

國立政治大學英國語文學系碩士在職專班論文

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英語歌曲融入教學對國中生文法學習效益的研究

The Effects of English Song Instruction on
Junior High School Students' Grammar Learning

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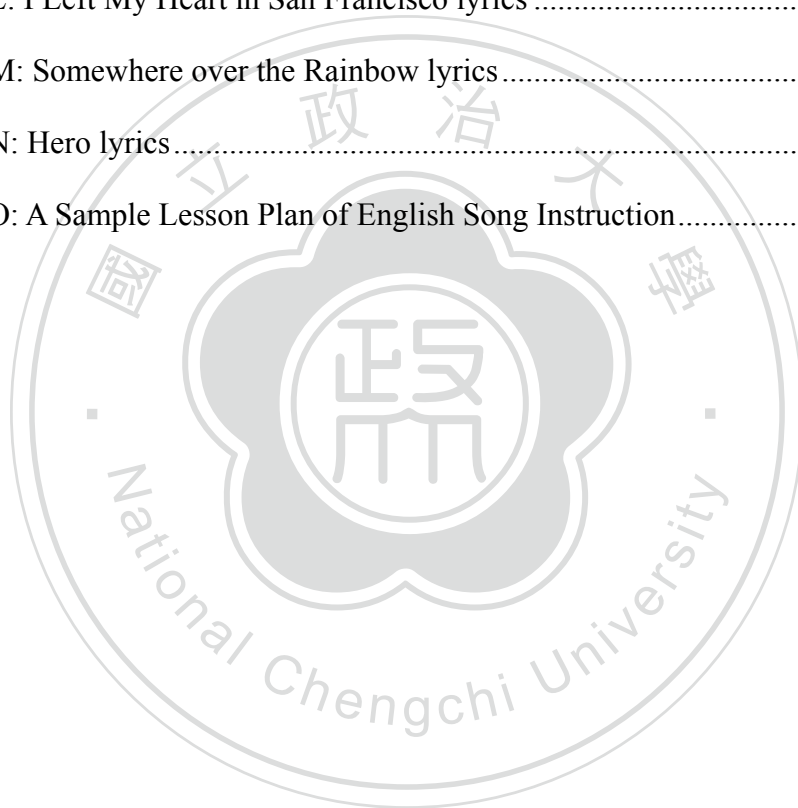
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國立政治大學英國語文學系碩士在職專班

碩士論文提要

論文名稱：英語歌曲融入文法教學對國中生文法學習效益的研究

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論文提要內容：

本研究旨在探討英語歌曲練習文法和機械式練習文法對學生文法學習和記憶保留的成效。主要目標欲探究(1)兩種文法練習方法對於文法學習的成效；(2)兩種文法練習方法對記憶保留的成效；以及(3)兩種文法練習方法對於高、低成就學習者在文法學習和記憶保留的影響。

研究對象為台灣中部一所公立國中兩班七年級的學生。此均質的兩個班被隨機指定為實驗組與控制組。實驗組於教授文法後施予英語歌曲練習文法，而控制組則施予傳統機械式練習文法。歷時十一週的文法教學後，兩組受試者接受文法測驗(EGT)，以得知兩組受試者文法學習情況。一個月後，兩組受試者再次接受相同文法測驗，以進一步得知其文法的記憶保留情形。本研究主要發現如下：(1)在文法學習成效方面，接受英語歌曲練習文法的實驗組學生表現顯著優於接受機械式文法練習的控制組學生。(2)在記憶保留方面，接受英語歌曲練

習文法的實驗組學生表現顯著優於接受機械式文法練習的控制組學生。(3)利用英語歌曲練習文法對於高、低英語學習成就者而言，在文法學習和記憶保留上皆有正面影響。(4)透過機械式文法練習亦有助於提升高、低英語學習成就者，在文法學習和記憶保留的成效。(5)對於高英語學習成就者而言，利用英語歌曲練習文法和透過機械式練習文法兩者對於其文法學習和記憶保留成效相同。(6)對於低英語高學習成就者而言，利用英語歌曲練習文法在文法學習和記憶保留的成效皆優於透過機械式文法練習。

最後，研究者對於英語歌曲在文法教學上之應用提供建議以作為教育學者們的參考。

關鍵字：文法練習、練習、英語歌曲、記憶保留

ABSTRACT

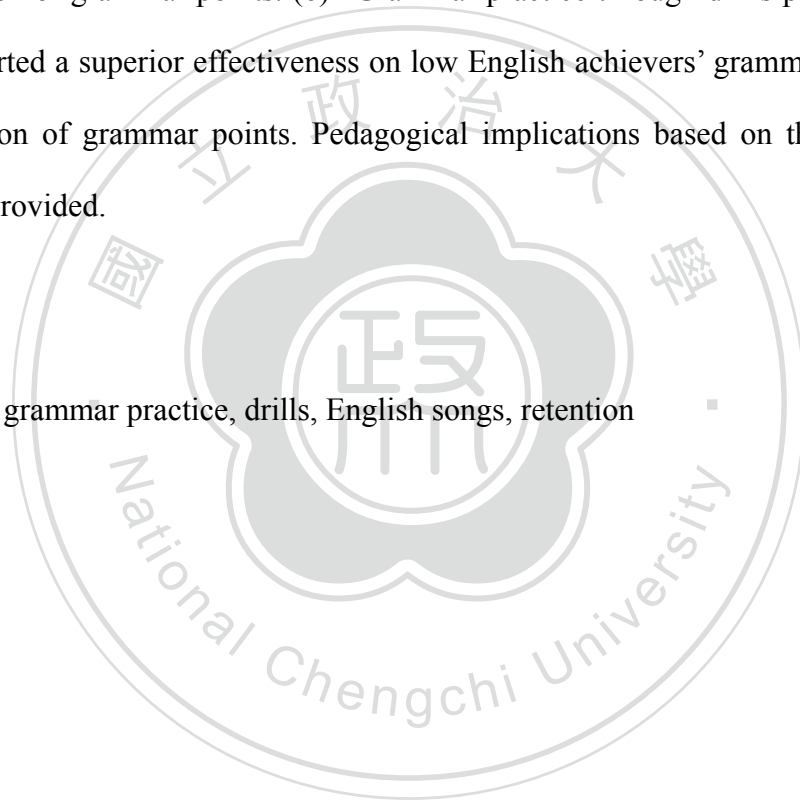
The study investigated the effects of “grammar practice through drills plus English songs” versus the effects of “grammar practice through drills” on students’ grammar learning and retention of grammar points. The study aims to (1) investigate the effects of these two kinds of grammar practices on grammar learning; (2) explore the effects of these two kinds of grammar practices on retention of grammar points; and (3) evaluate the effects of these two kinds of grammar practices on grammar learning and retention of grammar points for high and low English achievers.

Participants were two intact classes of seventh-grade students in a public junior high school in central Taiwan. With the homogeneity of English proficiency, the two classes were randomly assigned as the experimental and control groups. The former received “grammar practice through drills plus English songs”, while the latter received “grammar practice through drills.” After receiving an eleven-week instruction, both groups received English Grammar Test (EGT), to assess their grammar learning. One month after EGT, the same grammar test—EGT were conducted to both groups to assess their retention of grammar points. The major findings are summarized as follows. (1) In terms of grammar learning, students receiving “grammar practice through drills plus English songs” outperformed those receiving “grammar practice through drills.” (2) In terms of retention of grammar points, “grammar practice through drills plus English songs” had a more positive influence than “grammar practice through drills.” (3) “Grammar practice through drills plus English songs” possessed a facilitative effect for both high and low

English achievers with regard to grammar learning and retention of grammar points.

(4) “Grammar practice through drills” benefited both high and low English achievers. (5) “Grammar practice through drills plus English songs” and “grammar practice through drills ” could enhance high English achievers’ grammar learning and retention of grammar points. (6) “Grammar practice through drills plus English songs” exerted a superior effectiveness on low English achievers’ grammar learning and retention of grammar points. Pedagogical implications based on the findings were also provided.

Keywords: grammar practice, drills, English songs, retention





CHAPTER 1

INTRODUCTION

Background and Motivation

In the field of second or foreign language acquisition, the role of grammar has undergone a series of changes in language teaching. In the mid to late 19th century, Grammar-Translation Method (GTM) dominated language teaching, where grammar was taught deductively; that is, learners are given grammatical rules and examples, and are told to memorize them. In GTM, it is important for learners to learn about the form of the target language and be conscious of the grammatical rules. Since GTM does not seem to be very effective regarding learners' ability to communicate in the target language, some approaches have developed as a reaction to GTM, one of which is Communicative Language Teaching (CLT).

Communicative Language Teaching (CLT) is the application of theoretical perspective of Communicative approach (Larsen-Freeman, 2000). The goal of CLT is in preparing students to use the target language to communicate effortlessly; hence, language is for communication. In CLT, language function is emphasized over language forms. However, there raised concerns that learners achieve fluency at the expense of accuracy since the role of grammar is not particularly emphasized in CLT. In spite of the popularity and prevalence of CLT approach, high school English teachers in Taiwan in general think it is necessary to incorporate grammar teaching in class. But in terms of teaching practice, most teachers still adhere to the traditional way of teaching grammar; that is, teaching grammar deductively and explicitly (Lai, 2004).

To date, a more popular idea about grammar teaching would be that incorporating grammar teaching under communicative situation helps learners learn better. This notion is supported by many researchers (Ellis, R., 1994; Lightbown, P.,

& Spada, 1997; Pienemann, 1989). In addition, Larsen-Freeman suggests that grammar should be taught as “the fifth skill,” which conveys the idea that it enables students to use grammatical structures accurately, meaningfully, and appropriately when they are engaged in activities (Pérez-Llantada Auría, 2007).

Given the findings from immersion programs, Harley (1989) that emphasized the need of grammar teaching cannot be discarded even under the context of French immersion classes where a large amount of input is given. Swain & Lapkin (1989) learned from the immersion experience, stating that grammar should be taught in context. As Diamond & Minicz (1994, p.112-115) point out, songs can be used to illustrate a “grammar in context.” More specifically, songs “give context to grammar and syntax.”

In fact, Medina (1990) noticed that the use of songs in second language acquisition is a very common practice in language classrooms. She further proposed that to promote second language acquisition, songs should be utilized more often in the curriculum. Therefore, teachers should increase the frequency of using songs in the classroom to support language acquisition.

According to Stansell (2005), the use of songs for grammar instruction is an area which is seldom taken into consideration and should be focused on. Although some empirical studies on songs and language learning have been conducted, very little research in Taiwan has been done in the domain of teaching grammar through English songs. Many previous studies in Taiwan showed the effectiveness of using English songs on junior high school students’ listening comprehension (e.g., Lin, 2009), and overall English proficiency (Lee, 2011; Yang, 2002) but only Kao’s study (2007) focuses on the effects of grammar learning through English songs. He indicated that due to the limitation of the short time in the experiment, no significant differences were shown between the two groups though the experimental group

scored higher than the control group on the grammar test. He suggests that a longer period of time of conducting the experiment may be taken into consideration for future studies. As a result, there is a need for further research on what effects English songs have on junior high school students' grammar learning. What's more, many studies have pointed out the strong link between music and language, which is quite important in language learning. Wallace's (1994) study, for instance, concluded that music contributes to text recall. Therefore, a closer investigation of how grammar teaching through English songs affects students' retention of grammar points is worthy of attention.

Purpose of the Study

What is of particular interest to this study is that little research has been conducted in discovering the effects of teaching grammar by using English songs in class. Hence, the purpose of the study is to investigate whether the use of English songs will be beneficial for learners on learning grammar. The researcher intends to find out whether learners who receive "grammar practice through drills plus English songs" can learn grammar better than those who receive "grammar practice through drills." Moreover, the researcher is especially interested in whether those who receive "grammar practice through drills plus English songs" can aid memory and facilitate grammar proficiency of low proficiency level learners by means of English songs which are believed to provide low affective filter.

Research Questions

To investigate the effectiveness of "grammar practice through drills plus English songs" and "grammar practice through drills," five research questions are addressed as follows.

1. What is the effect of “grammar practice through drills plus English songs” on students’ grammar learning and retention of grammar points?
2. What is the effect of “grammar practice through drills” on students’ grammar learning and retention of grammar points?
3. Do students who receive “grammar practice through drills plus English songs” perform better in grammar learning than those who receive “grammar practice through drills”?
4. Do students who receive “grammar practice through drills plus English songs” perform better on their retention of grammar points than those who receive “grammar practice through drills”?
5. Is there any difference between “grammar practice through drills plus English songs” and “grammar practice through drills” for high and low proficiency level students respectively in terms of their grammar learning and retention of grammar points?

Significance of the Study

It is hoped that the study will be useful in the following aspects. First, the results of the study may provide teachers with an alternative way for teaching grammar, a field which was often deemed difficult and boring by many learners in Taiwan. Second, by using songs in the classroom, it is believed that students’ development of grammatical competence could be fostered by means of the repetitive and melodic feature of songs. Third, it is expected that textbook writers should take into consideration the inclusion of more songs related to grammatical structures in the textbooks.

In sum, the present study is conducted to discover the effects of grammar practice through English songs on junior high school students’ grammar learning and retention of grammar points. It is strongly hoped that the results of the study will be

beneficial for teachers, students and textbook writers as well.

Definition of Terms

Some important terms used frequently in the study are provided as follows.

Grammar practice through drills

In the present study, grammar was first introduced deductively. Then, learners practice grammar through drills. Drills in the present study refer to activities, such as substitution drills, transformation drills, done either individually or in groups. Both the experimental and control groups receive grammar practice through drills, while the experimental group also practices grammar through English songs.

English songs

In this study, English songs refer to the ones the researcher chose as teaching materials used in the experiment. Ten songs were selected since they meet Abbott's (2002) two principles—the age and proficiency level of learners and the level of difficulty of the song should be suitable to participants. With regard to the age and proficiency level of learners, each song was chosen because of its salient grammatical feature of the lyrics. In other words, each song was chosen in accordance with the structure emphasized in each unit of *iEnglish 1*, a set of approved English textbook by Ministry of Education used in the present study.



