

台灣國民中學英語教師對英語歌曲做為英語教學教材的態度之研究

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摘要

本研究主要探討台灣公立國民中學英語老師使用英語歌曲做為教材教法的看法與態度。研究對象為 56 位台灣公立國民中學英文老師。研究對象對於使用英語歌曲在英語教學上的態度問卷被使用在此研究中。研究者發現，在教學觀點上，英語老師認為在課堂上使用英語歌曲可以有效地提升學生在英語的「聽、說、讀、寫」、「發音」和「文法」方面的學習成就；在情意觀點上，英語老師認為透過英語歌曲教學能夠讓學生體會英語的文字之美及認識國際的文化和習俗。此外，英語老師認為使用英語歌曲做為上課教材，可以增加英語學習的趣味及記憶，以及強化學生學習英語的動機並減低學生的語言習得焦慮感。然而，英語老師普遍將英語歌曲做為課堂的補充教材而非主要的教學核心。另一項重要的研究發現是，英語老師對於英語歌曲教學融入國中英語教學感到困難，主要原因是大多數英語老師不知道如何選擇適合課程主題的英語歌曲，同時大部分英語老師表示沒有多餘的時間準備英語歌曲教材及相關活動。根據上述結果，本研究提出音樂和歌曲對於英語教學的重要性，鼓勵英語老師使用英語歌曲做為核心教材以及建立使用英語歌曲在英語教學上的信心。

關鍵詞：英語教學、英語歌曲、全肢體反應教學法、多元智慧、學習動機

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I . Introduction

Music, song and language have similarities. The writer Thomas Carlyle believed that: “All speechhas something of song in it” (Crystal & Crystal, 2000) and the novelist Vladimir Nabokov (1899-1977) noticed that a great writing contains: “rhythmic patterns, the music of precise phrasing, the beat of thought rendered by patterns of idiom and intonation” (ibid). Based on the belief that music and songs have connections with language and that they can contribute to language learning, the study will explore the beliefs, attitudes, thoughts, frequency and practice of EFL teachers toward songs and using songs in their secondary EFL contexts. Besides, two main issues impacting on teachers’ practice: criteria for choosing songs and the difficulties teachers encounter when teaching English through songs are also investigated in this study.

Keskin (2011) advocates that songs “help motivating the learners as they provide a pleasant atmosphere.” Through the power of music, students are actively involved in the class and can learn the target language without pressure. As a result, learners also build up their confidence for language learning because music makes the classroom atmosphere become relaxing (Sahin, 2008, cited in Keskin, 2011). Establishing language ability through musical intelligence can not only accomplish the goal of language but also fulfill personal interests and needs. Linguistic and musical intelligence can work together through various methods for developing language abilities. Supporting our intuitions and personal experiences, research shows that music brings happiness and pleasure to people (Stokes, 2008). “Learning a foreign language via music or songs impedes the efficiency of it and provides learners with a pleasure and relaxing learning atmosphere” (Kretz, 2003).

Why Songs?

Keskin (2011) recommends that songs could play an integral part in any kind of foreign language teaching instruction program. In practice, as is indicated by my research, teachers tend to regard songs as “add-ons” and neglect to fully exploit their potential. In fact, songs have much to offer the language classroom. Learners can easily accept a new foreign language and especially popular music where it is the most frequent and meaningful exposure to English outside their six hours a week of classes (Domoney & Harris, 1993). Some songs include daily expressions that are useful in everyday conversation.

Music can get students both young learners and adult learners involved in

enjoyable and meaningful classroom tasks (Domoney & Harris, 1993). However, again as will emerge from my research, in practice, teachers are not equipped to choose the songs and design the activities which could make full use of songs as a language learning resource for all the skills, both receptive and productive. Keskin (2011) believes that music is one of the instruments and it allows students to have the experiences related to a wide variety of culture and authentic texts. Songs can be carried out in all level of English classes from beginner to advanced (Murphey, 1992).

Furthermore, music does have a positive impact regarding reducing people's negative attitudes such as stress or anxiety which they may encounter while learning a foreign language (Keskin, 2011). Phillips (1991) states language can be more easily imitated and remembered through music and rhythm than when words are simply spoken if a song is taught to children. The situation is the same when teaching adults. Terhune (1997, cited in Keskin, 2011) states that if songs are used in an appropriate and balanced way in the classroom, they can be perfect teaching materials for instructors. Music and songs including all kinds of forms from popular music to opera can be used in all aspects of pedagogical approaches while teaching English and their potential influence is significant and can not be ignored.

Songs in the EFL Classroom

According to Murphey (1992), "Songs alone, however, will not teach anyone how to use language- no matter how great their memorability, how much fun it is to sing and listen to them." As the result, songs would be "many times more valuable if we exploit them creatively to bridge the gap between the pleasurable experience of listening/singing and the communicative use of language" (Murphey, 1992). There are many reasons why songs can be taken as an appropriate and effective method in the EFL classroom. Firstly, the pedagogical value of music cannot be ignored. It is common that various skills can be used through music all the time. Songs can be listened to, read, written and discussed, so they can be incorporated into all language skills, including listening, reading, writing and speaking (Neisa, 2008).

Scott & Ytreberg (1990) consider that the attention span of young learners is very short and therefore teachers should change the activities of teaching frequently in order to draw students' attention and maintain their levels of motivation. Gardner (1985:278) claims that all normal people possess some musical intelligence. Therefore, EFL teachers could achieve mastery of language proficiency skills by using students' musical intelligence. According to Neisa (2008), "Reading is directly related to

listening activities since all listening involves a script, words and sentences making a text.” Songs also help students to memorize and retrieve vocabulary easier (Moreti, 2009).

Secondly, songs can broaden the horizon of learners in terms of cultural awareness of other countries. When teachers introduce a song to the students, they showed the background and the value of the song. Songs reflect the aspects of culture, history, folklore and current idioms of a country. Songs usually contain “a basic element of story or a character clash, a point of view, an engagement with a social or other issue” (McRae, 1991). Teachers can also provide students with different contents of songs such as those ones containing social or political issues in order to let them make a comparison or contrast of these songs and write down their results of the discussion or personal points of view toward it.

Last but not least, songs purely bring learners pleasurable feelings and happiness. As Richards (1969:161) states “pleasure for its own sake is an important part of language learning.” Moreover, many people agree that music is one of their hobbies, so it is a pleasurable experience to learn English through something people enjoy in the leisure time. Therefore, teachers can use songs to effectively create a support system for students and monitor the classroom atmosphere closely for finding out specific reasons for student anxiety.

Purpose of the Study

The aim of this study is to explore the beliefs, attitudes, thoughts, frequency and practice of EFL teachers toward songs and using songs in their secondary EFL contexts. Although according to the literature review, music has been highly recommended and commonly assumed to bring effective and positive contribution to learning English, the instructors’ feedback reflecting their supportive or objective views concerning its use still needs to be paid attention to. Besides, two key issues impacting on teachers’ practice: “criteria for choosing songs” and “the difficulties they encounter while using songs in the EFL classroom” are also investigated in this research.

Out of the observations which have been arisen from my previous teaching experiences, there are some interesting questions which emerge: Do those secondary school teachers in Taiwan believe that songs can enhance language acquisition? If so, what criteria do they take into account while choosing songs for their teaching? Moreover, how could these instructors utilize songs as part of their teaching materials?

Do the English teachers in Taiwan encounter any difficulties while teaching English through songs? These questions lead me to review the literature of language learning, the music itself and the relation between songs and language teaching and learning.

I will present theories about music and the practices of songs and EFL teaching and I hope this study will provide evidence to encourage teachers who, like me, believe in the potential of songs in the classroom, but who may lack confidence and skills to fully exploit the medium. It is hoped that research analysis will lead such teachers to develop greater confidence in this approach and realize that songs are full of pedagogical value and they are a workable and efficient teaching material which can be used in the EFL classroom.

II . Literature Review

2.1 The Efficacy of Using Songs in the EFL Classroom

Songs have a strong claim to be included as a resource in a communicative classroom because they are ever-present in students' daily lives and outside the English classes; moreover, songs often provide learners with the most frequent and meaningful exposure to the foreign language (Domoney & Harris, 1993). There are many reasons why using songs can be taken as an effective approach in the EFL classroom. Firstly, the pedagogical values of music cannot be ignored and various language skills can be used at the same time (Murphey, 1992). Songs can be listened to, read, written and talked about. Secondly, songs provide authentic and natural language context for language learning (Schoepp, 2001). Thirdly, culture awareness can be reflected through songs (Griffie, 1988). Last but not least, the entertainment and fun brought by music strengthen learners' motivation (Cranmer & Laroy, 1992).

The use of songs in teaching creates an environment which enhances learning. Students will find language acquisition is easy to follow when teachers design lessons using materials drawn from songs. The atmosphere in the classroom will become more harmonious and relaxing when learning takes place through a relaxed method and the potential anxiety will be reduced. The more enjoyment students feel in the activities, the more they engage in the learning. In addition, in terms of Affective Filter Hypothesis, Krashen (1982) claims that the affective filter can be taken as learner anxiety or apprehension toward learning. When the affective filter is high, language acquisition is impeded. Music and songs are effective ways of reducing anxiety and presenting language which does not make immediate or face-threatening demands on students. Indeed the use of music is a central element in some

methodologies such as Gaetano's "desuggestopedia."

On this basis, the value of using songs in the EFL classroom will be discussed in this section to present how songs can be beneficial to language learning development. The following items include two main parts: "physical methodology" and "pedagogical value of using songs" and the reasons why songs benefit students in language learning will be addressed.

2.1.1 Physical Methodology

(1) Songs and TPR

Total Physical Response (TPR) was a popular foreign language teaching method in the 1970s developed by a professor of psychology, Dr. James J. Asher (1969). The method consists of a teacher giving imperative commands in the target language to students and students respond to the commands by physical movement. Firstly, the instructor gives a word in the target language and performs an appropriate gesture to the students. Secondly, the instructor asks the students to repeat the gesture. Lastly, the students will perform the actions while being given commands by the teacher and they would also be asked to perform these actions with their classmates when the teacher gives the commands. According to the strategy of TPR, students will be expected to speak when they feel ready. As a result, TPR could reduce students' anxiety and strengthen their motivation while learning a foreign language.

Crystal (1996) and Cook (1997) have pointed out that a key element in first language learning is children's use of rhymes, chants and language games, and in fact traditional nursery rhymes with their associated gestures are examples of TPR, where language and movement are linked in the young learners' minds in a playful atmosphere. Pupils like to be active and they enjoy doing the body movement. It is easy for them if the language learning connecting to music and actions. Learning through listening, with vocabulary introduced through songs and linked to TPR methodology is commonly used in the EFL classroom, particularly with younger learners. Osman & Wellman (1978) advise: "always introduce a song as a whole", and they provide a suggestion for using songs in language teaching. They suggest that it is appropriate to encourage students to respond by tapping, clapping, or responding in any way they might enjoy the songs in the EFL classroom and allow time for letting them become more familiar with the tune before learning the songs.

(2) Songs and Motivation

Richards (1996) believes that there is a high correlation between motivation and achievement and higher motivation leads to superior performance. Moreover, it should also be considered that it is important to develop courses related to the needs and interests of students and this will enhance the motivation for learning (Richards, 1996).

Gardner & Lambert (1972) distinguish motivation into two orientations: *integrative* and *instrumental*. *Integrative* orientation means that such individuals who learn a second language out of social or cultural purposes and they are eager to interact with others in the certain community and even want to belong to it. On the other hand, *instrumental*-orientated learners learn a foreign language because of potential or pragmatic reasons such as gaining a certificate for their jobs or earning a higher salary in the future (Dörnyei, 2001). In terms of behaviorism theory, there are another two forms of motivation, *intrinsic* and *extrinsic*. *Intrinsic* motivation refers to “doing something because it is inherently interesting or enjoyable”; *extrinsic* motivation can be defined as “doing something because it leads to a separable outcome” (Ryan & Deci, 2000).

Moreti (2009) claims that music arouses students’ *intrinsic* motivation while learning the foreign languages because it can increase students’ interests in the learning process. Besides, the value of *intrinsic* motivation of L2 learning is related to the learners’ interest and anticipation of the learning activities (Dörnyei, 2001). Therefore, the main issue for instructors is to find out students’ appetite and try to use the way to arouse their curiosity and create an attractive image for gaining their attention in the class (Dörnyei, 2001).

(3) Songs and Anxiety

Since anxiety is usually associated with negative feelings, such as upset, tension, frustration, self-doubt and fear, it would impede language learning (Larsen-Freeman, 2000). In addition, anxiety prevents people from performing successfully in some subjects in the classroom situation and a great majority of research has shown that anxiety is often related to language learning (Horwitz, Horwitz & Cope, 1986). Sometimes, students feel anxious and nervous in the EFL classroom because they are expected to communicate fluently in English before they are ready and when they lack confidence in their language ability. It is also very common that foreign language anxiety frequency shows up because of the testing situation (Horwitz, Horwitz &

Cope, 1986). A significant majority of students think they have already known and memorized the grammar patterns but usually forget them during an exam or oral test because there are many grammar rules that must be coordinated simultaneously. Many of the psycho-physiological symptoms such as tenseness, trembling, perspiring, palpitations and sleep disturbances are commonly accompanied with anxiety (Horwitz, Horwitz & Cope, 1986).

