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Motivation in ESL classroom: Uncovering the effectiveness of the implementation of songs in the secondary education in Hong Kong

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Abstract

While songs have doubtlessly been a part of human cultures that serve various functions such as in personal expression, entertainment, recreational settings and even religious services, it has been proven that songs have long been integrated into the experiential process of human languages. With the convenience of the Internet, music and lyrics have been easily accessed to in classroom settings and students' lives. Many studies have found that the incorporation of songs in learning a new language can foster better achievements in aspects of vocabulary, grammar and pronunciation. Nevertheless, the discussion on the implementation of songs as motivation in English lessons and especially secondary schools in Hong Kong has been lacking. The aim of this research paper is to reveal the perceptions of Hong Kong secondary school students towards the use of songs in English lessons, and to evaluate the effectiveness of how songs motivate secondary school students in the acquisition of English as a Second Language (ESL). The target respondents will be secondary school students from a local secondary school in Hong Kong. This study will use a mixed method design of both quantitative and qualitative approaches which include questionnaires to be completed by students and a group interview conducted by the researcher respectively. The results are going to show the perceptions of secondary school students towards the use of songs in English lessons and explain the positive and negative impacts on students' motivation in learning English. Due to the absence of studies of songs as motivation among secondary school students, and the fact that no research has been done based on the geography of Hong Kong, this study attempts to examine the effectiveness of songs in motivating secondary school students in the ESL classroom in Hong Kong, and thus offer strategies for teachers to better facilitate the implementation of songs in English lessons.

Keywords: ESL/EFL, motivation, learning, songs, secondary education

1. Introduction

English language has always been a major subject in Hong Kong education system and is one of the four core subjects in the New Senior Secondary Curriculum (NSS), along with Chinese, Mathematics and Liberal Studies. According to CDC & HKEAA (2007), the component of the English subject is framed under three interconnected strands, comprising English for development and application of knowledge, interpersonal communication, response and expression to authentic

and imaginative experiences. The third strand has extended the previous curricula in a way that the elements of language arts are emphasized. So there is an elective section incorporated in the NSS English curriculum, occupying 25 percent of time. The eight modules are categorized into four language arts subjects, namely learning English through poems and songs, short stories, drama and popular culture, and four other electives such as learning English through workplace communication, debating, social issues and sports communication. Students are expected to demonstrate the abilities to apply subject knowledge with generic skills consisting of collaboration, communication, creativity, problem-solving, critical thinking and so on. They should also develop positive values and attitudes to strengthen their conduct and decisions related to language learning. These electives have marked an important symbol in the innovation of the NSS English curriculum.

With the promotion of language arts in the NSS, the Education Bureau expects schools to choose two to three out of the eight electives (i.e. both language arts and non-language arts) based on the interests and abilities of the students. It is anticipated that the elective modules can aspire to establish greater variety and creativity in the instruction of English lessons. In the case of learning English through poems and songs, students are encouraged to involve in tasks which may include re-writing song lyrics and composing their own poems. Brand (2007) sums up that in the teaching of spoken English there are theoretical and physiological supports for the integration of music. Neurologists Maess and Koelsh (2001) have found that not only do both musical and language processing occur in the same location of the brain, but also the processing of musical and that of linguistic syntax are in parallel. Although music and language are for certain two different forms of medium of communication, Ayotte (2004) points out that both of them share “the same auditory, perceptive, and cognitive mechanisms that impose a structure on auditory information received by the senses” (p. 10). One study also proves that after listening to Mozart, the participants (i.e. college students) have performed better short-term spatial reasoning ability and this is known as the “Mozart effect” in common knowledge (Rauscher, Shaw, & Ky, 1993). In addition, Puhl (1989) finds that adult ESL learners in South Africa demonstrated advantages of language acquisition during an intensive English course after exposed to instrumental music. Many scholars also support the use of instrumental music and its efficacy as a tool for warm up and relaxation, as a background for other tasks, and as an inspiration for writing activities (Eken, 1996).

A lot of studies have already covered the benefits of the incorporation of songs or music to teach a language, but limited studies focusing on the disadvantages can be found. Based on the interview data on the implementation of elective modules conducted by Carless and Harfitt (2013), the small-scale evidence indicates that generally students and teachers have welcomed the NSS curriculum. However, in reality, the data has reflected a phenomenon that there is a discrepancy between the intended goals of the planned curriculum and the actual attainments at the school level in developing school syllabi. Therefore, policies such as the promotion of appreciation of literatures, poems and songs may be able to show the government's effort to reform but with insufficient resources and support from teachers for implementation, they are hardly effective in practice. This research paper is going to serve as the starting point to fill the research gap.

2. Literature review

Among various types of language arts, this study chose songs because they are “embedded within a culture, its values, symbols and beliefs” (Li & Brand, 2009, p. 74). Also, according to Iantorno and Papa (1979), song use helps reveal an important side of the young people's world in classroom and develop a good rapport between teacher and students. Music is a vital component in life that gives rise to creativity and interest. Sigurðardóttir (2012) points out that musical intelligence is often neglected but it should be something worth appreciating and provoking passion.

Many studies have supported that songs do act as beneficial stimuli in learning English (Salcedo, 2002) and make second language acquisition easier (Defaz, 2011). The incorporation of songs in English lessons is very evidently encouraged with many current studies that show the benefits on productive vocabulary acquisition (Joyce, 2011; Medina, 1990; Schunk, 1999), grammar, retention of information, involuntary memory (Rosová, 2007), pronunciation (Murphey, 1990; Sigurðardóttir, 2012) and development of closer understanding and familiarization with the target culture (Salcedo, 2002). A Vietnamese ESL teacher, Huy Le (2007) shared the experience that music is of great value for both students and teachers in the learning and teaching of speaking, listening, reading and writing. This is to say the use of songs in lessons produces great help in the four language skills and enhance the students' learning process unconsciously, yet findings on negative impacts are still lacking.

Besides, there is no absolute results to claim that all students perceive the use of songs equally when learning a new language. To study the impacts of songs fairly, Sigurðardóttir (2012) says that some students may possess a negative view and attitude, which are very likely to become a negative predisposition. So there is a research gap to seek possible ways to understand and eliminate these bias in order to encourage and motivate language learners in a positive way.

Apart from looking into the effectiveness of songs in L2 acquisition, students' motivation should always be taken into consideration, but very few research put the central focus on motivation solely. Rosová (2007) and Sigurðardóttir (2012) look into the subject from a broader viewpoint, for instance, using songs for learning English or for learning a new language in general respectively. Some of the studies bring up the topic of motivation, but it is not their key element to be discussed (Rosová, 2007; Salcedo, 2002). Recently, Aguirre, Bustinza and Garvich (2016) have done a similar study, entitled 'Influence of songs in primary school students' motivation for learning English in Lima, Peru', proven that students paid more attention in the lesson with songs and were more interested in the class topic in comparison to classes with no songs. This shows a positive correlation between the incorporation of songs and students' motivation. Aguirre et al. (2016) have provided a benchmark for the author to carry out similar research further mainly associated with adolescents or senior secondary school students in the context of Hong Kong specifically, in order to find out whether songs can serve as a 'motivator element' in ESL classroom.

3. Conceptual framework

Michel (2005) indicates the significance of English as it is the most used language in the globe in various aspects including science, technology and education. In Hong Kong, the native language is Chinese or Cantonese while English plays an important role in both politics and education since it is also one of the official languages. The implementation of 'Biliteracy and Trilingualism' policy has reflected the reason why Hong Kong schools emphasize well enough English language teaching and learning. Failoni (1993) supports the view that using songs in a foreign language classroom as a teaching tool may be an effective method to attract students' attention and nurture more committed learners. It is essential to notice that students' psychology, especially motivation,

is of the most importance to the learning progress. (Gardner, 1985; Williams & Burden, 1997). Motivation is defined as the tendency to expend effort to achieve goals (Johnson, 1979); and 3 dimensions of motivation to be considered are effort, enjoyment and investment. It is certain that people, secondary school students included, like listening to songs as a part of entertainment. Therefore, given that songs offer a more dynamic and interesting way to learn, students' interest in learning a new language should be able to raised.

In this research, the 'social-psychological model' by Gardner and Lambert (1975) was employed to discuss how songs impact on the students' integrative or instrumental orientation, and internal/intrinsic or external/extrinsic motivation. There are some components to be thought thoroughly: the significant goal or need, desire to attain the goal, perception that learning L2 is relevant to fulfilling the goal or meeting the need, belief in the likely success or failure of learning L2, and finally the value of potential outcomes or rearwards.

