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Incorporating songs in the EFL classroom to discuss mental health. What are the effects on students' engagement and perceptions when songs are incorporated in first-Baccalaureate EFL speaking lessons addressing emotional competence?

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“Music is the soul of language.”

- Max Heindel (1865 – 1919)

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ABSTRACT

Not only do songs play a pivotal role throughout people's lives, but also in the EFL classrooms for a myriad of years. This master's dissertation aims to analyze the effects on students' engagement and perceptions when songs are incorporated to discuss mental health in first-Baccalaureate EFL speaking lessons addressing emotional competence. In order to conduct the research, the implementation of two different lessons, the former one without songs and the latter one with songs, were analyzed. This study focused on analyzing and comparing students' engagement and perceptions in both lessons to prove and justify in a practical way what researchers have previously claimed: songs can have multiple benefits in the EFL classroom. Participants in this study were more engaged in the musical lesson according to the descriptive rating scale created for this research, as well as the participants also perceived that higher engagement as can be observed in their questionnaires after the sessions attended.

Keywords: Songs, Engagement, Students' Perceptions, Emotional Competence, Descriptive Rating Scale, Questionnaires.

RESUMEN

Las canciones no solo juegan un importante papel a lo largo de la vida de las personas, sino que también en la enseñanza del inglés como lengua extranjera durante muchos años. Este trabajo final de Máster tiene como objetivo analizar los efectos que tiene incorporar canciones, a la hora de hablar sobre la salud mental, en la motivación de los estudiantes y las percepciones de estos en una clase de *speaking* de primero de Bachillerato dirigida a la competencia emocional. Para poder llevar a cabo la investigación, se han analizado la implementación de dos sesiones diferentes: una primera sesión donde no había música y una última sesión donde se analizaban y disfrutaban las canciones. Este estudio está enfocado en analizar y comparar la motivación de los estudiantes y sus percepciones de ambas sesiones con la intención de probar y justificar de una forma práctica aquello que otros investigadores ya han afirmado: las canciones pueden tener múltiples beneficios en la enseñanza del inglés como lengua extranjera. Los participantes en este estudio mostraron una mayor motivación en la sesión musical según los resultados obtenidos de la escala de calificación descriptiva creada para esta. Además, estos participantes también percibieron esa mejoría en su motivación según los cuestionarios contestados.

Palabras Clave: Música, Canciones, Motivación, Percepciones de los Estudiantes, Escala de Calificación Descriptiva, Cuestionarios.

Table of Content

1	INTRODUCTION	8
1.1	Objectives and research questions	9
2	THEORETICAL FRAMEWORK	10
2.1	Music in the EFL classroom	11
2.2	Pop songs in the EFL classroom.....	12
2.3	Songs and the emotional competence	13
2.4	Engagement in the EFL classroom	14
3	RESEARCH METHODOLOGY	15
3.1	Methodological approach	15
3.2	Ethical issues.....	16
3.3	Context of data collection	17
3.4	Participants.....	18
3.5	Data collection tools and procedures	19
3.6	Data analysis and Interpretation.....	22
4	RESULTS	23
4.1	Quantitative results.	24
4.1.1	Students' engagement according to DRS1 and DRS2.....	24
4.1.2	Students' perceptions about their own engagement	26
4.1.3	Students' perceptions about incorporation of songs.....	28
4.2	Qualitative results	30
5	DISCUSSION	31
5.1	How do students engage and perceive engagement in speaking activities addressing emotional competence in LNS?.....	32
5.2	How do students engage and perceive both engagement and songs in speaking activities addressing emotional competence in LWS?	33
5.3	Are there any differences in terms of students' engagement and perceptions between LNS and LWS in the EFL classroom, both addressing emotional competence? 34	
6	CONCLUSIONS	36

7	FURTHER RESERACH SUGGESTION	37
8	FINAL PERSONAL REFLECTIONS	37
9	REFERENCES	39
10	APPENDICES	45
10.1	Appendix 1 – Engagement rating scale	45
10.2	Appendix 2 – Questionnaire 1	47
10.3	Appendix 3 – Questionnaire 2	50
10.4	Appendix 4- Interview	53
10.5	Appendix 5 - Access to the PowerPoints created for the sessions.....	57
10.5.1	Link to see LNS’s PowerPoint:	57
10.5.2	Link to see LWS’s PowerPoint:	57
10.6	Appendix 6 – Information and consent forms	57
10.6.1	Information displayed to students in the first session (LNS)	57
10.6.2	Consent form given to students in Questionnaire 1	58
10.6.3	Consent form given to students in Questionnaire 2.....	58
10.6.4	Consent form given in the interview	59
10.7	Appendix 7 –Wilcoxon Signed-Ranks Tests	59
10.7.1	Wilcoxon Signed-Ranks Test: DRS1 and DRS2.....	59
10.7.2	Wilcoxon Signed-Ranks Test: Q1 and Q2.....	61
10.8	Appendix 8 – Examples of students’ answers without translation	63

Table of Figures

Figure 1.	Diagram of study's triangulation design.....	15
Figure 2.	Summary of the study’s methodological approaches.....	16
Figure 3.	Summary of the research tools designed for the study.....	21
Figure 4.	Data collection procedure.....	22
Figure 5.	Dara analysis methods.....	23

Table of Graphics

Graphic 1. Students' liking for music.....	28
Graphic 2. Students' liking for pop songs.	28
Graphic 3. Having more songs in the EFL classroom.	28
Graphic 4. Songs and the use of the L2.	28
Graphic 5. Students' choosing songs.....	28
Graphic 6. EFL teachers' frequency of using songs.	28
Graphic 7. Repetitive in the use of songs in the EFL classroom.	29
Graphic 8. The use of songs and being focused.	29
Graphic 9. The use of songs and the use of English.....	29
Graphic 10. The use of songs and engagement.	29
Graphic 11. The use of songs and anxiety.....	29
Graphic 12. Incorporating songs in the same way.....	29
Graphic 13. Songs to discuss mental health.	29

Table of Tables

Table 1. Students' engagement results according to DRS1 and DRS2.....	24
Table 2. Engagement assessed items - class average.....	25
Table 3. Students' perceptions towards their own engagement.	26
Table 4. Students' perceptions towards their engagement - class average.....	27
Table 5. Table summarizing students' average marks on engagement and perceptions.....	27
Table 6: Table collecting students' opinions under codes.	31

1 INTRODUCTION

This master's dissertation aims to analyze the effects of music on students' engagement and their perceptions towards it and songs when they are incorporated in first-Baccalaureate EFL speaking lessons addressing emotional competence. To carry out this investigation, students will attend two different types of speaking lessons: one speaking lesson in which students will be discussing the topic chosen without songs being played (LNS), and one speaking lesson in which students will be talking about the topic by listening to songs related to the topic and analyzing their lyrics and video clip (LWS). The topic in both LNS and LWS is mental health, one of the sustainable development goals of the UN 2030 Agenda. According to WHO¹ (2020), "half of all mental health conditions start by 14 years of age, but most cases are undetected and untreated". Thus, it is pivotal to raise mental health awareness in schools to teach our students to detect any possible cases of mental illnesses in the classroom. The consequences of not addressing this topic, and therefore not detecting cases, can limit our students' opportunities "to lead fulfilling lives" (WHO, 2020).

EFL is considered one of the most important subjects in the Spanish curriculum (Torras-Vila, 2016). Nonetheless, the CIS² (2016) indicates that 59.8 % of the Spanish adults had claimed that they were not able to communicate in English, be it oral or written, although 64.2 % of the surveyed ones stated that learning a foreign language is of the uttermost importance nowadays. One of the possible reasons for this high percentage of the population unable to communicate in English could be disengagement, which is one of the main problems in our educational system. Related to this, Andreas Schleicher affirmed in an interview that success in education can only be achieved when students are highly engaged (Valle et al., 2006).

According to Fonseca and Toscano (2012), music is one of the areas of interest present in all stages in life. Thereafter, it stands to reason that music has a prominent role in plenty of our life activities. Because of its near ubiquity, using music, and therefore songs, in the EFL

¹ World Health Organisation

² Centro de Investigaciones Sociológicas

classrooms should be no exception. Although there seems to be a lack of musical resources in the EFL classrooms and music tends to be incorporated as a mere fun, research claims that the incorporation of songs in the foreign language curricula has undeniably numerous advantages (Casals & Suárez, 2011; Degrave, 2019; Engh, 2013; Lee, 2009).

It is undeniable that English teachers are constantly implementing new classroom practices to enhance students' engagement, get secondary-school students to participate in the EFL classrooms, and meet their needs. Participants in this particular study assured in informal talks with the researcher not to be engaged in the EFL as the content and the activities in class were repetitive. As songs can be used as authentic communicative performances (Guevara & Ordoñez, 2012), and students' engagement and participation in the EFL classroom can be encouraged through songs that may enable students to freely express their opinions and feelings (Palacios & Chapetón, 2014), there are strong reasons to think that music facilitates students' engagement in the EFL speaking lessons, and this study aims to shed some light on this.

1.1 Objectives and research questions

The main aim of this master's dissertation is to see if students' engagement and perceptions in the EFL speaking lessons may differ due to the incorporation of songs. The results of this study can be potentially useful for any teacher to tackle their students' lack of engagement and understand students' perceptions to a higher degree.

As a consequence of comparing LNS and LWS, the following research questions will address and evaluate the implementation:

1. How do students engage and perceive engagement in speaking activities addressing emotional competence in LNS?
2. How do students engage and perceive both engagement and songs in speaking activities addressing emotional competence in LWS?
3. Are there any differences in terms of students' engagement and perceptions between LNS and LWS in the EFL classroom, both addressing emotional competence?

Research questions in this study aim to analyze students' engagement and perceptions in both lessons (LNS and LWS) in order to compare the results obtained and prove that songs have a positive impact on students' engagement and perceptions.

On the basis of the theoretical framework presented and the analysis of data, this study seeks to demonstrate that songs enhance students' engagement, and signal possible paths for future implementation.

2 THEORETICAL FRAMEWORK

The use of music and songs in the EFL classroom is not new as it is commonly believed that it has numerous benefits for language learners, and it plays a significant role in culture and communication by adding meaning to people's lives (Abbott, 2002). Not only do music and language share their evolution origin (Brown, 2001, as cited in Fonseca & Toscano, 2012), but also striking similarities (Fonseca-Mora, Toscano-Fuentes & Wermke, 2011, as cited in Fonseca & Toscano, 2012). Although most foreign language teachers are positive about the incorporation of music in their classes (Degrave, 2019; Abbott, 2002), teachers tend to incorporate songs without being aware of a solid theoretical framework supporting that choice of activity (Engh, 2013). Thereafter, some teachers and, consequently students, may feel unable to argue in favor of using music in the EFL classroom, and music simply becomes a mere fun activity without any pedagogical implications. Nonetheless, songs are a "proper educational tool and highly advisable to be used" (Fonseca & Toscano, 2012, p.209). Music can enrich lessons, making them an unforgettable and pleasing event (Abbott, 2002).

Torras-Vila (2021) and Casals and Viladot (2011) address a reality: there are endless possibilities in the use of music in the EFL classroom that can help teachers to work in interdisciplinary ways. "Despite an organization of the curriculum where these subjects are considered separately, it is necessary to overcome the temptation to work on them in isolation" in order to achieve holistic education (Viladot & Casals, 2018, p.38).

2.1 Music in the EFL classroom

In 1864, the French scientist Paul Pierre Broca identified the Broca's area, which is a region in the left hemisphere of the human brain linked to speech production. Years later, researchers found that musical syntax occurs in exactly the same area (Lems, 2018). Not surprisingly, there are examples in literature that argue that music and language share relationships at neurological levels. Music and language share a number of striking commonalities, such as being exclusively human abilities and acquired by children without explicit instruction (Roberts, 2012). These connections between music and language have encouraged educators and researchers to promote the use of music and songs in the classroom (Engh, 2013). For instance, music had been used with the Audiolingual Method in language classrooms to reduce boredom among students (Bartle, 1962; Kanel, 2000, as cited in Engh, 2013), and with the Suggestopedia methodology, in which classical music is played as background music for students to relax while learning a language (Lems, 2018). However, pedagogical material using songs experienced a sudden rise in demand by language-learning teachers when Communicative Language Teaching (CLT) and Task-Based Learning (TBL) approaches became more universal (Griffiee, 2010, as cited in Engh, 2013).