CHAPTER 2

LITERATURE REVIEW

Six major sections are presented to review literature on grammar teaching through English songs. The first section is about arguments against and in support of grammar teaching. The second section provides empirical evidence for and against teaching grammar. The third section introduces grammar with Communicative Language Teaching. The fourth section describes drills in language classrooms. The fifth section elaborates on the relationship between songs and language teaching. Finally, the last section is about the studies on the effects of English song instruction in Taiwan.

Arguments against Grammar Teaching

The role of grammar is perhaps one of the most hotly debated issues in language teaching (Richards & Renandya, 2003). It has long been argued that whether grammar teaching is necessary in language teaching. Krashen (1981), for example, proposed the Input Hypothesis, claiming that learners will acquire a language as long as enough comprehensible input is provided. In addition, he made a distinction between learning and acquisition and argued that grammar teaching only has a “peripheral effect” because language should be acquired naturally, not learned through formal instruction (Krashen, 1999, p. 245). It was claimed that learning does not transform into acquisition (Krashen, 1982), so grammar teaching is of little value. A similar claim to Krashen’s comprehensible input was also made by Hatch (1978), who believed that no instruction in grammar was needed for language, proposing that grammar would “emerge as a result of interaction and communication”(cited in Celce-Murica, M, 1990, p. 204).

Truscott (1998), suggested that grammar instruction only led to learners' success on metalinguistic knowledge but had little relation to authentic use of language. What's more, explicit grammar instruction does not necessarily guarantee a long-term benefit on language learning since most studies conducted their tests right after the instruction.

Arguments in Support of Grammar Teaching

Although there are a lot of studies (Krashen, 1981; Richards & Renandya, 2003; Truscott, 1998) questioning the effectiveness of teaching grammar, a lot of researchers, on the other hand, agree that there is a need to reconsider the role of grammar teaching in the L2 classroom (Nassaji, H. & Fotos., S, 2004). Schmidt (1990), Rutherford and Sharwood (1985) have argued that noticing or consciousness-raising facilitates learners' language learning. According to Schmidt (1990), conscious attention to form is a necessary condition to convert input into intake. In addition, given the findings from immersion programs, Harley (1989) emphasized the need of grammar teaching cannot be discarded even under the context of French immersion classes where a large amount of input is given. He points out the problem of early French immersion programs was that even after years of learning, learners' grammatical competence still differed from that of native French speakers. Thus, he suggested that the proper use of grammatically arranged teaching materials can facilitate learners' grammatical development. Lightbown and Spada's (1990) study of Canadian immersion programs adds further support to the beneficial effects of formal instruction. The results showed that if learners are to achieve high level of accuracy in target language, form-focused instruction should be provided.

Celce-Murcia (1990) advocated that for the purpose of effective communication, grammar is an important part of language teaching. That is, grammar, along with two other aspects, meaning and function should interact with each other. Pienemann's (1989) Teachability Hypothesis suggests that instruction is beneficial and can promote language acquisition if it is close to learners' development of structure. Terrell (1991, p. 62) noticed that grammar instruction can be served as an aid by making "grammatical forms more salient" to learners.

Empirical Evidence for and against Teaching Grammar

A growing body of research has explored the effectiveness of grammar instruction in language class through empirical studies. Pica (1985) conducted a study to compare how 18 adult Spanish speakers' production of English grammatical morphology differed under 3 situations: (1) through classroom instruction, (2) in natural environment and (3) mixed (a combination of 1 and 2) and found out that the instruction group showed high accuracy of the production of plural -s. Pavesi's (1985) study of relative clause formulation on 48 Italian learners also supports the view that learners displayed greater improvement in acquisition. In Weslander and Stephany's study (1983), 577 Southeast Asian students in Grade 2 through 10 were evaluated after receiving English instruction, or grammar instruction and the results revealed that instruction helped during the first year but the effect decreased during the second and the third year. The conclusion confirmed the findings of Long's (1982), which stated that instruction appeared to be more beneficial in the early stages.

Though some of the studies have found grammar instruction beneficial, others have failed to do so. Schumann (1976), for example, did a one-to-one instruction on

an adult learner—Alberto, but found out that after a ten-month instruction, Alberto did not improve accuracy in spontaneous speech. Ellis (1984) conducted a study to investigate the effects of grammar instruction in WH questions on 13 children's ability to see if they could have accurate oral production. Again, he found out that the instruction did not help learners produce structures accurately. In addition, Felix (1981) also provided evidence that instruction may sometimes cause errors not seen in naturalistic acquisition when conducting a study of 34 German children learning negative structures of English.

From the inconsistent findings such as the ones mentioned above, it has been suggested that grammar teaching is no longer an issue which can be neglected. As Garrett points out: "To teach grammar without understanding how it functions in communication is a waste of everyone's time, but *not* to teach it may jeopardize the whole endeavor" (Garrett, 1986, p. 134).

Grammar with Communicative Language Teaching

Communicative Language Teaching (CLT) has been the dominant approach in English teaching for more than two decades (Beale, 2002). In Taiwan; however, not until the 1990s did Taiwan start to switch from the traditional structural approach to CLT (Chung, 2006). In a weak and a strong version of CLT proposed by Howatt (1984), the former emphasized the needs of incorporating drills or controlled practices with communicative activities, which is close to the PPP (presentation, practice, production) method (Beale, 2002). In contrast, the latter believes that learners can acquire language naturally through the process of interaction in the target language. It is the belief of the strong version in CLT that led to the emergence

of immersion programs in Canada and the task-based instruction (TBI). As we have seen in arguments in support of grammar teaching, the main problem of the immersion programs, also regarded as a form of content-based instruction(CBI), is that learners fail to develop high level of accuracy in the target language even after several years of learning (Harley, 1989). TBI sees language learning as an “organic process,” in which learners subconsciously acquire language form by doing tasks (cited in Willis & Leaver, 2004, p. 17). Through the process of meaning negotiation, learners can acquire the language forms naturally (Herusatoto, 2005).

In sum, the primary focus of CLT, CBI and TBI is on meaning rather than on form (Herusatoto, 2005). However, the rejection of explicit teaching of grammar raises concerns among some researchers. Schmidt (1990), in particular, argued the importance of conscious attention to form on the cognitive process of language development. Swain (1988) suggested even though in immersion programs, learners were fluent in French, more direct formal instruction is needed.

In the strong version of CLT when communicative proficiency is emphasized over the learning of structures, many high school English teachers in Taiwan still hold the thought that grammar teaching is necessary and that only when students are taught grammar can they express themselves correctly in the target language (Lai, 2004). If our goal is to equip learners with communicative competence (Canale and Swain, 1980), it is unarguable that grammatical competence, being one of the four components of the communicative competence, should be emphasized in language teaching. As Richards & Renandya (2003) stated, there is no one best way of teaching grammar, but we need to consider how to teach grammar effectively. Therefore, how to create a stress-free learning environment to facilitate learning has

aroused many interests among researchers. One of the most widely used pedagogical tools is music, or songs in classrooms.

Drills

Drills, or sometimes called pattern practices, were popular in the 1940s. Deeply rooted in the theory of Structuralism and Behaviorism, drills were seen vital in Audiolingual Method (Richards & Rodgers, 2001). Due to the popularity of Audiolingual Method, learning was regarded as a process of habit formation and through exposure to large amount of drills would learning occur. Structural linguistics argued that speech is the primary focus of language. Therefore, a lot of oral drills should be presented to learners in learning a language. In behaviorists' point of view, if appropriate reinforcement is provided during the stimulus-response chains, learning behavior is likely to occur. And finally, it may become a habit (Skinner, 1957).

Types of Pattern Practices

Paulston (1971) divided grammar activities into three types: mechanical, meaningful and communicative drills. And she stated that grammar practice should begin with mechanical, then move on to meaningful drills and then communicative drills follow. Other researchers (e.g. Paulston & Bruder, 1976; Rivers & Temperley, 1978) shared the same view with Paulston that grammar practice should follow the sequence.

Mechanical drills were defined as those which a controlled response or one correct answer is expected from the learners. For example, substitution and transformation drills fit into this category. Learners may not need to know the exact meaning of the sentence to complete this kind of drill successfully. Like mechanical

drills, only one right or wrong answer is elicited during meaningful drills. Unlike mechanical drills, however, learners have to comprehend the meaning of the sentence in order to complete the drills. For example, when practicing prepositions, a teacher might hold up a picture and ask students “where is John’s cat?” All the learners can see the cat in the picture under the sofa, so the answer “it is under the sofa” is a very controlled response. But it is only when learners understand the meaning of the question can they answer it. As for communicative drills, there is no right or wrong answer involved in the drills but they acquire learners to exchange information in order to communicate. For example, information gap activities are one of them or questions that need learners to express their opinions, such as “what are your hobbies?” or “what is your advice to Mary?”

Drills in Language Classrooms

Though the notion that learning is likely to occur through repetition of drills is advocated by structuralists and behaviorists, some researchers (Lightbown, 1983; Savignon, 1972; Wong & VanPatten, 2003) are strongly against the use of drills in language classrooms. Savignon’s (1972) empirical study indicated that L2 French learners in the drill group did not develop communicative competence after engaging in drill practices. Another group, however, which received communicative training performed significantly better than the drill group. Lightbown’s (1983) study also lent support to this view that drills are unnecessary and may be harmful to their learning. In her longitudinal study of French-speaking ESL learners, she found out that learners tended to overuse the grammatical morphemes in English, which may result from learners’ memorization and repetitive practice.

Even though the use of drills caused strong attack from some researchers

(Lightbown, 1983; Savignon, 1972; Wong & VanPatten, 2003), other scholars (Ellis, 2006; Hammerly, 1991; Hedge, 2000; Nunan, 1999; Politzer, 1968; Stevick, 1996; Ur, 1996; Vilson, 2007) hold the view that drills are necessary in language classrooms. Ur (1996) contended that after presenting and explaining grammar, grammar activities should be followed. Another researcher, Hedge (2000) indicated that grammar teaching consisted of presenting and practicing grammatical structures. Ellis (2006) also argued that grammar teaching involved drawing learners' attention to focus on certain grammatical structures before they could internalize language.

Based on Lai's (2004) survey on high school teachers' belief of grammar teaching, she found out that most high school teachers hold a positive view about the incorporation of pattern practices in grammar teaching. That is to say, the use of drills still has its place in language learning.

As Vilson (2007, p9) argued, "there is no such thing as language learning without drills." In addition, several researchers (Hatch, 1978; Savignon, 1972; Spada, 1987) argued that learners will need to engage in both meaningful and communicative drills to achieve higher level of language proficiency. Therefore, drills cannot be totally discarded in language classrooms.

Songs and Language Teaching

The study of music and language has drawn a lot of attention from researchers (Patel, 2003). Even though music is perceived as an important aspect at school, its role in second language learning is still at a beginning stage (Huy, 2000). Some studies tried to discover the relationship between music and language learning. Medina (1990), for example, conducted a study to investigate the effects of music

and picture illustrations on second language vocabulary acquisition. All 48 second-graders of limited English proficiency listened to the same story and were divided into four groups: 1. Sung story version, i.e. the story is presented in the form of singing; 2. Oral story version, i.e. the story is read; 3. Sung story version plus picture illustrations, i.e. the story is presented in the form of singing accompanied with pictures of the target words; 4. Oral story version plus picture illustrations, i.e. the story is read and accompanied with pictures of the target words. The results showed that the group with either songs or picture illustrations used scored higher in vocabulary gains than the other two groups without. Learners in the third group who heard the sung version story and saw illustrations at the same time showed the highest vocabulary gains among the four groups, which is consistent with previous studies regarding the effects of music on language acquisition.

In a more recent study conducted by Rafiee, M.; Kassaian, Z., & Dastjerdi, H. (2010), they examined the effects of humorous songs on the listening comprehension of 30 Iranian's EFL learners. The experimental group listened to humorous songs before they did the exercises on the coursebook, while the control group did the same exercises without listening to songs beforehand. After 17 sessions of treatment, the two groups took the TOEFL listening test, also used as pre-test again. It is surprising to find out that the experimental group outperformed the control group in the listening test. It is concluded that using humorous songs in EFL classroom could lower learners' "psychological barrier" and therefore enhanced learners' listening comprehension.

Beaton (as cited in Whittaker, 2005) described the importance of music in the early childhood language curriculum and mentioned a study of how children

learning French benefited from grammar learning through songs. Apparently, those who were taught a grammatical structure could remember the rule more clearly than those who were taught by using traditional method because they seemed to recall better due to the repetition of the song lyrics. Stokes (2008, p. 25) also supports the view that the combination of music and language can create many connections, as “language is primarily processed in the brain’s left hemisphere and music is in its right hemisphere.” It is believed that the use of music in language class can aid memory (Stokes, 2008). Wallace (1994) demonstrated in his study that music can contribute to text recall. That is, the interaction between music and language facilitates memory.

Studies of English Song Instruction in Taiwan

A lot of empirical studies in Taiwan have proven the usefulness of using songs in language teaching (see Table 2.1). Pien (2007) examined the effects of using pictures in English song instruction on 63 third graders in elementary school in Kaohsiung. The results show that students’ vocabulary and reading comprehension ability were strengthened after the instruction. Chen (2008) investigated the effects of using English songs on writing proficiency of 44 second-grade senior high school students. She indicated that students had significant improvement in writing after the English song instruction. Liu (2008) incorporated song teaching with reading instruction to foster reading proficiency of 55 students who received 40-minute instruction once a week. After 15 weeks of instruction, the experimental group made significant progress in reading proficiency than the control group. In Wen’s (2009) action research, he found out that using English pop songs as a teaching material improved sixth-grade students’ four skills.