4. Significance of study

The success of the inclusion of songs and music in ESL classroom is generally recognized and supported by theoretical and practical benefits as well as the physiological confirmation. However, there is a lack of research based on Hong Kong context or targeting Hong Kong senior form students after the NSS reformation. Also, not many studies cover the psychological side (i.e. motivation for learning L2) from the perspective of students towards the use of songs. In short, the significance of this study is to uncover students' perspectives and examine the effectiveness of how songs (i.e. music and lyrics) boost students' motivation in English language acquisition in the context of a local secondary classroom in Hong Kong. Now the question is whether language arts and songs in particular can practically and beneficially affect the psychological aspect of students, namely motivation, in the process of second language acquisition. Moreover, this study is going to find out whether songs can bring negative impacts or any situations where songs are unhelpful so that can provide implications for teachers to use songs as a teaching tool.

5. Research questions

Based on the literature review, there are two research questions that this research is going to address:

1. What are the perceptions of secondary school students towards the use of songs in English lessons?
2. How do songs impact positively or negatively on students' motivation in learning English?

6. Methods

6.1 Participants

The target respondents were senior secondary school students from a local secondary school in Hong Kong. The school is the author's alma mater, CCC Heep Woh College, which is a Band 1 secondary school that uses English as a medium of instruction in the district of Wong Tai Sin. This research was approved by the school and informed consent was obtained from all research participants before participating in any part of the procedure. The study randomly selected 100 students from Form 5 and 6 as the sample size and they were expected to adapt to the NSS curriculum and the elective modules. It is assumed that the students have experienced the inclusion of songs in English lessons before taking part in the study. Among the 100 participants, 60 of them were Form 6 students while 40 were from Form 5. For the gender, 62 participants were female and 38 were male. All of the participants were 16 of age or above and their mother language is Chinese or Cantonese. According to the HREC Operational Guideline, paragraph 29, for minor participants aged 16 to 17, signature of the adolescents is required and consent from their parents or guardians is optional for studies involving minimal risk. As the study involves no potential risk, only consent from the participants is applicable.

6.2 Materials

This study used a mixed method design of both quantitative and qualitative researches which include an online questionnaire to be completed by students and a one-on-one telephone interview (conducted in English) followed up by the researcher respectively.

The questionnaire consists of 5 parts, 30 questions in total (Appendix 1), including 3 pre-coded questions (e.g. personal details), 3 multiple choice questions (e.g. personal reflection on habits),

23 likert-type questions (e.g. perceptions of the use of songs in ESL classroom) and finally 1 open-ended question to collect opinions for a more in-depth interview on the latter stage. It was carried out through online platform, namely Google form and the process was self-administered. By considering varying levels of English proficiency of the participants, the researcher was responsible for monitoring the applications and each questionnaire should be properly completed as a valid datum for analysis. Each questionnaire required approximately 5 minutes to complete.

For the telephone interview, there are 6 main questions which are open-ended with a follow-up question requiring reasons for explanations (Appendix 2). These questions are looking for the interviewees' perceptions of the use of songs in English lessons and the impacts on motivation focusing on students' behaviours such as internal or external motivation and integrative or instrumental orientation, which will be further discussed in the results and discussion. Each interview lasted about 10 minutes and was recorded in audio for transcription and analysis.

6.3 Procedure

First, a set of questionnaires were designed and conducted by Google forms using digital devices. In this case convenience sampling was adopted that participants took part in the research voluntarily and they were chosen based on their availability. The researcher contacted the class representatives of each class and distributed the e-questionnaire link, together with digital consent process consisting of a disclaimer and description of the research to all Form 5 and 6 students through class groups on social networking platforms. Then 15 percent of the respondents (i.e. 15 students) were selected intentionally and they were proportionate to the numbers of different inclinations after studying the results of the questionnaire on the basis of purposive sampling. These participants proceeded to the one-on-one telephone interview which was conducted in English. The interview was semi-structured that allowed open-ended responses. The interviews were to provide a contextual understanding of the interrelationships of the statistics from the questionnaires and explanations in detail. For this qualitative research, content analysis was employed to reveal the effects on students' motivation in learning English. Both the questionnaires and interview provide the perspectives from the students' points of view to secure an in-depth understanding of the topic, whereas the interviews help conceptualize and explain the holistic reality.

6.4 Data analysis

After receiving the 100 responses from Google forms, all quantitative data were first reviewed and verified as valid. A univariate analysis was conducted to describe what perceptions Form 5 and 6 students have towards the incorporation of songs in English lessons, and how songs impact on their motivation in learning English. There is only one variable in the analysis which does not involve or compare the relationships between two or more variables, so the analysis tends to be descriptive instead of explanatory. The quantitative data analysis was conducted using the software IBM SPSS Statistics. The data was input into SPSS to generate descriptive analyses which show frequencies, percentages, means and standard deviations in the forms of charts and tables. Simultaneously, the cross case analysis (Aguirre et al., 2016) was conducted to compare the results of the both sets of questionnaires.

For the qualitative analysis, a systematic inductive approach was used. In the beginning, the recorded interviews were transcribed and the participants were required to check and verify the contents of the interview transcripts. Then, the transcripts were initially read for open coding – labelling relevant words and phrases and locating segments of data of relevance to the research questions. Afterwards, the transcripts were re-read again to generate meaningful categories and themes with the previous coding, especially related to the participants’ perceptions of listening songs in English classroom (such as positive adjectives ‘interesting’, ‘fun’ and negative adjectives ‘confused’, ‘impatient’ to describe how they feel when listening to a song during English lessons), as well as the effects of songs on their motivation (such as integrative orientation and instrumental orientation). After that, these emerging categories were made connections between each other and developed into themes which follow the conceptual framework of this research. Finally, the participants were asked to give opinions on the draft of data analysis and their comments were considered, in order to ensure the credibility of the research findings and further improve the final analysis.

7. Results

7.1 What are the perceptions of secondary school students towards the use of songs in English lessons?

From the results of questionnaires, Table 1 presents that students' general impression of listening songs in English class. In both statements "I want to listen to songs in English lessons" and "It is interesting to listen to an English song during English lessons", about 90% of respondents chose 4 (Agree) and 5 (Strongly agree). It showed that students had great willingness to learn English as a second language in a classroom with the incorporation of songs.

Table 1. Form 5 and 6 students' general impression of listening songs in English class

N= 100					
	N(%) (1=Strongly disagree; 5=Strongly agree)				
	1	2	3	4	5
8. I want to listen to songs in English lessons.	1 (1%)	0 (0%)	11 (11%)	61 (61%)	27 (27%)
9. It is interesting to listen to an English song during English lessons.	1 (1%)	1 (1%)	5 (5%)	44 (44%)	49 (49%)

Table 2 shows the students' perceptions of the incorporation of songs in English lessons based on their enjoyment of participation in English lessons with songs. In statement 12 "I feel excited when I hear a song in English lessons" it is obvious that students were inclined to "Agree" (M= 4.00; SD= 0.752). In statement 13 "I like listening to English songs during English lessons" (M= 4.30; SD= 0.611) and statement 14 "I am more engaged in the English lesson when a song is playing" (M= 4.19; SD= 0.761) there was a slight increase in the mean scores moving towards "Strongly agree". For statement 15 "I pay attention to the lyrics when I listen to a song in English lessons" there was a mere decrease in the mean score (M= 3.97; SD= 0.717), denoting a bit of uncertainty of enjoying the sound or the lyrics of a song. However, generally students' perceptions of the inclusion of songs in English classroom were positive or very positive. Even in the negative statement 16 "I feel annoyed when my English teacher plays a song in class", the responses were more toward "Disagree" or "Strongly disagree" (M= 1.65; SD= 0.892).

Table 2. Form 5 and 6 students' perceptions of their English lessons with songs by enjoyment

	N	Minimum	Maximum	Mean	Std. Deviation
12. I feel excited when I hear a song in English lessons.	100	2	5	4.00	0.752
13. I like listening to English songs during English lessons.	100	3	5	4.30	0.611
14. I am more engaged in the English lesson when a song is playing.	100	2	5	4.19	0.761
15. I pay attention to the lyrics when I listen to a song in English lessons.	100	2	5	3.97	0.717
16. I feel annoyed when my English teacher plays a song in class.	100	1	5	1.65	0.892

In the follow-up interviews, Question 1 “Can you use 5 adjectives or phrases to describe how you feel when the teacher plays a song in the English lesson?” asked for the interviewees’ perceptions directly using adjectives. Most of the comments were positive. The following were some commonly appeared positive adjectives (with frequencies in parentheses): fun (6), relaxing (6), interesting (4), enjoyable (4), interactive (3), creative (2), engaging (2), meaningful (2), comfortable (2), special (2) and authentic (2). On the contrary, only one interviewee (S14) responded negatively with adjectives, such as ‘impatient’, ‘bored’ and ‘confused’. When asked to explain further, S14 (December, Form 6) stated,

I am not interested in English songs. [...] When [my English teacher] does [play songs], we are only using songs for listening exercises. It does not make me want to listen to English songs because it reminds me of work.