Literature assures that music offers special benefits for foreign-language learning and teaching as music and language are strongly connected. According to Degrave (2019), Engh (2013), Fonseca and Toscano (2012), Torras-Vila (2021), Griffiee (1992), Lems (2005), and Abbott (2002), music can be beneficial for both linguistic and non-linguistic aspects: improvement in different language skills, distinguishment of new sounds and intonation patterns in a new language, memory and vocabulary acquisition, reduction of foreign language anxiety, increase in confidence, bridge gaps between the 'formal' learning and the 'informal' experience, high engagement by students, a motivational tool for communicating emotions, historical and social-cultural context to the language, and, last but not least, the promotion of a lively classroom atmosphere enhancing a sense of community developing both social and affective factors. According to scholars, and related to this master's dissertation, the incorporation of music seems

to highly engage English learners to express their feelings and emotions in a more secure atmosphere. Therefore, the incorporation of music in speaking activities is proven to be a productive and highly advisable educational tool that may help teachers to design non-threatening activities (Casals & Suárez, 2011; Degrave, 2019; Duarte et al., 2012; Lee, 2009; Fonseca & Toscano, 2012). As Engh (2013) remarks, “music and language not only can, but should be studied together.” (p.121)

2.2 Pop songs in the EFL classroom

Murphey (1984) assures that pop music can be a proper educational material as it generally plays a big role during adolescence. Pop songs are an “important form of socio-cultural communication which greatly affect their behavior” as they are more intensively sensitive (Murphey, 1984, p.18). Murphey suggests that English teachers are “multisubject” teachers who do not have to strictly stick to a curriculum but adapt, innovate, improvise, and channel students’ motivation. Furthermore, in a later article, Murphey and Alber (1985) indicate that pop songs lead listeners to “a type of pseudo-dialogue or conversation” (p. 794) due to the “I” pronoun. In pop songs, the “I” becomes “I the listener”, giving the impression that the singer’s words are the listener’s (p. 795). One of this study’s aims of using pop songs in the EFL classroom was that students could closely identify with the aforementioned “pseudo-dialogue” so that they would be eager to express their opinions, ideas, concerns, and feelings. Additionally, it sought to provide them with plenty of opportunities to connect the English they learn in classroom settings with the real-world English by going beyond the traditional practices, such as using the textbook. Consequently, pop songs could be an engaging educational material that may affect students’ behavior, and lead them to having conversations about the song’s topics, with which they may feel identified (Murphey, 1984; Murphey & Alber, 1985).

2.3 Songs and the emotional competence

Since Salovey and Mayer exposed their emotional intelligence theory in 1990, it has been observed the vital need to educate the emotional intelligence (EI) of new generations to pursue the full development of our students' personalities. Consequently, emotional education models and the inclusion of emotional competence in the Spanish curriculum have been proposed (Sala & Abarca, 2001). Emotional competence helps our students to process, understand, and successfully handle their emotions so that they can adopt a more positive attitude in life and in class, as well as being able to self-engage themselves to a higher degree (Miniland, 2019). Emotions can influence the learning process as those learning experiences related to a strong emotion are better reinforced and consequently remembered (Sala & Abarca, 2001). De Andrés (2005) states that the emotional understanding among teenagers is complex, so schools should raise awareness of emotional development, and should provide enough educational tools to treat emotions from the beginning. Music can be one of these tools.

Since we are born, or even before, music is present in our lives and it has the capacity to cause emotional responses in human beings (Soria-Urios et al., 2011). According to Bernal and Gil (2019), music, and therefore songs, can influence the emotional development of human beings since music can modify our behavior and brain function. Therefore, music and songs can be a powerful educational tool as incorporating them in the classrooms has different advantages in our emotional intelligence, such as the creation of emotional ties that enhance classroom interaction, self-esteem reinforcement, and creativity development. Thereafter, music can facilitate good management of emotions while helping students express themselves in a comfortable way (Palacios & Chapetón, 2014). Listening to some music genres is often tied to happiness and relaxation; therefore, music activities can “excite, move, and soothe learners in the language classroom.” (Abbott, 2002, p.10)

2.4 Engagement in the EFL classroom

The definition of engagement is complex although it has become a studied feature of foreign-language learning, and it is considered crucial to achieving successful language learning. However, engagement could be broadly defined as “the ways in which, and the extent to which, students are committed to or involved in school, and represents daily interactions between students and their learning contexts” (Capella et al., 2013, p.367). Highly-engaged students are students who “stay in school longer, learn more, feel better about themselves, and continue their education after high school” (Skinner & Belmont, 1993, p. 571). Nevertheless, as portrayed in some books (Burkett, 2002; Pope, 2002, as cited in Skinner & Belmont, 1993), students tend to consider school, and foreign-language classes, as boring or a grading game, in which they invest little effort. Thereby, one of the main challenges English teachers face in their daily classes is to sustain students’ engagement in creative ways. Fortunately, music and songs can provide teachers with rich and authentic material to promote student engagement in the EFL classroom.

The multifaceted nature of engagement is extensively reflected in research literature, in which engagement is usually divided into different theoretical dimensions. Some scholars argue for two dimensions: behavioral and emotional (Skinner & Belmont, 1993), and other scholars argue for three dimensions: behavioral, emotional, and cognitive (Fredricks et al., 2004). This research mainly focused on behavioral engagement, which encompasses students’ positive or disruptive behaviors in class, and class participation in the lessons in terms of students’ concentration, attention, asking questions to the teacher, and contributions (whether the teacher asks the students to participate or they participate voluntarily) (Fredricks et al., 2004; Skinner & Belmont, 1993; Suarez-Orozco et al., 2009).

3 RESEARCH METHODOLOGY

3.1 Methodological approach

This study is a mixed methods research that gathers data from a descriptive rating scale regarding participants' engagement (quantitative data) and students' questionnaires (both qualitative and quantitative data) to gain better insight into behavioral engagement and student's perceptions towards it. According to Johnson et al. (2007), "mixed methods research [...] combines elements of qualitative and quantitative research approaches [...] for the broad purposes of breadth and depth of understanding and corroboration" (p. 123). This study uses a triangulation design (Creswell & Plano Clark's, 2007), in which the data sources help to expand and strengthen a further understanding and perspective on how students' engagement and perceptions of the EFL speaking lessons may vary in front of the incorporation of songs. According to Morse (1991, p.122), triangulation design is a well-known approach "to obtain different, but commentary data on the same topic to best understand the research problem."

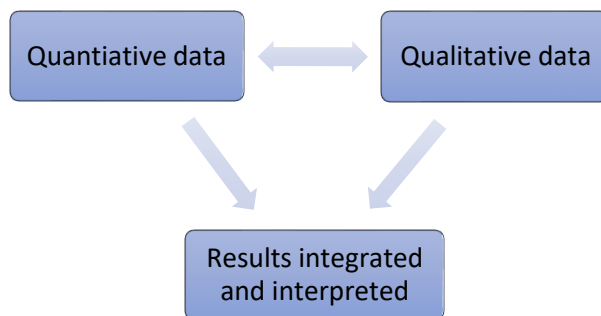


Figure 1. Diagram of study's triangulation design.

Furthermore, this study is also an action research study as the researcher herself was in charge of implementing both lessons in the class. The researcher sought to find out "a quest for knowledge about how to improve" (Ferrance, 2000, p.2) in her practices in the future as "research and reflection allow teachers to grow and gain confidence in their work" (Ferrance, 2000, p.14). Moreover, the researcher aimed to tackle one of the major problems in education nowadays: disengagement (see Introduction for more details). The incorporation of songs in this study helped

the researcher change her instructions and strategies to impact the students and, thus, taste their engagement.

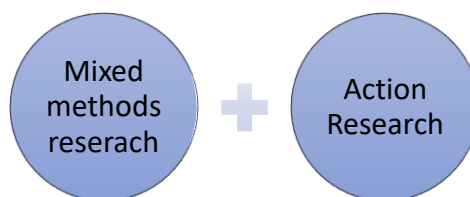


Figure 2. Summary of the study's methodological approaches.

3.2 Ethical issues

Data has been collected by the researcher, Laura (the students' main teacher), and Sonia (a trainee teacher), although none of the names stated in this study is real as they have been changed so as not to disclose any name.

Owing to the ethical nature of the research, the headteacher of the school had to sign an authorization at the very start of the internship that allowed the researcher to collect and record data. The respondents and the participants have been informed about the study details before the study implementation, and they have been given assurance about anonymity and confidentiality, which they all accepted, in order to “maximize protection of participants' identities and maintaining the value and integrity of the data” (Saunders et al., 2015, p.617). Anonymization is vital in this study as not only were participants under legal age (see 3.4 for further details), but they also shared sensitive and personal information throughout the implementation. With this in mind, this study keeps participants' identities hidden by changing their names to pseudonyms (e.g., teacher Laura, Student 1...) and the names of anyone else they mention, as well as particular identifying details. The data obtained from this study is only shared for academic purposes.

Before attending the very first session (LNS), the researcher explained the study characteristics to the participants (see Appendix 6 to see what the researcher displayed). Then, students were fully informed of the procedure, and they agreed to voluntarily participate.

Furthermore, consent forms were given to the participants and respondents. Before answering the questionnaires, students had to agree on the consent form presented in order to move forward. Moreover, the interview was only possible after the main teacher, Laura, agreed on the consent form presented orally (see Appendix 6 to see consent forms).

3.3 Context of data collection

This research was carried out with a sample of 22 first-year-of-Baccalaureate students from a public secondary school in one of the wealthiest neighborhoods in Barcelona, where the researcher had the opportunity to do the master's internship.

According to the Educational Plan of the Center (PEC), this public school currently offers three Baccalaureate specializations (performing arts, social-humanistic, and scientific-technological) as well as CFGM and CFGS (acronyms for Low- and High-Level Education Cycles in Spanish) in the field of informatics and communication. Moreover, the European Baccalaureate will be soon implemented, improving and growing its educational provisions.

The school also attaches great importance to foreign-language learning, for which different languages are taught (English, French, German, and Italian). Although English is a compulsory subject, all the other languages are optional subjects. The school also facilitates students the necessary preparation to obtain official language certificates, but one of the outstanding features of the center is its exchange and stays aboard programs in which students have the opportunity to visit foreign countries every year.

The school has a total number of 1,523 students; albeit, the ratio of students in speaking classes (one hour per week) is low so as to give all the students individualized feedback and greater opportunities to interact and improve their English. Furthermore, thanks to a joint collaboration between English teachers and teachers of other subjects, students learn different subjects (P.E., History, etc.) in English (CLIL). Consequently, a students' exposure to the English language is significant, meaning that their language acquisition is faster.

The researcher decided to implement two sessions addressing emotional competence because, as presented in section 3.2, it is an important competence to work on in education. As already stated in section 1, mental health is an important topic to be presented in EFL classrooms as talking about it could enhance our students' life quality. In order to discuss about the topic in both sessions that lasted one hour each, the researcher created two PowerPoints, one for LNS and another one for LWS, with different activities which aimed students to participated during the class (see Appendix 5 to access the PowerPoints). Activities were different (class discussion, using Mentimeter...), but they all involved speaking by interacting with both the researcher and peers.

3.4 Participants

Participants in this study were 22 students (13 females and 8 males) between 16-17 years of age in their 1st year of scientific Baccalaureate in Catalonia. Although the class itself consists of a total number of 29 students enrolled in the course, there were students missing in both sessions for and, therefore, their engagement and perceptions cannot be analyzed nor compared as they could not attend one of the mandatory sessions in this study. Moreover, it is imperative to mention that none of the participants suffered from a mental illness that could have created an anxious classroom atmosphere, and their engagement and perceptions may have been biased. According to the interview carried out with the Laura (see Appendix 4), the participants did not have any song activity during the academic year 2020-2021. Most of them, according to the data gathered in the first questionnaire handed out to the participants (see Appendix 2), seem to like participating in the EFL speaking classrooms (68.2%), although the majority of them have also claimed to find the EFL speaking lessons boring (59.1%).

Questionnaire 1 (see Appendix 2) shows that 52.9% of the participants have reported to be extrovert. However, 23.8% of the participants claimed to be shy. Nonetheless, the 23.3% remaining stated that how they are depends on the situation, which may vary depending on the speaking session or the teacher. A teacher has to provide a balance that suit both introvert and extrovert students, and recognize their needs. Condon and Ruth-Sahd (2013) stated that 'it is

difficult for educators to discern whether they [*educators*] are reaching such students [*introvert students*] or whether they are engaged or bored.” (p. 503). Shy students may differ from more extrovert ones in different points, such as classroom behavior or preferences in activities (Condon & Ruth-Sahd, 2013). “Participating in full-class discussions tends to be unpleasant” for introvert students, having a negative impact on their engagement in the lessons created for this study (Condon & Ruth-Sahd, 2013, p. 507). Also, not only can shyness and introversion “inhibit social interaction”, but also “lower self-esteem”, leading to possible “depression and anxiety” (Condon & Ruth-Sahd, 2013, p. 503), and consequently, emotional competence plays an important role in such situations.

3.5 Data collection tools and procedures

The two sessions created were implemented on different dates. While the first session (LNS) was implemented on the 9th of March, the second one (LWS) was implemented on the 6th of April. Sessions were distant in time with the aim of not interfering with each other, and students not remembering the previous session. Thereby, students were believed to be more objective with each of the sessions and with their perceptions.