As a result, helping students reduce and minimize their anxiety of learning English is crucial to successful language learning. An English poet, Congreve, wrote: “Music hath charms to sooth a savage breast.” There is no doubt that using English songs can “knock down the learner’s psychological barriers, such as anxiety, lack of self-confidence and apprehension as well as fire the learner’s desire to grasp the target language” (Shen, 2009). It is justified on the ground that “music can emancipate learners’ full mental and affective power’ while learning a foreign language (Shen, 2009). Even on the basic physical level, singing fills the lungs with oxygen and heightens alertness and concentration (Smith, 1894).

Osman & Wellman (1978, cited in Lake, 2002) note that instructors have to “help students build their confidence in their ability to decode the new language.” Students are allowed to use their intuitions to analyze the vocabulary, pronunciation, inflection and syntax of the lyrics while learning a new song. Besides, it is suggested that teachers should interfere as little as possible and this develops students’ confidence in learning English and lowers their anxiety as well. Teachers could also encourage students to bring their own instruments such as a tambourine to class and make a performance (Osman & Wellman, 1978, cited in Lake, in 2002).

(4) Songs and Multiple Intelligences

The theory of Multiple Intelligences (MI) was proposed in the late 1970s and early 1980s by an American Psychologist, Howard Gardner. In his publication “Frames of Mind: Theory of Multiple Intelligences”, Gardner (1993) suggests that there are various distinct types of intelligences people possess and they are categorized into at least nine types: verbal/linguistic intelligence, mathematical/logical intelligence, spatial intelligence, bodily/kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, natural intelligence and existential intelligence. These intelligences are equally important and each individual possesses all of these intelligences. However, learners have their unique stronger or weaker aspects of their multiple intelligences and each has his/her preferable learning

styles. Because of different living background, environment and genetic make-up, everyone has his/ her unique profile of intelligences. Gardner (1998) advocates that because of the multiple intelligences their learners have, it is inappropriate to use the same teaching method for all the students in the EFL classroom.

Shen (2009) suggests that it is not reasonable to explore only one type of intelligence in EFL learning, so instructors should strengthen learners' strength and accept their weakness as well. Pinter (2006) considers that according to the theory of Multiple Intelligences, all learners are unique. Some learners are musical and like to sing and dance for expressing themselves. On the contrary, they might have no interest in writing or drawing. Some learners might feel embarrassed if they are asked to sing or dance in public but enjoy writing or drawing on the story (Pinter, 2006:13). Shen (2009) also believes that these intelligences play important roles for developing and complementing students' linguistic competence and strengthen their ability of learning a foreign language.

In terms of musical intelligence, Gardner (1999) advocates that individuals with a higher 'musical intelligence' show better sensible ability to sounds, rhythms, tones and music. Such individuals are normally able to sing, play instruments or have the ability to compose music. Because those people have greater sensitivity to sounds, music is a better way to stimulate their learning motivation and they may learn best through music. Since most people normally get involved in music activities and listen to songs in their everyday lives or in the leisure time, music intelligence doubtlessly has more influence than other intelligences on people when it comes to learning.

2.1.2 Pedagogical Value of Using Songs

Since music has played an inevitable role in our daily lives, it can be a meaningful tool to motivate students to learn English. Many researchers have found that music plays a part in our lives, they represent examples of real language and students can learn authentic language from these songs. Therefore, it is valuable to discuss songs in terms of their potential for developing the four skills: listening, speaking, reading and writing.

(1) Vocabulary

Vocabulary acquisition is a central task of the EFL curriculum. Learning English is akin to building a house where vocabulary is the bricks for the foundation of the house. According to Carter (2001), there are two general approaches to teaching

vocabulary in the EFL classroom: “explicit” and “implicit”. The former is that to teach students vocabulary in a direct way by offering them word lists or semantic sets and this method is commonly used by most teachers in a traditional language classroom. The latter approach is an opposite but more practical way to teach vocabulary. Students can learn new words by reading authentic texts and find out the words they are not familiar with and then acquire them indirectly.

In Abidin’s research (2011), there was an experiment comparing two different ways of presenting vocabulary: the traditional teacher-fronted method and an innovative supplementary approach making use of songs on YouTube. Results showed that the experimental groups of students who learnt English with the supplement of vocabulary input based on songs made an obvious improvement in their vocabulary competence.

(2) Grammar

Ur (1988) declares that grammar is “a set of rules which govern how units of meaning may be constructed in any language” and “the way a language manipulates and combines words in order to form longer units of meaning.” Grammar has been generally considered as the most difficult part while teaching English to non-native speakers. Krashen (1985) also considers that learners could understand language containing grammar they have never learned before with the help of context, including extra-linguistic information, their knowledge of the world and their previously acquired linguistic competence. Most songs contain lyrics which stress or repeat a certain grammatical structure and teachers may use them to teach grammar patterns in the EFL classroom. Therefore, songs can be used to present various language sentence patterns and grammatical structure forms. Cook (1994, cited in Chien, 2000) states that both grammar and meaning begin to emerge because the pattern has taught through repetition. Consequently, songs can be a useful tool in the EFL classroom because they are repetitive and usually accompanied by a clear context.

However, there are a number of limitations of using songs in order to teach grammar. If songs are only an excuse for the introduction of new vocabulary or new sentence patterns in EFL classroom, the motivation and confidence of the students can be impeded quickly (Richards, 1969). Teachers need to allow their students to become familiar with the rhythm first and they can even be taught by singing the song to “la” before learning the specific language skills. After the song is sung through in class,

teachers then start to teach new words and sentence patterns of the song (Richards, 1969). Some researchers consider that when it comes to using songs to teach grammar structures, it is better to use authentic well-known songs than the fabricated ones in language teaching.

On the other hand, Ur (1984) considers that the linguistic materials contained in songs transfer in an inappropriate way and students do not acquire grammatical structures or vocabulary easily. Moreover, because a great majority of songs contain different kinds of grammatical patterns and tenses, it is sometimes not easy to divide those structures of the sentences up clearly. Shen (2009) also declares that “songs are not always composed of simple sentence structure or grammar.” Furthermore, Dublin (1974, cited in Murphey, 1992) points out that teachers should make a category of the songs before teaching such as categorizing them into “repetition songs, substitution songs and focused grammatical songs.” If songs are presented in a proper way, there is no doubt that they can be effective for teachers to help students practice grammatical patterns.

(3) Pronunciation and Speaking

Using suitable songs is taken as an effective way to improve learners' pronunciation skills since most songs include a large number of linguistic repetitions and learners may imitate the pronunciation of the native-speaker singers by repeating to listen to them again and again. Mora (2000) also believes that students improve their pronunciation skills while singing. Moreover, Lake (2002) considers that “The connection between words, feeling, pitch, stress, and accent equates with musical expression.” Songs combining both melody and lyrics provide learners with a chance to practice pronunciation and enjoy the music as well (Salcedo, 2002).

To most students, learning the English pronunciation is uninspiring if they simply repeat the sound of English vowels and consonants after the teachers or tapes in class. Using songs is no doubt a better way to allow them to imitate the pronunciation of native-speakers and the melody may gain their attention in the learning. Claerr & Richard (1984) indicate that music therapists have proved that most pupils are able to pronounce phonemes while singing correctly and using songs is beneficial in teaching pronunciation for timid or speech-impaired students. Shen (2009) considers “Songs can be used to teach natural pronunciation efficiently and native singers' pronunciation provides a model for EFL learners.” With the advance of technology, it is easy to find songs through the internet sung by either American,

British, Canadian or Australian singers and allow learners to choose which pronunciation they would like to imitate. Learners would gradually correct their errors and develop a more native-like pronunciation through listening to and learning these songs repeatedly (Shen, 2009). Kirsch (2008:85, cited in Sevik, 2011) explains that songs are an effective means of developing pronunciation and speaking skills and songs can help students learn to pronounce sounds and words accurately and confidently. Because most pupils do not feel tired of listening to and repeating after these songs, they acquire more sounds, words and sentences with each performance until they gradually master the text (Kirsch, 2008:85, cited in Sevik, 2011).

However, many vowels and consonants in English are not easy for non-native speakers to pronounce and instructors have to find some suitable songs containing these kinds of words which are difficult to pronounce to them. English teachers need to lead our students to pronounce clearly and comprehensible to the communication participants. Moriya (1988, cited in Kristen, 2001) argues that since the widely difference between Asian languages and English, there is a significant value of using songs for pronunciation practice to Asian learners. Furthermore, using songs in the language class has been taken as an appropriate way to enhance the language speaking skills. Since songs deal with universal human questions and experience, students can be encouraged to share their opinions and feelings after listening to the songs. In this way, students strengthen their oral language and try to create the language they need to use in communication simultaneously. Consequently, students can speak in a native-speaker-like way after practicing and imitating the language through songs. Most songs have stories inside the lyrics. Students interpret the story in different ways, so there is an opinion gap developed naturally. Moreover, students can be prompted to discuss their own thoughts and views in the target language. Accordingly, by using songs as a springboard for communicative activities, learners' speaking competence can be gradually improved.

(4) Listening

According to Ur (cited in Becakova, 2009), "The objective of listening comprehension practice in the classroom is that students should learn to function successfully in real-life listening situations." Moreover, Sevik (2011) notes that songs are taken as the most effective way of teaching listening comprehension to young learners. Some teachers may consider that it is not necessary to get extra listening teaching materials such as songs since there are plenty of listening tasks contained in the course books. However, most foreign language learners often fail to catch the

words of native speakers in a conversation because in most cases even when native speakers do not speak fast, their speech runs continuously and smoothly. Becakova (2009) states that most students are unable to understand well when they talk with foreigners face to face, even if they are good at the listening comprehension practices in the school course books. The problem is that the materials in the course books in Taiwan provide are mostly recorded by people who are well-trained for the purpose and they sound totally different from the natural speech. With the assistance of songs, artists usually do not sing their songs in standard pronunciation especially when they interpret pop songs and they keep their personal dialect and sometimes even highlight their dialect such as Afro-American rappers while singing. In this way, using songs can provide learners with a chance to know various kinds of dialects or accents from other countries, including British, American, Scottish, Irish, Australian, etc (Becakova, 2009).

On the other hand, Laroy (1995) considers that not all songs are appropriate for developing listening comprehension in the EFL classroom. As a result, teachers have to be careful to choose the suitable song with a coherent and meaningful text. Laroy (1995) suggests that students should recognize every word of the song clearly for listening comprehension and the present content of the textbook. Moreover, this cannot only develop students' listening ability but help them to review the whole content of the lesson they are learning as well. This is a rather dated behaviorist approach which has been superseded by the idea presented above that students can usefully be exposed to the natural "stream of speech" in songs and that listening does not necessarily depend on recognizing "every word."

(5) Writing and Reading

Paquette & Rieg (2008) in their research depict that music can be implemented into practical activities in language teaching such as reading and writing. By the exposure to the lyrics of songs, students learn grammatical structures and enrich their reading and writing skills. Gorjian, Alipour & Saffarian (2012) also found in their research that the effect of using multisensory modalities such as visual, tactile, music or kinetics on reading comprehension in EFL class is evident and teachers should be encouraged to use these techniques in their language teaching for improving their pupils' reading skills. The effect of the usage of songs and lyrics as part of an overall language program for building reading fluency is workable and measurable. Patel & Laud (2007) designed an experiment for exploring whether using lyrics of songs can enhance reading fluency ability of middle school students. The results reveal that

through the usage of songs, students in this experiment showed an increase in reading fluency rates in comparison with their initial pretest ability scores.

Osman & Wellman (1978) suggest that teachers can allow students to try to write the creative words to an existing song. Mol (2009) also indicates that there are interesting vocabulary and idioms or underlying stories and messages in the more difficult songs and they provide students with an opportunity to reflect their own thoughts with each others and to discuss or to debate in groups and then write down their opinions. According to McRae (1991), the lyrics of songs can be “a useful stimulus” and they become the “representative text” and are “as exploitable a material for interpretation and discussion as any other imaginative text.” In addition, music is valuable to writing skills since “interpretations can be manifested through compositions or essays, and it can also stimulate creativity and imagination” (Neisa, 2008).

2.2 Authenticity

Widdowson, cited in Cárdenas' work in 2000, argues that authenticity is “a function of the interaction between the hearer and the text, which incorporates the intention of the speaker.” In terms of authenticity, there are two obvious advantages of songs in the language classroom.

Firstly, songs provide a real context to learners for learning English. Almost all materials for language learning are “normally planned, restricted, gradual and largely artificial” and they are often impoverished version of language (Elley & Manghubai, 1983:55). Moreover, students lack the opportunity to talk with English native-speakers while learning English. In order to supplement this insufficient practical practice of learning, the mass media such as movies, magazines, music or even advertisements can be used as possibilities to make a connection with English learning to students.

Secondly, the materials are produced by native speakers and they are original and the language is natural (Arias, Duque & Mitchell, 1996, cited in Neisa, 2008:168). Exposure to the language learning environment in non-English speaking countries is very different from those in English speaking countries, especially in terms of the processes of immersion, since songs are written by and basically for native speakers. Moreover, the origin of the usage is not for teaching so such songs contain authentic and natural language in the lyrics and cultural background as well. Ur (1984) also points out that “Personally I prefer to teach authentic songs for the sake of their

pleasure-giving and cultural value, treating the language aspect as an ancillary bonus.” Therefore, it is doubtless that authentic materials enable students to internalize the language simultaneously and memorize lexical terms and grammatical patterns quickly.