7.2 How do songs impact positively or negatively on students' motivation in learning English?

7.2.1 Increase in integrative orientation

From the questionnaire, statement 18 – 25 asked the participants to indicate how much (from 1=Unfavourable to 5=Favourable) songs impact them in learning English on the aspects of integrative and instrumental orientations. Focusing on the aspect of integrative orientation/motivation in Table 3, most students agreed that songs are favourable to their knowledge of English cultures in statement 20 (M= 4.34; SD= 0.714), while no respondents chose 1 or 2, which means “Unfavourable”. Students also agreed that songs are favourable in expressing one’s feelings and emotions in the second language of English, shown in statement 21 (M= 4.08; SD= 0.614).

Table 3. Effects of songs on Form 5 and 6 students' integrative orientation

	N	Minimum	Maximum	Mean	Std. Deviation
20. Songs are _____ to my knowledge of English cultures.	100	3	5	4.34	0.714
21. Songs are _____ for me to express my own feelings or emotions in English.	100	2	5	4.08	0.614

From the interview responses, nearly all students commented positively about the impacts of songs on their motivation to study English. Fourteen out of fifteen participants confirmed that English songs as an entertainment which they were interested and enjoy in daily life. Regarding integrative orientation, some common themes were emerged, including cultural understanding, interaction with L2 members and psychological relation to L2 group. S1, S6 (December, Form 6), and S3 (December, Form 5) claimed that songs serve as a good channel to know more Western cultures. Five students said it was enjoyable to listen to the songs and look for the meanings of the lyrics, as it was a fun and relaxing way to learn and interact in English. S4 (December, Form 6) supported, “Introducing more English songs increases interaction between foreigners and us, [and] makes

students more creative and eager to learn English proactively.” Furthermore, S5 (December, Form 6) stated that songs were helpful in expressing feelings and feeling related to the singer,

I always find songs relatable to my personal feelings that I like to take out lyrics from songs to express my feelings. For example, Taylor Swift is my favourite. Thus when I see words that I’m not familiar with, I will definitely look them up in a dictionary and they tend to stay in my mind since then.

7.2.2 Increase in instrumental orientation

Table 4a displays the effects of songs on students’ instrumental orientation/motivation from the perspective of students on the scale of 1 – 5 (1=Unfavourable to 5=Favourable). In statement 18 and 19, students found songs beneficial to their vocabulary acquisition (M= 4.14; SD= 0.739) and English pronunciation (M= 4.13; SD= 0.774). In other words, these results echoed with the ones in statement 22 and 24, where students agreed that their performance in English listening (M= 4.42; SD: 0.684) and speaking (M= 4.03; SD= 1.000) can be benefited from songs.

Table 4a. Effects of songs on Form 5 and 6 students’ instrumental orientation

	N	Minimum	Maximum	Mean	Std. Deviation
18. Songs are _____ for me to acquire English vocabulary.	100	2	5	4.14	0.739
19. Songs are a _____ tool for me to learn English pronunciation.	100	1	5	4.13	0.774
22. Songs are _____ to me in English listening.	100	2	5	4.42	0.684
24. Songs are _____ to me in English speaking.	100	1	5	4.03	1.000

The boost in instrumental orientation was also acknowledged by most of the interviewees in areas of vocabulary acquisition and articulation. S5 (December, Form 6) viewed English as a second language of high importance and listening to English songs can bring practical advantages, “It’s

an international language and a most commonly used language in Hong Kong. Through listening to English songs, I tend to memorize new vocabulary more easily.”

7.2.3 Difficulty to cater all students' preferences and needs

In the interviews, a few students criticized that songs cannot fulfill every student's preferences and needs. S14 (December, Form 6) claimed that songs do not necessarily motivate him,

If my teacher introduces more English songs, we won't have time for other things. I like watching videos a lot better than listening to songs. But I think some students who prefer songs will disagree. I think it is a matter of preference. [Songs] can help me learn English when used in class materials, but they don't necessarily motivate me. As I said, it is a matter of preference and English songs just are not my cup of tea.

S15 (December, Form 6) expressed a similar view concerning individual preferences,

We all have different tastes in songs. I think when teachers introduce English songs in lessons, it's difficult to cater all students' preferences and arouse their interest to learn English through songs. I've had experience where teacher chose a song from her generation and we didn't even know much about the singer.

S1 (December, Form 6) also commented that selection of songs can be crucial to the engagement of students,

It is difficult to take everybody's preference in music into consideration. Some may like rock songs in the 80s while some prefer pop music. I am pretty sure that I would not be interested in learning English when the instrumental or vocal part of a music is not appealing to me.

S8 (December, Form 6) explained that songs may not motivate students in the long run,

I believe that learning in this way is not that sustainable. The takeaways from songs may be limited, [such as] vocabularies or poetic devices... and students will gradually lose interest if the use of songs is executed as a conventional teaching instrument.

7.2.4 Difficulty to meet examination needs

Table 4b shows that students are more inclined to neutral in terms of the effects of songs on reading and writing skills, shown in statement 23 (M= 3.70; SD= 0.948) and statement 25 (M= 3.40; SD=

1.005) respectively. It is found that songs might not be helpful in learning English reading and writing.

Table 4b. Effects of songs on Form 5 and 6 students' instrumental orientation

	N	Minimum	Maximum	Mean	Std. Deviation
23. Songs are _____ to me in English reading.	100	1	5	3.70	0.948
25. Songs are _____ to me in English writing.	100	1	5	3.40	1.005

In the interview Question 6 “What are the drawbacks of using songs in English lessons?” a few students expressed their concerns regarding examination needs of senior form students, especially in the aspects of speaking and writing. S8 stated, “those terms are hardly applicable in formal writings. Students may incorrectly “copy and paste” those terms in written or oral examinations which is indeed a drawback in particular for senior students.” S15 also shared similar opinions and added,

First, improper use of grammar, sentence structures [as well as] vocabulary. Second, informal use of English. The lyrics in songs are often composed in a colloquial way, like how native English speakers communicate. It may help with students' listening and speaking but some phrases are not formal and suitable for formal writings.

8. Discussion

This study provides a general understanding of the effectiveness of the implementation of songs in ESL classroom from senior form students' perceptions and the influences of songs on students' motivation in ESL acquisition in Hong Kong. In general discussion, the results confirm many findings of previous research (i.e. Aguirre et al., 2016) that songs do have a positive influence on students. The use of songs incorporated in English lessons was considered the most preferred learning strategy for a second language as generally welcomed and supported by students. Also from their class observations showed that there was a positive change in the students' attitude and enthusiasm on the analysis of three main dimensions of motivation – participation, interest and attention. For detailed discussion of this research, the most significant results have been analyzed

and largely positive impacts of songs on motivation can be yielded with some disadvantages. The structure of this part is divided into the internal and external motivation, and integrative and instrumental orientations.

8.1 Internal motivation

It all starts with the enjoyment of songs in the very first place. Based on the results shown above, students' perceptions of songs in ESL classroom are closely related to how much they find listening to songs entertaining. The findings can affirm that songs are generally enjoyed and appreciated in our cultures and that can spark most adolescents' interest, aligning with Sigurðardóttir (2012) who claims, "although music is not everyone's strongest intelligence, it is usually something that most children [...] can appreciate [...]". Therefore, the positive perceptions from the students can also reflect that the addition of songs is an effective teaching instrument; Failoni (1993) supports that this teaching method in a foreign language classroom may be useful to enhance students' attention and produce more committed learners. In addition, not only does the inclusion of songs act as a significant role in learning another language, but also raises students' interest in learning the target language, suggested by both the current findings and Aguirre et al. (2016). In this way, students find it easier and more enjoyable to deal with or recognize new vocabulary items that have their attention (Sigurðardóttir, 2012), while enhancing their memory capacity (Rosová, 2007). That is to say, there is a positive impact on students' aptitude when being exposed to songs. Similarly, Aguirre et al. (2016) finds that students also gave a positive evaluation on activities (e.g. watching videos and movies, listening to audio conversations or listening to the radio) that involved audio.