To shed light on the aforementioned research questions in section 1.1, different tools have been designed for the data collection to ensure validity as the use of “multiple sources lead to a fuller understanding of the phenomena.” (Bogdan & Biklen, 2006, p. 115-116)

1. A **descriptive rating scale** from 4 (very good) to 1 (poor) (see Appendix 1) evaluates the quality of students’ engagement in the study in both sessions (**DRS1 and DRS2**) from an objective point of view. The rating scale has been designed integrating the criteria of Skinner and Belmont (1993), Fredricks et al. (2004), and the researcher herself in relation to behavioral engagement. This tool also incorporates the use of the second language (L2) in the sessions to see whether the engagement can be related to it. The same rubric was used during both sessions, and both the main teacher, Laura, and the trainee teacher, Sonia, were in charge of assessing students’ engagement according to in situ observation. Taherdoost (2016) states that rating scales “evaluate a person [...] along a continuum or

in a category.” (p.2) Scales are often designed to investigate and measure respondents’ attitudes (Fauvelle, 2002); thereafter, a rating scale in this study helped to evaluate the quality of students’ engagement during the lessons attended.

2. **Questionnaire 1 (Q1)** with both open- and close- questions (see Appendix 2), created and distributed through Google Forms, was handed to the participants to build a brief student’s profile and learn about their perceptions regarding their own engagement after the first session (LNS), the use of the L2, and the emotional competence. Questionnaires are a famous source of data collection as they are easy to elaborate on and highly adaptable to give answers to the research questions related to students’ perceptions. As this study aims to seek “opinions and perspectives of a small number of respondents” (Gray, 2004, p.187), a semi-structured questionnaire seemed to be an appropriate research tool to collect a standardized analysis of students’ perceptions of their engagement, as well as the possibility of revealing new aspects. Canga-Alonso & Rubio-Goitia stated that “learners’ opinions are a reliable source [...] since nobody could have a more objective awareness of what one learns -or how they learn than the learners themselves.” (2016, p.136) Students were asked to answer this questionnaire 10-15 minutes before finishing the class (T1), so they had enough time to answer it in class. Allowing the participants to answer the questionnaire in class seemed the most convenient situation as they could ask any question to the researcher regarding it as well as the researcher could help those students having technical problems to complete the questionnaire.

3. **Questionnaire 2 (Q2)** with both open- and close- questions (see Appendix 3), created and distributed through Google Forms, was handed to the participants to learn about their perceptions regarding their own engagement after the second sessions (LNS), the incorporation of the L2, and how they perceived the incorporation of songs in the EFL classroom. Students were asked to answer this questionnaire 10-15 minutes before finishing the class (T2), so they had enough time to answer it in class.

Leaving aside the aforementioned tools, a one- to-one semi-structured interview with open questions with the students' main teacher, Laura, was carried out. Although the interview itself did not help in answering the study's research questions, the researcher thought that the interview with the participants' teacher would be convenient to explore her opinions, perceptions, and feeling about the process. The interview gave a general view of how the students' principal teacher attending the sessions perceived classroom engagement when songs were incorporated, as well as providing background information about her thoughts regarding songs and the emotional competence. Interviews are “a powerful tool for eliciting rich data on people's views” (Gray, 2004, p.213), that enabled the researcher to “develop insights on how subjects interpret some piece of the world” (Bogdan & Biklen, 2006, p. 103). This interview, although not answering the research questions in the study and therefore not being a research tool as such, helped “to approach [...] questions from a different angle.” (Mason, 2002, p. 66)

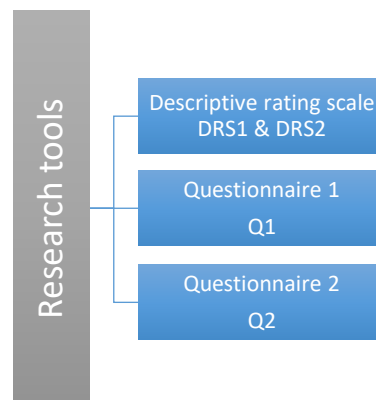


Figure 3. Summary of the research tools designed for the study.

The first data collection process took place on the 9th of March, with the implementation of the first session (LNS), and the last data collection process took place on the 6th of April, with the implementation of the second session (LWS). The process included two distinguishable phases. Thus, the data analysed were gathered at two different times:

- **Time 1 (T1):** 9th of March. In T1, participants attended the LNS in which mental health and addictions were explained. Two data sets were collected: engagement rating scale from the first session (DRS1) and the first semi-structured questionnaire (Q1).

- **Time 2 (T2):** 6th of April. Participants attended the LWS regarding suicide and eating disorders. In T2, two data sets were collected: engagement rating scale from the second session (DRS2) and the second semi-structured questionnaire (Q2).

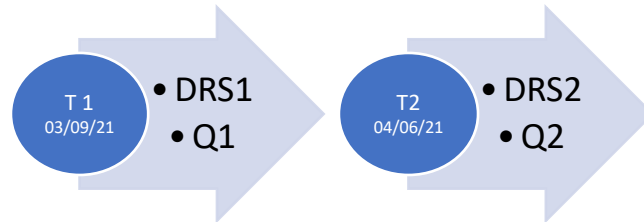


Figure 4. Data collection procedure.

3.6 Data analysis and Interpretation

With the aim of gaining insights from the data gathered, this study used different approaches for data analysis.

The quantitative data in this study included the descriptive rating scale (DRS1 and DRS2), and closed-ended questions from Q1 and Q2. In order to analyze quantitative data, a descriptive statistic using mean (average) was used to determine the tendency of students' engagement and perceptions of their engagement in isolation. Descriptive statistics was an ideal method in this study as it “is a method of data analysis that is often useful when research is based on small sample [...]” (UK Dissertation Writers, 2021). Therefore, the analysis helped in describing “what is or the data shows” as it is “used to describe the basic feature of the data” (Trochim, 2021) Nonetheless, an inferential statistic was also imperative to depict the relationship between the incorporation of songs and engagement and, consequently, “reach conclusions that extend beyond the immediate data alone” (Trochim, 2021) This quantitative analysis was carried out in an Excel Form and SPSS³, and it will be presented through an interpretative analysis in the section below.

As it can be seen in Appendix 1, it is worth highlighting that the descriptive rating scale assessed students' engagement from 1 to 4 according to the criteria defined. On the other hand,

³ SPSS is short Statistical Package for the Social Science and it is used for complex statistical data analysis.

participants had multiple questions (according to the criteria defined by the rating scale) in the questionnaires handed out that assessed the same items rather than a general item to be assessed. Thus, with the purpose of comparing the data obtained from the questionnaires to the one obtained from the scale, an average of the questions from the questionnaire was made according to the main items established in the rating scale. Thereafter, the numbers obtained in students' perceptions can be decimals.

The qualitative data included textual data in written form coming from open-ended questions in Q1 and Q2, and it was analyzed through content analysis (inductive coding), which is a process of process of "labeling and organizing your qualitative data to identify themes" (Medelyan, 2020). "Coding helps to reduce data" in qualitative analysis, and the data is therefore "easier to interpret" (Medelyan, 2020).

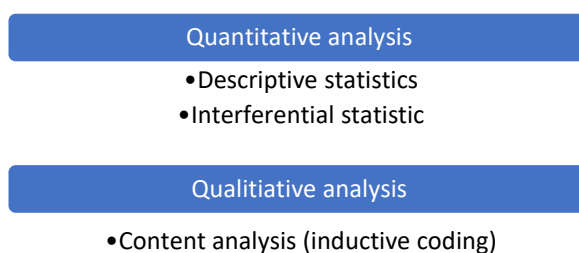


Figure 5. *Dara analysis methods.*

4 RESULTS

This study sought to discover how students' engagement and perceptions were in each session so as to compare them to see the benefits of incorporating songs. The results obtained were classified in two sections: quantitative and qualitative results. However, main themes emerged from the analysis of the data of these two different results. Quantitative data is divided into student's engagement, students' perceptions towards their own engagement and the incorporation of songs. On the other hand, qualitative data is divided into: what students liked the most about the lessons, choosing their favourite lesson and the reasons for such a choice, and the benefits of incorporating songs in the EFL classroom.

4.1 Quantitative results.

4.1.1 Students' engagement according to DRS1 and DRS2

The following table gathers the data collected in T1 and T2 using DRS1 and DRS2 regarding students' engagement and the use of the L2. This table displays the marks given by the teachers to each of the student attending the sessions of the different items assessed in the descriptive rating scale in order to see whether there were any important changes between LNS (variables 1) and LWS (variables 2) in terms of engagement. The numbers represent the marks given from 1 to 4 to the students' engagement according to teachers' criteria following the DRS in both lessons. According to the data collected and displayed in the table below, higher marks were given to the students in the LWS (2), showing an important enhancement in the items assessed when songs were introduced. For instance, Student-01's mark for Behavior 1 was a 3 out of 4, but a 4 out of 4 in Behavior 2.

Students	Behavior 1**	Behavior 2	Body Language 1	Body Language 2	Attention 1	Attention 2	Interaction with the teacher 1	Interaction with the teacher 2	Interaction with peers 1	Interaction with peers 2	Interaction with content 1	Interaction with content 2	L2 Use 1	L2 Use 2
S-01	3*	4	2	4	2	3	2	2	2	4	3	4	2	3
S-02	4	4	4	4	3	4	2	2	2	4	2	4	2	3
S-03	3	4	3	3	1	2	2	2	2	2	1	1	2	3
S-04	1	3	1	3	2	3	1	3	1	4	2	4	2	3
S-05	4	4	4	4	3	4	2	3	4	4	4	4	2	3
S-06	3	4	3	4	2	2	2	2	2	3	1	1	1	3
S-07	4	4	2	3	1	3	1	1	1	2	1	2	1	1
S-08	4	4	2	3	4	4	3	4	3	4	3	4	2	4
S-09	4	4	2	3	3	3	1	3	1	3	2	2	2	3
S-10	4	4	3	4	3	4	3	3	3	3	4	4	2	4
S-11	4	4	4	4	4	4	3	4	3	3	4	4	4	4
S-12	4	4	4	4	2	2	2	2	2	2	2	2	2	2
S-13	3	3	2	3	4	4	3	4	4	4	3	4	1	2
S-14	3	4	4	4	4	4	4	4	4	4	4	4	3	4
S-15	4	4	4	4	3	3	2	3	2	4	3	3	2	2
S-16	4	4	4	4	3	4	3	4	3	4	3	4	2	3
S-17	4	4	4	4	4	4	4	4	3	4	4	4	3	4
S-18	2	4	2	3	2	3	1	2	3	3	2	2	1	3
S-19	4	4	4	4	3	4	2	3	3	3	2	2	2	3
S-20	4	4	4	4	2	3	2	3	2	2	1	2	2	3
S-21	4	4	4	4	3	4	2	4	3	4	4	4	2	3
S-22	3	4	3	3	3	4	4	4	3	4	3	4	2	4

Table 1. Students' engagement results according to DRS1 and DRS2.

* Numbers 1 to 4 were used to assess students' engagement in the sessions (see Appendix 1 for better understanding)

** Numbers 1 and 2 in this first row refers to the sessions. Number 1 makes reference to the first session attended (LNS), and number 2 makes reference to the second one (LWS).

The following table displays the average marks obtained by the whole class of the assessed items from DRS1 and DRS2 regarding students' engagement and the use of the L2. The average marks ease the readability of the results above presented as they show a general interpretation of students' engagement in each lesson in a simpler way. As aforementioned, average marks below presented also show an important enhancement in the LWS (2) in all the items assessed regarding students' engagement. Therefore, the class as a whole improved its engagement when songs were incorporated.

Behavior 1*	Behavior 2	Body Language 1	Body Language 2	Attention 1	Attention 2	Interaction with the teacher 1	Interaction with the teacher 2	Interaction with peers 1	Interaction with peers 2	Interaction with content 1	Interaction with content 2	L2 Use 1	L2 Use 2
3,5	3,9	3,1	3,6	2,8	3,4	2,3	3	2,5	3,4	2,6	3,1	2	3

Table 2. Engagement assessed items - class average.

* Numbers 1 and 2 in this first row refers to the sessions. Number 1 makes reference to the first session attended (LNS), and number 2 makes reference to the second one (LWS).

4.1.2 Students' perceptions about their own engagement

The following table gathers the data collected in T1 and T2 using Q1 and Q2 regarding students' perceptions towards their own engagement and the use of the L2 in relation to the DRS. This table displays the average marks students gave themselves regarding the different items assessed in the descriptive rating scale after each session in order to see whether there were any important changes between LNS (variables 1) and LWS (variables 2) in terms of students' perceptions towards engagement. The numbers represent each student's average mark obtained from students' answers in the Q1 and Q2. According to the data collected and displayed in the table below, students gave themselves higher marks in the LWS (2), showing that the students also perceived an important enhancement in the variables assessed when songs were introduced in their classroom. For instance, Student-01's average mark for Behavior 1 was a 3,4 out of 4, but a 4 out of 4 in Behavior 2.