A study by Lin (2010) indicates that the 72 seventh-grade students' listening comprehension improved as a result of English song instruction. Similar results were also found in Chu's study (2010) of sixth-grade students. Chen (2010) concluded that pop songs can be a powerful tool to improve EFL young learners' sight vocabulary acquisition and reading fluency. Lee (2011) compared the performance of the experimental group who received lessons of English songs integrated with lecturing and the control group who was taught mainly through lecturing. She found out that the experimental group outperformed the control group in English achievement test after an eight-week treatment.

In conclusion, the application of English songs in language classrooms is beneficial for both elementary and junior high school students in their development of four skills, vocabulary proficiency and grammar learning. This view is also supported by Whittaker (1981), who asserts that songs can be useful tools in developing learners' listening, speaking, reading and writing. As Schoepp (2001) stated, songs can be used to increase opportunities for learners in the development of cognitive process.

Moreover, in terms of affective domain, a number of studies (Chang, 2008; Kuo, 2010; Lee, 2003; Lee, 2010; Lee, 2011; Liu, 2009; Wen, 2009) point out learners' motivation was greatly enhanced after the English song instruction. For instance, Wen's (2009) study indicated that most students are more active to learn more and believe that English pop songs can help their English learning after Wen used English pop songs as teaching materials. Similar results were found in Kuo's (2010) study. Kuo's (2010) study examined 22 low achievers of fifth-graders' attitude after English song instruction and the results revealed that participants

showed a very positive attitude towards the 16-week of English song instruction. In addition, Lee's (2010) study investigated the effects of English songs and rhymes on the motivation of two classes of second graders, showing that the experiment group demonstrated higher motivation than the control group after the treatment.

When it comes to the age of the participants, most of the studies (Chang, 2008; Chen, 2010; Chu, 2010; Kuo, 2010; Lee, 2005; Lee, 2010; Liu, 2008; Liu, 2009; Pien, 2007; Wen, 2009) focus on the effects of English song instruction on elementary school students (see Table 2.2). Among the four studies (Kao, 2008; Lee, 2011; Lin, 2010; Yang, 2002) conducted in the environment of junior high schools, Lin's (2010) study concentrated on the effects of songs on learners' listening comprehension, while Lee (2011) and Yang (2002) focused on the effects of songs on learners' overall English proficiency. However, few, if any were conducted to investigate what effects English songs have on junior high school students. Therefore, it is worthwhile investigating the effects of English songs on grammar learning and retention of grammar points of junior high school students.

Table 2.1 Related Studies on English Song Instruction in Taiwan

Previous studies	Four skills				focus			
	Listening	Speaking	Reading	Writing	Vocabulary	Grammar	Motivation	proficiency
Wu (2001)								
Yang (2002)								V
Lee(2005)	V				V		V	
Pien (2007)			V		V			
Chen (2008)				V				
Chang(2008)					V		V	
Liu (2008)			V					
Liu (2009)							V	
Wen (2009)							V	V
Chen (2009)	V							
Lin (2009)	V							
Kuo (2009)					V		V	
Lee (2010)		V					V	
Chen (2010)		V			V			
Chu (2010)	V				V			
Lee (2011)							V	V
Total	4	2	2	1	5	0	7	3

Table 2.2 Related Studies of Different Participants on English Song Instruction in Taiwan

Previous studies	Elementary	Junior	Senior	University
Wu (2001)	V			
Yang (2002)		V		
Lee(2005)	V			
Pien (2007)	V			
Chen (2008)			V	
Chang(2008)	V			
Liu (2008)	V			
Liu (2009)	V			
Wen (2009)	V			
Chen (2009)				V
Lin (2009)		V		
Kuo (2009)	V			
Lee (2010)	V			
Chen (2010)	V			
Chu (2010)	V			
Lee (2011)		V		
Total	11	3	1	1

CHAPTER 3

METHODOLOGY

This is an empirical study which aims to investigate the effects of English songs on junior high school students' grammar learning and retention of grammar points. Four sections are included in this part. The first section describes the background information of the participants. The second section is about the introduction and application of the instruments. The third section explains the procedure of the experiment. Finally, the last section illustrates how data analysis is carried out.

Participants

Two classes of the seventh graders in a public junior high school in central Taiwan participated in the study. They were chosen because they were considered homogeneous for the following reasons. First, they had similar English proficiency based on a standardized English proficiency test, Cambridge Young Learners English Test (CYLET): Flyers (see Appendix A) conducted before the study. The mean scores of the two classes were compared and analyzed through an independent-samples t-test. As shown in Table 3.1, the mean score of Class A was 19.07 (n=28) with a standard deviation of 12.63, and that of Class B was 19.47 (n=30) with a standard deviation of 12.69. According to the statistics in Table 3.2, these two classes passed the Levene's test ($F=.049$, $P=.825>.05$), indicating that the two classes were homogeneous. The t-test for equality of means also revealed that no significant difference was found between the two classes ($t=.119$, $p=.906>.05$).

Second, they were all native speakers of Mandarin Chinese with an average age of 14. Third, they have studied English for at least four years through formal English

instruction provided in the elementary school prior to this classroom-based experiment. In addition to the homogeneity, they were selected for the reason that they were the researcher’s own classes, so the experimental research was able to be conveniently conducted in practice. Afterwards, one of the classes was randomly assigned as the experimental group, and the other as the control group.

Moreover, in order to investigate what effects” grammar practice through drills plus English songs” and “grammar practice through drills” have on high and low proficiency level students, the participants in each group were divided into two levels based on their CYLET scores. The cut-off point was the mean of the CYLET scores in each group (see Table 3.1). As indicated in Table 3.3, participants (n=28) in the experimental group, whose CYLET scores were above the mean of the experimental group’s CYLET scores (m=19) were designated as high English achievers (n=15), while those with the scores under the mean were designated as low English achievers (n=13). Similarly, participants (n=30) in the control group, whose CYLET scores were above the mean of the control group’s CYLET scores (m=19) were designated as high English achievers (n=13), while those with the scores under the mean were designated as low English achievers (n=17).

Table 3.1 Statistics of Participants’ CYLET Scores

<i>Test</i>	<i>Group</i>	<i>N</i>	<i>Male</i>	<i>Female</i>	<i>Mean</i>	<i>SD</i>
CYLET	Class A	28	14	14	19.07	12.63
	Class B	30	16	14	19.47	12.69

Note: Total scores are out of 50.

Table 3.2 Independent-Samples t-test on Participants' English Proficiency Test

		<i>Levene's Test for</i>		<i>t-test for Equality of</i>		
		<i>Equality of Variances</i>		<i>Means</i>		
		F	Sig.	T	df	p
Class A-	Equal variances	.049	.825	.119	56	.906
Class B	assumed					
	Equal variances			.119	55.761	.906
	not assumed					

Table 3.3 Statistics of the CYLET Scores for High and Low Achievers within Each Group

<i>Group</i>	<i>Proficiency</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
Experimental	High	15	29.13	7.472
	Low	13	7.46	4.629
Control	High	13	31.38	9.777
	Low	17	10.35	4.091

Note: Total scores are out of 50.

Instruments

The following instruments were employed in the present study: (1) English Grammar Test (EGT) as pre-test and post-tests; (2) Cambridge Young Learners English Test (CYLET): Flyers as the test to divide participants into high and low proficiency level; (3) teaching materials, including a) *iEnglish 1* by Hanlin (翰林) Publisher and b) ten English songs along with the lyrics.

English Grammar Test (EGT)

The Design of English Grammar Test

English Grammar Test (EGT) (see Appendix B) is a researcher self-designed grammar test and it was administered before the formal instruction as a pre-test to both classes so as to ensure they had similar initial performance on grammar. EGT contains 30 multiple choice questions. The use of multiple choices is preferred because the scoring is “reliable, rapid and economical” (Hughes, 2003, p76). All the 30 questions were constructed on the basis of the grammar points covered from Starter to Unit 5 in participants’ textbook, *iEnglish 1*. To make sure the test has content validity, a two-way specification table of the grammar points (see Appendix C) would be used. Given that EGT is a test of grammar points of 6 units, 30 multiple choices were evenly distributed, i.e. five questions for each unit. Each item was constructed in a context that was able to offer enough contextual information for testees to choose one correct answer among the four options. That is to say, each multiple choice item consists of one correct answer, the key and three incorrect options, the distractors.

The Scoring of EGT

As for the scoring of EGT, the participants get 3 points for answering one item correctly. In other words, the total score ranges from 0 to 90. As mentioned above, it was used as a pre-test applied to both seventh-grade classes to ensure that there is no significant difference between the experimental and the control group before the formal instruction which focuses on particular grammar points.

The Validity and Reliability of EGT

EGT was validated by my advisor, a professor specializing in testing and two

experienced English teachers, who have more than fifteen years of teaching experience and their suggestions and comments were used to modify the test accordingly. As for the reliability, EGT was administered to a seventh-grade class who did not join the main study. After the test, Cronbach's alpha coefficient was used to examine the internal consistency reliability of EGT. As the results indicated (see Table 3.4), Cronbach's alpha for EGT was .936, which was considered as high reliability. As for the reliability of each item, please see Appendix D.

Table 3.4 Reliability Statistics

Cronbach's Alpha	N of Items
.936	30

Cambridge Young Learners English Test (CYLET): Flyers

The Cambridge Young Learners English Test (CYLET) (see Appendix A) is a standardized proficiency test which is developed by University of Cambridge English for Speakers of Other Languages Examinations (Cambridge ESOL) and is designed to measure the English proficiency of learners aged 7 to 12. It has three levels of assessment: Starters (Level 1), Movers (Level 2), and Flyers (Level 3) and three sections are included in each level—Listening, Reading/ Writing and Speaking. CYLET: Flyers was chosen because its level of difficulty was considered suitable to assess the proficiency of the seventh-graders by consulting with two other experienced English teachers. Only the reading/ writing section was used because speaking and listening were not the primary focus of the present study.

The Cambridge Young Learners English Test (CYLET): Flyers was used as a

general proficiency test and applied to both seventh-grade classes to assess participants' English proficiency level before the formal instruction. It was administered to distinguish the participants with high English proficiency level from those with low English proficiency level. In order to compare the effects of “grammar practice through drills plus English songs” and “grammar practice through drills” on high and low proficiency level students, the participants in the experimental and the control group were stratified into two levels, i.e., high and low proficiency level based on their CYLET scores. The cut-off point was the mean of all the participants' CYLET scores ($m=19$).

A Pre-test and Two Post-tests

The researcher self-designed English Grammar Test (EGT) was used as pre-test, post-test I and post-test II. It was administered before the formal instruction as pre-test to both classes so as to ensure they have similar initial performance on grammar. After the eleven-week instruction, namely right after the participants received 6 units of grammar teaching, the identical EGT was administered again as post-test I to investigate the effects of the experimental group, which received “grammar practice through drills plus English songs” and those of the control group, which received “grammar practice through drills” on their performance of grammar learning. Then a month later, EGT was administered to both groups as post-test II to track their retention of grammar points. According to Ebbinghaus's (1964) theory “Curve of Forgetting”, people may only retain only about 2~ 3% of the information they have learned a month later. Therefore, the interval between post-test I and post-test II was one month. The function of the tests used in the study is summarized in Table 3.5.

Table 3.5 The Function of the Tests in the Study

<i>Tests</i>	<i>Function</i>
1. Researcher self-designed test: EGT	A pre-test To explore participants' initial performance on grammar and ensure they had similar initial positions
	Two post-tests To track participants' performance on grammar learning and retention of grammar points
1. CYLET: Flyers	Proficiency test To identify the participants with high English proficiency from those with low English proficiency level

Teaching Materials

Teaching materials consist of two parts—the participants' textbook, ten English songs (see table 3.6) along with the lyrics (see Appendix E~N). The participants' textbook *iEnglish1* by Hanlin Publisher was used both for the experimental and control groups. In a traditional PPP (presentation, practice, production) model, both groups were taught grammar deductively. That is, grammatical rules and examples were presented by the researcher first, and then the participants did the exercises on the textbook. However, what differs was in the second stage, the practice stage of the PPP model in that the experimental group received “grammar practice through drills plus ten songs” for the treatment, while the control group only did drills in a conventional way, such as oral substitution practices in class. See Appendix O for a sample lesson plan for the experimental group. Table 3.7 summarizes the teaching materials used in the study.

Table 3.6 Ten Songs Used in the Study

No	Songs	Grammar points
1	Diana	Personal pronouns (<i>I, you, he, she, it</i>) possessive determiners (<i>my, your, his, her, its</i>)
2	Are You Lonesome Tonight?	Question form of the linking verb (<i>be</i>)
3	Dancing Queen	Wh-question (<i>how old...?</i>)
4	Yellow Bird	Adjectives (<i>happy, sad, beautiful, ugly, young, old, full, hungry</i>)
5	Downtown	Plurals (<i>-s, -es, ies</i>)
6	All Kinds of Everything	
7	Eleanor Rigby	Wh-question (<i>where...?</i>)
8	I Left My Heart in San Francisco	prepositions (<i>in, on, under, behind, in front of</i>)
9	Somewhere over the Rainbow	There is.../there are...
10	Hero	

Table 3.7 Teaching Materials Used in the Study

	<i>Group</i>	<i>Experimental Group</i>	<i>Control Group</i>
Presentation	Textbook + grammar instruction	✓	✓
Practice	Grammar practice through drills		✓
Practice	Grammar practice through drills +songs	✓	

Note: Shaded areas are the different treatments.

iEnglish 1

The participants' textbook *iEnglish 1* by Hanlin Publisher was designed based on the Nine-Year Integrated English Curriculum Guidelines of Elementary and Junior High Schools (Ministry of Education, Republic of China, 2004) and was chosen as the textbook used for all seventh-grade classes at the researcher's school. There are a total of nine units in the textbook, starting from Starter to Unit 8. There is at least one sentence pattern served as the grammar point to be covered in each unit. The sentence pattern is usually presented with examples first, then some

exercises, such as fill-in-the blanks or sentence writing in the following page.