2.3 Cultural Awareness

Culture can be introduced “by means of textbooks, audio cassettes, radio broadcasts, TV broadcasts, videos, cuttings from newspapers and magazines, and so on” (Tomalin & Stempleski, 1993). It is easy to acquire cultural information directly through these media. Cullen (1998) also believes that music is a kind of reflection of society and culture. The present beliefs and conditions of the society are often reflected either consciously or subconsciously in the lyrics of the songs. It is a great opportunity to broaden students’ horizon and provide them with a chance to see the outside world.

Jolly (1975) depicts that “Songs become then a direct avenue to the basic values of the culture.” While teaching a foreign language through music to the learners, teachers can introduce the culture background of these songs and students can learn not only the language itself but the other countries’ culture as well. Therefore, the use of music in the language classroom offers a unique approach to the study of culture through texts and musical styles. The existence of music represents an interesting mirror reflecting the literature, history and culture of a country (Failoni, 1993). Needless to say, the process of learning a foreign language for many students can be a boring experience and they do not know the value of it since they are still quite young. Furthermore, a significant majority of students in school courses have rare chances to experience the cultural background of other countries. Songs provide students with a window to see the outside world and provide them with a chance to gain the knowledge of another particular life style, religion, history, emotion. However, if we can take the advantage of culture in the foreign language classroom, the language learning becomes meaningful to the pupils because they can learn another kind of lifestyle, tradition, religion or story of people in other countries.

Using songs to learn a foreign language broadens students’ linguistic knowledge and arouses their culture awareness. Kirsch (2008) also believes that “Poems or songs about typical traditions or cultural artifacts are useful for developing learners’ cultural awareness and understanding.” Teachers can develop pupils’ cultural knowledge of different countries and broaden the horizon of by using songs. Since the contact

between cultures has become more frequent than before, it is important to raise students' awareness of culture diversity.

2.4 Principles of Using Songs in the EFL Classroom

Many English songs have been widely applied to language learning curriculum and have been discussed in many instruction books. With the advance of technology, it is very convenient for teachers to search for useful and abundant songs for their language classes on the Internet (Cullen, 1999).

Since many researchers have confirmed the importance and efficacy of using songs in the language classroom, teachers should be encouraged to use songs in their teaching. Therefore, some criteria for choosing songs for teaching L2 are provided in the following section. Besides, the obstacles of choosing appropriate songs in class teachers usually come across are also mentioned as well in order to remind the instructors to pay attention to these problems while using music in their class.

2.4.1 The Importance of Songs-Selecting in the EFL classroom

Livingston & Borko (1989) once claimed that one of the most important qualifications an expert teacher should possess is to know how to organize the program well and to choose the appropriate materials for their pupils. The age and interests of the learners and how to present the songs in class should also be taken into consideration. Rao (2002) depicts that different students have various kinds of perception and learning styles. Therefore, teachers ought to select the songs according to students' ages or abilities.

Lopera (2003) considers that it is important for teachers to take "students' likes" into account while selecting songs. Songs should be liked by both students and teachers as well and should be familiarized by the learners. There is a chain of connection between song enjoyment and learning motivation. If the songs cannot arouse pupils' interest or they are too difficult to follow, they will de-motivate students' learning attitude and influence the learning outcome. There is no doubt that students would concentrate more on their studies and become actively involved in the language learning if they have interest in what they learn. The age and level of students should be also taken into consideration.

Griffe (1992, cited in Keskin, 2011) considers students at beginner level can be taught with short and slow songs and approaches such as "crosswords, drawing or picture showing exercises" can be implemented with such songs. However, long and

fast songs which tell a story can be suitable to use with the students with a higher language level (Griffe, 1992, cited in Keskin, 2011). The contents of songs should tell a story or contain life experiences relating to learners' lives because it is appealing to students and encourages them to find the relation between their personal experiences and the stories of the music.

McRae (1991) advocates another point of view, he considers the best songs to use for teaching a foreign languages are “those which have a story and may contain a conflict, a point of view or certain social engagements or issues.” Some researchers believe that younger learners may not understand songs containing complicated lyrics or metaphors of love or emotion behind the lyrics, while adult learners would probably have no interest in nursery songs. Therefore, teachers have to search for the appropriate songs which can be adjusted to the target group of students. On the other hand, Cunningham (2001) suggests that teachers must make sure that the lyrics of the songs that they tend to use are understandable and easy to follow.

Once again, we see how thinking about the best type of input has changed over the decades when we look at the advice offered by Richards (1969), who asserts that it is better for teaching more efficiently if songs contain grammatical patterns and the content related to what students have learned before. He claims that it is important to choose songs which have the words or sentence structures in them which have already been taught (Richards, 1969), whereas more recent methodological principles would rather stress that acquisition can take place through engagement with new input in the right context.

Again, we can see the movement away from behaviorist principles in discussions about repetition and memorization. One of the often mentioned advantages of using songs in the EFL classroom is that the repetitive nature of lyrics can allow students to imitate and to learn easier the meanings in songs. However, Terhune (1997: 8, cited in Keskin, 2011) disagrees with this statement and he notes that “repetition of a limited number of words may cause the song to seem boring or ineffective.” Keskin (2011) also proposes that “songs should contain topics that are culturally relevant.” For example, teachers can use some popular songs such as “Santa Claus Is Coming to Town” when it comes to introducing the festival of Christmas. Combining the culture, seasons or festivals with the song teaching could arouse students' interest while learning the foreign language.

2.4.2 Criteria for Choosing Songs

Once EFL instructors choose the appropriate songs in the EFL classroom, there is a chain of associations between enjoyment of the English learning environment, raised-motivation for learning and efficient learning outcome and achievement (Beasley, 2008). According to Curtain and Pesola (1988: 246-265), there are some key criteria suggested for choosing songs in the EFL classroom.

1. The song should contain limited vocabulary.
2. The song should contain language compatible with that being used in the classroom.
3. The song should present a limited musical challenge.
4. The rhythm should be straightforward and repetitive.
5. Song topics should be within the experiences of children.
6. For primary level 4 and 5, it is useful if songs are accompanied by actions.
7. It is also helpful if the words of the songs are highly repetitive and if they have a refrain: a repeated stanza, between verses of the song.

Similarly, McVeigh (1999) also suggest some criteria for consideration by teachers while choosing songs.

1. Is access to the lyrics available?
2. Pedagogical value-why use the song.
3. Is it enjoyable for students?
4. Are the lyrics accessible and understandable?
5. Do the lyrics have repetitions?
6. Is the tune simple and easy to learn?

Tomalin & Stempleski (1993) likewise provide some rules for selecting songs in the EFL classroom. They are:

1. Choose a song that tells a story, and that is not too long.
2. Make sure the words are distinguishable.
3. Choose a song with a clear melodic line distinguishing between verse and chorus
4. If possible, choose songs that have the lyrics pointed on the cassette or CD inlay
5. Choose songs which teachers themselves enjoy!

2.4.3 The Difficulties of Song-Selecting for Language Teaching

Out of some practical reasons, not every song is appropriate for language teaching. For example, many popular songs contain vulgar words or meaningless contents and they should be avoided using in class even though most students have

great interest in these kinds of songs. On the other hand, a crucial issue in need of attention is that even if teachers choose songs which are suitable for the teaching purpose but they cannot arouse students' interest while learning, the teaching activity is still carried out in vain. In terms of helping instructors to choose suitable songs for their teaching materials, the criteria have to be suggested.

Furthermore, there are several substantial issues or difficulties which the teacher needs to be aware of. Terhune (1997: 8) outlines these difficulties as follows:

1. Pop songs are not scientific [sic]. Therefore, some teachers and students do not think that they are effective tools in education. (He uses the word 'scientific', perhaps in the sense that lyrics are not designed with teaching in mind, they are written to express emotions rather than as teaching instruments.)
2. Each student has a different way of learning and some students may have difficulty in studying through music.
3. Inefficient sound systems in schools may cause problems while listening to songs.
4. The types of music favored by students may not be matching with each other.
5. Songs which are not grammatical or those involving complicated sentence structures may confuse students.
6. Some songs may contain embarrassing parts which cannot be explained to students.

2.4.4 Teachers' Concerns about Using Songs in the Language Class

Even though a large amount of research above mentioned has shown the satisfactory results of using songs in foreign language teaching and it seems doubtless this teaching method is beneficial to the learning outcome, there are still a substantial number of difficulties instructors may encounter while using songs in language teaching. York (2011) claims that "...while there are strong, theoretically grounded reasons for using songs in primary school settings, there are several criticisms." For instance, the language of songs is not always an authentic and useful model for discourse since there are too many repetitive words, distorted order of words for fitting the rhyme and intonation is usually distorted in order to fit the melody in some songs (York, 2011). Murphey (1992:8) lists the problems teachers concern about while incorporating songs into the language teaching curriculum:

1. Administrators/ teachers/ students do not take songs seriously.
2. Music disturbs neighboring classes.
3. Time is lost.
4. Not sure about how to exploit the material usefully.

5. Do not know how to get other teachers involved.
6. Do not know how to share in materials production.

III. Research Methodology

3.1 Research Design

In order to examine the most effective usage of English songs for EFL instruction in the secondary schools in Taiwan, and investigate the present situation relating to the practice and achievement and whether teachers assume songs can be effective as supplement or teaching materials while teaching English, the data for this study will be collected through questionnaires. As Nunan (1992) suggests, “the questionnaire is relatively popular means of collecting data” and “it enables the research to collect data in field settings, and the data themselves are more amenable to quantification than discursive data.” According to Dörnyei (2007), using questionnaires is a “versatile” method for collecting the data of the research because they can be used efficiently with different respondents under different kinds of situations aiming at different topics. Although questionnaires are not always as practical as interviews for eliciting qualitative data, because of the limitation of the time and distance, this study was conducted by the author’s questionnaire but the more appropriate research method for suiting the research context with the regard to collect data will be considered.

According to Davidson (1970, cited in Cohen & Manion, 1994), an ideal questionnaire should be ‘clear, unambiguous and uniformly workable...since people’s participation in surveys is voluntary, a questionnaire has to help in engaging their interest, encouraging their cooperation, and eliciting answers as close as possible to the truth.’ Accordingly, since most participants in the present research are native Chinese speakers, a Chinese translation was added to each question in the hope that more teachers will be more willing to respond the questionnaire. In terms of “user-friendliness”, many respondents reflected that it took only less than 15 minutes and therefore it attracted more teachers voluntarily to do the questionnaire. When all the questionnaires were completed, these representative teachers collected the responses and sent them to the researcher by express delivery.

3.2 Research Methods

According to Dörnyei (2007), the “method” section explains “the details of how the investigation was conducted.” Readers may “evaluate the appropriateness of the

research design” from the details of research methods the researcher provided (Dörnyei, 2007). In the following section, the information of “participants”, “instruments” and “procedure” of this research are provided.

A majority of questions in this research questionnaire are closed-ended and “in which the range of possible responses is determined by the researcher” (Nunan, 1992). The reason why the researcher tends to use closed-ended questions because they are easy to answer for the respondents and the collection of the questionnaires will be efficient. The questionnaire design follows Cohen & Manion’s (1994) suggestion that the designer should: “avoid open-ended questions on self-completion questionnaires” because open-ended questions are “too demanding of most respondents’ time.”

3.3 Research Procedure

Due to the limitation imposed by distance on the present research, questionnaires seem to be more practical and workable than other techniques e.g. interviews, classroom observation (Nunan, 1992). This research was carried out when the researcher was in England, thus a questionnaire written in both English and Chinese was administered in 8 different public secondary schools in Taiwan. The questionnaires were distributed by e-mail to eight teachers who work in the different public secondary schools in Taiwan and these eight teachers were asked to help the researcher to print the questionnaires and distribute to their colleagues at their schools.

For the pilot study, the questionnaires were distributed to both ELT experts who teach English in the university or in the English language teaching center for expert validity and ten English teachers from different countries who study in the Applied Linguistics Department in the University of Warwick for peer validity. Nunan (1992) strongly suggests that “all research should have a piloting phase” because it is the best way to avoid the situation happening that the data are collected but then the researcher finds that “the question was asked in a way which cannot be analyzed to answer the question.” In the pilot study, the ELT experts and the experienced ELT teachers agreed that the questionnaire is workable after they finish the pilot test. Therefore, the reliability and validity of the questionnaire were established.

Table 1

ELT experts' basic information

Name	Educational Background	Working Experience
Brown	University of Warwick	University of Warwick, UK (Lecturer)
Ali	University of Warwick	Ministry of Higher Education, Iraq (English Teacher)
Longwell	University of Warwick	EF Education First, UK (Senior Teacher)
Li	University of Warwick	Pearson Education, China (IELTS Teacher)

Table 2

Experienced teachers' basic information

Name	Educational Background	Years of Teaching Experience
Zhong	University of Warwick, UK	3
Cho	University of Warwick, UK	6
Liang	University of Warwick, UK	2
Chen	University of Warwick, UK	3
Manjarita	University of Warwick, UK	2
Chang	University of Warwick, UK	5
Hu	University of Warwick, UK	8
Bangkom	University of Warwick, UK	2
Getachew	University of Warwick, UK	5
Al	University of Warwick, UK	2

3.3.1 Participants

The target participants are formal English teachers who work in public secondary schools in Taiwan. In order to make the result of this research more persuasive and representative, eight schools were chosen as questionnaire recipients from the eight biggest cities from north to south in Taiwan. In total, 56 Taiwanese EFL teachers, including 13 males and 43 females, who all teach in the public secondary schools in Taiwan, voluntarily participated in this study. The age of these participants ranged from 24 to more than 50. The questionnaires were spread and conducted in May of 2012, before the end of the school academic year.