Students	Behaviour 1**	Behaviour 2	Body Language 1	Body Language 2	Attention 1	Attention 2	Intentraction with the teacher 1	Interaction with the teacher 2	Interaction with peers 1	Interaction with peers 2	Interaction with content 1	Interaction with content 2	L2 Use 1	L2 Use 2
S-01	3,4*	4	2,5	3,5	2,5	4	3	3,6	2,6	3,6	3	4	2	3
S-02	3,8	3,8	2,5	3	3	3	2,3	3	3	3,6	2,5	3,5	2	3
S-03	3	3,2	3	2,5	3	2	2	1,6	3	3	2	2,5	2	3
S-04	3,4	3,4	3	3	4	4	3,3	3	3	3	3	3	3	3
S-05	3,4	3,6	3,5	4	3	4	3	3,3	3,6	4	3	4	2	3
S-06	3,4	3,6	3,5	4	4	4	2,6	3,3	2	4	2	4	2	3
S-07	3	3,6	2,5	3	2	4	2	3	2	3	2	3	2	3
S-08	3,8	3,8	3	3	4	4	3,3	4	3,3	4	3	4	3	4
S-09	3,8	3,8	3,5	3	4	4	2,6	3	3,6	3,6	3	3	3	3
S-10	3,2	3,6	3	4	3	4	2,6	3	2,6	2,3	3,5	3,5	2	4
S-11	3,6	3,6	2,5	3	3,5	3,5	2,6	3,3	2	3	3	4	2	3
S-12	4	4	4	4	4	4	3,3	4	4	4	4	4	4	4
S-13	3,4	3,6	2	2,5	2	3,5	3,6	3,6	3,6	3,3	3,5	3,5	3	3
S-14	4	4	4	4	3,5	4	3,6	3,6	3	3,6	3,5	4	3	3
S-15	3,8	3,8	3	3,5	3	2	1,6	3,3	2,6	3	3	3	2	3
S-16	4	4	4	4	4	4	2,3	2	2,6	4	2,5	3	3	4
S-17	4	4	4	4	4	4	3	4	3	3,6	3	4	3	3
S-18	3	3,6	2	3,5	3	3,5	1,3	2	2	3,6	3	3	2	3
S-19	4	4	4	4	3	4	3	4	3	4	3	4	2	3
S-20	3,6	4	3,5	4	3,5	4	2,3	4	3,6	3,6	3	4	4	3
S-21	3,8	3,8	3,5	4	4	4	2	3,6	4	4	3	4	2	3
S-22	3,4	3,6	2	4	2	4	3,6	3,6	3,6	3,3	3,5	3,5	2	3

Table 3. Students' perceptions towards their own engagement.

* Numbers 1 to 4 is the average of the students' perceptions towards their own engagement.

** Numbers 1 and 2 in this first row refers to the sessions. Number 1 makes reference to the LNS, and number 2 makes reference to the LWS.

Table 4 displays the average marks obtained by the whole class of the assessed items regarding students' engagement and the use of the L2 according to the participants' perceptions in Q1 and Q2. The average marks ease the readability of the results above presented as they show a general interpretation of students' perceptions towards their engagement in each lesson in a simpler way. As aforementioned, average marks below presented also show how students perceived an important enhancement in the LWS (2) in all the items assessed regarding engagement when songs were incorporated.

Behavior 1*	Behavior 2	Body Language 1	Body Language 2	Attention 1	Attention 2	Interaction with the teacher 1	Interaction with the teacher 2	Interaction with peers 1	Interaction with peers 2	Interaction with content 1	Interaction with content 2	L2 Use 1	L2 Use 2
3,6	3,7	3,1	3,5	3,3	3,7	2,7	3,3	2,9	3,5	2,9	3,6	2,5	3,2

Table 4. Students' perceptions towards their engagement - class average.

* Numbers 1 and 2 in this first row refers to the sessions. Number 1 makes reference to LNS, and number 2 makes reference to the LWS.

In order to prove that the data collected is statistically significant in these related samples, Wilcoxon Signed-Ranks Tests were needed to demonstrate that engagement was enhanced by the incorporation of songs rather than by a random chance. Wilcoxon Signed-Ranks Tests in this study indicate that all means obtained from the items assessed in T2 were statistically significantly higher than the ones in T1 (see Appendix 7 to see the tests generated by SPSS). Therefore, these tests statistically demonstrate that the incorporation of songs is the variable that enhances students' engagement and perceptions.

The following table displays the average group mark of students' engagement in T1 and T2 according to DRS1 and DRS2 (blue) and the students' perceptions average mark of their engagement in T1 and T2 according to Q1 and Q2 (green). Both students' engagement and perceptions towards it were significantly enhanced in T2.

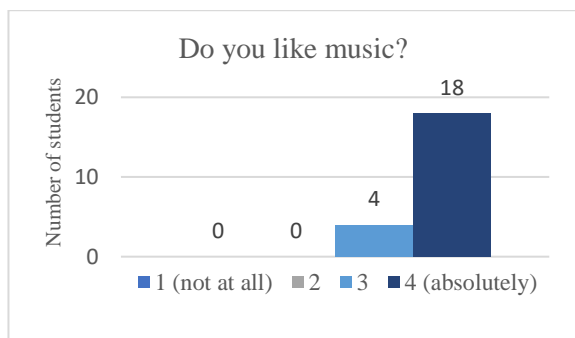
Students' engagement 1* (average)	Students' engagement 2 (average)	Students' engagement perceptions 1 (average)	Students' engagement perceptions 2 (average)
2,5	3,3	3	3,5

Table 5. Table summarizing students' average marks on engagement and perceptions

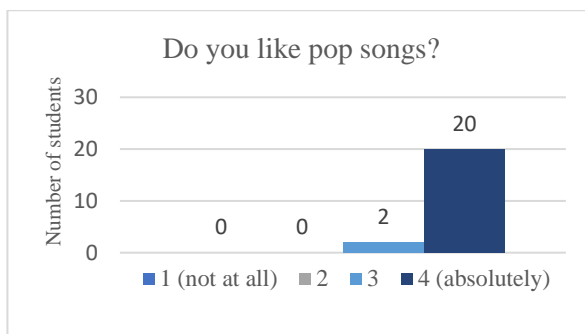
* Numbers 1 and 2 in this first row refers to the sessions. Number 1 makes reference to the LNS, and number 2 makes reference to the LWS.

4.1.3 Students' perceptions about incorporation of songs

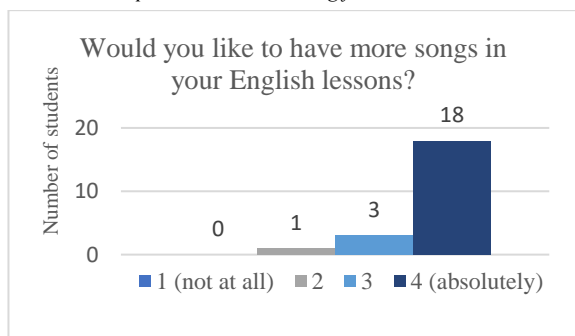
The following graphics gather the data collected in T2 using Q2 regarding participants' perceptions towards the incorporation of songs in the EFL classroom. The vast majority of the participants have a positive view towards music in general and the incorporation of pop songs in their EFL classrooms. Generally, participants are aware of the main benefits of introducing songs (less anxiety, more engagement, more participations...), although they also pointed out that choosing the songs to be played themselves would be a factor worth considering in further lessons. Moreover, students seem to agree on the fact that English teachers do not take enough advantage of music in the EFL classrooms as much as they could even though students are eager to have more songs played in their classroom.



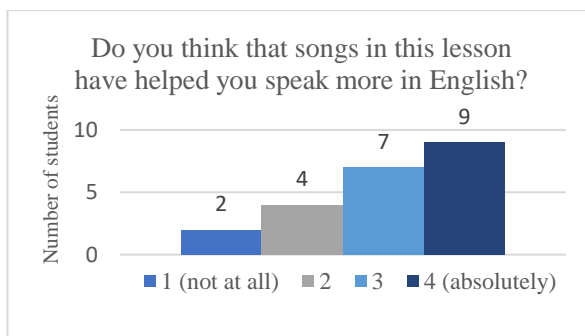
Graphic 1. Students' liking for music.



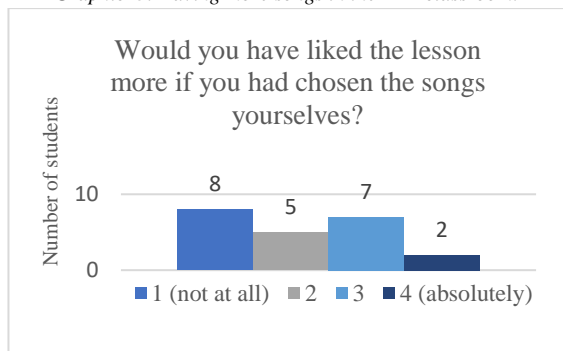
Graphic 2. Students' liking for pop songs.



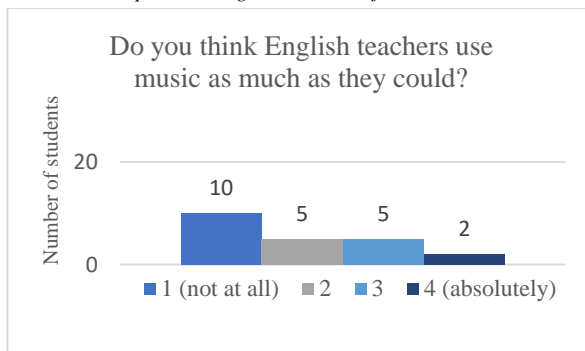
Graphic 3. Having more songs in the EFL classroom.



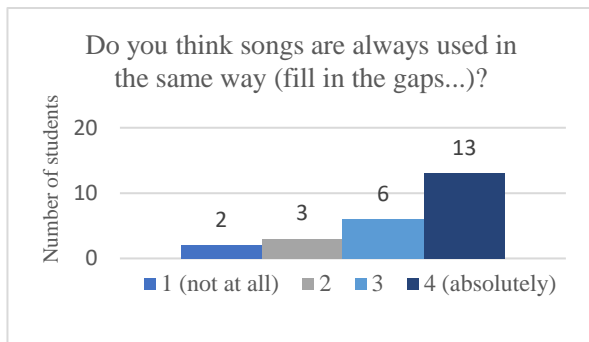
Graphic 4. Songs and the use of the L2.



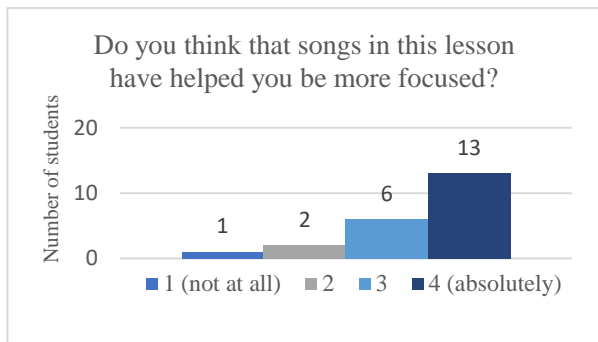
Graphic 5. Students' choosing songs.



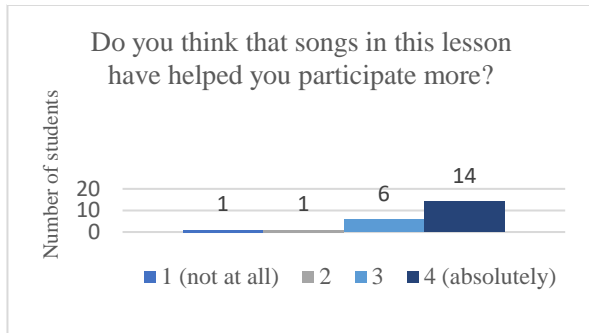
Graphic 6. EFL teachers' frequency of using songs.



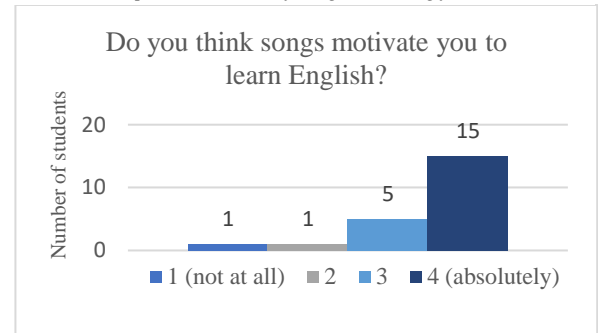
Graphic 7. Repetitive in the use of songs in the EFL classroom.