Ten Songs with Lyrics

Abbott (2002) argued that the criteria of choosing songs should be based upon two principles-- the age and proficiency level of learners and the level of difficulty of the song and the lyrics. Therefore, ten songs used in the study were selected to meet the two principles mentioned above. As far as participants' age and proficiency level were concerned, each song was chosen because of its salient grammatical feature of the lyrics. That is, each song was chosen in accordance with the structure emphasized in each unit of *iEnglish 1*, which is a set of approved English textbook by Ministry of Education. In so doing, the level of the song and lyrics should be suitable for the participants. For instance, the song *Diana* and *Are You Lonesome Tonight* were used to teach Starter and Unit 1 respectively. As for the rest of four units, i.e., Unit 2 to Unit 5, two songs were taught in each unit to familiarize the participants with the structure. Table 3.8 shows the unit title along with songs to be taught in each unit. In order to draw students' attention to focus on salient grammar points, key words which were underlined in the lyrics were deleted as cloze texts to further highlight the grammar points related in each unit.

Table 3.8 Songs Taught in Each Unit

Unit	Unit title	Song
Starter	Starter	<i>Diana</i>
Unit 1	Who's She?	<i>Are You Lonesome Tonight?</i>
Unit 2	He Is Cute	<i>Dancing Queen</i>
		<i>Yellow Bird</i>
Unit 3	What Are These?	<i>Downtown</i>
		<i>All Kinds of Everything</i>
Unit 4	Where Is Kitty?	<i>Eleanor Rigby</i>
		<i>I Left My Heart in San Francisco</i>

Unit 5	Are There Any Koalas Here?	<i>Somewhere over the Rainbow</i>
		<i>Hero</i>

Procedure of the Study

The present study took place in the first term of the 2011-2012 academic year. The researcher conducted the study for approximately 3 months, from September to November in 2011. In other words, it was conducted through four stages: pre-test, treatment, post-test I and post-test II (see Figure 3.1). In the 2nd week of the semester, both groups received a researcher self-designed test on grammar points, English Grammar Test (EGT) and Cambridge Young Learners Test (CYLET): Flyers in class. During the following 11 weeks, each group meet five times a week and 45 minutes per meeting during normal English class time and 6 units were instructed based on the school's schedule.

During the treatment stage, i.e., from 3rd to 13th week, both the experimental and control group were engaged in grammar teaching in the textbook and completed exercises in each unit. However, only the experimental group was instructed by learning grammar through drills plus ten English songs during class. That is, during the first four periods from 3rd to 13th week, both the experimental and control group had the same treatment. But in the last, or the 5th period of each week, the experimental and the control group received “grammar practice through drills plus English songs” and “grammar practice through drills” respectively for 15 minutes once a week. After an eleven-week instruction, i.e., in the 14th week, a post-test, EGT was employed to compare the performance of grammar learning of the two groups. A month later, in the 18th week, the same identical EGT was administered as post-test II to track both groups' retention of grammar points. The procedure of the two groups in the study is presented in Table 3.9.

Data Analysis

In the study, the statistical package SPSS (19.0) was used to compute the data collected from the pre-and post-tests. To answer the first and the second research questions, paired-samples t-test were conducted to compare the results of pre and post-test I for the experimental and control groups. To answer the third research question, an independent-samples t-test was applied to compare the mean scores of the experimental and control groups. To answer the fourth research question, an independent-samples t-test was implemented for the mean scores of post-test II of the experimental and control groups. As for the fifth research question, which focuses on the effects of “grammar practice through drills plus English songs” and “grammar practice through drills” on high and low proficiency level students, a paired-samples t-test and an independent-samples t-test was used respectively.

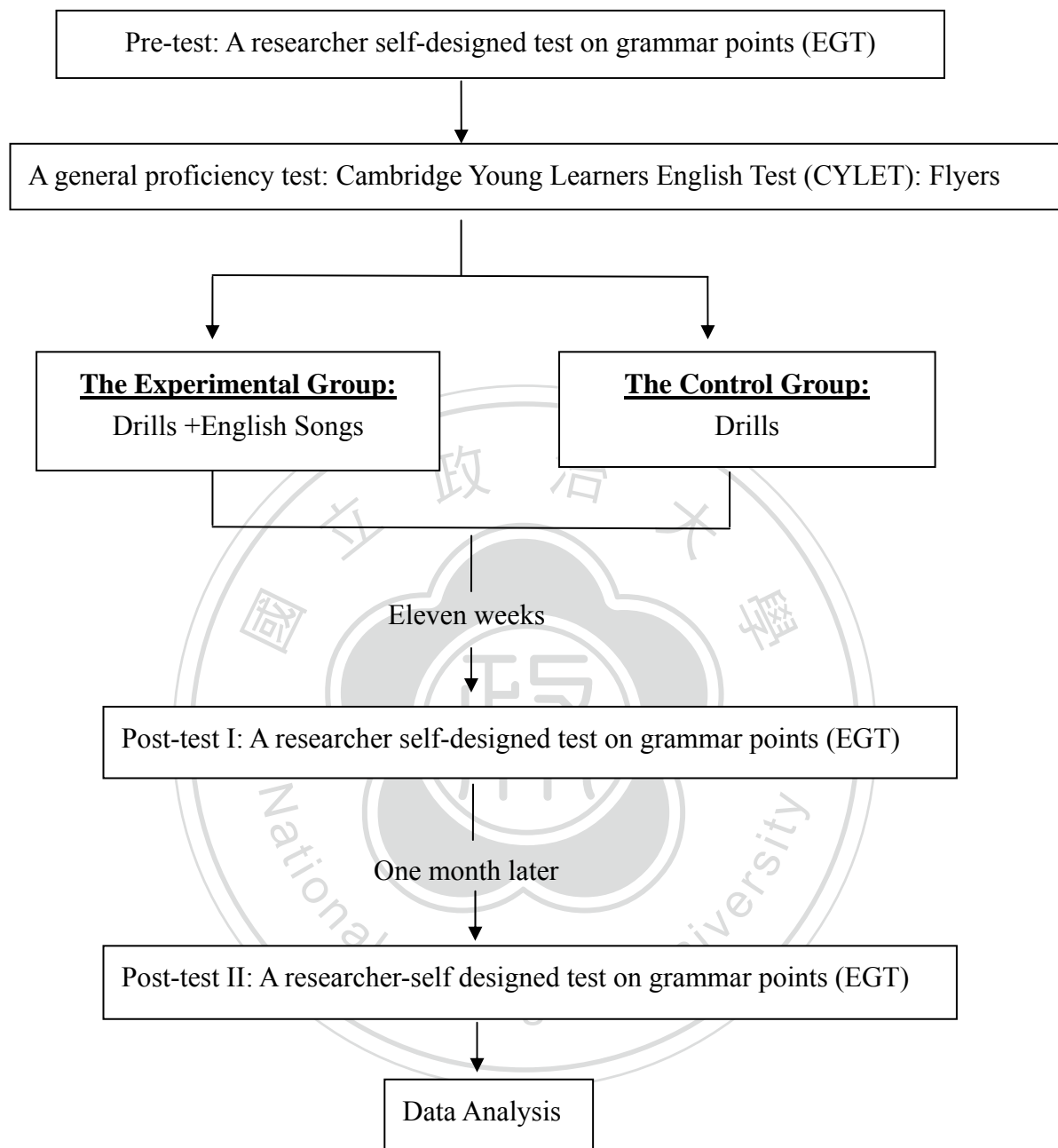


Figure 3.1 Overall Procedure of the Study

Table 3.9 The Similarities and Differences in Treatments between the Two Groups

Week	Lesson	Class period	The Experimental Group	The Control Group
2			Administer the pre-test and proficiency test (45 min).	
3	Starter	1 st to 4 th	Grammar instruction, pattern exercises	
		5 th	English song *(1) +drills (15 min)	Drills (15 min)
4	Unit 1	1 st to 4 th	Grammar instruction, pattern exercises	
		5 th	English song (2) + drills (15 min)	Drills (15 min)
5	Unit 2	1 st to 4 th	Grammar instruction, pattern exercises	
		5 th	English song (3) +drills (15 min)	Drills (15 min)
6		1 st to 4 th	Grammar instruction, pattern exercises	
		5 th	English song (4)+drills (15 min)	Drills (15 min)
7				
8	Unit 3	1 st to 4 th	Grammar instruction, pattern exercises	
		5 th	English song (5)+drills (15 min)	Drills (15 min)
9		1 st to 4 th	Grammar instruction, pattern exercises	
		5 th	English song (6)+drills (15 min)	Drills (15 min)
10	Unit 4	1 st to 4 th	Grammar instruction, pattern exercises	
		5 th	English song (7)+drills (15 min)	Drills (15 min)
11		1 st to 4 th	Grammar instruction, pattern exercises	
		5 th	English song (8) +drills (15 min)	Drills (15 min)
12	Unit 5	1 st to 4 th	Grammar instruction, pattern exercises	
		5 th	English song (9) +drills (15 min)	Drills (15 min)
13		1 st to 4 th	Grammar instruction, pattern exercises	
		5 th	English song (10) +drills (15 min)	Drills (15 min)
14		1 st	Administer the post-test I (25 min).	
18		1 st	Administer the post-test II (25 min).	

Note: Shaded areas are the different treatments.

* The number refers to the song in accordance with sequence taught in Table 3.6.



CHAPTER 4

RESULTS

In this chapter, the results of the study are presented and examined. This chapter consists of six sections. The first section presents answers to Research Question 1—What is the effect of “grammar practice through drills plus English songs” on students’ grammar learning and retention of grammar points? The second section gives answers to Research Question 2— What is the effect of “grammar practice through drills” on students’ grammar learning and retention of grammar points? The third section reports on the results to answer Research Question 3—Do students who receive “grammar practice through drills plus English songs” perform better in grammar learning than those who receive “grammar practice through drills”? The fourth section shows the findings to answer Research Question 4—Do students who receive “grammar practice through drills plus English songs” perform better on their retention of grammar points than those who receive “grammar practice through drills”? The fifth section provides the results to answer Research Question 5—Is there any difference between “grammar practice through drills plus English songs” and “grammar practice through drills” for high and low proficiency level students respectively in terms of their grammar learning and retention of grammar points? The final section summarizes all of the findings in the study.

The Results of Pre-test, Post-test I and Post-test II for the Experimental Group

The results of pre-test and post-test I for the experimental group were shown in Table 4.1. After the experimental group received an eleven-week instruction, post-test I was administered to examine their performance of grammar learning. As seen in Table 4.1, the results indicated that the mean score of post-test I ($m=79.10$) was significantly greater than that of pre-test ($m=57.00$). The table shows that

$p=.000 < .05$, demonstrating that students could benefit from “grammar practice through drills plus English songs” in terms of grammar learning. Post-test II was administered one month after the eleven-week instruction to explore the effects of “grammar practice through drills plus English songs” on students’ retention. The results of pre-test and post-test II for the experimental group were shown in Table 4.2. As shown in Table 4.2, the results indicated that the mean score of post-test II ($m=78.64$) was significantly greater than that of pre-test ($m=57.00$). The table shows that $p=.000 < .05$, indicating that “grammar practice through drills plus English songs” appears to have positive influence on students’ retention of grammar points.

Table 4.1 Paired-Samples t-test on the Experimental Group’s Pre-test and Post-test I

Group	Test	<i>M</i>	<i>t</i>	<i>df</i>	<i>p</i>
Experimental group	Pre-test	57.00	-6.400	27	.000***
	Post-test I	79.10			

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 4.2 Paired-Samples t-test on the Experimental Group’s Pre-test and Post-test II

Group	Test	<i>M</i>	<i>t</i>	<i>df</i>	<i>p</i>
Experimental group	Pre-test	57.00	-5.215	27	.000***
	Post-test II	78.64			

* $p < .05$, ** $p < .01$, *** $p < .001$

The Results of Pre-test, Post-test I and Post-test II for the Control Group

The results of pre-test and post-test I for the control group were shown in Table 4.3. Post-test I was conducted to the control group which received “grammar practice through drills” after the eleven-week instruction to investigate the effects of grammar learning. As shown in Table 4.3, the results indicated that the mean score

of post-test I ($m=69.40$) was significantly higher than that of pre-test ($m=53.73$). The table shows that $p=.000 < .05$, demonstrating that “grammar practice through drills” could facilitate their grammar learning. Post-test II was administered one month after the 11-week instruction to probe into the effects of “grammar practice through drills” on students’ retention. The results of pre-test and post-test II for the control group were shown in Table 4.4. As shown in Table 4.4, the results showed that the mean score of post-test II ($m=67.36$) was significantly higher than that of pre-test ($m=53.73$). The table shows that $p=.000 < .05$, revealing that students who received “grammar practice through drills only” appear to perform well on their retention of grammar points.

Table 4.3 Paired-Samples t-test on the Control Group’s Pre-and Post-test I

Group	Test	<i>M</i>	<i>t</i>	<i>df</i>	<i>p</i>
Control group	Pre-test	53.73	-5.574	29	.000***
	Post-test I	69.40			

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 4.4 Paired-Samples t-test on the Control Group’s Pre-test and Post-test II

Group	Test	<i>M</i>	<i>t</i>	<i>df</i>	<i>p</i>
Control group	Pre-test	53.73	-4.766	29	.000***
	Post-test II	67.36			

* $p < .05$, ** $p < .01$, *** $p < .001$

Comparisons of the Results of Pre-test and Post-test I between the Two Groups

The results of pre-test and post-test I for the experimental and control groups were shown in Table 4.5. Post-test I was conducted to examine the effects of grammar learning on the experimental group which received “grammar practice through drills plus English songs” and on the control group which received “grammar practice through drills.” An independent-samples t-test was conducted to compare the average scores of the two groups. As shown in Table 4.5, though the mean in the pre-test of the experimental group was a little higher than that of the control group, the p value in pre-test was $.906 > .05$; therefore, it indicates the homogeneity of the participants in terms of their proficiency level in the two groups. After the eleven-week treatment; however, the mean in the post-test I of the experimental group has greatly increased, compared to that of the control group. The average score of the experimental group ($m=79.10$, $SD=10.74$) was greater than that of control group ($m=69.30$, $SD=20.92$). The mean difference between the two groups is statistically significant ($p=.028 < .05$), suggesting that “grammar practice through drills plus English songs” has a more positive effect on students’ performance in terms of grammar learning than “grammar practice through drills.”