3.3.2 The Research Instruments

Bryman (2001) states that “quantitative research is described as entailing the collection of numerical data and as exhibiting a view of the relationship between theory and research as deductiveand as having an objectivist conception of social reality.” Furthermore, since “quantitative analysis is more straightforward” (Dörnyei, 2007), it is adopted as the main approach of the study in the form of questionnaires to investigate the main categories of enquiry: the beliefs and attitudes of secondary school teachers in Taiwan and from other countries toward the practice of songs in English teaching; the criteria they use while choosing songs for their class; and the difficulties they usually come across. According to Robson (2011), there are three main approaches to administering the questionnaire: self-completion, face-to-face interview and telephone interview. Since self-completion survey is appropriate to be presented “on a group basis” (Robson, 2011), it was used in this research. It was appropriate because the questionnaire in this research was demonstrated to eight groups of teachers from eight schools in Taiwan and they were asked to do the questionnaires at the same time in each school. Moreover, “descriptive statistics” will be used to analyze the results of this research because descriptive statistics “help us summarize findings by describing general tendencies in the data and the overall spread of the scores” (Dörnyei, 2007).

There are five major parts of the questionnaire with 32 questions in this study. In the first part of the questionnaire, the participants were notified about the purpose of this research and they were also asked to answer the basic information about their age, gender, working experiences. The Question 6 of this part was related to the frequency of using songs in the EFL classroom and the respondents were asked to select one of the seven options, namely: (I use songs to teach English in my class) “almost every time”, “more than twice a week”, “at least once a week”, “at least once every two weeks”, “at least once a month”, as “a filler or when I need to use up time” and “never”. The option, “other”, was also provided to them if the options provided did not meet their expectations. In Question 7, the participants were asked which aspects of language learning, vocabulary, grammar, pronunciation, speaking, reading, writing, listening comprehension, and culture background, they consider useful to their language teaching with songs.

The phrasing and function of the survey questions were tightly linked to the research questions (Robson, 2011). As can be seen in Part II of the questionnaire, the participants were asked to choose the best option representing their answers about the

usage of songs in the EFL classroom. There were 32 questions divided into 4 parts:

1. Teachers' beliefs about the pedagogical value of using songs
2. Teachers' thoughts about the effectiveness of using songs
3. Criteria for choosing songs
4. The difficulties teachers encounter when using songs in language teaching.

As Dörnyei (2007) claims “the most professional questionnaires are primarily made up of closed-ended items”, therefore, the study is conducted of closed-ended questionnaires. In terms of closed-ended questionnaires, participants are only expected to select the alternative options the author provided in the answer items instead of producing any free writing (Dörnyei, 2007). The “Likert scale” is the preferred type of closed-ended item for conducting this questionnaire, consisting of a typical statement towards which participants are asked to indicate their views concerning the level of agreement or disagreement (Dörnyei, 2007). There is a 5-point Likert scale included with scores ranging from 1 to 5, namely: 1= “strongly disagree”; 2= “disagree”; 3= “undecided”; 4= “agree”; 5= “strongly agree”, in this questionnaire.

3.4 Data Analysis

The data was analyzed with regard to closed-questions for which the participants had chosen one of the most appropriate answers from a limited range of items suggested. Since all of the questions involve the choice of a single circled option, the data from the questions could be counted in terms of clear descriptive statistics. For figuring out whether there are any obvious different points of view from these participating teachers in Taiwan, the tables and pie charts will be presented in the following chapters.

Robson (2011) states that “a simple means of exploring many data sets is to recast them in a way which counts the frequency that certain things happen, or to find ways of displaying that information’ and ‘the chart can be shown with either frequencies or percentages on the vertical axis.” Therefore, in order to figure out whether there are any obvious different points of view from these participating teachers in Taiwan, the tables and pie charts will be presented in the following chapters. Tables can be displayed in order to show simply the number of respondents and the percentage results they represent (Robson, 2011). On the other hand, a pie chart can show “the relative size of different categories but brings out as well the size of each slice relative to the total sample” (Bryman, 2001). Moreover, Robson (2011)

considers that pie charts “are more likely and easily understood by a variety of audiences.” In the light of these recommendations, the present research adopts a variety of data presentation methods, particularly tables and pie charts, according to the nature of the data.

IV. Research Results

4.1 Basic Information of the Teachers

The target participants are formal English teachers who work in the public secondary schools in Taiwan. In total, 56 Taiwanese EFL teachers, including 13 males and 43 females voluntarily participated in this research. As can be seen in Table 3, the age of these participants ranged from “less than 25” to “more than 50.” Only 4 of the participants were aged less than 25 and 13 participants were aged 46 to 50+. Those in the age range 31-35 occupied the highest portion with 25% (n=14). In terms of gender, 43 of 55 participants were female (77%) and 23% (n=13) were male. All the participants are non-native speakers and only one of them once taught in England (Table 4). Regarding to teaching experience, there were 38% of participants occupying the highest proportion with a teaching experience of 6-10 years (Table 5). The variables relating to teachers’ basic information is presented as follows.

Table 3

Teachers’ basic information by gender and age

Gender		Age (years)					
Female (%)	Male (%)	25 and less	26-30	31-35	36-40	41-45	46-50+
43 (77%)	13 (23%)	4 (7.1%)	9 (16%)	14 (25%)	7 (12.5%)	9 (16%)	13 (23.4%)

Table 4

Teachers’ basic information by first language and teaching experience in other countries

First Language		Teaching Experience in Other countries	
Non-NS	NS	Yes	No
56 (100%)	0 (0%)	1 (1.8%)	55 (98.2%)

Table 5

Teachers' basic information by teaching experience

Less than 5	6-10	11-15	16+
11 (19.6%)	19 (33.9%)	5 (8.9%)	21 (37.5%)

A significant number of participants, over half of the teachers (53.5%), stated that they take songs as a kind of 'filler' or they teach English through songs when they need to use up time in class. Nevertheless, approximately a quarter of the teachers (23.1%) cited that they introduce songs to their students in the EFL classroom at least once a month. In addition, both options "more than twice a week" and "at least once every two weeks" exhibited the same proportions which the participants chose of 5.4%. Few teachers (3.6%) noted that they teach English through songs "at least once every two weeks." Only 1 teacher has never used songs to teach English while none of the participants use songs in the EFL classroom "almost every time."

Table 6

Teachers' responses for the frequency of using songs in the EFL classroom

	n=56 (100%)
Almost every time	-
More than twice a week	3 (5.4%)
At least once a week	2 (3.6%)
At least once every two weeks	3 (5.4%)
At least once a month	13 (23.1 %)
As a 'filler' or when I need to use up time	30 (53.5%)
Never	1 (1.8%)
Other: _____	4 (7.1%)

Table 7

Teachers' beliefs in what areas are useful to using songs to teach English

Teacher's Response	Numbers of Teachers (100%)
Vocabulary	42 (75%)
Grammatical patterns	13 (23.2%)
Pronunciation	29 (51.8%)
Speaking	16 (28.6%)
Reading	10 (17.8%)
Writing	3 (5.4%)
Listening Comprehension	45 (80.4%)
Culture background	34 (60.7%)

Regarding Table 7, the majority of the teachers believe that learning English through songs could improve “listening comprehension”, “vocabulary” and knowledge of the “culture background.” The highest proportion showed in the “listening comprehension” part, over 80% teachers considered that teaching English through songs could help learners to reinforce their English listening ability. The second most important skill which teachers believe could be improved through using songs in teaching English was that of ‘vocabulary acquisition.’ 42 out of 56 teachers confirmed that songs could be useful for learning “vocabulary” while teaching English. Over half of the teachers noted that learning songs could improve students’ “culture background” (60.7%) and “pronunciation” (51.8%). A significantly lower proportion of teachers chose the answer “speaking” (28.6%), “grammar patterns” (23.2%) and “reading” (17.8%) as their options. However, it is evident that “writing” is the option with the lowest response rate, with only 3 out of 56 teachers choosing this option.

4.2 The Results of Teachers' Points of View

4.2.1 Teachers' Beliefs about the Pedagogical Value of Using Songs in English Class

Regarding Table 8, teachers' beliefs about the pedagogical value of using songs in teaching English to students were explored by means of five statements. The results for the first statement show that 75.1% participants are of the opinion that songs should be an essential part of the English language teaching curriculum for students. 14.2% stated that they are undecided. 10.7% disagree and none strongly disagrees with the first statement. As for second statement, a significant majority of participating teachers, 87.4%, believe that songs are fun and full of pedagogical value.

7.2% consider that they are undecided. 5.4% and three secondary school teachers disagree with this statement. In terms of statement three, only five participants (8.9%) believe that teachers must use songs only for fun, and breaking down boredom. 17.9% are undecided. 73.2% of teachers pointed out that they disagree with statement three. Statement four asks whether teachers would like to ask their students to use body movement and drama if they are appropriate for the song. The results reveal that over half of the participants, 62.4%, agree with statement four. 30.3% are undecided and 7.3% disagree with statement four. Lastly, 78.5% of the participating teachers declared that they would like to carry out activities such as role-play, gap-filling, or dictation to go with songs. 16% are undecided and only three secondary teachers disagree with statement five.

Table 8

Teachers' beliefs about the pedagogical value of using songs in teaching English to Ss (n=56)

Statement	Option									
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
1. I believe that songs should be an essential part of the English language teaching curriculum.	-	-	6	10.7%	8	14.2%	33	58.9%	9	16.2%
2. I believe that songs are fun and full of pedagogical value.	-	-	3	5.4%	4	7.2%	30	53.5%	19	33.9%
3. I think that teachers must use songs only for fun, and breaking down boredom.	6	10.7%	35	62.5%	10	17.9%	4	7.1%	1	1.8%
4. I would ask my students to use body movement and drama if they are appropriate for the song.	1	1.9%	3	5.4%	17	30.3%	25	44.6%	10	17.8%
5. I would like to carry out activities such as role-play, gap-filling, or dictation to go with songs.	-	-	3	5.5%	9	16%	35	62.5%	9	16%

4.2.2 Teachers' Thoughts about the Effectiveness of Using Songs in English Class

Table 9

Teachers' thoughts about the effectiveness of using songs in teaching English to Ss

Statement	Option									
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
6. I believe that songs accelerate the memorization of vocabulary.	-	-	3	5.3%	6	10.8%	35	62.5%	12	21.4%
7. I believe that songs provide a large amount of repetition which results in automatic use of the target language.	-	-	1	1.8%	2	3.6%	42	75%	11	19.6%
8. I believe that songs are a highly motivating and engaging way of teaching English.	-	-	2	3.6%	4	7.1%	34	60.6%	16	28.7%
9. I believe that using songs can lower students' anxiety toward learning English.	-	-	1	1.8%	10	17.9%	36	64.3%	9	16%
10. I believe songs are useful for end-of-class activities, but not for a central element in teaching.	-	-	6	10.8%	11	19.6%	28	50%	11	19.6%

As can be seen from Table 9, teachers' thoughts about the effectiveness of using songs in teaching English to students were explored by means of five statements. The analysis of the result of statement six reflects that the over eighty percent of participants (83.9%) agree that songs can accelerate the memorization of vocabulary. 6 out of 56 secondary teachers are undecided and only 3 of them disagree. As for statement seven, the majority of the participating teachers, 94.6% shared the idea that songs provide a large amount of repetition which results in automatic use of the target language. 3.6% said that they are undecided and 3.6% disagree with statement seven. Results for statement eight, nearly 90% participants believe that songs are a highly motivating and engaging way of teaching English. 7.1% are undecided and two participants disagree with statement eight. Approximately 80% of secondary teachers agree with statement nine, "I believe that using songs can lower students' anxiety

toward learning English.” 17.9% stated that they are undecided and only one participant disagrees with statement nine. In terms of statement ten, 69.6% of respondents consider that songs are only useful for end-of-class activities, but not as a central element in teaching. 19.6% stated that they are undecided and 10.8% do not believe statement ten.

4.2.3 Teachers' Criteria for Choosing Songs

Table 10

Criteria for choosing songs. How do you choose songs for your EFL teaching?

Statement	Option									
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
11. Songs should contain clear pedagogical value.	-	-	5	8.9%	7	12.5%	39	69.6%	5	8
12. I choose songs because they fit in with what I want to teach (e.g. key words, grammar patterns, topics...etc.)	-	-	1	1.8%	3	5.4%	27	48.2%	25	44.6%
13. Songs should be liked by the students.	-	-	4	7.1%	8	14.3%	32	57.2%	12	21.4%
14. Songs should contain lyrics that are understandable.	-	-	-	-	1	1.8%	41	73.2%	14	25%
15. Songs should contain lyrics that use natural speech.	-	-	1	1.8%	4	7.1%	43	76.8%	8	14.3%
16. Songs should utilize repetition to highlight key words or phrases.	-	-	2	3.6%	5	8.9%	37	66.1%	12	21.4%
17. Songs should contain topics that are culturally relevant.	1	1.8%	2	3.6%	19	34%	30	53.5%	4	7.1%
18. I prefer using slow songs in the EFL classroom.	-	-	17	30.4	20	35.7	15	26.8	4	7.1%
19. I use songs which tell a story in the EFL classroom.	1	1.8%	6	10.7%	24	42.8%	22	39.3%	3	5.4%

As can be found in Table 10, teachers' criteria for choosing songs were explored by means of nine statements. Results of the eleventh statement reveal that almost eighty percent of participants believe that songs should contain clear pedagogical value. 12.5% consider that they are undecided. Around 9% of the secondary teachers declared that they disagree with statement eleven. 92.8% shared the ideas that they choose songs because they fit in with what they want to teach. A total of three participating teachers are undecided and only one disagrees with it.

