher for each of the four courses, however, cooperation on the part of the teachers could ensure the same style of activities are offered to the students over the course of a year.

The course used as the basis of the study can greatly impact the results. Establishing the study based on the reading course left relatively little time to focus on increasing the students' conversational ability and listening comprehension. Making use of the speaking and listening courses offered in terms one and two would provide a better platform from which to assess the students. Furthermore, pre and post evaluations of the students could offer quantitative data to indicate whether communicative ability had improved.

Incorporating interviews to increase available data could also prove beneficial. Opdenakker (2006) explains that the use of face-to-face interviews can take advantage of social cues. Social cues, such as voice, intonation, and the body language of the interviewee can provide the interviewer with a lot of extra information that can be added to the verbal answer of the interviewee on a question.

Most importantly, student feedback from this study will enable the author to refine future studies and provide students with better learning experiences. Taking into account comments from the students can offer a means of improving future studies as well as general teaching methods and course outcomes. In this way, negative comments from the students can play a positive and constructive role.

Conclusion and Possible Future Research

The results of the study revealed that the majority of the students developed a newfound interest in English and displayed greater levels of motivation throughout

the course. These results are comparable to the positive findings of similar studies making use of music in the L2 classroom (Arévalo, 2010; Ganschow, Sparks, Anderson, Javorshy, Skinner, & Patton, 1994; Garcia, 2015; Lake, 2002; Schoepp, 2001). This was achieved through the use of western music and a greater emphasis on reducing anxiety through pair work and extensive communication in English. The music activity used as the basis for this study serves many purposes. It provides exposure to authentic, yet accessible language that the students can readily hear on TV, movies, radio, and at karaoke, and offers them the opportunity to obtain a more detailed understanding of the way English is used. It also sparks interest in the target language introduced in each song, allowing students to talk together about the topic of the song and to practice understanding the meaning of the songs, instead of purely listening for melodic appreciation.

The use of music has been shown to significantly reduce anxiety and increase motivation (Cook, 1997; Engh 2013; King, 2010; Ndububa & Ajibade, 2006), and was one of the major findings of this study. Abundant empirical evidence also suggests that the use of music and song lyrics can greatly enhance students' success in second language acquisition; specifically in the areas of listening comprehension, vocabulary recall, pronunciation, and phonology (Medina, 1990; Schön, Boyer, Moreno, Besson, Peretz, & Kolinsky, 2008; Schunk, 1999). The positive results of this study will hopefully encourage others to reap the benefits of incorporating music into the English language classroom.

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