Table 4.5 Independent-Samples t-test on Participants’ Pre-test and Post-test I

Test	Group	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Pre-test	Experimental	28	57.00	25.59	-.455	.651
	Control	30	53.73	28.81		
Post-test I	Experimental	28	79.10	10.74	-2.267	.028*
	Control	30	69.30	20.92		

Note: 1. Total scores are out of 90.

2. * $p < .05$

Comparisons of the Results of Post-test II between the Two Groups

Post-test II was administered to both groups a month after post-test I to evaluate the effect of “grammar practice through drills plus English songs” and “grammar practice through drills” on students’ retention of grammar points. An independent-samples t-test was conducted to compare the average scores of the two groups in post-test II. The results of post-test II between the experimental and control groups were shown in Table 4.6. As shown in Table 4.6, the results indicated that the mean score of the experimental group ($m=79.39$, $SD=15.13$) was significantly greater than that of the control group ($m=67.36$, $SD=23.50$). The table shows that $p = .024 < .05$, so there were significant differences between the two groups, demonstrating that “grammar practice through drills plus English songs” could better facilitate participants’ retention of grammar points than “grammar practice through drills.”

Table 4.6 Independent-Samples t-test on Participants’ Post-test II

Test	Group	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Post-test 2	Experimental	28	79.39	15.13	2.332	.024*
	Control	30	67.36	23.50		

Note: 1. Total scores are out of 90.

2. * $p < .05$

Effects of Grammar Practice on Students with Different Proficiency Levels

This section compares the results of the pre-test, post-test I and post-test II among the participants with different proficiency levels. First, an independent-samples t-test was conducted for two purposes: 1) to ensure the

heterogeneity of the two levels, i.e., high proficiency and low proficiency within the experimental and control groups and 2) to ensure the two levels between the two groups are homogenous. Second, to examine the effect of “grammar practice through drills plus English songs” versus “grammar practice through drills” for students with different proficiency levels within and between the two groups, a paired-samples t-test and an independent-samples t-test were administered respectively.

The Results of Statistics of the CYLET Scores for High and Low Achievers

The results of the statistics of the Cambridge Young Learners English Test (CYLET) scores for high and low achievers were shown in Table 4.7. As mentioned in Chapter 3, the participants were divided into two levels, i.e., high and low achievers according to their scores on a standardized English proficiency test—CYLET. The cut-off point was set at 19 for the experimental and control groups. A score of 19 or higher was considered to be high English achievers and a score below 19 was considered to be low English achievers. Table 4.7 indicates that the experimental group consists of 15 high English achievers and 13 low English achievers, while the control group includes 13 high English achievers and 17 low English achievers.

Table 4.7 Statistics of the CYLET Scores for High and Low Achievers within Each Group

Group	Proficiency	<i>N</i>	<i>Mean</i>	<i>SD</i>
Experimental	High	15	29.13	7.472
	Low	13	7.46	4.629
Control	High	13	31.38	9.777
	Low	17	10.35	4.091

In order to ensure that the English proficiency of high and low achievers in the experimental and control groups existed a significantly difference before the treatment, an independent-samples t-test was conducted. As it is indicated in Table 4.8, the high and low English achievers in the experimental group did not pass the Levene's test ($F=2.196$, $p=.015 < .05$), suggesting that the two proficiency level learners are heterogeneous. The t-test for equality of means also showed that there was significant difference between the two levels of learners in the experimental group ($t=9.351$, $p=.000 < .05$). Similarly, Table 4.9 presents that the high and low English achievers in the control group did not pass the Levene's test ($F=19.552$, $p=.000 < .05$), suggesting that the two proficiency level learners are heterogeneous. The t-test for equality of means also showed that there was significant difference between the two levels of learners in the control group ($t=7.284$, $p=.000 < .05$). Thus, it could be concluded that high English achievers in each group exhibited higher English proficiency than low English achievers in each group.

Table 4.8 Independent-Samples t-test on High and Low Achievers' CYLET Scores within the Experimental Group

		<i>Levene's Test for Equality of Variances</i>		<i>t-test for Equality of Means</i>		
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>p</i>
High-	Equal variances assumed	2.196	.015	9.047	26	.000***
Low	Equal variances not assumed			9.351	23	.000***

*** p< .001

Table 4.9 Independent-Samples t-test on High and Low Achievers' CYLET Scores within the Control Group

		<i>Levene's Test for Equality of Variances</i>		<i>t-test for Equality of Means</i>		
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>p</i>
High-	Equal variances assumed	19.552	.000	8.030	28	.000***
Low	Equal variances not assumed			7.284	15	.000***

*** p< .001

Moreover, to ensure that high and low English achievers between both groups have similar English proficiency before the treatment, an independent-samples t-test was administered. According to Table 4.10, the high English achievers in the experimental and control group passed the Levene's test ($F=2.830$, $p=.104 >.05$),

indicating that the high English achievers in the experimental and control groups are homogeneous. The t-test for equality of means also showed that there was no significant difference between the high English achievers in the experimental and those in the control groups ($t=.690, p=.496 > .05$).

Likewise, as shown in Table 4.11, the low English achievers in the experimental and control group passed the Levene's test ($F=.368, p=.549 > .05$), indicating that the low English achievers in the experimental and control groups are homogeneous. The t-test for equality of means also showed that there was no significant difference between the low English achievers in the experimental and those in the control groups ($t=1.812, p=.081 > .05$). From statistics mentioned above, two conclusions could be drawn: 1) The high English achievers in the experimental group were at similar proficiency level compared with the high English achievers in the control group; 2) The low English achievers in the experimental group were at similar proficiency level compared with low English achievers in the control group.

Table 4.10 Independent-Samples t-test on High Achievers' CYLET Scores between Groups

		<i>Levene's Test for</i>		<i>t-test for Equality</i>		
		<i>Equality of Variances</i>		<i>of Means</i>		
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>p</i>
Experimental- Control	Equal variances assumed	2.830	.104	.690	26	.496
	Equal variances not assumed			.676	22	.506

Table 4.11 Independent-Samples t-test on Low Achievers' CYLET Scores between

Groups

		<i>Levene's Test for</i>		<i>t-test for Equality of</i>		
		<i>Equality of Variances</i>		<i>Means</i>		
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>p</i>
Experimental-	Equal variances	.368	.549	1.812	28	.081
Control	assumed					
	Equal variances			1.782	24	.087
	not assumed					

Comparisons of Progress between the Experimental and Control Groups

To investigate whether high and low achievers in the experimental and control groups made any progress after the treatment, a paired-samples t-test were applied to compare the results of pre-test, post-test I and post-test II.

Progress of High and Low Achievers in the Experimental Group

In the experimental group, as can be seen in Table 4.12, the average score of high English achievers in post-test I (m=85.20) is greater than that in pre-test (m=74.80). In other words, in post-test I, high English achievers in the experimental group scored 10 points higher than they did in pre-test . Since $p = .001 < .01$, $t = 4.312$, the mean difference between pre-test and post-test I is statistically significant. That is to say, high English achievers made significant progress after they received “grammar practice through drills plus English songs.” Also, there was a significant increase in post-test II ($t=3.950$, $p = .001 < .01$), indicating that high English achievers had good retention on grammar points one month after they received “grammar practice through drills plus English songs.” Another thing that is very

interesting and worth mentioning is that, as it is shown in Table 4.12, the mean score in post-test I ($m=85.20$) and that in post-test II (85.20) are the same. It appears that “grammar practice through drills plus English songs” had a positive influence on high English achievers’ retention of grammar points, so that their average score of post-test I ($m=85.20$) and post-test II (85.20) remain the same.

As for the low English achievers in the experimental group, Table 4.12 reveals that the average score of low English achievers in post-test I ($m=72.07$) is greater than that in pre-test ($m=36.46$). In other words, in post-test I, low English achievers in the experimental group scored 35 points higher than they did in pre-test. Since $p=.000 < .001$, $t=7.662$, the mean difference between pre-test and post-test I is statistically significant. More specifically, low English achievers made significant progress after they received “grammar practice through drills plus English songs.” Also, there was a significant increase in post-test II ($t=7.459$, $p=.000 < .001$), implying that low English achievers could have good retention on grammar points one month after they received “grammar practice through drills plus English songs.” With regard to the mean difference between post-test I and post-test II, no significant difference was found ($t=.176$, $p=.863 > .05$), meaning that “grammar practice through drills plus songs” facilitated low English achievers in terms of retention of grammar points so their scores of post-test I ($m=72.07$) and post-test II (72.69) are similar.

In conclusion, after high and low English achievers in the experimental group received “grammar practice through drills plus English songs”, they made significant progress both on post-test I, i.e., immediate grammar test and post-test II, i.e., retention test. The results of the two tests revealed that “grammar practice through drills plus English songs” had a positive effect on participants’ grammar

learning and retention of grammar points.

Table 4.12 Paired-Samples t-test for Progress in the Experimental Group

Test	High English Achievers (n=15)				Low English Achievers (n=13)			
	<i>M</i>	<i>Mean Difference</i>	<i>t</i>	<i>p</i>	<i>M</i>	<i>Mean Difference</i>	<i>t</i>	<i>p</i>
Post-test I	85.20				72.07			
Pre-test	74.80	10.40	4.312	.001**	36.46	35.61	7.662	.000***
Post-test II	85.20				72.69			
Pre-test	74.80	10.40	3.950	.001**	36.46	36.23	7.459	.000***
Post-test II	85.20				72.69			
Post-test I	85.20	0.00	.000	1.000	72.07	0.62	.176	.863

* $p < .05$, ** $p < .01$, *** $p < .001$

Progress of High and Low Achievers in the Control Group

In the control group, as can be seen in Table 4.13, the average score of high English achievers in post-test I ($m=85.84$) is greater than that in pre-test ($m=78.69$). That is, in post-test I, high English achievers in the control group scored 7 points higher than they did in pre-test. Since $p = .005 < .01$, $t = 3.484$, the mean difference between pre-test and post-test I is statistically significant. In other words, high English achievers made significant progress after they received “grammar practice through drills.” In addition, there was a significantly increase in post-test II ($t=4.284$, $p = .001 < .01$), demonstrating that high English achievers could have good retention on grammar points after they received “grammar practice through drills.” As it is shown in Table 4.13, the mean scores in post-test I ($m=85.84$) and post-test II (84.69)

are almost the same. Thus, no significance difference was found between the two tests ($t = -.891$, $p = .391 > .05$). It indicates that high English achievers in the control group still seem to benefit from “grammar practice through drills” with regard to retention of grammar points.

As for the low English achievers in the control group, Table 4.13 describes that the average score of low English achievers in post-test I ($m = 56.64$) is greater than that in pre-test ($m = 34.64$). Simply put, in post-test I, low English achievers in the control group scored 22 points higher than they did in pre-test. Since $p = .000 < .001$, $t = 5.375$, the mean difference between pre-test and post-test I is statistically significant. In other words, low English achievers made significant progress after they received “grammar practice through drills.” Additionally, there was a significantly increase in post-test II ($t = 4.339$, $p = .001 < .01$), implying that low English achievers could have good retention on grammar points one month after they received “grammar practice through drills.” With regard to the mean difference between post-test I and post-test II, the mean score dropped a little, though no significant difference was found ($t = -.855$, $p = .405 > .05$), meaning that low English achievers were still under the influence of “grammar practice through drills.”

In short, after high and low English achievers in the control group received “grammar practice through drills”, they made significant progress both on immediate grammar test and retention test. The results of the two tests indicated that “grammar practice through drills” had a positive effect on participants’ grammar learning.

Table 4.13 Paired-Samples t-test for Progress in the Control Group

Test	High English Achievers (n=13)				Low English Achievers (n=17)			
	<i>M</i>	<i>Mean Difference</i>	<i>t</i>	<i>p</i>	<i>M</i>	<i>Mean Difference</i>	<i>t</i>	<i>p</i>
Post-test I	85.84	7.15	3.484	.005**	56.64	22.00	5.375	.000***
Pre-test	78.69				34.64			
Post-test II	84.69	6.00	4.284	.001**	54.11	19.47	4.339	.001**
Pre-test	78.69				34.64			
Post-test II	84.69	1.15	-.891	.391	54.11	2.53	-.855	.405
Post-test I	85.84				56.64			

* p < .05, ** p < .01, *** p < .001

Comparisons of Progress between High and Low English Achievers

To further probe into the effect of “grammar practice through drills plus English songs” versus “grammar practice through drills” on high and low English achievers in the experimental and control groups, comparisons between high achievers between the two groups and low achievers between the two groups were made. An independent-samples t-test was utilized to analyze the results.

High English Achievers between the Two Groups

As mentioned earlier, high achievers in both the experimental and control groups scored higher not only between the pre-test and post-test I but also between the post-test II and pre-test. The results of high English achievers’ performance between the two groups in pre-test, post-test and post-test II were presented in Table 4.14. As far as high English achievers in the two groups are concerned, there was no significant difference found in the mean difference in the pre-test ($t=-1.179$, $p=.249$

> .05), the post-test I ($t = -.415$, $p = .681$) and the post-test II ($t = .269$, $p = .790$). From the findings shown in Table 4.14, it could be concluded that not only “grammar practice through drills plus English songs” but also “grammar practice through drills” contributed to high English achievers’ grammar learning and retention of grammar points.