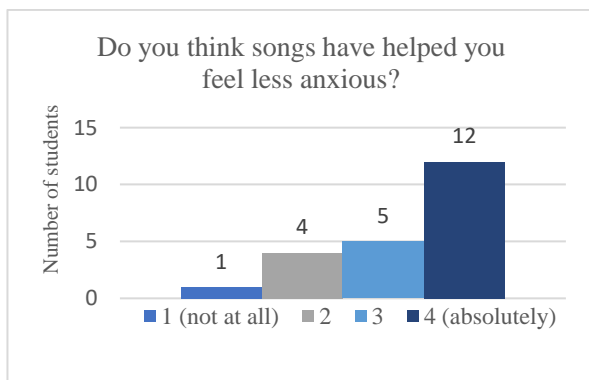
Graphic 8. The use of songs and being focused.



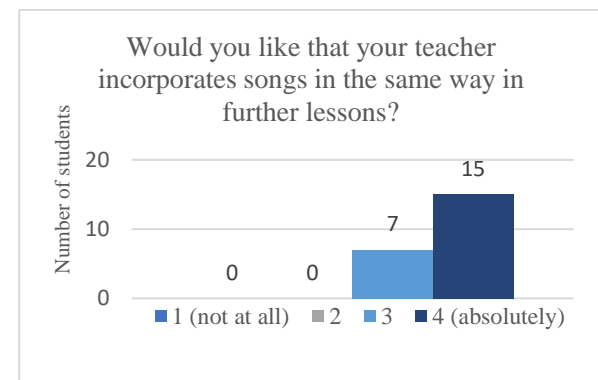
Graphic 9. The use of songs and the use of English.



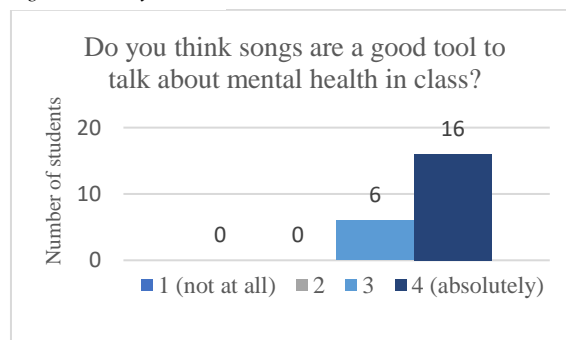
Graphic 10. The use of songs and engagement.



Graphic 11. The use of songs and anxiety.



Graphic 12. Incorporating songs in the same way.



Graphic 13. Songs to discuss mental health.

4.2 Qualitative results

Qualitative results in this study helped in understanding the data obtained through the quantitative analysis to a greater extent. Qualitative data enabled the researcher to see whether songs were both: an engaging factor but also a subject of students' interest.

The following table shows what students liked the most about both lessons, as well as choosing one of them as their favorite. Last but not least, the table also gathers the reasons why students consider music a beneficial tool.

Question	Code	Example extracted from the students	Frequency
What did you like the most about the lesson (LSN)?	The topic	<i>"I liked that we talked about addictions and celebrities"</i> <i>"To talk about important mental health is"</i>	9
	The teacher	<i>"The way she is presenting"</i> <i>"How she explains"</i>	5
	Sharing opinions	<i>"We shared opinions without being afraid of what to say"</i> <i>"Talk openly about this hard topic"</i>	4
	Entertainment	<i>"The class was entertained"</i> <i>"The class was so interesting and entertaining"</i>	4
What did you like the most about the lesson (LWN)?	The topic	<i>"The topic and the way of talking about it with music"</i> <i>"Learning about eating disorders. I see I learned something"</i>	5
	Songs	<i>"The songs part!"</i> <i>"Analyzing and talking about songs"</i>	11
	The teacher	<i>"The confidence of the teacher explaining her story"</i> <i>"The sincerity of the teacher"</i>	4
	Entertainment	<i>"I found the class really interesting and entertaining"</i>	2
Which lesson did you like the most? Why?	The first one (topic)	<i>"Because we talk about addictions that I have"</i> <i>"It was more relax"</i>	2
	The second one (songs)	<i>"Because when you listen to songs, sometimes you don't realize what the songs is about and some of them tell very interesting stories"</i> <i>"Because songs allow us to be more expressive"</i>	9
	The second one (Interaction)	<i>"Because it was more interactive"</i>	2
	The second one (topic)	<i>"Because I'm now interested to know more about the topic"</i>	7
	The second one (interesting)	<i>"It has been more interesting"</i>	2
Why do you think music in English lessons could be beneficial? Explain	Learning	<i>"Songs help you to learn new vocabulary"</i> <i>"We can improve our listening skills"</i> <i>"We can explain the conditionals with the song 'If I were a boy'"</i> <i>"To learn how to pronounce"</i>	10

why (you can write in Catalan/ Spanish) ⁴	Mood	<i>“Music is really special to me. Music could improve my mood”</i> <i>“Music could relax us in class”</i> <i>“It can stop my sappy and sleepy mood”</i>	5
	Engagement	<i>“Teenagers love music, so we would be more engaged in class”</i> <i>“Songs would make us arrive to class more engaged as they are usually boring”</i>	3
	Feelings	<i>“Music has the power to connect people emotionally”</i> <i>“I remember anything connected to emotions more”</i>	2
	Focusing	<i>“It can help us to be more focused on the lesson”</i> <i>“Songs help me to be more focused”</i>	2

Table 6: Table collecting students' opinions under codes.

Although students' answers are varied, most of the students agreed on the topic and the songs played as the best things from the lessons, demonstrating that songs and emotional competence are advantageous in the EFL classroom. Furthermore, the vast majority of the participants claimed that the LWS was their favorite lesson owing to the incorporation of songs. Nonetheless, even though the fact that students are aware of how beneficial music is in the EFL classroom, the majority of them are only aware of the most researched and cognitive benefits such as learning vocabulary or improving their listening skills. Non-cognitive benefits should be therefore emphasized so they are fully aware of songs' potential.

5 DISCUSSION

In light of the data presented in the previous section, and after analyzing both the quantitative and qualitative data, it is possible to answer the aforementioned research questions presented. In order to do so, this section is divided into three parts, each of them corresponding to each of the research questions.

⁴ Some students' answers were in Catalan and Spanish, so they have been translated into English in order to keep readability. To see real examples of real answers, see Appendix 8.

5.1 How do students engage and perceive engagement in speaking activities addressing emotional competence in LNS?

The means obtained from the DRS1 show that students were quite engaged in the first lesson (2,5 out of 4 as can be seen in Table 5) despite the fact that they had previously claimed that most of them (59,1%) found their speaking lessons uninteresting. This engagement could be justified by different reasons.

When students were asked to state what they had liked the most about the LNS, 40,9% of them claimed that what they had enjoyed the most was the topic itself (see section 4.2). As mentioned in the theoretical framework (see section 2.3), discussing a topic addressing emotional competence can have multiple benefits among students, and engagement is one of them (Miniland, 2019). According to the interview with the students' main teacher (see Appendix 4), emotional competence seems not to be properly handled in high schools owing to teachers' lack of resources and tools. Nonetheless, the teacher also stated that she did not think that emotional competence could enhance students' engagement or learning skills. Therefore, teachers should be carefully taught about the importance of this competence and the possible benefits this competence could bring to their lessons in order to exploit its full potential. Discussing a stigmatized and touching topic such as mental health helped students share their opinions freely, creating vivid classroom discussions. Classroom discussions are extremely beneficial in the EFL classroom as participating in them interest and engage students as well as they enhance the use of the language of the discipline. (Weimer, 2011) Therefore, according to the participants, the topic chosen for the lesson was significantly engaging and should be therefore discussed in the EFL setting.

Not only could the topic be a key factor in their high engagement, but having a new and different teacher in charge of the class could also be one of the possible reasons according to students' answers (see section 4.2). Johnson (2018) states multiple benefits of having new teachers in classrooms. He states that new teachers have innovative ideas and perspectives that

help to identify gaps that more experienced teachers are unable to see while they still have energy reserves that allow them to connect and inspire students to a higher degree.

Secondly, knowing students' perceptions towards their own engagement can be a powerful tool for teachers as students can consequently develop "critical self-awareness" and be involved in their "process of learning and development." (Parker, 2005, p.11). Moreover, asking students about their perceptions can "promote active engagement with learning" and "better understanding of content", to name but a few (Leach, 2012, p.139). According to students' perceptions, students overvalued their own engagement (3,3 out of 4) if compared to the average mark given by DRS1. Nevertheless, the vast majority of the students were rather objective with their own engagement.

5.2 How do students engage and perceive both engagement and songs in speaking activities addressing emotional competence in LWS?

The means obtained from the DRS2 show that students were highly engaged in the second lesson (3 out of 4 as can be seen in Table 5). This high engagement could be justified by the incorporation of songs, which was the distinguishable factor between the LNW and the LWS.

Although 22,7% of the participants claimed that what they liked the most about the lesson was the topic, the topic of the second lesson was the same one as the first lesson: mental health. Therefore, the topic chosen to be discussed in the sessions was not a surprise anymore, and students were therefore used to the topic by the second session. However, students' affirmations about their liking for the topic even in the second session highlight the importance of incorporating both the topic and the emotional competence in the EFL lessons if engagement is about to be achieved in the EFL setting. Choosing topics students are interested in keeps students engaged and active in the classroom. On the other hand, 18,18% of the students pointed out "the teacher" as the thing they liked the most about the lesson. However, as happened with the topic, the teacher was the same one as in session one, and, therefore, the teacher was not a surprising factor to be taken into consideration when analyzing students' engagement in this session. What

was new in the second session was the incorporation of songs, and 50% of the students stated that such incorporation was what they liked the most, enhancing students' engagement.

Students' perceptions show that they also perceived the enhancement in their own engagement in the session. However, as happened with the perceptions in the previous sessions, students overvalued their own engagement (3,5 out of 4) if compared to the average mark given by DRS2. Nevertheless, students were rather objective with their own engagement.

5.3 Are there any differences in terms of students' engagement and perceptions between LNS and LWS in the EFL classroom, both addressing emotional competence?

According to the data presented in section 4, there are remarkable differences in both students' engagement and perceptions if the lesson with no songs is compared to the one with songs.

Engagement according to the descriptive rating scales and students' perceptions was higher in the LWS if compared to the LNS. Each of the items assessed regarding behavioral engagement was higher in the second session (see Tables 2 and 4). Furthermore, it is pivotal to highlight that not only did the engagement variables show improvement, but also the frequency of the L2 use in the classroom raised. Although there are multiple advantages of using the L1 in the EFL classroom (Atkinson, 1987; Auerbach, 1993; Benson, 2004; Mart, 2013), one of the major challenges of EFL teachers is to make students produce enough output in the L2, which is an indispensable factor according to Swain's Output Theory. As many scholars claimed, "speaking in English as much as possible would contribute to the students' linguistic development" and should be thereafter any teacher's target (Mori, 2004, p. 227).

The data analyzed shows how, as mentioned in the literature review, songs are such a powerful teaching tool as they made students more engaged in the EFL classroom, solving one of the most important and worrying problems in our current educational system: disengagement (Abbott, 2002; Engh, 2013; Degrave, 2019; Fonseca & Toscano, 2012; Griffée; 1992, Lems, 2005). Although teachers ought to be especially careful with the selection of the teaching

materials used in the classroom, songs were a beneficial tool in this study and consequently advisable to be used in EFL classrooms (Fonseca & Toscano, 2012). Students' personalities are usually different and therefore their taste in music could be opposite; however, 90,9% of the participants assured that they absolutely like pop songs, reinforcing Murphey's and Murphey and Albert's theories (1984; 1985) about the advantageous use of this genre in the EFL classroom.

Students were very positive about the benefits of songs in their EFL classroom, and the 81,8% of the participants would absolutely like to have more songs in their lessons as 45,5% of them thought that EFL teachers do not use songs as much as they could. Not only do EFL teachers avoid incorporating songs in their lessons, but they also seem to absolutely use songs in the same way (filling the gaps, for instance) according to 59% of the participants. Students are aware of the multiple benefits that incorporating songs could bring to their learning experience. 45,5% of the participants in this study claimed that songs help them in different language skills, such as listening or grammar reinforcement (Engh, 2013; Degrave, 2019). 22,7% of the participants stated that songs in the EFL classroom enhance their mood (Abbott, 2001; Bernal & Gil, 2019), and taking into account Sala & Abarca's perceptions about students remembering classes (2001), the study's participants are more likely to remember the lesson and the content due to the incorporation of songs, enhancing the learning process. On the other hand, it is paramount to highlight that almost 45% of the students would have liked the lessons more if they had chosen the songs themselves. Students' interests matter and they should be always taking into a count should teachers seek for high engagement in their classes. Nevertheless, despite of students' positive attitudes towards music, the students' main teacher seems to be reluctant to use them justifying students' age as a problematic factor. Also, although almost 91% of the participants chose the LWS as their favorite one, the main teacher though that the first one was more engaging due the its dynamism and visual activities. Therefore, the teacher's beliefs have a big impact on the classroom materials and activities even though students' perspectives seem to be completely opposite to the teacher's ones. Knowing students' perceptions and believes may help the teaching community in the creation of new and more engaging materials.