On the other hand, it is worth noticing that not all students share the same preferences in songs. As displayed in the results, some students showed their concerns on the difficulty in catering all students' preferences and thus arousing their interest or motivation to learn English through songs. They might be disinterested in the class when the selection of songs is not similar to their musical taste nor close to their generation. As a matter of fact, personal preferences still take a part in determining whether songs can fully motivate one's learning L2. In addition, in the long run students may eventually lose interest if the use of songs is executed as a teaching tool in a conventional or daily practice.

8.2 External motivation

Besides, students' L2 acquisition may be positively influenced by the external motivation, which in this case creates a better learning environment for students, leading to a more relaxing and effective learning experience which becomes internal/integrative motivation. When students were asked about how songs motivate them to learn the language, most of them said that it was a fun and relaxing way to study and interact in English. This phenomenon actually can be confirmed by the study of Aguirre et al. (2016) that songs provide a more relaxing and interactive environment which makes students feel comfortable and safe when engaging in the lessons. That also explains why students made comments (such as “less boring”, “escape from boredom” and “out of the box”) to describe an English lesson with the use of songs. As a result, Sigurðardóttir (2012) states that such a teaching/learning environment helps enhance learners' concentration, information processing and memorization of larger chunks of information.

8.3 Integrative orientation

Apart from internal and external motivation, students' L2 acquisition can be very much benefited from high level of integrative orientation. The results show that most students agreed that English songs favoured their cultural understanding, relatedness to personal feelings and interaction with L2 members, and thus pushing them to be “more creative and eager to learn English proactively” (S4, December, Form 6). As adopted from the social-psychological model by Gardner and Lambert (1975), when learners are attracted to the target language cultures or group or the language itself, they learn the language voluntarily based on the integrative orientation. In the same way, when English songs are largely perceived as a source of entertainment and enjoyment which can strengthen the students' personal growth and cultural enrichment, they resort to songs as a channel to learn English. Students obtain satisfaction from internal/intrinsic motivation and that leads to the sense of accomplishments, which again boost the internal motivation, resulting in a virtuous cycle, also known as resultative motivation (Ellis, 1994).

8.4 Instrumental orientation

It is important to understand how songs bring positive impacts on instrumental orientation and how they interrelate one another in the process of second language acquisition. The findings of

current study are clearly consistent with the past studies of Rosová (2007) and Sigurðardóttir (2012), that the use of songs in ESL classroom improves the performance of vocabulary acquisition and pronunciations, and mostly listening and speaking skills. Therefore, when the learner views the target language of high significance and aims at achieving practical advantages, for example, getting good examination results, listening to English songs would become a way indirectly boosting instrumental orientation.

However, the findings also suggest that it is quite difficult to fulfill examination needs, especially for senior form students. A few students expressed their concerns that a lot of songs use informal or colloquial language with improper grammar and sentence structures, mirroring how native speakers communicate. In a way it is still acceptable in daily conversation when students imitate the wordings and accents. Nevertheless, when it comes to examinations which require formality in speaking and writing, students who blindly “copy and paste” from the songs will be in jeopardy. In this situation, the incorporation of songs may not be beneficial to learners’ instrumental motivation.

9. Limitations

This study has a few limitations on examining the effectiveness of the implementation of songs in ESL classroom. First, the results are not generalizable to a larger population or other contexts since the sample size is small and the recruitment of participants was conducted in only one secondary school (Band 1; EMI) in Hong Kong. Besides, the banding of the school can pose great influence on the findings, where different bandings of schools may result in different outcomes. However, the research is innovative to this subject in secondary education in Hong Kong. Regarding the research methods, it was useful to adopt a mixed approach of both quantitative and qualitative researches because it secured an in-depth understanding of the topic. Data collected from both the questionnaires and interviews were able to provide the perspectives from students’ points of view only; therefore, it will be valuable to include the teachers’ perspectives for investigating the effectiveness of songs with a full picture in future study.

10. Implications

It is essential to highlight that both integrative and instrumental types of motivation are positively related to the success of second language acquisition. The results of the current study and past studies support that songs are not only a great resource for teaching English, but also a motivational element. It is encouraged that teachers should help student cultivate internal/integrative motivation through developing appreciation of the English cultures. For example, teachers may provide various activities, tasks, and materials to arouse students' interest levels with songs, and also other audiovisual materials such as videos and movies, such that students' different preferences could be met. In addition, language teachers should bear in mind that when using songs as a motivational element to create an enjoyable learning experience, careful selection of songs is advised. The content of the song needs to be relevant to their age, level of ability and daily communicative purposes. In the long run, student may not benefit from songs in formal examinations, but songs can certainly favour lead-in/motivation stage of an English lesson.

11. Conclusion

Finally, this study has investigated the effectiveness of the implementation of songs in motivating secondary school students in the ESL classroom in Hong Kong. The results of this study show that generally students have positive perceptions of this incorporation in English lessons, especially when teachers use songs that they are familiar with. Such a teaching or learning material brings enjoyment, creates a safe learning environment and motivate students to commit to the lessons with interest and practical advantages. It is meaningful to evaluate the effectiveness of songs from students' perspectives which have deepened our understanding of English language teaching/learning and provided more appropriate strategies to facilitate successful second language acquisition. In the future, it is hoped that more research could be carried out to investigate the subject and compare the findings from different angles.

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Appendices

Appendix 1 – Questionnaire

Motivation in ESL classroom: Uncovering the effectiveness of the implementation of songs in the secondary education in Hong Kong

* Required

Information sheet

You are invited to participate in a project supervised by Dr. WONG, Ming Har Ruth and conducted by FUNG Mei Yee, who are staff and student of Department of English Language Education in The Education University of Hong Kong.

The introduction of the research

Many studies have found that the incorporation of songs in learning a new language can foster better achievements in aspects of vocabulary, grammar and pronunciation. Nevertheless, the discussion on the implementation of songs as motivation in English lessons and especially secondary schools in Hong Kong has been lacking. The aim of this research paper is to reveal the perceptions of Hong Kong secondary school students towards the use of songs in English lessons, and evaluate the effectiveness of how songs motivate secondary school students in the acquisition of English as a Second Language (ESL).

The methodology of the research

This study will randomly select 80 – 100 senior secondary school students as the sample size. A mixed method design of both quantitative and qualitative approaches will be used in which includes questionnaires to be completed by students and a focus group interview conducted by the researcher respectively. By considering varying levels of English proficiency of the participants, the researcher will be responsible for monitoring the applications and each questionnaire should be properly completed as a valid datum for analysis. The time allocated for completing the questionnaire will be within 10 minutes.

For the small group interview, some tentative interview questions are set which are open-ended with a follow-up question requiring reasons for explanations. These questions are looking for the impacts on motivation focusing on students' behaviours such as habit, interest and participation and motivation. The interview will last about 30 minutes and be recorded in audio for transcription and analysis.

The potential risks of the research

There is no potential risk. Your participation in the project is voluntary. You have every right to withdraw from the study at any time without negative consequences. All information related to you will remain confidential, and will be identifiable by codes known only to the researcher.

Describe how results will be potentially disseminated

All the information attained will ONLY be used for research purposes, names of participants will NOT be shown and mentioned.

If you would like to obtain more information about this study, please contact me by email at _____ or telephone number _____ or my supervisor Dr. WONG, Ming Har Ruth by email at _____

If you have any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at hrec@eduhk.hk or by mail to Research and Development Office, The Education University of Hong Kong.

Thank you for your interest in participating in this study.

1. I have read the information above and fully understand the terms to participate. *

Check all that apply.

Yes

Personal information

2. Name *

3. Form *

Mark only one oval.

5

6

4. Gender *

Mark only one oval.

Female

Male

5. Mother language *

Mark only one oval.

Chinese/Cantonese

Other: _____

Personal reflection (Habits)

Please choose the most appropriate response or answer in the given space.

6. 1. How often do you listen to English songs in a week? *

Mark only one oval.

- Less than once
- 1 or 2 times
- 3 or 4 times
- More than 4 times

7. 2. How often do you sing along English songs in a week? *

Mark only one oval.

- Less than once
- 1 or 2 times
- 3 or 4 times
- More than 4 times

8. 3. How often do you search the lyrics when you listen to English songs? *

Mark only one oval.