Table 4.14 Independent-Samples t-test on High Achievers’ Pre-test, Post-test I and Post-test II

Proficiency	Test	Group	<i>N</i>	<i>Mean</i>	<i>Mean Difference</i>	<i>t</i>	<i>p</i>
High	Pre-test	Experimental	15	74.80	3.89	-1.179	.249
		Control	13	78.69			
	Post-test I	Experimental	15	85.20	0.64	-.415	.681
		Control	13	85.84			
	Post-test II	Experimental	15	85.20	0.51	.269	.790
		Control	13	84.69			

Note. 1. Total scores are out of 90.

2.* $p < .05$

Low English Achievers between the Two Groups

Considering the low English achievers in the experimental and control groups, as provided in Table 4.15, no significant difference was found in the pre-test ($t = .211$, $p = .835 > .05$). In post-test I; nevertheless, the mean difference of the low English achievers between the two groups reached a significant level ($t = 2.494$, $p = .019 < .05$). The average score of the low English achievers in the experimental group ($m = 72.07$) was greater than that in the control group ($m = 56.64$). Similarly, a

significant difference existed in post-test II ($t= 2.289, p= .030 < .05$). The average score of the low English achievers in the experimental group ($m= 72.69$) was greater than that in the control group ($m=54.11$). It seems that “grammar practice through drills plus English songs” has a more positive influence for low English achievers on their performance of grammar learning and retention of grammar points than those receiving “grammar practices through drills.”

Table 4.15 Independent-Samples t-test on Low Achievers’ Pre-test, Post-test I and Post-test II

Proficiency	Test	Group	<i>N</i>	<i>Mean</i>	<i>Mean Difference</i>	<i>t</i>	<i>p</i>
Low	Pre-test	Experimental	13	36.46	1.82	.211	.835
		Control	17	34.64			
	Post-test I	Experimental	13	72.07	15.43	2.494	.019*
		Control	17	56.64			
	Post-test II	Experimental	13	72.69	18.58	2.289	.030*
		Control	17	54.11			

* $p < .05$

Summary

The main findings of the present study were summarized as follows.

1. The experimental group receiving “grammar practice through drills plus English songs” made significant improvement in grammar learning. It appears that “grammar practice through drills plus English songs” could promote students’ grammar learning and retention of grammar points, especially for low achievers.
2. The control group receiving “grammar practice through drills” gained higher

scores than they did before the treatment. It could be concluded that “grammar practice through drills” could enhance students’ grammar learning and retention of grammar points.

3. The experimental group receiving “grammar practice through drills plus English songs” significantly outperformed the control group receiving “grammar practice through drills.” It is quite clear that the participants given “grammar practice through drills plus English songs” could perform better in grammar learning than those given “grammar practice through drills.”
4. The experimental group receiving “grammar practice through drills plus English songs” significantly outscored the control group receiving “grammar practice through drills.” It seemed that “grammar practice through drills plus English songs” had a more positive influence on participants’ retention of grammar points than “grammar practice through drills.”
5. As far as the high and low English achievers in the experimental group are concerned, they made significant progress not only in post-test I but also in post-test II, i.e., the retention test, after they received “grammar practice through drills plus English songs.” That is, both high and low English achievers benefited from “grammar practice through drills plus English songs.”
6. With regard to the high and low English achievers in the control group, both the high and low English achievers not only made significant progress on grammar learning but also had good retention of grammar points after they received “grammar practice through drills.” Simply put, “grammar practice through drills” benefited both high and low English achievers.
7. With respect to the high English achievers between the two groups, both “grammar practice through drills plus English songs” and “grammar practice through drills” benefited high English achievers’ grammar learning and retention

of grammar points.

8. In terms of the low English achievers between the two groups, “grammar practice through drills plus English songs” contributed more to low English achievers’ grammar learning and retention of grammar points than “grammar practice through drills.” The results indicated that “grammar practice through drills plus English songs” was more effective for low English achievers with regard to their grammar learning and retention of grammar points.



CHAPTER 5

DISCUSSION AND CONCLUSION

Five sections were covered in this chapter. Section 1 provides answers to the five research questions addressed in the study based on the data collected from all the tests. Section 2 compares previous studies as well as discusses possible explanations for the results. Section 3 presents pedagogical implications of the study. Section 4 includes suggestions for future research. Finally, the last section summarizes the conclusions drawn from the whole study.

Answers to the Research Questions

The study attempts to explore the effects of “grammar practice through drills plus English songs” versus “grammar practice through drills” of participants with different proficiency levels on grammar learning and retention of grammar points. Answers to research questions were provided below.

Question 1: What is the effect of “grammar practice through drills plus English songs” on students’ grammar learning and retention of grammar points?

“Grammar practice through drills plus English songs” had a positive influence on students’ grammar learning and retention of grammar points. After an eleven-week instruction, students made significant progress in grammar test and retention test. It is obvious that students could benefit from “grammar practice through drills plus English songs.”

Question 2: What is the effect of “grammar practice through drills” on students’ grammar learning and retention of grammar points?

“Grammar practice through drills” could facilitate students’ grammar learning and retention of grammar points. Students achieved significantly higher scores in

post-test I and post-test II, indicating that students who received “grammar practice through drills” performed well in grammar learning and retention of grammar points.

Question 3: Do students who receive “grammar practice through drills plus English songs” perform better than those who receive “grammar practice through drills”?

Students who received “grammar practice through drills plus English songs” outperformed those who received “grammar practice through drills.” After an eleven-week instruction, the results of post-test I provided very strong evidence to show that students in the experimental group outscored their control counterparts. That is, students who received “grammar practice through drills plus English songs” outscored those who received “grammar practice through drills” in terms of grammar learning.

Question 4: Do students who receive “grammar practice through drills plus English songs” perform better on their retention of grammar points than those who receive “grammar practice through drills”?

Students who received “grammar practice through drills plus English songs” achieved higher scores on their retention of grammar points than those who received “grammar practice through drills.” One month after an eleven-week instruction, the experimental group outperformed the control group in post-test II, i.e., the retention test. The results of post-test II revealed that “grammar practice through drills plus English songs” exerted a more powerful effect on students’ retention of grammar points than “grammar practice through drills.”

Question 5: Is there any difference between “grammar practice through drills plus English songs” and “grammar practice through drills” for high and low proficiency level students respectively in terms of their grammar learning and retention of grammar points?

Both “grammar practice through drills plus English songs” and “grammar practice through drills” led to high and low English achievers’ grammar learning. Both high and low English achievers’ scores reached a significant difference between pre-test and post-test I as well as pre-test and post-test II. In other words, high and low English achievers made significant progress after receiving an eleven-week instruction. In addition, it seems that “grammar practice through drills plus English songs” has a more positive influence for low English achievers on their performance of grammar learning and retention of grammar points than those receiving “grammar practices through drills.”

From the results mentioned in the previous chapter, it can be concluded that the results seemed to suggest that “grammar practice through drills plus English songs” benefits not only high but also low English achievers in terms of grammar learning and retention of grammar points. That is to say, high and low English achievers, after receiving an eleven-week instruction, made significant progress between pre-test and post-test I as well as pre-test and post-test II. Simply put, “grammar practice through drills plus English songs” could facilitate students with both proficiency levels regarding grammar and retention of grammar points. In a similar vein, both proficiency levels of students in the control group made significant progress between pre-test and post-test I as well as pre-test and post-test II. That is to say, “grammar practice through drills” was shown to be effective for both high and low English achievers in terms of grammar learning and retention of grammar

points. In conclusion, these two kinds of grammar practices resulted in both high and low English achievers' better grammar learning and retention of grammar points.

As far as high English achievers between the two groups are concerned, no significant difference between post-test I and post-test II was found, showing that “grammar practice through drills plus English songs” and “grammar practice through drills” were both beneficial for high and low English achievers with regard to grammar learning and retention of grammar points.

On the other hand, as for low English achievers between the two groups, a significant difference existed in post-test I and post-test II, indicating that low English achievers benefited more from “grammar practice through drills plus English songs” than from “grammar practice through drills” in terms of grammar learning and retention of grammar points. To summarize, “grammar practice through drills plus English songs” was more effective for low English achievers with regard to grammar learning and retention of grammar points.

Results of the Present Study versus Results of the Previous Studies

This section first compares the findings of the present study with those of the previous studies. Then, possible explanations for the results would be given.

The study was carried out to investigate the effects of “grammar practice through drills plus English songs” versus “grammar practice through drills” on junior high school students with different proficiency levels on grammar learning and retention of grammar points. In general, the results of the study were consistent

with the findings of the previous research in the following aspects. First, “grammar practice through drills plus English songs” could facilitate students’ grammar learning. The finding seems compatible with the contention of the previous research (Lee, 2010; Yang, 2002; Wen, 2009) on the beneficial effect of English songs on students’ English proficiency. Lee (2011) compared the performance of the experimental group who received lessons of English songs integrated with lecturing and the control group who was taught mainly through lecturing. She found out that the experimental group outperformed the control group in English achievement test after an eight-week treatment. In addition, Yang’s (2002) study which investigated the effects of English singing on English learning for technology class (TC) and non-technology class (Non-TC) revealed that the TC students exposed to English songs made much progress in their English achievement tests. Similarly, in Wen’s (2009) action research, he found out that using English pop songs as a teaching material improved sixth-grade students’ four skills. This view is also supported by Whittaker (1981), who asserts that songs can be used to develop learners’ listening, speaking, reading and writing.

Moreover, the results of the present study demonstrates that students who received “grammar practice through drills plus English songs” could have good retention of grammar points one month after the instruction. Simply put, English songs are proven aid to long-term memory. This finding is congruent with Bygrave’s (1995) study that music had a long-term effect on learners’ receptive vocabulary skills. In Bygrave’s (1995) experiment, she found that no apparent difference of the effect of music shown in post-test; however, learners showed significant improvement in the postpost-test, i.e., the test conducted 7 weeks after the post-test. That is to say, music could have a prolonged effect on learners’ receptive skills.

Similarly, Medina (1990) also suggested a long-term positive effect of music on vocabulary acquisition retention. Furthermore, the view of this finding also confirmed Wallace's (1994) study that music can be served as a cue to trigger memory. Likewise, this argument is consonant with Stokes' (2008) view that music can aid memory when it is combined with language learning because "language is primarily processed in the brain's left hemisphere and music is in its right hemisphere." Therefore, it is this interaction that contributes to language learning.

Besides, both high and low English achievers benefited from "grammar practice through drills." Drills are believed to be effective under the premise that language learning is a process of habit formation and can be developed through drilling, a notion brought by the behaviorist, Skinner and the linguist, Watson. With regard to the effectiveness of "grammar practice through drills," the results of the study shows that drills have a positive influence on students' grammar learning and retention of grammar points. The finding seems compatible with the contention of several researchers (Hammerly, 1991; Nunan, 1999; Paulston, 1971; Politzer, 1968; Stevick, 1996; Vilson, 2007) in that drills occupy an indispensable place in language teaching especially in the early stage of language learning. Politzer (1968) argues that drilling is the learning process that enables learners to learn through repetition and then moves on to self-expression. It appeared that drills were still regarded by many researchers as a necessary prerequisite before fully internalizing grammatical structures.

What's more, low English achievers in the experimental group which received "grammar practice through drills plus English songs" seem to benefit more than those in the control group. That is, "grammar practice through drills plus English

songs” is more effective for low achievers with regard to their grammar learning and retention of grammar points. There are several possible reasons why English songs can contribute to low English achievers’ grammar learning and retention of grammar points. First of all, one possible reason for the superior effect of songs for low achievers may be due to the characteristics of music. One of the most prominent features of music—reducing students’ pressure and raising learner motivation may account for the finding why English songs could promote low English achievers’ grammar learning and retention of grammar points. The results corroborated the findings of the many previous research (Chang, 2008; Kuo, 2009; Lee, 2005; Lee, 2010; Lee, 2011; Liu, 2009; Wen, 2009) that songs could help reduce learner’s anxiety and increase learners’ motivation toward language learning. Kuo’s (2010) study indicated that 22 fifth-graders from an elementary school showed a very positive attitude towards learning vocabulary through English songs. This also echoes Huang’s (2005) conclusion that English songs can supply low achievers with a relaxing and supportive atmosphere to reduce anxiety and enhance motivation. Generally speaking, low achievers tend to have little motivation and poor academic performance in learning due to anxiety and lack of self-confidence (Huang, 2005). So, classroom atmosphere should be an important factor to take into consideration if low achievers’ motivation is to be enhanced. As MacIntyre (1999) claimed that language anxiety could hamper second language acquisition achievement, pleasant classroom atmosphere is the key (Dornyei, 2001). Therefore, it is reasonable to assume that as students’ motivation enhances, so does their performance in learning.

Second, as Murphey’s (1990) “Song Stuck In My Head Phenomenon” (SSIMPHP) states that songs continue to linger on students’ mind even after class, so they can activate involuntary rehearsal of language context which has the effect

of “deepening the memory traces of this content in the mind (p.59). Likewise, Beaton (as cited in Whittaker, 2005) mentioned a study of how children learning French benefited from grammar learning through songs. Apparently, those who were taught a grammatical structure by using songs could remember the rule more clearly than those who were taught by using traditional method because they seemed to recall better due to the repetition of the song lyrics. In addition, the finding is in line with Whittaker’s (1981) argument that music provides students opportunity to unconsciously learn grammar rules through lyrics, sometimes without even paying attention to it. Third, repetition may be the key to low achievers’ good performance in grammar learning and retention of grammar points. A number of studies have proven the effectiveness of music on verbal pronunciation (Chen, 2010; Lee, 2010). And it is believed that sounds accompanied by music will be stored in long-term memory and be more accessible for memorization (Mora, 2000). Our brains use repetition to remember things better, and it is the repetitive nature of music that its melody and context can persist in our minds. This supports Stansell’s (2005) argument that songs can provide “structured context for long-term recall of words and phrases” (p34). All in all, it would appear that the melodic and repetitive feature of songs may seem to account for the effectiveness on low achievers’ grammar learning and retention of grammar points.