6 CONCLUSIONS

This study comes to an end with some interesting conclusions to be shared with the teaching community.

First and foremost, students' behavioral engagement and perceptions towards it can significantly enhance when songs are incorporated to discuss a topic addressing emotional competence. Although teachers may seem positive about the incorporation of songs, there is still missing strong theoretical framework that helps the teaching community to overcome some stereotypes: songs are not only for young learners and they are not mere fun activities to break the monotony. "Music activities can supplement more traditional grammar-based teaching methods by providing opportunities for language learning in a pleasurable environment" (Abbott, 2002, p.16). Thus, language and music together can help in achieving more holistic education and lower the percentage of Spanish people unable to communicate in English as students will be able to make a satisfactory connection between learning and entertainment. Not only do students make such a connection, but also the teachers as music "can help make teaching more enjoyable by bringing us closer to our students and, more importantly, closer to ourselves" (Brown, 1998, p.68).

Secondly, the frequency of the L2 seems to increase when songs are incorporated in the EFL classroom. Students using the L2 in the classroom is an arduous challenge, and songs enable to raise the frequency of its use and should therefore be taken into consideration when designing any pedagogical activity.

Last but not least, finding topics that interest students should be a must for any foreign-language teachers. Topics addressing emotional competence such as mental health seem to interest teenage students who are seeking to express their concerns and goals within the community. Therefore, emotional competence should be broadly treated in our EFL classrooms in order to prevent our students from emotional disorders which may prevent them from successfully achieving their goals.

7 FURTHER RESERACH SUGGESTION

This study was limited to one particular group and context. Therefore, it would be undoubtedly interesting to test the same research questions with different groups in order to test this study's validity to a greater extent.

Secondly, as the participants were between 16 and 17 years old, it would be interesting to choose participants with higher or lower age rate to see if age could be an important factor to be taken into account when songs are about to be incorporated in the EFL classroom. Although there is a wide literature in terms of music used with primary-school students, there is still a lack of literature that supports the choice of songs with teenagers of adult learners. Moreover, a particular aspect that has not been considered is gender differences, and there could be further research on the topic taking into account this variable.

This study has also paved the way for a further research and that is of why students' perceptions are different to the teachers' ones. Knowing how perceptions may differ between each other may help in creating different pedagogical materials and more objective assessment tools to get students involve in the learning process.

8 FINAL PERSONAL REFLECTIONS

After this research, teaching could be seen from a very different perspective.

The researcher has been able to implement two sessions of a topic that highly motivate her as she unfortunately experienced a mental illness herself. Having the opportunity to talk about that stigmatized topic with the help of songs had been an absolute privilege. This study has shown the researcher and the teaching community that students' emotions and interests ought to be taken into account if holistic education is to be achieved. Furthermore, listening to students carefully and knowing their needs is the key to engaging them and let them learn English in a more meaningful and realistic context. This, along with the Master, has convinced the researcher that a new way of teaching our beloved students is not only possible but urgently needed.

This research was a marvelous opportunity to investigate more on different tools that could help in permanently improving the teaching competence as well as acquiring a specific theoretical background that will help in defending any decision with wise arguments. However, not only does this paper help the researcher herself but also for any teacher seeking a creative and artistic way of engaging their students in different and innovative topics in the EFL settings. “The digital revolution has profoundly changed teaching practices around the world, and access to music is one of the benefits of that revolution” (Lems, 2016, p.2). Thus, teachers ought to take advantage of this revolution and include some digital platforms that provide access to songs from artists all over the world.

To conclude, as regards the use of songs in the EFL classroom, it is crystal clear that music is such a powerful tool for engaging students, although there are several factors that should be taken into account, such as the topic being worked on, students’ interests or the songs played. Nonetheless, the researcher of this study will be eager to incorporate songs in her future classes and continue finding new ways of engaging students to learn the language outside the classroom setting.

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10 APPENDICES

10.1 Appendix 1 – Engagement rating scale

NAME AND SURNAME	VERY GOOD 4	GOOD 3	FAIR 2	POOR 1
Behavior	<ul style="list-style-type: none"> - Shows respectful behavior towards the topic without being asked. - Shows respectful behavior towards classmates' opinions without being asked. - Obeys the classroom rules without being asked. - Does not use the phone without being asked unless the teacher gives him/her permission to do so. - Rises his/her hand to participate and waits patiently to be given the floor. 	<ul style="list-style-type: none"> - Generally shows respectful behavior towards the topic, but the teacher needs to remind it (laughing, shaking head to show disapproval...) - Generally shows respectful behavior towards classmates' opinions, but the teacher needs to remind it (laughing, shaking head to show disapproval...) - Generally obeys classroom rules - Uses the phone a few times without permission (1-3 times). - Tends to follow the instructions, but needs to be reminded (1-3 times). - Generally rises his/her hand to participate, but sometimes participates without permission (1-3 times) 	<ul style="list-style-type: none"> - Only shows respectful behavior towards the topic when the teacher asks for it (laughing, shaking head to show disapproval...) - Only shows respectful behavior towards classmates' opinions when the teacher asks for it (laughing, shaking head to show disapproval...) - Only obey classroom rules when being asked to do so. - Only stop using the phone when the teacher asks to do so - Only follows the instructions when the teacher asks for it. - Only raise his/her hand when the teacher asks to do so. 	<ul style="list-style-type: none"> - Shows disrespectful behavior towards the topic and classmates' opinions all the time (laughing, shaking head to show disapproval...). - Does not obey any classroom rule. - Uses the phone all the time. - Does not follow the instructions given. - Does not rise his/her hand to participate.
Body Language	<ul style="list-style-type: none"> - Properly sits all the time (straight back, eyes fixed forward...) - Keeps eye contact all the time with the person talking (teacher or classmate) and the presentation. 	<ul style="list-style-type: none"> - Generally sits properly, but the teacher has to remind it. - Generally keeps eye contact with the person talking (teacher or classmates) and the presentation, but 	<ul style="list-style-type: none"> - Only sits properly when the teacher asks for it. - Only keeps eye contact with the person talking (teacher or classmates) and the presentation when the teacher asks for it. 	<ul style="list-style-type: none"> - Does not sit properly even when asked for. - Does not keep eye contact with the person talking teacher or classmate) nor with the presentation
Attention	<ul style="list-style-type: none"> - All the time paying attention to the lesson and the instructions without being distracted or being reminded. - Reacts "quickly" when the teacher asks something (to the class or directly) or there is any activity or interaction. 	<ul style="list-style-type: none"> - Generally pays attentions to the lessons and the instructions but needs a reminder from the teacher (talking with a classmate about another topic, doing other tasks in class...) - Generally reacts "quickly" when the teacher asks something (to the class or directly) or there is an activity or interaction. 	<ul style="list-style-type: none"> - Only pays attention to the lesson and the instructions when the teacher asks for it (talking with a classmate about another topic, doing other tasks in class...) - Only reacts when the teacher asks something (to the class or directly) or there is an activity or interaction. 	<ul style="list-style-type: none"> - Does not pay any attention to either the lesson or the instructions. - Does not react when the teacher asks something (to the class or directly) or there is an activity or interaction.

<p>Interaction with the teacher</p>	<ul style="list-style-type: none"> - Actively volunteers to answer the vast majority of the teachers' questions without monopolizing the conversation. - Expands his / her responses rather than provide short answers without being asked to do so. - Actively asks questions to the teacher (clarification, repetition...) 	<ul style="list-style-type: none"> - Generally volunteers to answer teacher's questions, although the student is sometimes distracted. - Generally expands his / her responses rather than provide short answers, but the teacher has to ask for it sometimes. - Often asks questions to the teacher (clarification, repetition...) 	<ul style="list-style-type: none"> - Only answers teachers' questions when being asked for it. - Only expands his / her responses rather than provide short answers to it. - Rarely asks questions to the teacher (clarification, repetition...) 	<ul style="list-style-type: none"> - Does not answer teacher's questions. - Does not expand his / her responses even if the teacher asks to do so. - Never asks questions to the teacher (clarification, repetition...)
<p>Interaction with peers</p>	<ul style="list-style-type: none"> - Willing to work in teams. - Actively helps peers with questions related to content. - Actively helps peers with questions related to language. - Talks with peers about things related to the topic when they are not doing a team activity (if they talk with peers) 	<ul style="list-style-type: none"> - Generally willing to work in teams. - Sometimes helps peers with questions related to content. - Sometimes helps peers with questions related to language. - Talks with peers about things related to the topic and other things when they are not doing a team activity (if they talk with peers) 	<ul style="list-style-type: none"> - Only works with teams when the teacher insists. - Only helps peers with questions related to content when the teacher asks to do so. - Only helps peers with questions related to language when the teacher asks to do so. - Tends to talk about other things rather than the topic with their peers when they are not doing a team activity (if they talk with peers) 	<ul style="list-style-type: none"> - Unwilling to work in teams. - Does not help peers with questions related to content. - Does not help peers with questions related to language. - Does not talk about the topic with their peers at all when they are not doing a team activity (if they talk with peers)
<p>Interaction with the content</p>	<ul style="list-style-type: none"> - All contributions are relevant to the topic - Actively asks questions to have further information about the topic. 	<ul style="list-style-type: none"> - Generally the contributions are relevant to the topic. - Sometimes asks questions to have further information about the topic. 	<ul style="list-style-type: none"> - Only some contributions are relevant to the topic. - Rarely asks questions to have further information about the topic 	<ul style="list-style-type: none"> - Unwilling to contribute to the topic and when s/he does contribute, it has nothing to do with the topic. - Does not ask questions to have further information about the topic
<p>L2 Use</p>	<ul style="list-style-type: none"> - Uses the L2 all the time (with both the teacher and peers) 	<ul style="list-style-type: none"> - Generally uses the L2, but the L1 is sometimes used as well. 	<ul style="list-style-type: none"> - Uses the L1 more than the L2. 	<ul style="list-style-type: none"> - Does not use the L2.

10.2 Appendix 2 – Questionnaire 1

Section 1 – Personal questions

1. Name and surname:
2. How old are you?
3. If you had to describe yourself, you'd say you are... *(single selection)*
 - Extrovert
 - Shy
 - Others:
4. If you had to describe yourself as student, you'd say you are usually *(single selection)*
 - Attentive and hard-working
 - Distracted and lazy
5. Do you like participating in English-speaking classes? *(Likert scale from 1 to 4, 1= Not at all, 4= Absolutely)*
6. Do you think English-speaking lessons are boring? *(Likert scale from 1 to 4, 1= Not at all, 4= Absolutely)*
7. Did you like the presented topic? *(Likert scale from 1 to 4, 1= not at all, 4= Absolutely)*
8. What did you like the most about the lesson? *(open-ended question– students have to write a brief answer)*
9. Would you change anything about the lesson? If so, what? *(open-ended question– students have to write a brief answer)*

Section 2 – Behaviour

10. Do you consider that you showed a respectful behavior towards the presented topic all the time? *(Likert scale from 1 to 4, 1= not at all, 4= Absolutely)*
11. Do you consider that you showed respectful behavior towards classmates' opinions all the time? *(Likert scale from 1 to 4, 1= not at all, 4= Absolutely)*
12. Do you consider that you obeyed all the classroom rules all the time? *(Likert scale from 1 to 4, 1= not at all, 4= Absolutely)*

13. Do you consider that you did NOT use the phone in any moment unless the teacher permitted you to do so? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
14. Do you consider that you raised your hand to talk on all the occasions? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)

Section 3 – Body language

15. Do you consider that you sat properly during all the class? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
16. Do you consider that you kept eye contact with the teacher, peers, or the presentation all the time without distractions? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)

Section 4- Attention

17. Do you consider that you paid attention to the lesson and the instructions all the time? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
18. Did you feel focused and attentive in the lesson all the time? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)

Section 5- Interaction with the teacher

19. Do you consider that you actively volunteered to answer the majority of the teacher's questions? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
20. Do you consider that all your answers were extended and elaborated rather than short and simple? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
21. Do you consider that you actively asked questions to the teacher (further knowledge, clarification...)? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)

Section 6- Interaction with the teacher

22. Did you will to work in teams? (will = estar dispuesto / querer) (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
23. Do you consider that you actively helped peers with questions related to the topic? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)

24. If you talked with your peers at any time during the lesson, did you only talk about the topic?

(Likert scale from 1 to 4, 1= not at all, 4= Absolutely)

Section 7- Interaction with the content

25. Do you consider that all your contributions were relevant to the topic? *(Likert scale from 1 to 4,*

1= not at all, 4= Absolutely)

26. Do you consider that you actively asked questions to have further knowledge about the topic?

(knowledge - conocimiento) (Likert scale from 1 to 4, 1= not at all, 4= Absolutely)

Section 8 – English use

27. Do you consider that you talked in English all the time (to the teacher, to your classmates...)?

(Likert scale from 1 to 4, 1= not at all, 4= Absolutely)

10.3 Appendix 3 – Questionnaire 2

Section 1 – Personal questions

1. Name and surname:
2. Did you like the presented topic? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
3. What did you like the most about the lesson? (*open-ended question– students have to write a brief answer*)
4. Would you change anything about the lesson? If so, what? (*open-ended question– students have to write a brief answer*)
5. Would you like to have more classes related to the topic? (*Likert scale from 1 to 4, 1= Not at all, 4= Absolutely*)
6. Time to choose. Which lesson did you like the most? The first or the second one? Why?
(*open-ended question– students have to write a brief answer*)

Section 2 – Music in the classroom!