- Never
- Once in a while
- Sometimes
- Very frequently

Perception of the
incorporation of songs
in English lessons

In the following, choose a number to indicate the extent to which you agree or disagree with each statement: (1=strongly disagree; 5=strongly agree)

9. 4. I enjoy listening to English songs in my leisure time. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

10. 5. I would rather listen to English songs than songs in my mother languages (e.g. Chinese). *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

11. 6. I skip English songs when I listen to music. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

12. 7. I do not listen to English songs because I do not understand the lyrics. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

13. 8. I want to listen to songs in English lessons. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

14. 9. It is interesting to listen to an English song during English lessons. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

15. 10. Songs are boring for learning English. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

16. 11. Songs are unnecessary when I learn English. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

17. 12. I feel excited when I hear a song in English lessons. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

18. 13. I like listening to English songs during English lessons. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

19. 14. I am more engaged in the English lesson when a song is playing. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

20. 15. I pay attention to the lyrics when I listen to a song in English lessons. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

21. 16. I feel annoyed when my English teacher plays a song in class. *

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

22. 17a. Do you enjoy the elective module of learning English through poems and songs? *

Check all that apply.

- Yes
 No

23. 17b. Explain your answer in the question above. *

Perception of the incorporation of songs
in English lessons (Motivation)

Please choose the most appropriate response
or answer in the given space.

24. 18. Songs are _____ for me to acquire English vocabulary. *

Mark only one oval.

1 2 3 4 5

Unhelpful Helpful

25. 19. Songs are a _____ tool for me to learn English pronunciation. *

Mark only one oval.

	1	2	3	4	5	
Useless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Useful

26. 20. Songs are _____ to my knowledge of English cultures. *

Mark only one oval.

	1	2	3	4	5	
Disadvantageous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advantageous

27. 21. Songs are _____ for me to express my own feelings or emotions. *

Mark only one oval.

	1	2	3	4	5	
Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Relevant

28. 22. Songs are _____ to me in English listening. *

Mark only one oval.

	1	2	3	4	5	
Unfavourable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Favourable

29. 23. Songs are _____ to me in English reading. *

Mark only one oval.

1 2 3 4 5

Unfavourable Favourable

30. 24. Songs are _____ to me in English speaking. *

Mark only one oval.

1 2 3 4 5

Unfavourable Favourable

31. 25. Songs are _____ to me in English writing. *

Mark only one oval.

1 2 3 4 5

Unfavourable Favourable

32. 26. After my English teacher played a song in class, I listen to more English songs by myself. *

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

33. 27. My English teacher should introduce more English songs during lessons. *

Mark only one oval.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Thank you for
your participation!

I sincerely appreciate your time and cooperation. Please check to make sure that you have not skipped any questions.

34. Please leave your contact if you wish to participate in the interview session.

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Appendix 2 – Interview questions

1. Can you use 5 adjectives or phrases to describe how you feel when the teacher plays a song in the English lesson?
2. Do you have a habit of listening to English songs? Why or why not?
3. Following the previous question, does your English teacher play any role in developing your habit of listening to English songs? If yes, how?
4. In the questionnaire Q. 27 "My English teacher should introduce more English songs during lessons." Your answer is __ (1=strongly disagree; 5=strongly agree). Can you explain why?
5. Can songs motivate you to learn English? Why?
6. What are the drawbacks of using songs in English lessons?

Appendix 3 - Transcript of one-on-one interview (1)

Date: 6/12/2019

Setting: Telephone interview

Duration: 10 minutes

Interviewer: Fung Mei Yee (R)

Interviewees: Student 1 (S1)

Line no.	Person	Dialogue
1.	R	Thank you for your interest in participating in the follow-up interview session. Before we start our discussion, could I ask to record our conversation? The interview is to be used only for the assignment, and all information will be destroyed within 2 months.
2.	S1	Sure. No problem.
3.	R	To start with, I understand that you are a Form 6 student and your mother tongue is Chinese/Cantonese. Is that all right?
4.	S1	Yes, right.
5.	R	Okay, can you use 5 adjectives or phrases to describe how you feel when the teacher plays a song in the English lesson?
6.	S1	Surprised, delighted, captivated, energized, uplifted.
7.	R	Wow, great. Do you have a habit of listening to English songs? Why or why not?
8.	S1	Yes. This is because I am very fond of Western cultures.
9.	R	Following the previous question, does your English teacher play any role in developing your habit of listening to English songs? If yes, how?
10.	S1	No.
11.	R	In the questionnaire Q. 27 "My English teacher should introduce more English songs during lessons." Your answer is _5_(1=strongly disagree; 5=strongly agree). Can you explain why?
12.	S1	English song is a good way to learn English. They expose me to an array of vocabularies and sentence patterns. Every song is like a story to be told. It is fun to explore hidden meanings embedded in every single song by reading the lyrics. It is like a treasure hunt.
13.	R	Can songs motivate you to learn English? Why?
14.	S1	Yes. When I encountered some difficult vocabularies, I would immediately look them up purely because I want to understand the song. Unlike books, even skipping some unknown wordings it is still possible me to understand the context.

15.	R	Are there any drawbacks of using songs in English lessons?
16.	S1	It is difficult to take everybody's preference in music into consideration. Some may like rock songs in the 80s while some prefer pop music. I am pretty sure that I would not be interested in learning English when the instrumental or vocal part of a music is not appealing to me.
17.	R	Perfect! That's the end of the interview. Thank you for your time.

Appendix 4 - Transcript of one-on-one interview (2)

Date: 6/12/2019

Setting: Telephone interview

Duration: 10 minutes

Interviewer: Fung Mei Yee (R)

Interviewees: Student 2 (S2)

Line no.	Person	Dialogue
1.	R	Thank you for your interest in participating in the follow-up interview session. Before we start our discussion, could I ask to record our conversation? The interview is to be used only for the assignment, and all information will be destroyed within 2 months.
2.	S2	Sure. No problem.
3.	R	To start with, I understand that you are a Form 5 student and your mother tongue is Chinese/Cantonese. Is that all right?
4.	S2	Yes, right.
5.	R	Okay, can you use 5 adjectives or phrases to describe how you feel when the teacher plays a song in the English lesson?
6.	S2	Interesting, Funny, Enjoyable, Comfortable. That's all.
7.	R	Wow, great. Do you have a habit of listening to English songs? Why or why not?
8.	S2	Yes, because I can learn English from the lyrics. And the meaning of the lyrics is good too.
9.	R	Following the previous question, does your English teacher play any role in developing your habit of listening to English songs? If yes, how?
10.	S2	Yes. She plays songs in lesson and recommends us to learn English through listening to songs.
11.	R	In the questionnaire Q. 27 "My English teacher should introduce more English songs during lessons." Your answer is _5_(1=strongly disagree; 5=strongly agree). Can you explain why?

12.	S2	It is because it would make the lesson funny and interesting. Comparing to reading books and poem, listening to songs is more acceptable for me. I feel more comfortable in this way.
13.	R	Can songs motivate you to learn English? Why?
14.	S2	Yes. I can learn new words from songs and enjoy the song at the same time.
15.	R	Are there any drawbacks of using songs in English lessons?
16.	S2	Maybe sometimes we are too crowded and excited for songs. It makes teacher a bit nervous and hard to control us.
17.	R	Perfect! That's the end of the interview. Thank you for your time.

Appendix 5 - Transcript of one-on-one interview (3)

Date: 6/12/2019

Setting: Telephone interview

Duration: 10 minutes

Interviewer: Fung Mei Yee (R)

Interviewees: Student 3 (S3)

Line no.	Person	Dialogue
1.	R	Thank you for your interest in participating in the follow-up interview session. Before we start our discussion, could I ask to record our conversation? The interview is to be used only for the assignment, and all information will be destroyed within 2 months.
2.	S3	Sure. No problem.
3.	R	To start with, I understand that you are a Form 5 student and your mother tongue is Chinese/Cantonese. Is that all right?
4.	S3	Yes, right.
5.	R	Okay, can you use 5 adjectives or phrases to describe how you feel when the teacher plays a song in the English lesson?
6.	S3	Interesting, Learning with fun, Relaxing, Inter-reactive, trending.
7.	R	Wow, great. Do you have a habit of listening to English songs? Why or why not?
8.	S3	Sure, I like the rhyme and rhythm from English song, I used to listen the "Billboard 100' to update my song list, also I am into '70s-90s' old English songs, such as Air Supply, Michael Jackson, The Carpenters...etc. If I am really interested in one song, I would go to search the lyrics and the hidden meaning of the song. It helps me learn English also, because it provided some idioms and new words to me to learn.