Pedagogical Implications of the Study

The findings of the study have several possible implications for English teachers and students and for textbook writers as well. To begin with, as the findings in this study indicated, using English songs to practice grammar could be a valuable tool that can contribute to students’ grammar learning and retention of grammar points. English teachers in junior high school, therefore, should consider the use of

songs in order to enhance students' grammar learning and reduce their anxiety. In the present study, participants in the experimental group were exposed to English song instruction for 15 minutes each week. If teachers can allocate more time to have students practice grammar by using English songs, for example, if the song can be played on a regular basis to familiarize students with the lyrics, they may be more familiar with the grammatical structure in the song and, in turn learn grammar better. Since the use of English songs in the classroom could provide teachers an alternative way to present grammar practice, thus, it can supplement students' academic performance in the process of grammar learning. Not only teachers can benefit from using English songs in language teaching, but also students can have an enjoyable environment to facilitate their learning of grammar points which they deem difficult to learn in language learning.

Secondly, in light of the findings that both “grammar practice through drills plus English songs” and “grammar practice through drills” facilitate students in terms of grammar learning and retention of grammar points, the use of English songs to practice grammar adds variety to practice grammar and is thus recommended in the classroom, especially for low English achievers. As stated earlier, low English achievers tend to have lower motivation and poor academic performance (Huang, 2005). If their learning performance is to be improved, the use of English songs is suggested to employ when they are engaged in grammar practice.

Last but not least, the results of the study can be useful for textbook writers as well. Many students responded enjoying listening to songs to practice grammar during the experiment. If textbook writers could incorporate more English songs in

each unit in the textbook, teachers, thus can have more choices when selecting appropriate textbooks. On the other hand, students can have more access to English songs to practice grammar in a relaxing and enjoyable way.

Limitations of the Study

There are several limitations of the current study that should be considered. First of all, the findings may not be applicable to other age groups since participants in this study were seventh-grade junior high school students in central Taiwan. The findings may not be generalized to other age groups or teaching contexts different from the present study.

Second, since the duration of the experiment was relatively short, it may not be sufficient to fully observe the change of students' grammar learning and retention of grammar points. The present study was only conducted over an eleven-week period and each period lasts for 15 minutes. In addition, the retention test was conducted one month after the grammar test, so it is not clear whether the effects of retention would still remain if the interval of the retention test is longer.

Finally, this study only concerns about the quantitative analysis of the results, that is, participants' academic performance, qualitative analysis, such as interviews to elicit participants' attitudes or motivation should be taken into account to have a more clear view about what attitude participants hold toward the instruction.

Because of all of the above-mentioned limitations of this present study, certain recommendations for future research are made as follows.

Recommendations for Further Research

Given the limitations of the present study, there is a need for additional research relative to the topic on the relationship between grammar learning and English songs. First, future research may consider selecting participants of different age groups to examine the effect of “grammar practice through drills plus English songs” on participants of different grades to see if the results are still in accordance with those in this study.

In addition, the approach used in this study could be replicated for a longer instructional time in future studies. Though the study was conducted for 11 weeks, the treatment was only 15 minutes every week. Therefore, it is suggested the researcher lengthen instructional time so as to further probe into the effect of longer treatment on grammar learning.

Another direction for future research is the relation of different types of songs and grammar learning. In the present study, each song chosen is in accordance with the structure emphasized in each unit of participants’ textbook—*iEnglish 1*. It would be interesting to see if the positive results of the study can be applicable to other grammatical structures or other aspects of language learning, such as vocabulary.

Finally, the aspect of affective domain, which is an interesting area, deserves for further investigation. Questionnaires or interviews could be included in future research to explore whether participants undergo any change in their attitude or show any increase in motivation. Participants’ feedback can in turn provide more support for the application of English songs in grammar learning. Understandably, a combination of quantitative and qualitative analysis in future research could provide

the researcher more complete data to interpret the results.

Conclusion

Songs have been proven useful to teach many aspects of language. In the field of grammar; however, they have only begun to be realized. English songs can be served as a useful pedagogical tool in language classroom because they could not only reduce learners' anxiety but also facilitate language acquisition due to their simple and repetitive feature. As Claerr and Gargan (1984) stated, songs could "offer an opportunity for repetitious drill without the monotony of pattern drills (p.3)". In the present study, the researcher attempts to shed some more light on the effectiveness of the use of English songs on grammar learning and retention. The results of the study demonstrated that students who received "grammar practice through drills plus English songs" performed better in grammar learning and retention of grammar points than those who received "grammar practice through drills." On the other hand, the more important finding was that "grammar practice through drills plus English songs" even benefited low English achievers more. That is to say, songs could relieve low achievers from pressure and stress, and in turn help improve their performance in grammar learning and retention of grammar points. Thus, though English songs are not panaceas, yet it is highly recommended as an alternative way for English teachers to adopt in language classroom in order to create pleasant atmosphere optimal for learning to occur.

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Appendix A

Cambridge Young Learners English Test (CYLET): Flyers

Flyers Reading & Writing

Centre Number		Candidate Number	
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Cambridge Young Learners English

Flyers
Reading & Writing

Sample Paper



UNIVERSITY of CAMBRIDGE
ESOL Examinations

English for Speakers of Other Languages

There are 50 questions.

You have 40 minutes.

You will need a pen or pencil.

My name is:

Part 1
- 10 questions -

Look and read. Choose the correct words and write them on the lines.
There is one example.

a fridge an apartment cupboards knives

People like flying this in the sky on a windy day.	a Kite
1 You find this in the kitchen. It is cold inside.	_____
2 This is white and we put it on food. Children often like it on chips.	_____
3 These are made of metal. You cut food like bread and fruit with them.	_____
4 These usually have shelves inside and doors on the front. They are often made of wood.	_____
5 This is a game for two teams, which you can play on grass with a little white ball.	_____
6 They look like lemons but they are smaller and they are green.	_____
7 Many people live in this kind of home. All the rooms are usually on the same floor.	_____
8 You play this game in a team. You throw a ball in the air and hit it with your hands and arms.	_____
9 You can grow these in the ground. Beans, peppers and carrots are some examples.	_____
10 People have these every day. Breakfast is one of them.	_____

salt volleyballs a kite meals SCISSORS

vegetables

limes

sugar

chicken an armchair 3 hockey

Blank Page

2

Part 3


- 5 questions -

Katy is talking to her friend, Helen. What does Helen say?

Read the conversation and choose the best answer.
Write a letter (A-H) for each answer.


You do not need to use all the letters.

Example

 **Katy:** Miss Brown is going to leave our school next week, isn't she?

 **Helen:** B


Questions

1  **Katy:** Let's buy her a present!

 **Helen:**

2  **Katy:** What shall we get for her?

 **Helen:**

3  **Katy:** I know! Let's try that new shop in town.

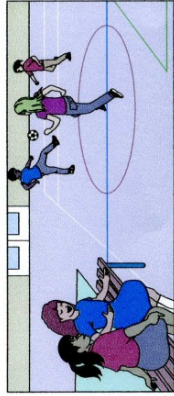
 **Helen:**

4  **Katy:** Is it in River Street? That's a long way from here.

 **Helen:**

5  **Katy:** OK. We can go there now. Have you got any money?

 **Helen:** 6



A Yes, she did.

B Yes, that's right! **(Example)**

C Oh yes, the one near the hospital.

D OK. She'd like that!

E I don't know. It's difficult to choose.

F No, I need to go home and get some.

G Yes it is, so we'll have to go by bus.

H He had one last year.

Part 4
- 6 questions -

Read the story. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.



My aunt went on holiday last _____ month _____ but she couldn't take her cat, Tiger, to a hotel with her, so he stayed with us. My aunt gave us some food for Tiger and Mum put it in the hall. Most of the time, Tiger enjoyed (1) _____ in our garden, but at dinner time he always came into the hall to eat. On Saturday afternoon, Mum said to me, "Can you give Tiger his food today because I have to go out?"

"Of course, Mum," I answered and at five o'clock I went (2) _____ to call him.

"Tiger! Tiger! Time to eat!"

But he didn't come. I wanted to watch a TV programme in the living room so I (3) _____ a window for Tiger to come in. Ten minutes later, I heard something strange and I (4) _____ into the hall. When I got there, Tiger and three other cats from our street were all eating their dinner from his (5) _____ I

example	sleep	outside	torch	ran
month	closed	bowl	sleeping	opened
ready				

(6) Now choose the best name for the story.

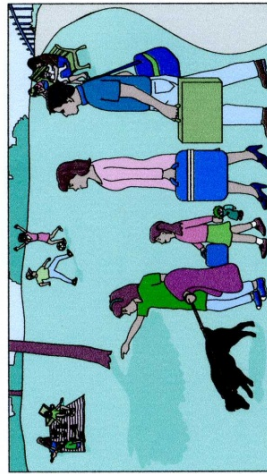
Tick one box

- Tiger goes to a hotel
- Tiger's dinner party
- Tiger runs away

Part 5
- 7 questions -

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

Emma's favourite doll



My name is Betty and I have a little sister called Emma. She has lots of dolls, but her favourite one is called Daisy. Mum and Dad gave it to her when she was a baby and she takes it everywhere with her. She takes it to school and to her bedroom and when we sit down to eat, the doll always sits next to Emma.

Last Sunday, our family went to the park to have a picnic. We took our dog, Treasure, with us and of course, Emma took Daisy too. There were a lot of people in the park because it was sunny. We found a place near the lake to have our picnic. After lunch, Emma and I went on the swings. After a few minutes, Emma said to me, "Betty, I want Daisy on the swing with me. Can you go and get her for me?" "OK!" I answered.

But when I went back to our picnic, Daisy wasn't there. "Mum!" I shouted, "we've lost Daisy!" Dad looked in all the bags and Mum and I looked under our sweaters and other things, but we couldn't find her. I went to tell Emma the bad news, but when I got there, I saw Treasure. He carried Daisy carefully in his mouth. "Look!" said Emma, "Treasure has brought Daisy to play with me. He's very kind."

Examples

Betty has _____ a little sister _____ called Emma.

Daisy _____ is Emma's favourite doll.

Questions

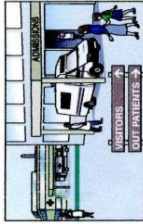
- 1 Emma got the doll when she _____.
- 2 Daisy always sits _____ Emma when she eats.
- 3 The family had a _____ in the park on Sunday.
- 4 The park was full of people because _____.
- 5 Emma and Betty played on _____ after lunch.
- 6 Mum and Betty looked everywhere, but they _____ the doll.
- 7 _____ brought the doll to Emma.

Part 6

- 10 questions -

Read the text. Choose the right words and write them on the lines.

Hospitals



Example When we think of a hospital, perhaps we only think of doctors and nurses there, but other people work there too.

1 They all do important jobs. Some are secretaries, cooks and engineers. In hospitals with a lot of children, they have teachers who give lessons when they can't go to school. Some people go to hospital to stay for one day, but other people need to stay there for a longer time. If you go to hospital, sometimes you must to wait a long time before you see the doctor. Some doctors have a lot of work to do. If you are in hospital for a long time, you need to take clothes and books or comics to read. Often your friends and family send you cards and flowers and they visit you. Hospitals are full of people who want to help you, but most of us still want to go home quickly.

- | | | | | | | | | | |
|----------------|------|-------|---------|-------|---------|---------|---------|---------|---------|
| Example | a | work | That | an | works | There | the | working | Someone |
| 1 | work | That | an | works | There | the | working | Someone | |
| 2 | That | an | works | There | the | working | Someone | | |
| 3 | this | these | them | these | already | staying | should | if | every |
| 4 | just | still | already | still | stays | must | because | some | when |
| 5 | stay | stays | stays | must | because | some | when | which | what |
| 6 | have | but | much | than | who | | | | |
| 7 | but | much | than | who | | | | | |
| 8 | much | than | who | | | | | | |
| 9 | than | who | | | | | | | |
| 10 | who | | | | | | | | |

Part 7

- 5 questions -

Read the letter and write the missing words. Write one word on each line.



Dear Camera Club,

Example I have read about the competition in your magazine.

1 I am sending you a photo that I _____ with my

2 camera in London last year. The picture is _____

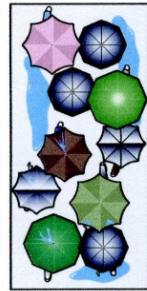
3 "Sea of Umbrellas". That day _____ very wet, so everyone had an umbrella. It looked like a sea of umbrellas.