7. Do you like music? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
8. Do you like pop songs? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
9. Do you think you would have liked the lesson more if you had chosen the songs yourselves?
(*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
10. Do you think English teachers use music and songs as much as they could? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
11. Would you like to have more songs in English lessons? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
12. Do you think songs are always used in the same way (fill in the gaps...)? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
13. Do you think that the songs in this lesson have helped you speak more in English? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
14. Do you think that the songs in this lesson have made you participate more? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
15. Do you think that songs motivate you to learn English? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)

16. Would you like it if that your teacher incorporated songs in the same way in further lessons?
(Likert scale from 1 to 4, 1= not at all, 4= Absolutely)
17. Does listening to songs in English lessons makes you feel less anxious? *(Likert scale from 1 to 4, 1= not at all, 4= Absolutely)*
18. Do you think that songs in this lesson have helped you be more focused? *(Likert scale from 1 to 4, 1= not at all, 4= Absolutely)*
19. Do you think songs are a good tool to talk about mental health in class? *(Likert scale from 1 to 4, 1= not at all, 4= Absolutely)*
20. Why do you think music in English lessons could be beneficial? Explain why (you can write in Catalan/ Spanish)

Section 3 – Behaviour

21. Do you consider that you showed respectful behavior towards the topic presented all the time? *(Likert scale from 1 to 4, 1= not at all, 4= Absolutely)*
22. Do you consider that you showed respectful behavior towards classmates' opinions all the time? *(Likert scale from 1 to 4, 1= not at all, 4= Absolutely)*
23. Do you consider that you obeyed all the classroom rules all the time? *(Likert scale from 1 to 4, 1= not at all, 4= Absolutely)*
24. Do you consider that you did NOT use the phone in any moment unless the teacher permitted you to do so? *(Likert scale from 1 to 4, 1= not at all, 4= Absolutely)*
25. Do you consider that you raised your hand to talk on all the occasions? *(Likert scale from 1 to 4, 1= not at all, 4= Absolutely)*

Section 4 – Body language

26. Do you consider that you sat properly during all the class? *(Likert scale from 1 to 4, 1= not at all, 4= Absolutely)*
27. Do you consider that you kept eye contact with the teacher, peers, or the presentation all the time without distractions? *(Likert scale from 1 to 4, 1= not at all, 4= Absolutely)*

Section 5- Attention

28. Do you consider that you paid attention to the lesson and the instructions all the time? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
29. Did you feel focused and attentive in the lesson all the time? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)

Section 6- Interaction with the teacher

30. Do you consider that you actively volunteered to answer the majority of the teacher's questions? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
31. Do you consider that all your answers were extended and elaborated rather than short and simple? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
32. Do you consider that you actively asked questions to the teacher (further knowledge, clarification...)? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)

Section 7- Interaction with the teacher

33. Did you will to work in teams? (*will = estar dispuesto / querer*) (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
34. Do you consider that you actively helped peers with questions related to the topic? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
35. If you talked with your peers at any time during the lesson, did you only talk about the topic? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)

Section 8- Interaction with the content

36. Do you consider all your contributions were relevant to the topic? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)
37. Do you consider that you actively asked questions to have further knowledge about the topic? (*knowledge - conocimiento*) (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)

Section 9 – English use

38. Do you consider that you talked in English all the time (to the teacher, to your classmates...)? (*Likert scale from 1 to 4, 1= not at all, 4= Absolutely*)

10.4 Appendix 4- Interview

Researcher: Moltes gràcies per haver-me donat l'oportunitat de fer aquesta entrevista. Abans de començar, et llegiré el consentiment informat. Aquesta entrevista serà utilitzada en l'elaboració del TFM i les respostes seran completament anònimes. Les dades només es compartiran per propòsits acadèmics en el TFM.

Main teacher (Laura): D'acord.

Researcher: La meva primera pregunta és si utilitzes cançons a les teves classes.

Main teacher (Laura): Aquest any no. Aquest any no però les he fet servir molt sovint. De fet, antigament jo tenia una caixeta de sabates i els alumnes posaven a dintre les cançons que els agradaven. Llavors jo mirava si eres cançons adaptades ja que també a vegades les escollien perquè volien veure el vídeo on sortia gent despullada. O sigui, has d'anar en compte. La veritat que ho havia fet sobre tot amb cursos inferiors com a 1r, 2n o 3r d'ESO. Alguna vegada ho he intentat amb 4t d'ESO ja comencen a mirar-te malament... Amb Batxillerat ho vaig fer un parell de cops i ja es començaven a queixar i vaig deixar-ho estar. Amb els més gran, ja no ho fet mai més.

Researcher: Com utilitzaves aquestes cançons? *Fill the gaps*, un *reading o listening*...?

Main teacher (Laura): De moltes maneres. Per exemple, ara recordo que la última vegada a Batxillerat amb la cançó que deia *must have been love* per tractar els modals en passat. Clar, aquesta cançó anava molt bé perquè primer els hi vaig posar la cançó i els hi vaig demanar que es fixessin i crear que els hi va quedar més clar el significat gràcies a escoltar la cançó, però cal dir que la vam escoltar i ens vam fixar sense fer cap activitat. Antigament solia utilitzar la pàgina web *lyricstraining* perquè teníem un grup de música que venia a l'institut a cantar, a fer karaoke. Llavors les setmanes anteriors al karaoke, els hi deixava escollir cançons dintre de les que més m'interessaven i feia sortir a un alumne per escriure el que faltava i sinó ho sabia, la cançó es para i els altres li ajuden. Per tant, no era ells amb un paper *filling the gaps*, sinó que era interactiu. *Fill in the gaps* clàssic fa molt anys, potser fa 10 anys que no ho faig perquè ja es saben les cançons de moda i no necessiten ni escoltar-les per *fill in the gaps*. Sí que havia fet, per exemple, amb 1r d'ESO aquella del *Roar* de Katy Perry escoltant-la una estona sense vídeo, parant-la

i suposar què podria haver passat. Després, la tornàvem a escoltar amb el vídeo i parlàvem de la cançó en si. Però *fill in the gaps* ja no faig perquè ja se la saben.

Researcher: Amb la classe on vaig impartir jo el TFM, havies fet cançons alguna vegada?

Main teacher (Laura): Amb aquesta classe no. De fet, aquest any no he fet cançons amb ningú que jo recordi.

Researcher: Creus que incorporar cançons té algun tipus de benefici a la classe d'anglès segons la teva experiència?

Main teacher (Laura): Bueno, si estan ben escollides i tenen a veure amb el *topic* com vas fer tu, o bé amb alguna cosa relacionada amb el que estan fent, li donen un punt de "mira que guay". Però, sinó no. Fer cançons perquè seria més per als petits perquè els hi ajudaria a la pronúncia, però crec que amb els grans ha de tenir algun tipus de relació.

Researcher: Creus que els motiva més a aprendre anglès?

Main teacher (Laura): Bueno, aquest és el problema. Hi ha molta gent que no els hi motiva res, sinó al revés. I si els fas cantar, s'amaguen darrere d'alguna cosa, es queixen...Jo crec que com més grans es fan, menys els motiva. Contra més petits, més els motiva.

Researcher: I a la classe on jo vaig fer l'experiment, on els vas veure més motivats: a la sessió sense música o a la sessió amb música?

Main teacher (Laura): Bueno, jo estava al costat d'algun alumne que es motiva amb molta facilitat, sobretot per aquest tema, i estava molt motivat. Llavors, ell estava explicant-li a els altres "això vol dir això". També em va semblar que en altres parts de la classe hi havia gent que no estava tan pendent com just a la part de la classe on jo estava. Clar, depèn molt de la personalitat.

Researcher: Però, si haguessis d'escollir la sessió on estaven més motivats, quina seria?

Main teacher (Laura): Home, la primera va ser molt dinàmica i visual. Jo per mi em va agradar més la primera i vas enganxar més a la majoria. Amb les cançons enganxes només a uns quants.

Researcher: Creus que amb les cançons és més selectiu?

Main teacher (Laura): Sí, perquè si no els hi agrada desconnecten.

Researcher: Creus que les cançons serien una bona eina per tal d'introduir els temes?

Main teacher (Laura): Per introduir, sí. Potser sí. Potser introduir com vas fer tu els hi va despertar la curiositat.

Researcher: Creus que van participar més a la sessió amb les cançons o a l'altra?

Main teacher (Laura): Jo crec que més a la primera. Com va passar molt de temps entre la primera i la segona, no m'enrecordo bé. Crec que a la primera aixecaven més la mà i a la segona no tant.

Researcher: Creus que van prestar més atenció a la sessió amb les cançons o a l'altra? O sigui, estar atents, sense el mòbil, sense fer deures d'altres assignatures...

Main teacher (Laura): No ho tinc clar, no em vaig fixar bé.

Researcher: Creus que seria millor si ells mateixos escollissin les cançons?

Main teacher (Laura): Si es per introduir un tema?

Researcher: Pots dir el tema i que ells facin un *research* de les cançons sobre el tema.

Main teacher (Laura): No se m'havia acudit mai, però seria intentar-ho a veure què passa. Potser surt bé o potser dius mai més. Hi ha coses tan noves que les has d'intentar.

Researcher: Creus que es treballa suficient la competència emocional?

Main teacher (Laura): No. No massa. Jo crec que les d'anglès ho tenim relativament fàcil, al menys jo, de que sempre els faig parlar. Però no, no és una cosa que es treballa massa.

Researcher: Creus que li hauríem de donar més pes?

Main teacher (Laura): Potser sí. Però la pregunta és: com? Això és lo difícil.

Researcher: Creus que treballar la competència emocional podria ajudar a motivar a els alumnes a les classes d'anglès?

Main teacher (Laura): Jo crec que l'educació emocional és transversal a totes les assignatures independentment de si es en anglès o una altra assignatura. El que passa és que en anglès podem tocar tot tipus de temes i a vegades ens és més fàcil tractar aquestes coses. Però sí que és veritat que també hauria de ser fàcil pels de català o castellà. O sigui les llengües, que justament és comunicació, podem comunicar i ajudar a comunicar. Però, no crec que la competència emocional faci que les classes d'anglès siguin millors.

Researcher: Doncs ja estem! Moltes gràcies per la col·laboració.