9.	R	Following the previous question, does your English teacher play any role in developing your habit of listening to English songs? If yes, how?
10.	S3	Yes, my teacher did play English songs during the lesson, she played the song from Lady GAGA called Paparazzi to teach us what is the different of Paparazzi and reporters. She helps me learning different words from this song.
11.	R	In the questionnaire Q. 27 "My English teacher should introduce more English songs during lessons." Your answer is _5_(1=strongly disagree; 5=strongly agree). Can you explain why?
12.	S3	Strongly agree, it is because I believed that teacher should listen more English song than me, so he/she can provide more meaningful songs to us, and teach us more culture, new words, idioms, etc.
13.	R	Can songs motivate you to learn English? Why?
14.	S3	Sure, it is because I love listening songs, there are nothing way better than teaching with our interest.
15.	R	Are there any drawbacks of using songs in English lessons?
16.	S3	Maybe we will be too hyperactive then sing it together.
17.	R	Perfect! That's the end of the interview. Thank you for your time.

Appendix 6 - Transcript of one-on-one interview (4)

Date: 6/12/2019

Setting: Telephone interview

Duration: 10 minutes

Interviewer: Fung Mei Yee (R)

Interviewees: Student 4 (S4)

Line no.	Person	Dialogue
1.	R	Thank you for your interest in participating in the follow-up interview session. Before we start our discussion, could I ask to record our conversation? The interview is to be used only for the assignment, and all information will be destroyed within 2 months.
2.	S4	Sure. No problem.
3.	R	To start with, I understand that you are a Form 6 student and your mother tongue is Chinese/Cantonese. Is that all right?
4.	S4	Yes, right.
5.	R	Okay, can you use 5 adjectives or phrases to describe how you feel when the teacher plays a song in the English lesson?
6.	S4	Attractive, creative, escape from boredom, fun, interactive.

7.	R	Wow, great. Do you have a habit of listening to English songs? Why or why not?
8.	S4	Yes. Because this entertains me and at the same time allows me to learn English vocabulary.
9.	R	Following the previous question, does your English teacher play any role in developing your habit of listening to English songs? If yes, how?
10.	S4	Yes. My English teacher recommends a song once a week. She plays MV during the lessons and analyzes lyrics with us. I got more chances to listen to different English pronunciation and accent, and I acquired more English vocabulary. I think this is a more attractive way for us to learn English, so I keep listening to English songs at least once to twice a week.
11.	R	In the questionnaire Q. 27 "My English teacher should introduce more English songs during lessons." Your answer is _5_(1=strongly disagree; 5=strongly agree). Can you explain why?
12.	S4	Because Hong Kong education mode for learning English is boring. Teachers usually provide a lot of usual written homework or past paper to consolidate students' examination skills. Introducing more English songs increases interaction between foreigners and us, makes students more creative and eager to learn English proactively.
13.	R	Can songs motivate you to learn English? Why?
14.	S4	Yes. Coming across new vocabulary and checking dictionary when listening to English songs are more memorable than reciting words from textbooks. Plus, I may listen to the same songs for more than once, or might be even more frequent. When I follow to sing along, I would ensure I would remember the vocabulary I learned.
15.	R	Are there any drawbacks of using songs in English lessons?
16.	S4	It might be distractive for some of the students that they might only focus on the melody instead of learning English from lyrics.
17.	R	Perfect! That's the end of the interview. Thank you for your time.

Appendix 7 - Transcript of one-on-one interview (5)

Date: 6/12/2019

Setting: Telephone interview

Duration: 10 minutes

Interviewer: Fung Mei Yee (R)

Interviewees: Student 5 (S5)

Line no.	Person	Dialogue
1.	R	Thank you for your interest in participating in the follow-up interview session. Before we start our discussion, could I ask to record our conversation? The interview is to be used only for the assignment, and all information will be destroyed within 2 months.

2.	S5	Sure. No problem.
3.	R	To start with, I understand that you are a Form 6 student and your mother tongue is Chinese/Cantonese. Is that all right?
4.	S5	Yes, right.
5.	R	Okay, can you use 5 adjectives or phrases to describe how you feel when the teacher plays a song in the English lesson?
6.	S5	Creative, engaging, fun learning method, amusing, authentic.
7.	R	Wow, great. Do you have a habit of listening to English songs? Why or why not?
8.	S5	Yes, it's an international language and a most commonly used language in Hong Kong. Through listening to English songs, I tend to memorize new vocabs more easily.
9.	R	Following the previous question, does your English teacher play any role in developing your habit of listening to English songs? If yes, how?
10.	S5	Never but I wish they had.
11.	R	In the questionnaire Q. 27 "My English teacher should introduce more English songs during lessons." Your answer is _5_ (1=strongly disagree; 5=strongly agree). Can you explain why?
12.	S5	5, personally it's the most effective way for me to enrich my vocabs and improve my articulation while I sing along. Thus it would be an interesting way for students to enhance their speaking, listening and writing skills when acquiring English as a second language.
13.	R	Can songs motivate you to learn English? Why?
14.	S5	Absolutely. I always find songs relatable to my personal feelings that I like to take out lyrics from songs to express my feelings. For example, Taylor Swift is my favourite. Thus when I see words that I'm not familiar with, I will definitely look them up in a dictionary and they tend to stay in my mind since then. Besides, listening to English songs can help me to copy the pronunciation so I can sound more naturally in real life.
15.	R	Are there any drawbacks of using songs in English lessons?
16.	S5	Students can easily get distracted and when a song is very catchy they may keep singing it along in other lessons which cause lack of focus and hinder their learning progress in general.
17.	R	Perfect! That's the end of the interview. Thank you for your time.

Appendix 8 - Transcript of one-on-one interview (6)

Date: 6/12/2019

Setting: Telephone interview

Duration: 10 minutes

Interviewer: Fung Mei Yee (R)

Interviewees: Student 6 (S6)

Line no.	Person	Dialogue
1.	R	Thank you for your interest in participating in the follow-up interview session. Before we start our discussion, could I ask to record our conversation? The interview is to be used only for the assignment, and all information will be destroyed within 2 months.
2.	S6	Sure. No problem.
3.	R	To start with, I understand that you are a Form 6 student and your mother tongue is Chinese/Cantonese. Is that all right?
4.	S6	Yes, right.
5.	R	Okay, can you use 5 adjectives or phrases to describe how you feel when the teacher plays a song in the English lesson?
6.	S6	excited, enticing, novel, avant-garde.
7.	R	Wow, great. Do you have a habit of listening to English songs? Why or why not?
8.	S6	Yes, I listen to varieties of songs genre in different languages and English is one of the languages I listen to, also because I was raised to listen to English songs.
9.	R	Following the previous question, does your English teacher play any role in developing your habit of listening to English songs? If yes, how?
10.	S6	Not quite, but I would love them to.
11.	R	In the questionnaire Q. 27 "My English teacher should introduce more English songs during lessons." Your answer is _5_(1=strongly disagree; 5=strongly agree). Can you explain why?
12.	S6	Listening to music, or in your case, song, can inadvertently arouse some interests in students' minds, so that should interests aroused, students would become more passionate in learning English, i.e. learn the meaning of the lyrics, the colloquial phrases and the novel vocabulary.
13.	R	Can songs motivate you to learn English? Why?
14.	S6	It depends on my interest in the song and the language. If I am only intrigued by a particular song which happens to be in English, motivation to learn English would be low. On the contrary, if English

		interests me, I would consider listening more English songs to be more motivational as songs not only consists of lyrics but the culture of a language is also embedded in songs.
15.	R	Are there any drawbacks of using songs in English lessons?
16.	S6	Numerous drawbacks. (1) students with different levels interpret song differently (2) appreciation of songs/ artwork is subjective (3) using songs to teach English requires an advanced set of skills in both teachers and students
17.	R	Perfect! That's the end of the interview. Thank you for your time.

Appendix 9 - Transcript of one-on-one interview (7)

Date: 7/12/2019

Setting: Telephone interview

Duration: 10 minutes

Interviewer: Fung Mei Yee (R)

Interviewees: Student 7 (S7)

Line no.	Person	Dialogue
1.	R	Thank you for your interest in participating in the follow-up interview session. Before we start our discussion, could I ask to record our conversation? The interview is to be used only for the assignment, and all information will be destroyed within 2 months.
2.	S7	Sure. No problem.
3.	R	To start with, I understand that you are a Form 5 student and your mother tongue is Chinese/Cantonese. Is that all right?
4.	S7	Yes, right.
5.	R	Okay, can you use 5 adjectives or phrases to describe how you feel when the teacher plays a song in the English lesson?
6.	S7	Joyful, Relax, Nice, Wonderful, Jolly.
7.	R	Wow, great. Do you have a habit of listening to English songs? Why or why not?
8.	S7	Yes because listening to English songs can reduce my stress. It really makes me relax.
9.	R	Following the previous question, does your English teacher play any role in developing your habit of listening to English songs? If yes, how?
10.	S7	No.
11.	R	In the questionnaire Q. 27 "My English teacher should introduce more English songs during lessons." Your answer is _5_ (1=strongly disagree; 5=strongly agree). Can you explain why?