78.6% stated that songs "should be liked by the students." On the other hand, the majority of participants, 98.2% stated that songs should contain lyrics that are understandable and none of them disagrees with statement fourteen. Besides, over ninety percent of teachers are of an opinion that songs should contain lyrics that use natural speech (statement 15). In the results of statement sixteen, 87.5% consider that songs should utilize repetition to highlight key words or phrases. 60.6% of the teachers believe that songs should contain topics that are culturally relevant and only one strongly disagrees with statement seventeen. About 34% of the teachers pointed out that they prefer using slow songs in the EFL classroom and around 36% are undecided. 30.4% disagree with statement eighteen. As for statement nineteen, about 45% of the participants confirmed that they use songs which tell a story in the EFL classroom, whilst approximately 13% do not use this type of song and about half of the teachers (42.8%) are undecided.

4.2.4 The Difficulties Teachers Encounter When They Use Songs in the EFL Classroom

Table 11

The Difficulties teachers encounter when they use songs in the EFL classroom

Statement	Option									
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
20. I believe that I do not have enough resources to use as songs.	5	8.9%	26	46.6%	12	21.4%	9	16%	4	7.1%
21. I find it difficult to find an appropriate song for every topic of the English language curriculum.	1	1.8%	9	16%	16	28.7%	21	37.5%	9	16%
22. I believe that using songs to teach English may distract students' attention during the lesson.	7	12.5%	32	57.2%	11	19.6%	5	8.9%	1	1.8%
23. I believe that using songs in my English class can be time consuming.	9	16%	28	50%	6	10.8%	11	19.6%	2	3.6%
24. I believe that I can not measure students' knowledge of English when I use songs in my classes.	4	7.1%	32	57.2%	10	17.8%	8	14.3%	2	3.6%
25. I think songs which are not grammatical or those involving complicated sentence structures may confuse students.	3	5.4%	11	19.6%	11	19.6%	26	46.5%	5	8.9%
26. I think in some songs, there may be embarrassing parts which cannot be explained to students.	2	3.6%	12	21.4%	15	26.8%	22	39.3%	5	8.9%

27. I think repetition of a limited number of words may cause the song to seem boring or ineffective.	1	1.8%	26	46.5%	11	19.6%	16	28.7%	2	3.6%
28. My colleagues think songs are a waste of time.	3	5.4%	24	42.8%	23	41%	6	10.8	-	-
29. I do not have enough time to prepare my own song-based activities.	-	-	18	32.1%	15	26.8%	20	35.7%	3	5.4%
30. I am not sure how to design effective song-based activities.	2	3.6%	17	30.4%	16	28.6%	21	37.5%	-	-
31. I tend to use the same activity when teaching English through songs.	1	1.8%	15	26.8%	8	14.3%	31	55.3%	1	1.8%
32. I would use songs more often if I were supplied with a curriculum-linked resource, books or material.	-	-	1	1.8%	1	1.8%	30	53.5%	24	42.8%

Table 11 presents the difficulties teachers encounter when they use songs in the EFL classroom were explored by means of 13 statements. 55.5% of the teachers believe that they have enough resources to use as song and 23.1% declared that they agree with statement twenty and 21.4% are undecided. Over half of the participants (53.5%) found that it is difficult to find an appropriate song for every topic of the English language curriculum. Slightly fewer participants, 17.8%, stated that they disagree with statement twenty-one and 28.7% are undecided. The results for statement twenty-two reveal that around 70% of the teachers never or almost never

believe that using songs to teach English may distract students' attention during the lesson. Only six teachers agree with statement twenty-two and 28.7% are undecided.

66% of the participants stated that they disagree that using songs in their English class can be time consuming. 23.2% of the teachers agree with statement twenty-three and six teachers are undecided. At the same time, nearly 65% of the participating teachers believe that they can measure students' knowledge of English while using songs in their classes but about 18% said that they can not. Slightly fewer participants, 17.8%, are undecided. In terms of statement twenty-five, over fifty percent of participants think songs which are not grammatical or those involving complicated sentence structures may confuse students. 19.6% are undecided and a quarter of the teachers disagree with statement twenty-five.

On the other hand, nearly 50% of the participants are of an opinion that there may be embarrassing parts which cannot be explained to students in some songs. 25% disagree with statement twenty-six and about twenty-seven percent are undecided. Results for the twenty-seventh statement show that 48.3% disagree with the statement that repetition of a limited number of words may cause the song to seem boring or ineffective. 32.3% stated that they agree with it and 19.6% are undecided. Results for statement twenty-eight indicate that only six participants agree that their colleagues think using songs are a waste of time. There is no one who strongly agrees with statement twenty-eight, but 48.2% of the secondary school teachers said that they disagree with this statement. 41% are undecided. 41.1% of participating teachers consider that they do not have enough time to prepare their own song-based activities. Approximately 27% are undecided and 32.1% disagree with statement twenty-nine. None of them strongly disagrees with this statement.

As for statement thirty, 37.5% of the secondary teachers are not sure how to design effective song-based activities. 28.6% are undecided and 34% of the participating teachers are of an opinion that they are sure how to design effective song-based activities. The analysis of the results for the thirty-one statement indicates that over fifty percent of the participants tend to always use the same activity when using songs. 14.3% are undecided and 28.6% disagree with statement thirty-one. The results for statement thirty-two, the majority of the participating teachers, 96.3% declared that they would use songs more often if they were supplied with a curriculum-linked resource, books or material. Significantly, only one of the teachers in this investigation disagrees with (and one remains undecided about) the suggestion that resources concerning songs would be valuable and well-utilized.

V. Analysis and Discussions

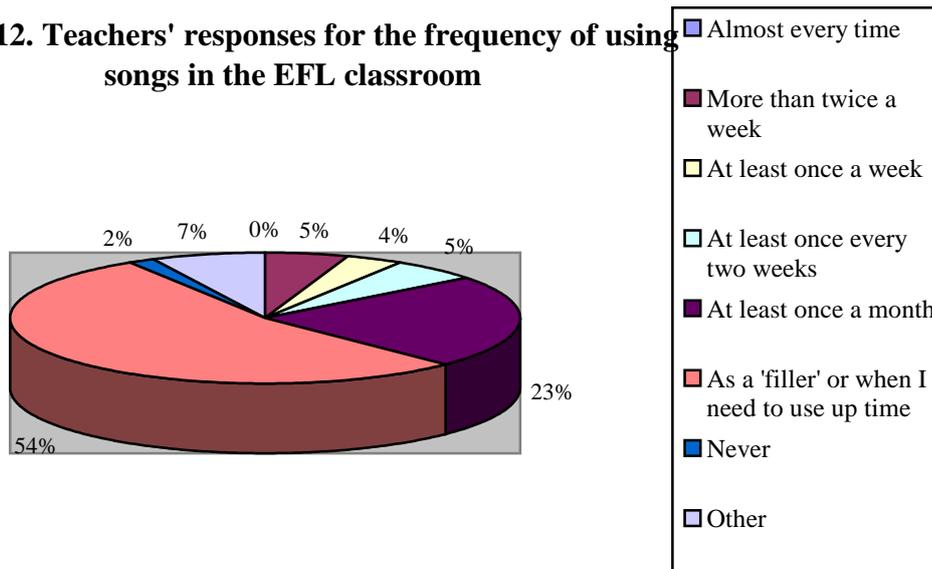
5.1 Basic Information

5.1.1 Teachers' Responses for the Frequency of Using Songs in the EFL Classroom

From the findings, it can be noted that the analysis of song usage frequency implies that the most preferred frequency of using songs was as “filler” or when teachers need to use up time (53.5%). In other words, songs are not regarded as an integral part of the syllabus or used in an integrated manner with other classroom activities. This result shows a parallel result to previous research studies. Scrivener (2005, cited in Moreti, 2009) states that song is usually taken as a “filler” activity for changing the mood or pace of a lesson. However, Moreti (2009) has a completely different point of view. He depicts that even though songs are generally taken as a relaxing activity in the EFL classroom, teachers still should realize the power of them and can make them “be much more useful and be part of the teaching-learning process” (Moreti, 2009). Abbott (2002) also regrets that the majority of teachers consider “using music activities simply as time fillers”, rather than utilizing music activities in many ways to “appeal to a wide range of learner styles and preferences.” It seems from the sample that the majority of teachers have not adopted Moreti and Abbot’s beliefs in their own classroom work.

The next preferred frequencies of using songs was “at least once a month” (23.1%). On the other hand, “almost every time” was the least preferred frequency, none of the respondents chose this option and there is only one participant who “never” used songs as a method to teach English. According to the research investigations of Sevik (2011), “The ideal and common frequency was the teaching of a song per three or four weeks.”

Table 12. Teachers' responses for the frequency of using songs in the EFL classroom



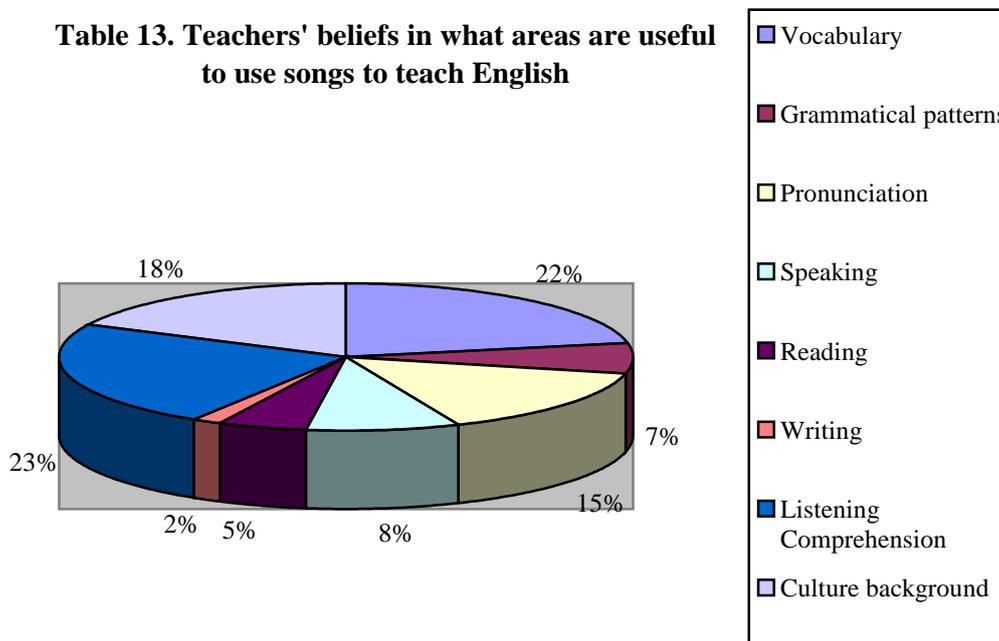
5.1.2 Teachers' Beliefs in What Areas Are Useful to Use Songs to Teach English

It is evident that listening comprehension is the most favorable context to be taught through songs (80.4%). Lieb (2008) notes that “utilizing popular music in EFL listening tasks provides the potential to reduce anxiety, increase relevancy, and offer successful opportunities by capitalizing on the interconnectivity between music and language” and this result matches this point of view. Vocabulary and culture background are both considered useful areas which can be taught through songs (75% and 60.7%). Shen (2009) points out that some words are difficult to learn but it is easier and more effective to teach them through a melodic context. Moreover, Claerr & Richard (1984) also encourage the language teachers to take advantage of the cultural content of songs since songs demonstrate “the target culture in a real-life setting” and “every culture has songs which celebrate national and religious feasts and holidays.” The results of the study show that writing is the least covered area. Only 5.4% of teachers considered it feasible to teach writing through songs.

Songs were also not considered to be useful in developing students' reading skills and acquisition of grammatical patterns. However, the finding is not supported by the evidence of Paquette & Rieg (2008). They assert an opposite opinion that music can be implemented into practical activities in language teaching such as reading and writing because through the lyrics of songs, grammatical structures can be taught and strengthen learners' reading and writing skills (Paquette & Rieg, 2008). The survey indicates that teachers seem to mostly regard songs as material for listening comprehension and do not grasp their potential as a springboard resource

that can be used to stimulate the productive skills of speaking and writing. Perhaps this indicates issues concerning the selection of songs and a lack of confidence in undertaking materials design among the target group.

Table 13. Teachers' beliefs in what areas are useful to use songs to teach English



5.2 Teachers' Beliefs about the Pedagogical Value of Using Songs in English Class

Table 14. Statement 1: I believe that songs should be an essential part of the English language teaching curriculum.