10.5 Appendix 5 - Access to the PowerPoints created for the sessions.

10.5.1 Link to see LNS's PowerPoint:

https://drive.google.com/file/d/13Zf5_DwPJzcn29Vu-fpKwVve0DiTkYcC/view?usp=sharing

10.5.2 Link to see LWS's PowerPoint:

<https://docs.google.com/presentation/d/1TSse2gyxcvDFKqznTX15imEvf7TYJiKgh3chg1JIxc/edit?usp=sharing>

10.6 Appendix 6 – Information and consent forms

10.6.1 Information displayed to students in the first session (LNS)

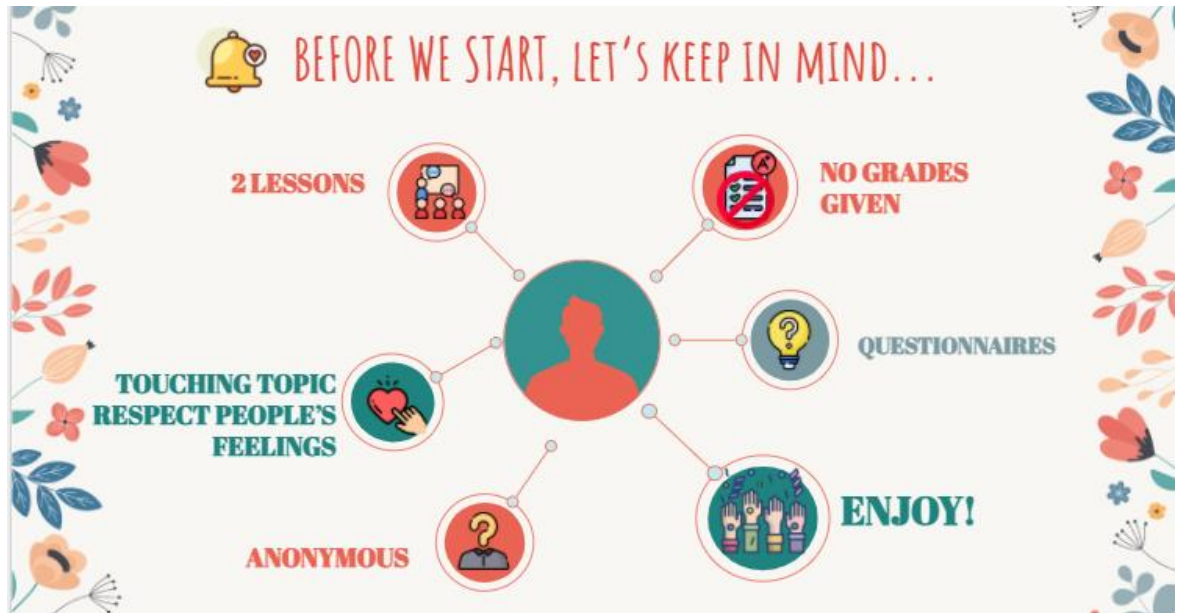
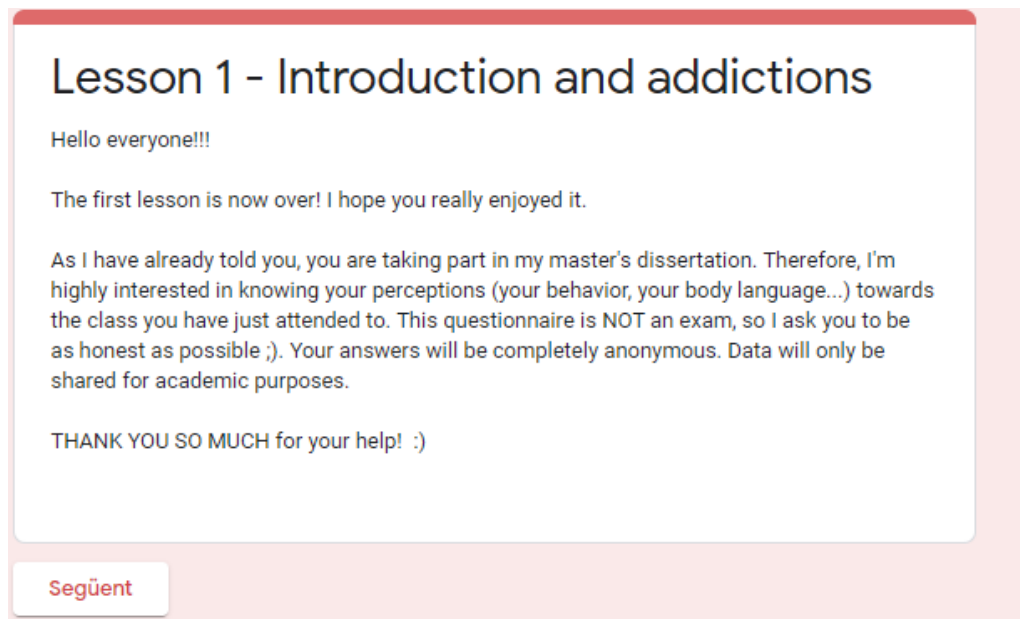


Image 1: Information about the study implementation presented to the students in the first session (LNS). Retrieved from the PowerPoint the researcher created for the session.

10.6.2 Consent form given to students in Questionnaire 1



Lesson 1 - Introduction and addictions

Hello everyone!!!

The first lesson is now over! I hope you really enjoyed it.

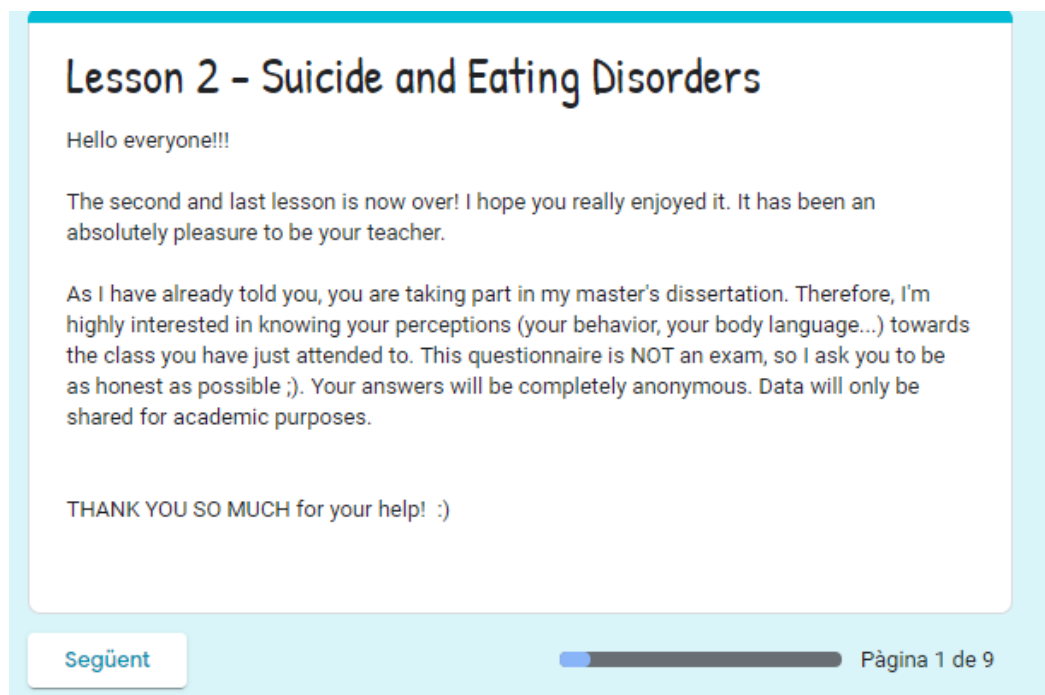
As I have already told you, you are taking part in my master's dissertation. Therefore, I'm highly interested in knowing your perceptions (your behavior, your body language...) towards the class you have just attended to. This questionnaire is NOT an exam, so I ask you to be as honest as possible ;). Your answers will be completely anonymous. Data will only be shared for academic purposes.

THANK YOU SO MUCH for your help! ;)

Següent

Image 2: Consent form given to students in Questionnaire 1 after the first session (LNS). Retrieved from the Google Form the researcher created for that session.

10.6.3 Consent form given to students in Questionnaire 2



Lesson 2 - Suicide and Eating Disorders

Hello everyone!!!

The second and last lesson is now over! I hope you really enjoyed it. It has been an absolutely pleasure to be your teacher.

As I have already told you, you are taking part in my master's dissertation. Therefore, I'm highly interested in knowing your perceptions (your behavior, your body language...) towards the class you have just attended to. This questionnaire is NOT an exam, so I ask you to be as honest as possible ;). Your answers will be completely anonymous. Data will only be shared for academic purposes.

THANK YOU SO MUCH for your help! ;)

Següent

Pàgina 1 de 9

Image 3: Consent form given to students in Questionnaire 2 after the second session (LWS). Retrieved from the Google Form the researcher created for that session.

10.6.4 Consent form given in the interview

“Abans de començar, et llegiré el consentiment informat. Aquesta entrevista serà utilitzada en l’elaboració del TFM i les respostes seran completament anònimes. Les dades només es compartiran per propòsits acadèmics en el TFM.”

10.7 Appendix 7 –Wilcoxon Signed-Ranks Tests

10.7.1 Wilcoxon Signed-Ranks Test: DRS1 and DRS2

Hypothesis Test Summary (Behavior)

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The median of differences between Behaviour 1 and Behaviour 2 equals 0.	Related-Samples Wilcoxon Signed Rank Test	,023	Reject the null hypothesis.

a. The significance level is ,050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary (Body Language)

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The median of differences between Body Language 1 and Body Language 2 equals 0.	Related-Samples Wilcoxon Signed Rank Test	,004	Reject the null hypothesis.

a. The significance level is ,050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary (Attention)

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The median of differences between Attention 1 and Attention 2 equals 0.	Related-Samples Wilcoxon Signed Rank Test	<,001	Reject the null hypothesis.

a. The significance level is ,050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary (Interaction with the teacher)

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The median of differences between Interaction with the teacher 1 and Interaction with the teacher 2 equals 0.	Related-Samples Wilcoxon Signed Rank Test	<,001	Reject the null hypothesis.

a. The significance level is ,050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary (Interaction with peers)

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The median of differences between Interaction with peers 1 and Interaction with peers 2 equals 0.	Related-Samples Wilcoxon Signed Rank Test	<,001	Reject the null hypothesis.

a. The significance level is ,050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary (Interaction with content)

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The median of differences between Interaction with content 1 and Interaction with content 2 equals 0.	Related-Samples Wilcoxon Signed Rank Test	,001	Reject the null hypothesis.

a. The significance level is ,050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary (L2 Use)

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The median of differences between L2 Use 1 and L2 Use 2 equals 0.	Related-Samples Wilcoxon Signed Rank Test	<,001	Reject the null hypothesis.

a. The significance level is ,050.

b. Asymptotic significance is displayed.

10.7.2 Wilcoxon Signed-Ranks Test: Q1 and Q2

Hypothesis Test Summary (Behavior)

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The median of differences between Behaviour 1 and Behaviour 2 equals 0.	Related-Samples Wilcoxon Signed Rank Test	,004	Reject the null hypothesis.

a. The significance level is ,050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary (Body Language)

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The median of differences between Body Language 1 and Body Language 2 equals 0.	Related-Samples Wilcoxon Signed Rank Test	,004	Reject the null hypothesis.

a. The significance level is ,050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary (Attention)

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The median of differences between Attention 1 and Attention 2 equals 0.	Related-Samples Wilcoxon Signed Rank Test	,032	Reject the null hypothesis.

a. The significance level is ,050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary (Interaction with the teacher)

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The median of differences between Interaction with the teacher 1 and Interaction with the teacher 2 equals 0.	Related-Samples Wilcoxon Signed Rank Test	<,001	Reject the null hypothesis.

a. The significance level is ,050.

b. Asymptotic significance is displayed.

Hypothesis Test Summary (Interaction with peers)

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The median of differences between Interaction with peers 1 and Interaction with peers 2 equals 0.	Related-Samples Wilcoxon Signed Rank Test	,001	Reject the null hypothesis.

- a. The significance level is ,050.
- b. Asymptotic significance is displayed.

Hypothesis Test Summary (Interaction with content)

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The median of differences between Interaction with content 1 and Interaction with content 2 equals 0.	Related-Samples Wilcoxon Signed Rank Test	<,001	Reject the null hypothesis.

- a. The significance level is ,050.
- b. Asymptotic significance is displayed.

Hypothesis Test Summary (L2 Use)

	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The median of differences between L2 Use 1 and L2 Use 2 equals 0.	Related-Samples Wilcoxon Signed Rank Test	<,001	Reject the null hypothesis.

- a. The significance level is ,050.
- b. Asymptotic significance is displayed.

10.8 Appendix 8 – Examples of students' answers without translation

<p>Why do you think music in English lessons could be beneficial? Explain why (you can write in Catalan/ Spanish)</p>	<p>Learning</p>	<p><i>“T’ajuda a aprendre paraules”</i> <i>“Podemos mejorar nuestro listening”</i> <i>“We can explain the conditionals with the song ‘If I were a boy’”</i> <i>“To learn how to pronounce”</i></p>	<p>10</p>
	<p>Mood</p>	<p><i>“Per mi la musica es molt especial. La musica a classe em faria estar de millor humor”</i> <i>“Per estar més tranquils a classe”</i> <i>“It can stop my sappy and sleepy mood”</i></p>	<p>5</p>
	<p>Engagement</p>	<p><i>“A los adolescentes nos encanta la música así que estaríamos más motivados en clase”</i> <i>“Per arribar a les classes més motivats que normalment són avorrides”</i></p>	<p>3</p>
	<p>Feelings</p>	<p><i>“La música tiene el poder de conectar a la gente y a sus sentimientos”</i> <i>“Todo lo que esté ligado a un sentimiento lo recuerdo más”</i></p>	<p>2</p>
	<p>Focusing</p>	<p><i>“It can help us to be more focused on the lesson”</i> <i>“A mi m’ajuda a estar més concentrada”</i></p>	<p>2</p>