12.	S7	This is because I can know more English songs and I will listen it. Also I think the songs introduced from my English teacher I think is better I find the songs by my own because the reason the teacher introduces to us must be good for us. Therefore I can learn more English from the songs.
13.	R	Can songs motivate you to learn English? Why?
14.	S7	Yes, this is because if I like that songs I will search the meaning of the songs from internet.
15.	R	Are there any drawbacks of using songs in English lessons?
16.	S7	The drawback is the students maybe just only focus on the songs and don't listen to the teacher.
17.	R	Perfect! That's the end of the interview. Thank you for your time.

Appendix 10 - Transcript of one-on-one interview (8)

Date: 7/12/2019

Setting: Telephone interview

Duration: 10 minutes

Interviewer: Fung Mei Yee (R)

Interviewees: Student 8 (S8)

Line no.	Person	Dialogue
1.	R	Thank you for your interest in participating in the follow-up interview session. Before we start our discussion, could I ask to record our conversation? The interview is to be used only for the assignment, and all information will be destroyed within 2 months.
2.	S8	Sure. No problem.
3.	R	To start with, I understand that you are a Form 6 student and your mother tongue is Chinese/Cantonese. Is that all right?
4.	S8	Yes, right.
5.	R	Okay, can you use 5 adjectives or phrases to describe how you feel when the teacher plays a song in the English lesson?
6.	S8	Relax, enjoying, comfortable, informal, casual.
7.	R	Wow, great. Do you have a habit of listening to English songs? Why or why not?
8.	S8	Nope. Not because I can't understand the lyrics, but English songs in general only use simple vocabularies. Chinese songs in comparison do a better job in describing the characters' mindset or depicting the scene.
9.	R	Following the previous question, does your English teacher play any role in developing your habit of listening to English songs? If yes, how?

10.	S8	Nope. He plays English songs only in special occasions, e.g. Christmas or Easter.
11.	R	In the questionnaire Q. 27 "My English teacher should introduce more English songs during lessons." Your answer is _4_ (1=strongly disagree; 5=strongly agree). Can you explain why?
12.	S8	Learning English through songs and poems are indeed positive ways to motivate students. This also makes the class more interactive and interesting. I didn't give a 5 as I believe that learning in this way is not that sustainable. The takeaways from songs may be limited, e.g. vocabularies or poetic device. And students will gradually lose interest if the use of songs is executed as a conventional teaching instrument.
13.	R	Can songs motivate you to learn English? Why?
14.	S8	Yes to some extent. Modern English songs have a catchy beat and it's easy for students to memorise the phrases or vocabularies in it. But this is only my personal view and some of my friends pay even less attention to English songs.
15.	R	Are there any drawbacks of using songs in English lessons?
16.	S8	Similar to Q.4. Moreover, those terms are hardly applicable in formal writings. Students may incorrectly "copy and paste" those terms in written or oral examinations which is indeed a drawback in particular for senior students.
17.	R	Perfect! That's the end of the interview. Thank you for your time.

Appendix 11 - Transcript of one-on-one interview (9)

Date: 7/12/2019

Setting: Telephone interview

Duration: 10 minutes

Interviewer: Fung Mei Yee (R)

Interviewees: Student 9 (S9)

Line no.	Person	Dialogue
1.	R	Thank you for your interest in participating in the follow-up interview session. Before we start our discussion, could I ask to record our conversation? The interview is to be used only for the assignment, and all information will be destroyed within 2 months.
2.	S9	Sure. No problem.
3.	R	To start with, I understand that you are a Form 5 student and your mother tongue is Chinese/Cantonese. Is that all right?
4.	S9	Yes, right.
5.	R	Okay, can you use 5 adjectives or phrases to describe how you feel when the teacher plays a song in the English lesson?

6.	S9	It's interesting, special, excited, teacher may be lazy to teach today, relaxing.
7.	R	Wow, great. Do you have a habit of listening to English songs? Why or why not?
8.	S9	Yes, because they are good music regardless of the language.
9.	R	Following the previous question, does your English teacher play any role in developing your habit of listening to English songs? If yes, how?
10.	S9	Yes. They introduced me some old English songs and taught me how to sing them. This cultivated my interest of listening to English songs.
11.	R	In the questionnaire Q. 27 "My English teacher should introduce more English songs during lessons." Your answer is _4_(1=strongly disagree; 5=strongly agree). Can you explain why?
12.	S9	The ordinary English classes are too boring and stressful especially for F5 or F6 students who are preparing for DSE very hard. Songs are good to relieve our stress and we could also learn English from them.
13.	R	Can songs motivate you to learn English? Why?
14.	S9	Yes, because I would like to know the meaning or story of those songs I like. So, I would look up dictionary when I encounter some difficult words and I wish I could understand every single English song without looking up dictionary someday.
15.	R	Are there any drawbacks of using songs in English lessons?
16.	S9	-Giving an excuse for students not paying attention in class -class discipline may be out of control and hinder students' learning -worry about the efficiency of using songs to learn English, i.e. not much could learn from one song -the values promoted in pop music may not be appropriate for students to learn
17.	R	Perfect! That's the end of the interview. Thank you for your time.

Appendix 12 - Transcript of one-on-one interview (10)

Date: 7/12/2019

Setting: Telephone interview

Duration: 10 minutes

Interviewer: Fung Mei Yee (R)

Interviewees: Student 10 (S10)

Line no.	Person	Dialogue
1.	R	Thank you for your interest in participating in the follow-up interview session. Before we start our discussion, could I ask to record our conversation? The interview is to be used only for the assignment, and all information will be destroyed within 2 months.
2.	S10	Sure. No problem.

3.	R	To start with, I understand that you are a Form 5 student and your mother tongue is Chinese/Cantonese. Is that all right?
4.	S10	Yes, right.
5.	R	Okay, can you use 5 adjectives or phrases to describe how you feel when the teacher plays a song in the English lesson?
6.	S10	Funny, special, meaningful, rhythmic, interesting.
7.	R	Wow, great. Do you have a habit of listening to English songs? Why or why not?
8.	S10	Yes I have, because of my parents. They play English songs for me to listen since my kindergarten.
9.	R	Following the previous question, does your English teacher play any role in developing your habit of listening to English songs? If yes, how?
10.	S10	Um...I think it's yes, but mainly relate to my parents mostly. I think if English teacher play English songs nearly every lesson, it can help me develop my habit of listening to English songs.
11.	R	In the questionnaire Q. 27 "My English teacher should introduce more English songs during lessons." Your answer is _4_(1=strongly disagree; 5=strongly agree). Can you explain why?
12.	S10	Because I like listening to English songs, I want to know more good songs and different types of songs.
13.	R	Can songs motivate you to learn English? Why?
14.	S10	Yes, because I think this method is more interesting than reading English articles or writing.
15.	R	Are there any drawbacks of using songs in English lessons?
16.	S10	Maybe not most of the students like to listen to English songs, so they may not pay attention to the lyrics.
17.	R	Perfect! That's the end of the interview. Thank you for your time.

Appendix 13 - Transcript of one-on-one interview (11)

Date: 7/12/2019

Setting: Telephone interview

Duration: 10 minutes

Interviewer: Fung Mei Yee (R)

Interviewees: Student 11 (S11)

Line no.	Person	Dialogue
1.	R	Thank you for your interest in participating in the follow-up interview session. Before we start our discussion, could I ask to record our

		conversation? The interview is to be used only for the assignment, and all information will be destroyed within 2 months.
2.	S11	Sure. No problem.
3.	R	To start with, I understand that you are a Form 5 student and your mother tongue is Chinese/Cantonese. Is that all right?
4.	S11	Yes, right.
5.	R	Okay, can you use 5 adjectives or phrases to describe how you feel when the teacher plays a song in the English lesson?
6.	S11	Relaxing, meaningful, enjoyable, fantastic, interesting.
7.	R	Wow, great. Do you have a habit of listening to English songs? Why or why not?
8.	S11	Yes, this is because the melodies and lyrics are good to hear.
9.	R	Following the previous question, does your English teacher play any role in developing your habit of listening to English songs? If yes, how?
10.	S11	Yes, I can get more chances of listening to new songs and find out that they are great, like some old songs of Westlife.
11.	R	In the questionnaire Q. 27 "My English teacher should introduce more English songs during lessons." Your answer is _4_(1=strongly disagree; 5=strongly agree). Can you explain why?
12.	S11	4, because it can be more interesting to hear songs within long lessons, much less boring than just listening to teachers' instructions.
13.	R	Can songs motivate you to learn English? Why?
14.	S11	It can, in some extent. Learn some interesting phrasal verbs and idioms.
15.	R	Are there any drawbacks of using songs in English lessons?
16.	S11	Maybe it would draw students' attention from listening to teachers later.
17.	R	Perfect! That's the end of the interview. Thank you for your time.