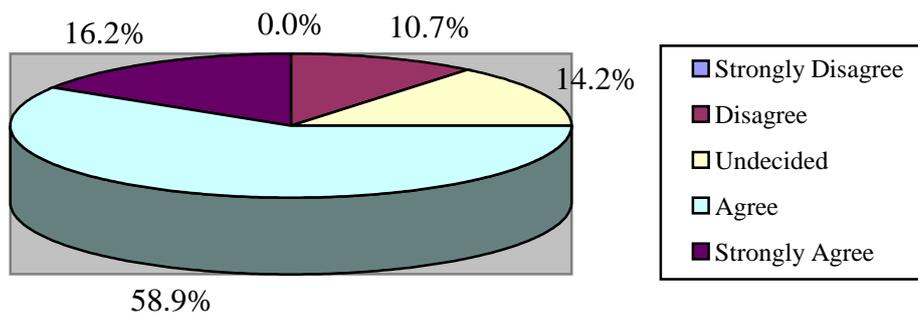
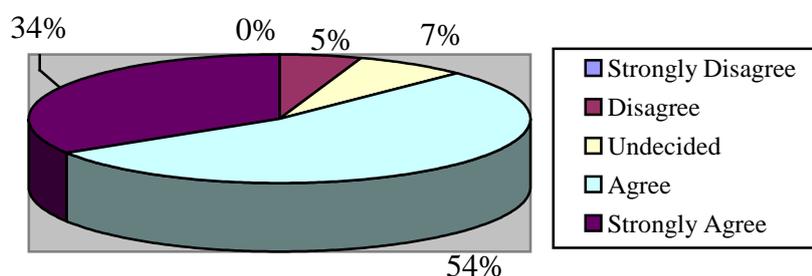


Table 15. Statement 2: I believe that songs are fun and full of pedagogical value.



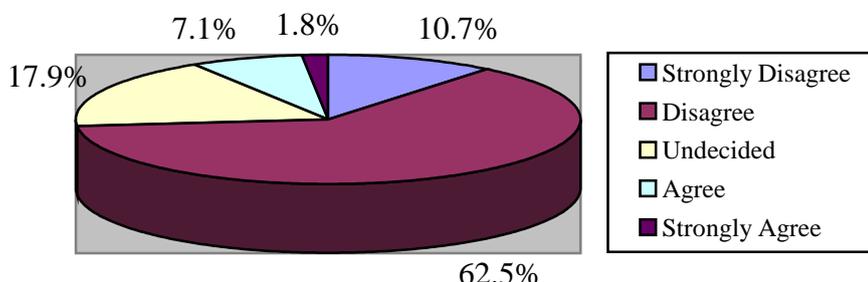
The results of “Teachers’ beliefs about the pedagogical value of using songs in teaching English to Ss” (Table 8) indicate that the participating EFL teachers have strong beliefs about the pedagogical value of using songs while teaching English. On the question of “whether songs should be an essential part of the English language teaching curriculum” (Statement 1 in Table 8) and “whether songs are fun and full of pedagogical value” (Statement 2 in Table 8), the results show that a great majority of teachers in Taiwan positively consider that songs are fun and full of pedagogical value and songs play an essential part of the EFL teaching curriculum. The findings of these results support the previous research such as that by Failoni (1993), who recommends that music activities should be incorporated in the foreign language classroom to teach proficiency language skills such as listening, speaking, reading and writing.

The results here display a marked enthusiasm among teachers for the use of songs and an appreciation of the skills they can develop. It can be suggested that there is some contradiction here between the positive values ascribed to songs and the majority practice revealed in earlier sections that songs are most often used as “time fillers” and most often for simple listening comprehension.

Although most teachers presently believe that songs play an important role in language teaching and they should be part of teaching curriculum, the findings differ from some previous studies. It is interesting to note that “music has not usually been a feature of textbook series” and most teachers in 1993 did not have enough song-based teaching material and did not take this teaching method seriously (Failoni, 1993). Therefore, we can conclude that teachers’ thought in 1993 toward using songs to teach in the EFL classroom is different from those in 2011. The present finding of “songs are fun and full of pedagogical value” seems to be consistent with other research which found that “the greatest benefit to using songs in the classroom is that they can

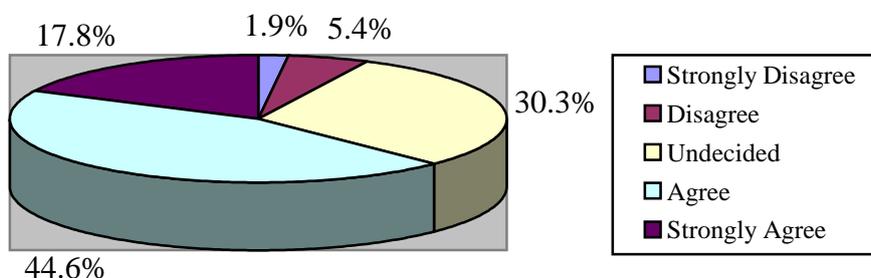
be fun” and teachers often ignore that pleasure for its own sake is also very important while learning (Millington, 2011).

Table 16. Statement 3: I think that teachers must use songs only for fun, and breaking down boredom.



Teacher responses to “whether teachers must use songs only for fun and breaking down boredom” (Statement 3 in Table 8), in a way prove the result as the participating teachers “strongly disagree” (10.7%) and “disagree” (62.5%) with the points of view that songs are not simply used for fun or breaking down boredom but for other pedagogical value.

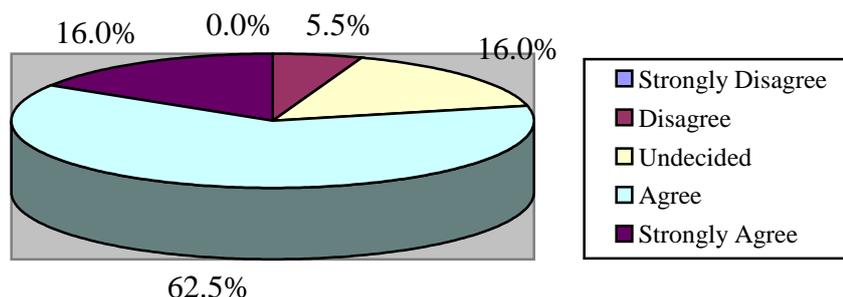
Table 17. Statement 4: I would ask my students to use body movement and drama if they are appropriate for the song.



The most interesting finding is that TPR methodology is highly recommended while teaching English through songs by over half of the participating teachers in this research. A significantly majority of English teachers in Taiwan would ask students to use body movement and drama if they are appropriate for the song, 44.6% agree with and 17.8% strongly agree with it. This finding reflects that most English teachers in Taiwan tend to use an active teaching style to arouse students’ motivation toward learning a foreign language and get them involved in the English class. It can be concluded that the traditional grammar-translation teaching method is no longer the core teaching trend in Taiwan now. In addition, Murphey (1987) also supports this

idea and he indicates that the fact that “many students are interested in and motivated by music makes it extremely relevant to students wishing to move physically, emotionally, and or intellectually in the actual use, the doing, of language.” The finding further supports the idea of teachers should “introduce a song as a whole” and “encourage students to respond by tapping, clapping, or responding in any way they might enjoy” (Lake, 2002).

Table 18. Statement 5: I would like to carry out activities such as role-play, gap-filling, or dictation to go with songs.



Another important finding is that over half of the secondary participating teachers in Taiwan believe that activities such as role-play, gap-filling or dictation are suggested to go with songs while teaching a foreign language. It is encouraging to find the same study supported by Abbott (2002): “information-gap activities such as dictation or cloze exercises” are widely used in the listening activities. It can be concluded that English teachers in Taiwan do not only take music as an entertainment in their classes but more importantly use it as supplementary material when teaching. However, these participating English teachers do not use music for teaching speaking or writing and they tend to use the same activities when teaching English through songs.

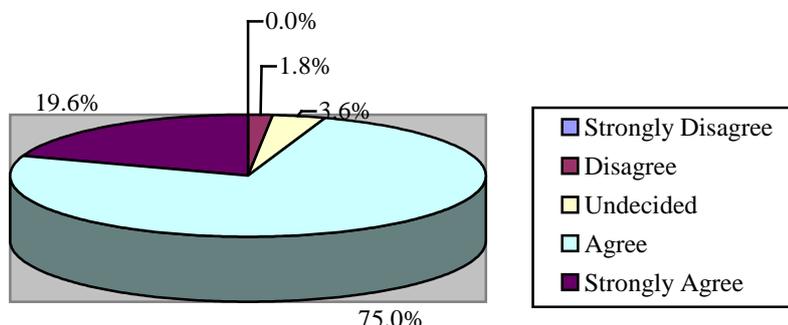
All in all, the finding shows the strong belief of Taiwanese English teachers about the pedagogical value of using songs in the EFL classroom. And according to the result, English teachers in Taiwan believe that songs should be included in the central materials presented in the English class curriculum.

5.3 Teachers’ Thoughts about the Effectiveness of Using Songs in English Class

From the results in “Teachers’ thoughts about the effectiveness of using songs in teaching English to Ss” (Table 9), the results reveal similar findings to earlier research studies indicating that the participating EFL teachers have positive thoughts about the

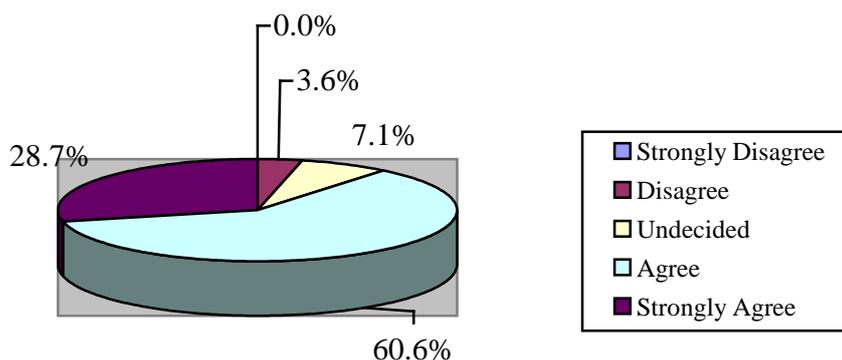
effectiveness of using songs while teaching English.

Table 19. Statement 7: I believe that songs provide a large amount of repetition which results in automatic use of the target language.



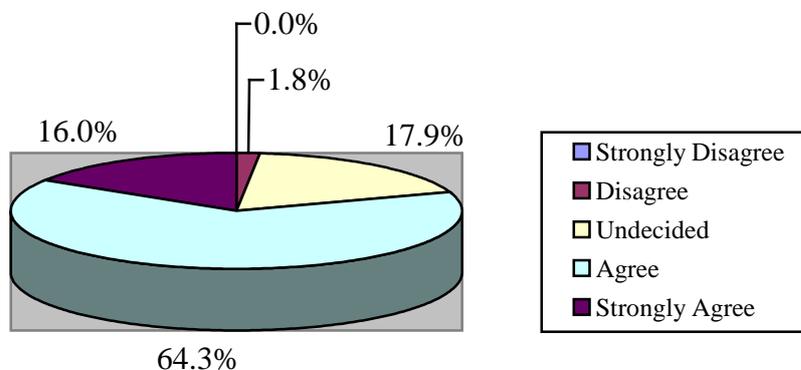
Firstly, in the analysis of the research, it can be seen that the large amount of repetition provided by songs is considered to help students use the target language automatically with 94.6% (Statement 7 in Table 9) and songs are seen as highly motivating and can make teaching engaging and appealing to learners with 89.3% (Statement 8 in Table 9). This also accords with our earlier observations, which showed that “the repetitive lyrics in songs have a positive effect on the students’ language acquisition level” (Mora, 2000) and songs “help motivating the learners as they provide a pleasant atmosphere” (Keskin, 2011).

Table 20. Statement 8: I believe that songs are a highly motivating and engaging way of teaching English.



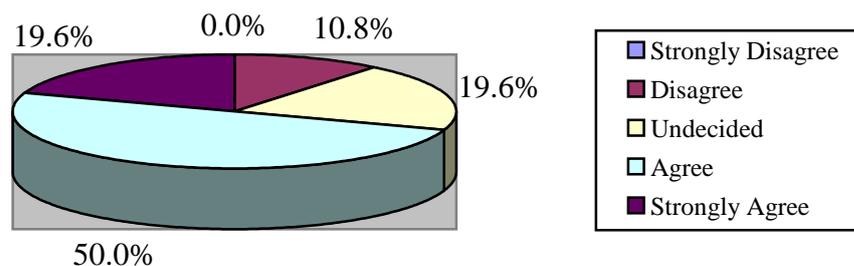
The second finding is that teachers in Taiwan agree with the idea that “songs accelerate the memorization of vocabulary” with 83.9% (Statement 6 in Table 9) and this result also demonstrates parallel results mentioned earlier in the question of “in what areas are songs useful to when teaching English” (Table 7), it can be confirmed that for most Taiwanese English teachers, using songs to teach vocabulary in the EFL contexts is considered useful.

Table 21. Statement 9: I believe that using songs can lower students' anxiety toward learning English.



The third is that a great majority of English teachers in Taiwan believe that songs can lower students' anxiety toward learning English (80.3%). This finding is in agreement with Dubin & Olshtain (1977, cited in Neisa, 2008) finding which showed that “music is a pleasurable outlet” and “a good way for students to relax and feel more at ease in using the new language.”

Table 22. Statement 10: I believe songs are useful for end-of-class activities, but not as a central element in teaching.



Again, statement ten indicates that there may be some contradiction in teachers' positive belief in songs as a useful teaching resource and their confidence in making more integrated use of them in their practice. Despite the strong views supporting songs as a valuable means of promoting various aspects of language acquisition, a rather large 69.6% of respondents believe that songs are only useful for end-of-class activities, but not as a central element in teaching. 19.6% stated that they are undecided and 10.8% do not believe statement ten.

5.4 Teachers' Criteria for Choosing Songs

Table 23. Statement 11: Songs should contain clear pedagogical value.

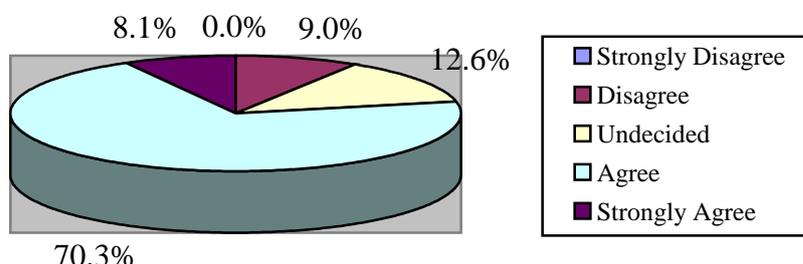
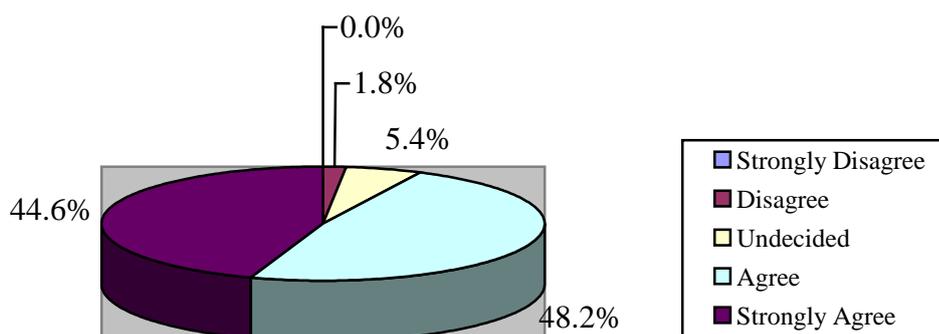
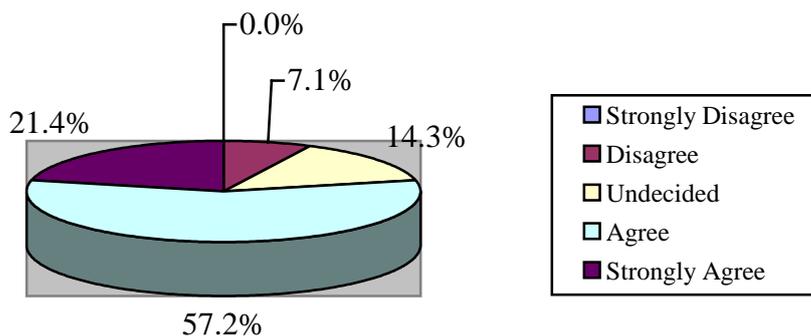


Table 24. Statement 12: I choose songs because they fit in with what I want to teach (e.g. key words, grammar patterns, topics...etc.)



In terms of the criteria of song choosing, 77.6% of the respondents stated that clear pedagogical value should be contained in songs and highly 92.8% of the teachers choose songs because of the contents fitting in what they want to teach such as vocabulary, grammar or pronunciation (Statement 11 and 12 in Table 10). The findings tell us that a significant majority of English teachers in Taiwan use music in their teaching not simply for its entertainment but because it has pedagogical value and can do help to their teaching. This also accords with our earlier observations, which showed that “pedagogical value-way use the songs” has to be concerned by teachers while choosing songs (McVeigh, 1999). This is an interesting result because although teachers claim to choose songs which are central to the syllabus, they do not use them as central input, but still relegate the use of songs to the role of “time fillers.”

Table 25. Statement 13: Songs should be liked by the students.



78.6% teachers agree that students are the center of our teaching and songs which are used in the language class should be liked by the learners. This result corroborates the ideas of Lake (2002) and Lopera (2003), who suggests that teachers can try a variety of musical styles and more importantly, they should “ask students what they like” and it is important for teachers to take “students’ likes” into account while selecting songs.

Table 26. Statement 14: Songs should contain lyrics that are understandable.

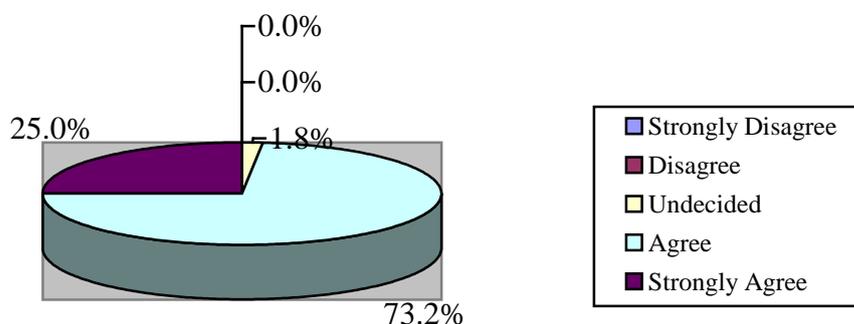
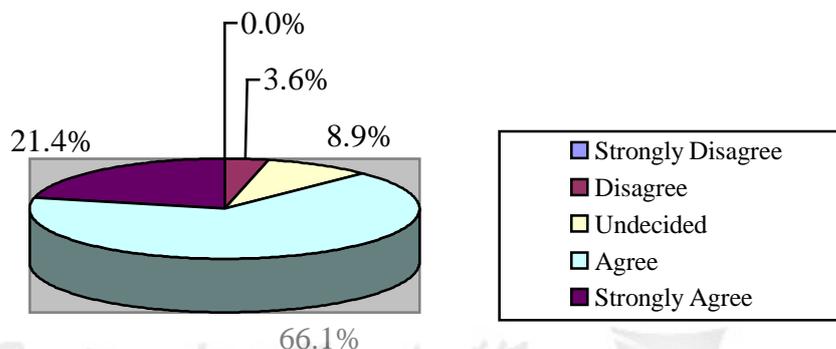


Table 27. Statement 16: Songs should utilize repetition to highlight key words or phrases.



21.4% strongly agree and 66.1% agree that songs should utilize repetition to highlight key words or phrases (Statement 16 in Table 10). The result may be explained by the fact that most teachers believe that repetition in the lyrics of songs have advantages when teachers use songs to teach in class and they would like to take this character into consideration while selecting songs for their language class. Mora (2000) also declares that ‘the repetitive lyrics in songs have a positive effect on the students’ language acquisition level’. Over half of the participating teachers consider that songs should contain lyrics that are understandable (Statement 14 in Table 10) and this result is supported by Keskin (2011) that “Songs should contain topics that are culturally relevant.”

Table 28. Statement 18: I prefer using slow songs in the EFL classroom.

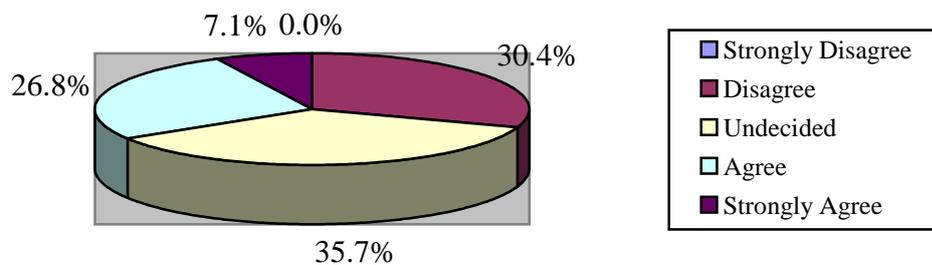
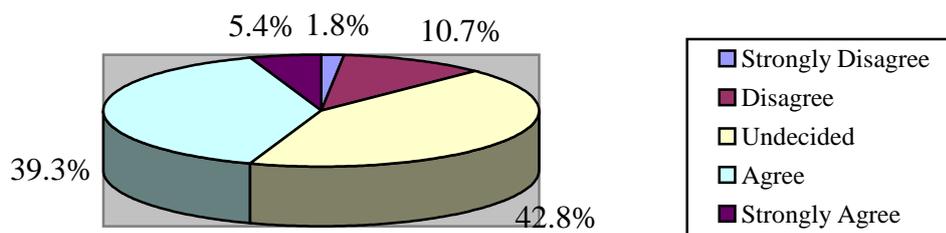


Table 29. Statement 19: I use songs which tell a story in the EFL classroom.



As McRae (1991) states, the best songs to use for teaching foreign languages are “those which have a story and may contain a conflict, a point of view or certain social engagements or issues.” However, the results relative to this statement are not very encouraging. The majority of teachers are “undecided” whether they prefer using slow songs (35.7%) or songs which tell a story in their teaching (42.8%). This result showing some neglect of “story” songs indicates that teachers are unaware of the

potential of songs as a powerful vehicle for expressing narratives and as resources for communicative reading, speaking and writing work.

In addition, the findings of current study do not support the previous research. Slow and short songs can be easier to learn to students with beginner level whilst those on a higher language level may have interests in long and fast songs or songs which tell a story (Griffe, 1992, cited in Keskin, 2011). It seems possible that the results depend on the different levels of students; teachers may use various kinds of songs to teach English so they cannot decide what kinds of songs they would use before knowing students' level.

5.5 The Difficulties Teachers Encounter When They Use Songs in the EFL Classroom

Table 30. Statement 20: I believe that I do not have enough resources to use as songs.

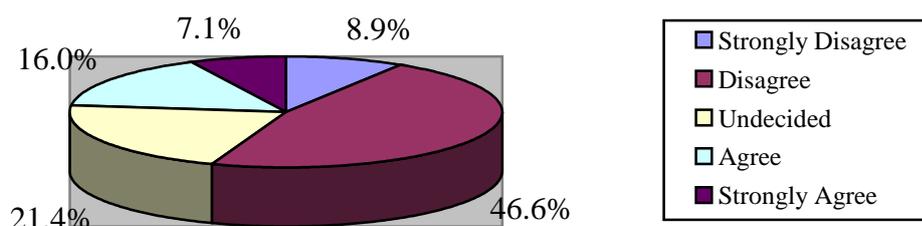
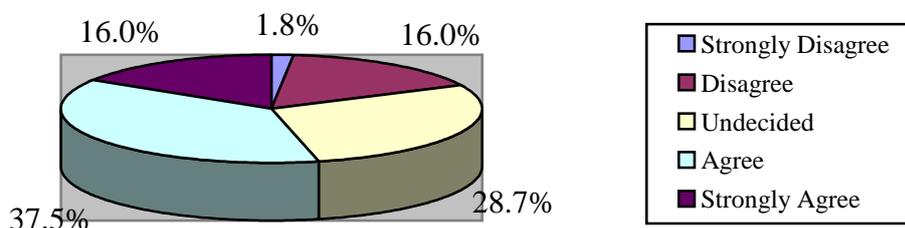


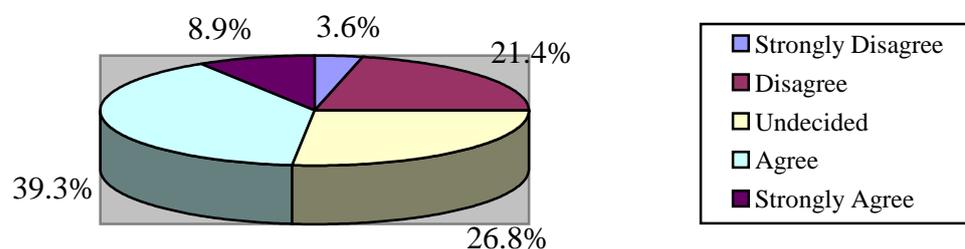
Table 31. Statement 21: I find it difficult to find an appropriate song for every topic of the English language curriculum.



Looking into research findings demonstrated in table 11 about “the difficulties teachers encounter when they use songs while teaching”, we come across a dilemma with the findings from table 8. Although teachers noted positive attitude toward the pedagogical value of songs, findings related to difficulties teachers encounter present over half of the respondents consider it is not easy for them to find appropriate songs

for every topic of the English language curriculum (Statement 21 in Table 11). In addition, findings also show that most teachers believe that they have enough resources to use as songs (Statement 20 in Table 11). The technology has been advanced and it can be efficient to find many useful materials on the internet. This ease of access can possibly explain why most Taiwanese English teachers consider that they do not have particular difficulties in finding song-based language teaching materials.

Table 32. Statement 26: I think in some songs, there may be embarrassing parts which cannot be explained to students.



The result in statement 26 reveals that half of teachers in this research consider that they cannot explain some songs containing embarrassing parts to their students and Abbott (2002) suggests that ‘songs with offensive lyrics generally should be avoided’. Murphey (1987) has a different view toward this point and he believes that some topics of songs may seem inappropriate to use in class but they may be a way to appeal learners’ concentration and motivate their learning attitude. As Murphey (1987) said, “the topic of sex can stimulate interest (as all advertiser know); music can be used in a like fashion.” The figures from statement 29 to 31 show that most of teachers think they do not have enough time to prepare or design their own song-based activities and they tend to always use the same activities when they teach through songs. This is also supported by Millington (2011) who suggests that some non-native English speaking teachers are more likely to use certain songs and activities that they are comfortable and confident with because sometimes they are not quite sure how to design non-standard pedagogical targets such as “stress” or “timing.”