Appendix 14 - Transcript of one-on-one interview (12)

Date: 7/12/2019

Setting: Telephone interview

Duration: 10 minutes

Interviewer: Fung Mei Yee (R)

Interviewees: Student 12 (S12)

Line no.	Person	Dialogue
1.	R	Thank you for your interest in participating in the follow-up interview session. Before we start our discussion, could I ask to record our conversation? The interview is to be used only for the assignment, and all information will be destroyed within 2 months.
2.	S12	Sure. No problem.
3.	R	To start with, I understand that you are a Form 6 student and your mother tongue is Chinese/Cantonese. Is that all right?
4.	S12	Yes, right.
5.	R	Okay, can you use 5 adjectives or phrases to describe how you feel when the teacher plays a song in the English lesson?
6.	S12	Enjoyable, Fun, Improves concentration, Interactive, Authentic.
7.	R	Wow, great. Do you have a habit of listening to English songs? Why or why not?
8.	S12	Yes, I do. Because it's a fun and easy way to self-study English on my own.
9.	R	Following the previous question, does your English teacher play any role in developing your habit of listening to English songs? If yes, how?
10.	S12	No...
11.	R	In the questionnaire Q. 27 "My English teacher should introduce more English songs during lessons." Your answer is _4_ (1=strongly disagree; 5=strongly agree). Can you explain why?
12.	S12	It's a less boring way to learn English. It also can help improve reading, listening and pronunciation skills at the same time. That can help me learn more vocabularies.
13.	R	Can songs motivate you to learn English? Why?
14.	S12	Yes, I will sing along while I am listening to the songs I like, to imitate the accent of the singer. I can acquire the language and apply it into everyday conversation. I can also improve fluency.
15.	R	Are there any drawbacks of using songs in English lessons?
16.	S12	Some songs may contain foul language, and maybe wrong sentence structures?
17.	R	Perfect! That's the end of the interview. Thank you for your time.

Appendix 15 - Transcript of one-on-one interview (13)

Date: 7/12/2019

Setting: Telephone interview

Duration: 10 minutes

Interviewer: Fung Mei Yee (R)

Interviewees: Student 13 (S13)

Line no.	Person	Dialogue
1.	R	Thank you for your interest in participating in the follow-up interview session. Before we start our discussion, could I ask to record our conversation? The interview is to be used only for the assignment, and all information will be destroyed within 2 months.
2.	S13	Sure. No problem.
3.	R	To start with, I understand that you are a Form 5 student and your mother tongue is Chinese/Cantonese. Is that all right?
4.	S13	Yes, right.
5.	R	Okay, can you use 5 adjectives or phrases to describe how you feel when the teacher plays a song in the English lesson?
6.	S13	Engaging, enjoyable, relaxing, enthusiastic, vigorous.
7.	R	Wow, great. Do you have a habit of listening to English songs? Why or why not?
8.	S13	Yes, because I like the timbre and the style of some English songs.
9.	R	Following the previous question, does your English teacher play any role in developing your habit of listening to English songs? If yes, how?
10.	S13	No.
11.	R	In the questionnaire Q. 27 "My English teacher should introduce more English songs during lessons." Your answer is _4_(1=strongly disagree; 5=strongly agree). Can you explain why?
12.	S13	This is because students can immerse themselves in the lesson easily and songs can arouse students' interest.
13.	R	Can songs motivate you to learn English? Why?
14.	S13	Apparently yes, because I can learn more vocabulary and learn pronunciation, e.g. American accents.
15.	R	Are there any drawbacks of using songs in English lessons?

16.	S13	Actually, there is no drawbacks.
17.	R	Perfect! That's the end of the interview. Thank you for your time.

Appendix 16 - Transcript of one-on-one interview (14)

Date: 7/12/2019

Setting: Telephone interview

Duration: 10 minutes

Interviewer: Fung Mei Yee (R)

Interviewees: Student 14 (S14)

Line no.	Person	Dialogue
1.	R	Thank you for your interest in participating in the follow-up interview session. Before we start our discussion, could I ask to record our conversation? The interview is to be used only for the assignment, and all information will be destroyed within 2 months.
2.	S14	Sure. No problem.
3.	R	To start with, I understand that you are a Form 6 student and your mother tongue is Chinese/Cantonese. Is that all right?
4.	S14	Yes, right.
5.	R	Okay, can you use 5 adjectives or phrases to describe how you feel when the teacher plays a song in the English lesson?
6.	S14	Impatient / bored / amused / refreshing / confused.
7.	R	Wow, great. Do you have a habit of listening to English songs? Why or why not?
8.	S14	No, I do not. I am not interested in English songs.
9.	R	Following the previous question, does your English teacher play any role in developing your habit of listening to English songs? If yes, how?
10.	S14	My English teacher does not play songs very often probably because there is no time. When she does, we are only using songs for listening exercises. It does not make me want to listen to English songs because it reminds me of work.
11.	R	In the questionnaire Q. 27 "My English teacher should introduce more English songs during lessons." Your answer is _2_ (1=strongly disagree; 5=strongly agree). Can you explain why?
12.	S14	2 – If my teacher introduces more English songs, we won't have time for other things. I like watching videos a lot better than listening to songs. But I think some students who prefer songs will disagree. I think it is a matter of preference.
13.	R	Can songs motivate you to learn English? Why?

14.	S14	They can help me learn English when used in class materials, but they don't necessarily motivate me. As I said, it is a matter of preference and English songs just are not my cup of tea.
15.	R	Are there any drawbacks of using songs in English lessons?
16.	S14	They take up time for other things without achieving so much. They sometimes use words that are very difficult, and we have to guess what they mean. Because songs are sung, the music also gets in the way and makes listening difficult as well.
17.	R	Perfect! That's the end of the interview. Thank you for your time.

Appendix 17 - Transcript of one-on-one interview (15)

Date: 7/12/2019

Setting: Telephone interview

Duration: 10 minutes

Interviewer: Fung Mei Yee (R)

Interviewees: Student 15 (S15)

Line no.	Person	Dialogue
1.	R	Thank you for your interest in participating in the follow-up interview session. Before we start our discussion, could I ask to record our conversation? The interview is to be used only for the assignment, and all information will be destroyed within 2 months.
2.	S15	Sure. No problem.
3.	R	To start with, I understand that you are a Form 6 student and your mother tongue is Chinese/Cantonese. Is that all right?
4.	S15	Yes, right.
5.	R	Okay, can you use 5 adjectives or phrases to describe how you feel when the teacher plays a song in the English lesson?
6.	S15	Fun, less boring, out of the box, easy, relaxing.
7.	R	Wow, great. Do you have a habit of listening to English songs? Why or why not?
8.	S15	Yes, I found English songs to be more diverse in terms of song genres compared to Cantonese songs.
9.	R	Following the previous question, does your English teacher play any role in developing your habit of listening to English songs? If yes, how?
10.	S15	No.
11.	R	In the questionnaire Q. 27 "My English teacher should introduce more English songs during lessons." Your answer is <u>2</u> (1=strongly disagree; 5=strongly agree). Can you explain why?

12.	S15	We all have different tastes in songs. I think when teachers introduce English songs in lessons, it's difficult to cater all students' preferences and arouse their interest to learn English through songs. I've had experience where teacher chose a song from her generation and we didn't even know much about the singer.
13.	R	Can songs motivate you to learn English? Why?
14.	S15	In some ways, yes. But in my opinion, it all starts with having motivation to learn English in the first place. Listening to English songs that students like helps to be more exposed to the language.
15.	R	Are there any drawbacks of using songs in English lessons?
16.	S15	First, improper use of grammar/ sentence structures/ vocabulary. Second, informal use of English. The lyrics in songs are often composed in a colloquial way, like how native English speakers communicate. It may help with students' listening and speaking but some phrases are not formal and suitable for formal writings.
17.	R	Perfect! That's the end of the interview. Thank you for your time.