These findings also show that teachers have problems in designing their own song-based activities, therefore, it can be concluded that if teachers can be provided with the teaching curriculum or guide books about using songs in the language

teaching, they would be more willing to use music to conduct their teaching. Murphey (1992) notes that singing songs by itself cannot teach students to use language but should be conducted with appropriate curriculum support and use of appropriate activities in class.

It can be concluded from the above that lack of time, of prepared materials, and confidence in materials development are seen as obstacles preventing teachers from making as much use of songs as they would like to. Perhaps the most significant result is the almost unanimous and overwhelming (96.3%) number of teachers who would welcome the provision of song resources linked to the curriculum. This opinion has clear implications for syllabus and course book designers.

VI. Conclusion

Nowadays, English education in the secondary schools in Taiwan still follows the traditional exam-oriented teaching disciplines and cramming students with a large amount of reproducible practices and then evaluating their accomplishment through consecutive examinations. This situation makes both teaching and learning become a rather boring and noncreative experience for teachers and learners in Taiwan. Moreover, students consider that learning English is simply for passing the examination rather than learning it for the practical and useful communication skill in the real world. Therefore, students in Taiwan learn English under pressure and the learners' motivation for learning English gradually reduces.

However, in the light of the research presented here and from previous studies and papers rationalizing the usefulness of songs in ELT (many of which have been discussed here), it is evident that songs can be considered as effective materials for language acquisition and regarded as an enjoyable language learning activity. Furthermore, as Shen (2009) states "ELT can be implemented in a relaxed and enjoyable way by using English songs in EFL classes." Since using songs has been considered as "an integral part of our language experience", it can be of great value to foreign language teaching. Besides, the many-faceted values songs have can enrich and activate our foreign language class (Shen, 2009).

It is evident that EFL teachers in the public secondary schools in Taiwan positively believe that songs have pedagogical value for teaching English, especially the abilities of "listening comprehension", "vocabulary" and the knowledge of the "culture background" can be effectively improved by using songs to teach English.

Despite their expressed beliefs, there is the contradiction that in practice they

mostly use songs as material for time-fillers. Regarding the frequency of using songs in the EFL classroom, most Taiwanese EFL teachers prefer using songs as an “end-of-class activity.” Moreover, an interesting result in this study also shows that although teachers advocate that they choose songs which are central to the syllabus, they do not use them as a central input.

A significant majority of teachers in this study also stated that they would suggest their students to use body movement or drama to present songs in the EFL classroom. In terms of the criteria of choosing songs as teaching materials in class, the survey shows that EFL teachers who work in the public secondary schools in Taiwan take songs primarily as teaching materials for listening comprehension and do not consider that songs can be used to stimulate the skills of speaking and writing. On the other hand, this result also reflects issues regarding the selection of songs because Taiwanese EFL teachers may lack confidence in choosing song resources and in designing appropriate materials for their students in class.

Furthermore, a great majority of the teachers claimed that they would use songs more often if they were supplied with a curriculum-linked resource, books or material. This implies that the obstacles Taiwanese EFL teachers encounter while teaching English through songs are “the lack of time of prepared materials and confidence in materials development.” and these difficulties prevent the teachers from making as much use of songs as they can do. Therefore, a great number of teachers support the proposal that there should be commercial or institutional provision of song resources linked to the curriculum. The present study has served to reveal this strongly expressed need and it is to be hoped that teachers’ demands may be taken into account in the future by course book designers and curriculum planners in Taiwan.

Recommendation for Future Research Suggestions

This study examines Taiwanese EFL teachers’ beliefs and attitudes about the efficacy of songs in the public secondary schools in Taiwan and two main issues relating to teachers’ practice: criteria for choosing songs and the difficulties teachers encounter while teaching English through songs are also discussed in this study. However, because of the constraints of time and space, there are some limitations of this study and further suggestions are provided as follows.

Multiple Participants

Since the main aim of this study is to suggest that songs can provide fruitful material for English education, students’ (as well as teachers’) attitudes and thoughts

about how songs can affect learners' English language acquisition are also important and should be taken into account. For instance, questions such as "Would you like your teachers to teach English through songs in the EFL classroom?" "How often does your teacher teach you songs?" or "Do you think songs could help you learn English acquisition?" These questions will help us to understand significantly about the implication and influence of songs in EFL classroom.

Other possible respondents are EFL teachers in different countries. Although 56 Taiwanese EFL teachers were investigated in this study, their reflections cannot represent other teachers' attitudes in different countries. It would be interesting and important to spread the questionnaires to EFL teachers in different countries and make a comparison between Taiwanese EFL teachers and EFL teachers from different countries.

Qualitative Research Methods

Questionnaires were spread for collecting data from the target participants and the advantage of questionnaire in the study is because a great amount of response or feedback can be collected efficiently and fast. Moreover, researchers may easily get the opinions from their data and start to analyze the results. However, in order to penetrate significantly to certain issues concerning beliefs, interviews, action research or observations are necessary to be considered. By asking questions face to face, different and particular points of view can be explored unexpectedly. Therefore, this study can be enhanced by interviewing some Taiwanese EFL teachers in order to understand more how songs can be taught and what aspects songs influence their teaching. It is believed that a great amount of unexpected details will be demonstrated through interviews.

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Appendix

Appendix I: Questionnaire (English and Chinese versions)



University of Warwick
Centre for Applied Linguistics

Dear teachers,

This survey is conducted to assess teachers' views about using songs in the EFL classroom. This is not a test so there are no 'right' or 'wrong' answers to these questions. I am interested in your personal opinions and experiences. Your answers are very valuable for my study. I would appreciate your help if you could spare 15 to 20 minutes to fill in the questionnaire for me. Please give your answers sincerely, as only this will guarantee the success of the investigation. All information will be kept confidential and will be used anonymously in writing up this dissertation. Thank you very much for your help and cooperation.

MA student in the Centre for Applied Linguistics,
University of Warwick
Chien-Jung Pan

Part I: Basic Information (教師基本資料)

Please fill in the following questionnaire by ticking boxes or filling in the space.

1. What is your gender? Female Male
2. What age are you? 25 and less 26-30 31-35 36-40 41-45 46-50+
3. What is your first language? Chinese English any others _____
4. Have you taught in other countries? _____
5. How long have you been teaching English? Less than 5 6-10 11-15 16+
6. How often do you use English songs in your lessons?
 - Almost every time
 - More than twice a week
 - At least once a week
 - At least once every two weeks
 - At least once a month
 - As a 'filler' or when I need to use up time
 - Never
 - Other: _____
7. What areas do you believe they are useful to use songs to teach English? (You can choose more than one answer.)
 - Vocabulary Grammatical patterns Pronunciation Speaking Reading
 - Writing Listening Comprehension Culture background

Part II: Teachers' beliefs about the pedagogical value of using songs in teaching

English to Ss. (教師對於用歌曲教英文之教學價值的信念。)

	Questions	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.	I believe that songs should be an essential part of the English language teaching curriculum.我相信歌曲應該是英語教學課程中必要的一部分。	1	2	3	4	5
2.	I believe that songs are fun and full of pedagogical value.我相信歌曲是有趣的，而且是充滿教學價值的。	1	2	3	4	5
3.	I think that teachers must use songs only for fun, and breaking down boredom.我認為教師使用歌曲教學一定只是爲了好玩，讓上課不那麼無聊而已。	1	2	3	4	5
4.	I would ask my students to use body movement and drama if they are appropriate for the song.如果是適合的歌曲，我會讓我的學生做肢體活動和戲劇表演去配合它。	1	2	3	4	5
5.	I would like to carry out activities such as role-play, gap-filling, or dictation to go with songs.我會想使用角色扮演,空白填充或是聽寫等活動去配合歌曲教唱。	1	2	3	4	5

Part III: Teachers' thoughts about the effectiveness of using songs in teaching**English to Ss. (教師對於用歌曲教英文有效程度的看法。)**

	Questions	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
6.	I believe that songs accelerate the memorization of vocabulary.我相信使用歌曲教英文能夠加速學生熟記單字的能力。	1	2	3	4	5
7.	I believe that songs provide a large amount of repetition which results in automatic use of the target language.我相信歌曲提供大量的複誦，而這些複誦可以達到目標語言的自然使用。	1	2	3	4	5
8.	I believe that songs are a highly motivating and engaging way of teaching English.我相信歌曲是一種高度引發學習動機和迷人的英語教學方式。	1	2	3	4	5
9.	I believe that using songs can lower students' anxiety toward learning English.我相信使用歌曲教學可以降低學生學習英文的焦慮感。	1	2	3	4	5
10.	I believe songs are useful for end-of-class activities, but not as a central element in teaching.我相信歌曲是適用於課程結束後的活動，但不是教學的核心。	1	2	3	4	5

Part IV: Criteria for choosing songs. (選擇歌曲的標準。) **How do you choose songs for your EFL teaching? (你如何選擇英語教學所使用的歌曲?)**

	Questions	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
11.	Songs should contain clear pedagogical value.歌曲應該包含明確的教學價值。	1	2	3	4	5
12.	I choose songs because they fit in with what I want to teach (e.g. key words, grammar patterns, topics ...etc.) 我會選擇能配合我想要教學的內容的歌曲，例如單字,文法或課程主題。	1	2	3	4	5
13.	Songs should be liked by the students.我會選擇學生喜愛的歌曲	1	2	3	4	5
14.	Songs should contain lyrics that are understandable.歌曲應該包含可以理解的歌詞。	1	2	3	4	5
15.	Songs should contain lyrics that use natural speech.歌曲應該包含使用日常生活語言的歌詞。	1	2	3	4	5

16.	Songs should utilize repetition to highlight key words or phrases. 歌曲應該利用重複出現的字句來強調關鍵字或片語。	1	2	3	4	5
17.	Songs should contain topics that are culturally relevant. 歌曲應該包含和文化相關的主題。	1	2	3	4	5
18.	I prefer using slow songs in the EFL classroom. 我偏好使用慢歌來教英文。	1	2	3	4	5
19.	I use songs which tell a story in the EFL classroom. 我使用有故事內容的歌曲做英語教學。	1	2	3	4	5

Part V: The difficulties teachers encounter when they use songs in the EFL classroom. (使用歌曲在英語教學上會遇到的困難和問題。)

	Questions	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
20.	I believe that I do not have enough resources to use as songs. 我相信我沒有足夠的資源來使用歌曲做英語教學。	1	2	3	4	5
21.	I find it difficult to find an appropriate song for every topic of the English language curriculum. 我發現要為英語課程中的每一種主題找到適合的歌曲做教學是困難的。	1	2	3	4	5
22.	I believe that using songs to teach English may distract students' attention during the lesson. 我相信使用歌曲教英文也許會分散學生對課程的專注力。	1	2	3	4	5
23.	I believe that using songs in my English class can be time consuming. 我相信使用歌曲教英文是耗費時間的。	1	2	3	4	5
24.	I believe that I can not measure students' knowledge of English when I use songs in my classes. 我相信當我使用歌曲做英文教學時，我沒辦法評量學生的英文程度或知識。	1	2	3	4	5
25.	I think songs which are not grammatical or those involving complicated sentence structures may confuse students. 我認為歌曲中不合乎文法或是包含複雜句型的歌詞也許會讓學生感到困惑。	1	2	3	4	5
26.	I think in some songs, there may be embarrassing parts which cannot be explained to students. 我認為有些歌曲的歌詞內容是讓人感到不好意思的，我不知道該如何解釋給學生聽。	1	2	3	4	5

27.	I think repetition of a limited number of words may cause the song to seem boring or ineffective. 我認為歌詞如果只是有限的單詞複誦,可能讓歌曲變得無聊或是沒有教學效果。	1	2	3	4	5
28.	My colleagues think songs are a waste of time. 我的同事認為用歌曲做英語教學是浪費時間的。	1	2	3	4	5
29.	I do not have enough time to prepare my own song-based activities. 我沒有足夠的時間準備以歌曲為主的英語教學活動。	1	2	3	4	5
30.	I am not sure how to design effective song-based activities. 我不確定如何設計有效的以歌曲為主的英語教學活動。	1	2	3	4	5
31.	I tend to use the same activity when teaching English through songs. 當使用歌曲做英語教學時,我傾向使用相同的活動內容。	1	2	3	4	5
32.	I would use songs more often if I were supplied with a curriculum- linked resource, books or material. 假如有人提供我與歌曲連結英語課程的資源,書或是資料,我會更常使用歌曲做英語教學。	1	2	3	4	5

★ Any comments you would like to make: (歡迎您提供任何關於歌曲運用在英語教學的看法、建議或經驗分享!)

Teachers' Attitudes Towards Using Songs as a Resource in Taiwanese Public Secondary School English Language Classrooms

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Abstract

This study examines the views of Taiwanese public secondary school EFL teachers about the use of songs in teaching English to learners aged from 13 years old to 15 years old in Taiwan. English language teachers' (n= 56) opinions were collected through a questionnaire. Results demonstrate that Taiwanese EFL teachers have strong beliefs in the pedagogical value of songs and they also consider that songs can enhance language acquisition effectively. However, this study reveals a contradiction between belief and practice: although Taiwanese EFL teachers have a strongly positive belief in songs as a useful teaching resource, in fact they generally only use song as end of lesson 'time-fillers' rather than as a central element in teaching.

Another important finding is that teachers who work in the public secondary schools have difficulty in finding appropriate songs for every topic of the English language curriculum and they do not have enough time to prepare their own song-based activities when teaching English through songs. Finally, this study suggests innovations to address these perceived difficulties.

Keywords: ELT, English songs, TPR, multiple intelligences, motivation