4 Please can you send it back to me _____ you have finished with it? I have written my name and address

5 _____ the back.

from

Harry Green



Appendix B

English Grammar Test (EGT): Starter -- Unit 5

Class: _____ Name: _____ No: _____

Score: _____

選擇題，每題都是單選題，請選出一個最適合的答案。每題 3 分，共 90 分。

- () 1. A: Where is my blue hat?
B: _____ on the TV.
(A) This is (B) There is (C) It is (D) That is
- () 2. A: _____ is the girl with green eyes?
B: She's Lily.
(A) How (B) What (C) Where (D) Who
- () 3. A: What is _____ name?
B: My name is Patty.
(A) her (B) our (C) your (D) his
- () 4. A: _____ a scooter in front of the school?
B: Yes, there's a red one.
(A) Is here (B) Is there (C) is it (D) Is this
- () 5. A: Where is John and Julia's son?
B: _____ son is in the USA.
(A) They (B) Their (C) Its (D) Our
- () 6. A: Is Jason _____?
B: No, he is very young. He's only ten years old.
(A) hungry (B) old (C) sad (D) ugly
- () 7. A: What's John's telephone number?
B: _____ telephone number is 2138-9876.
(A) Its (B) His (C) Him (D) He
- () 8. A: Is there an eraser in the pencil box?
B: Yes, _____ one.
(A) it is (B) that is (C) there's (D) it has

- ()9. A: _____ David a teacher?
B: Yes, and I'm a teacher, too.
(A) Are (B) Am (C) Is (D) Was
- ()10. A: Who is he?
B: He is Mr. Chen, _____ friend.
(A) those boys (B) Ben's and Tim's
(C) Nancy's (D) the Lins
- ()11. A: Is Leo's mother a cook?
B: _____. She is a housewife.
(A) Yes, he is (B) No, she isn't
(C) Yes, she is (D) No, he isn't
- ()12. A: _____ is your teacher's name?
B: Ted Wang. We all call him Mr. Wang.
(A) How (B) What (C) Where (D) Who
- ()13. A: Is Jenny's brother, Ted, a doctor?
B: Yes, _____.
(A) they are (B) he is (C) she is (D) it is
- ()14. _____ not a new bike. It is a very old one.
(A) It is (B) There is (C) You are (D) He is
- ()15. A: _____ is your grandmother?
B: She is seventy years old.
(A) How (B) What (C) Where (D) How old
- ()16. A: Is that your new scooter in front of the park?
B: No, _____. My scooter is at home.
(A) that isn't (B) there isn't (C) it isn't (D) this isn't
- ()17. A: _____ David and May teacher and student?
B: Yes, they are.
(A) Are (B) Is (C) Does (D) Do

- ()18. A: Is there _____ near your home?
B: No, there isn't.
(A) school (B) the park (C) a zoo (D) any stores
- ()19. A: What _____?
B: A white pencil case.
(A) are there (B) is it (C) are they (D) is she
- ()20. A: What are those?
B: _____ pictures from your aunt.
(A) This is (B) They are (C) There are (D) We are
- ()21. A: Some more hot dogs?
B: No, I'm _____. Thank you.
(A) full (B) beautiful (C) young (D) nice
- ()22. A: Are Dad's glasses on his head?
B: No, _____ on the table in the kitchen.
(A) he's (B) it's (C) his is (D) they're
- ()23. A: Where is Mom? Is she _____ the living room?
B: No, she is not home.
(A) between (B) on (C) under (D) in
- ()24. A: Is the black car in front of the bus?
B: No, _____ next to the bus.
(A) it is (B) they are (C) this is (D) those are
- ()25. A: Who is the boy?
B: _____ name is Peter.
(A) Her (B) Their (C) Its (D) His
- ()26. A: Is Amy's telephone number 823-6543?
B: No, _____ 832-6543.
(A) it's (B) its (C) hers is (D) she's

- ()27. A: Where are the brushes?
B: _____ in the box.
(A) There are (B) It is (C) These are (D) They're
- ()28. A: Are there any koalas in the zoo?
B: Yes, _____ three.
(A) they are (B) there is (C) there have (D) there are
- ()29. A: There _____ two dogs and a bird in my house.
(A) are (B) is (C) have (D) has
- ()30. A: _____ is this?
B: A comic book.
(A) How (B) Who (C) What (D) Where



Appendix C

Two-way Specification Table of Grammar Points from Starter to Unit 5

Unit	Grammar points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Starter	Personal pronouns (<i>I, you, he, she, it</i>) possessive determiners (<i>my, your, his, her, its</i>)		✓	✓				✓					✓														✓				
Unit 1	Question form of the linking verb (<i>be</i>)									✓	✓	✓		✓												✓					
Unit 2	Wh-question (<i>how old...?</i>) Adjectives (<i>happy, sad, beautiful, ugly, young, old, full, hungry</i>)						✓								✓	✓	✓					✓									
Unit 3	Plurals (<i>-s, -es, ies</i>)																	✓		✓	✓		✓								✓
Unit 4	Wh-question (<i>where...?</i>) prepositions (<i>in, on, under, behind, in front of</i>)	✓				✓																			✓	✓			✓		
Unit 5	There is.../there are...				✓				✓										✓										✓	✓	

Appendix D

Item-Total Statistics of English Grammar Test

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
no1	17.94	57.093	.565	.934
no2	17.75	58.258	.579	.934
no3	17.69	60.931	.090	.938
no4	17.88	57.210	.591	.934
no5	17.91	55.765	.786	.931
no6	17.78	57.209	.716	.933
no7	17.91	60.346	.111	.939
no8	17.94	56.835	.603	.934
no9	17.94	57.609	.491	.935
no10	18.09	56.281	.631	.933
no11	17.81	58.931	.370	.936
no12	17.91	57.314	.552	.934
no13	17.84	56.652	.713	.932
no14	17.94	55.480	.804	.931
no15	17.75	57.806	.669	.933
no16	18.25	57.355	.502	.935
no17	17.84	56.652	.713	.932
no18	18.53	60.128	.245	.937
no19	17.94	56.383	.669	.933
no20	18.31	57.706	.477	.935
no21	17.94	55.222	.842	.931
no22	18.50	59.935	.248	.937
no23	18.06	57.222	.507	.935
no24	18.03	55.128	.805	.931
no25	17.88	56.371	.723	.932
no26	18.03	56.483	.614	.933
no27	18.44	59.222	.321	.937
no28	18.28	58.209	.393	.936
no29	18.06	57.093	.524	.935
no30	17.97	56.483	.637	.933

Appendix E

Diana

by Paul Anka

I'm so young and you're so old
This, my darling, I've been told
I don't care just what they say
'Cause forever I will pray
You and I will be as free
As the birds up in the trees
Oh, please stay by me, Diana

Thrills I get when you hold me close
Oh, my darling, you're the most
I love you but do you love me
Oh, Diana, can't you see
I love you with all my heart
And I hope we will never part
Oh, please stay by me, Diana

Oh, my darlin', oh, my lover
Tell me that there is no other
I love you with my heart
Oh-oh, oh-oh, oh-oh

Only you can take my heart
Only you can tear it apart
When you hold me in your loving arms
I can feel you giving all your charms
Hold me, darling, ho-ho hold me tight
Squeeze me baby with-a all your might

Oh, please stay by me, Diana
Oh, please, Diana
Oh, please, Diana
Oh, please, Diana

* Words underlined were left out as blanks in teaching.

Appendix F

Are You Lonesome Tonight?

by Elvis Presley

Are you lonesome tonight?

Do you miss me tonight?

Are you sorry we drifted apart?

Does your memory stray to a brighter summer day

When I kissed you and called you sweetheart?

Do the chairs in your parlor seem empty and bare?

Do you gaze at your doorstep and picture me there?

Is your heart filled with pain, shall I come back again?

Tell me dear, are you lonesome tonight?

I wonder if you're lonesome tonight

You know someone said that the world is a stage

And each must play a part.

Fate had me playing in love you as my sweet heart.

Act one was when we met, I loved you at first glance

You read your line so cleverly and never missed a cue

Then came act two, you seemed to change and you acted strange

And why I'll never know.

Honey, you lied when you said you loved me

And I had no cause to doubt you.

But I'd rather go on hearing your lies

Than go on living without you.

Now the stage is bare and I'm standing there

With emptiness all around

And if you wanna come back to me

Then make them bring the curtain down.

Is your heart filled with pain, shall I come back again?

Tell me dear, are you lonesome tonight?

* Words underlined were left out as blanks in teaching.

Appendix G

Dancing Queen

by ABBA

You can dance, you can jive, having the time of your life
See that girl, watch that scene, dig in the Dancing Queen

Friday night and the lights are low
Looking out for the place to go
Where they play the right music, getting in the swing
You come in to look for a King

Anybody could be that guy
Night is young and the music's high
With a bit of rock music, everything is fine
You're in the mood for a dance
And when you get the chance...

You are the Dancing Queen, young and sweet, only seventeen
Dancing Queen, feel the beat from the tambourine
You can dance, you can jive, having the time of your life
See that girl, watch that scene, dig in the Dancing Queen

You're a teaser, you turn 'em on
Leave them burning and then you're gone
Looking out for another, anyone will do
You're in the mood for a dance
And when you get the chance...

You are the Dancing Queen, young and sweet, only seventeen
Dancing Queen, feel the beat from the tambourine
You can dance, you can jive, having the time of your life
See that girl, watch that scene, dig in the Dancing Queen

* Words underlined were left out as blanks in teaching.

Appendix H

by The Brothers Four

Yellow Bird

Yellow bird, up high in a banana tree.

Yellow bird, you sit all alone like me.

Did your lady friend leave your nest again?

That is very sad, makes me feel so bad.

You can fly away, in the sky away.

You're more lucky than me.

I also had a pretty girl

She's not with me today.

They're all the same the pretty girls.

Take tenderness, then they fly away.

Yellow bird, up high in a banana tree.

Yellow bird, you sit all alone like me.

Let her fly away in the sky away

Picker coming soon

take from night to noon

Black and yellow you like a banana too

They might pick you someday

Wish that I were a yellow bird

I'd fly away with you.

But I am not a yellow bird

So here I sit

Nothing I can do

Yellow bird, yellow bird, yellow bird...

* Words underlined were left out as blanks in teaching.

Appendix I

by Petula Clark

<p>Downtown When you're alone And life is making you lonely, You can always go downtown When you've got <u>worries</u>, All the noise and the hurry Seems to help, I know, downtown</p> <p>Just listen to the music of the traffic in the city Linger on the sidewalk where the <u>neon</u> <u>signs</u> are pretty How can you lose?</p> <p>The <u>lights</u> are much brighter there You can forget all your <u>troubles</u>, forget all your cares and go Downtown, things'll be great when you're Downtown, no finer place for sure, Downtown, everything's waiting for you (Downtown)</p> <p>Don't hang around And let your <u>problems</u> surround you There are <u>movie shows</u> downtown Maybe you know Some little places to go to Where they never close downtown</p> <p>Just listen to the rhythm of a gentle bossanova You'll be dancing with 'em, too, before the night is over</p>	<p>Happy again</p> <p>The <u>lights</u> are much brighter there You can forget all your <u>troubles</u>, forget all your cares and go Downtown where all the <u>lights</u> are bright, Downtown, waiting for you tonight, Downtown, you're gonna be alright now (Downtown downtown)</p> <p>Downtown (Downtown)</p> <p>And you may find somebody kind to help and understand you Someone who is just like you and needs a gentle hand to Guide them along</p> <p>So, maybe I'll see you there We can forget all our <u>troubles</u>, forget all our cares and go Downtown, things'll be great when you're Downtown, don't wait a minute more, Downtown, everything's waiting for you</p> <p>Downtown (downtown) downtown (downtown) Downtown (downtown) downtown (downtown)</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

* Words underlined were left out as blanks in teaching.

Appendix J

by

All Kinds Of Everything

Dana

Snowdrops and daffodils,
Butterflies and bees,
Sailboats and fishermen,
Things of the sea,
Wishing wells and wedding bells,
Early morning dew,
All kinds of everything
Remind me of you.

Seagulls and aeroplanes,
Things of the sky,
Winds that go howling,
Breezes that sigh,
City sight, neon lights,
Grey skies or blue,
All kinds of everything
Remind me of you.

Summer time, winter time,
Spring and autumn too,
Monday, Tuesday, everyday,
I think of you.

Dances, romances,
Things of the night,
Sunshine and holidays,

Postcards to write.

Parting trees, autumn leaves,
Snowflake or two,
All kinds of everything
Remind me of you.

Summer time, winter time,
Spring and autumn too,
Seasons will never change
The way that I love you.

Dances, romances,
Things of the night.

Sunshine and holidays,
Postcards to write,
Parting trees, autumn leaves,
A snowflake or two.

All kinds of everything
Remind me of you.

All kinds of everything
Remind me of you.

* Words underlined were left out as blanks in teaching.

Appendix K

by the Beatles

Eleanor Rigby

Ah, Look at all the lonely people.

Eleanor Rigby picks up the rice in the church

Where a wedding has been Lives in a dream

Waits at the window, wearing the face that she keeps in a jar by the door.

Who is it for?

All the lonely people

Where do they all come from

All the lonely people

Where do they all belong

Father McKenzie, writing the words of a sermon
that no-one will hear No-one comes near.

Look at him working, darning his stocks in the night when
there's nobody there. What does he care?

All the lonely people

Where do they all come from

All the lonely people

Where do they all belong

Ah, Look at all the lonely people.

Eleanor Rigby died in the church
and was buried a long with her name Nobody came.

Father McKenzie wiping the dirt from his hands
as he walks from the grave.

No one was saved.

All the lonely people

Where do they all come from?

(Ah - Look at all the lonely people)

All the lonely people

Where do they all belong?

(Ah - Look at all the lonely people)

* Words underlined were left out as blanks in teaching.

Appendix L

I Left My Heart in San Francisco
Sinatra

by Frank

The loveliness of Paris
Seems somehow sadly gay
The glory that was Rome is of another day

I've been terribly alone
And forgotten in Manhattan
I'm going home to my city by the bay

I left my heart in San Francisco
High on a hill
It calls to me
To be where little cable cars climb halfway to the stars
The morning fog may chill the air
I don't care

My love waits there in San Francisco
Above the blue and windy sea
When I come home to you, San Francisco
Your golden sun will shine for me

* Words underlined were left out as blanks in teaching.

Appendix M

by Judy Garland

Somewhere Over The Rainbow
Somewhere over the rainbow
Way up high
There's a land that I heard of
Once in a lullaby

Somewhere over the rainbow
Skies are blue
And the dreams that you dare to dream
Really do come true

Some day I'll wish upon a star
And wake up where the clouds are far behind me
Where troubles melt like lemondrops
Away above the chimney tops
That's where you'll find me

Somewhere over the rainbow
Bluebirds fly
Birds fly over the rainbow
Why then, oh why can't I?

Some day I'll wish upon a star
And wake up where the clouds are far behind me
Where troubles melt like lemondrops
Away above the chimney tops
That's where you'll find me

Somewhere over the rainbow
Bluebirds fly
Birds fly over the rainbow
Why then, oh why can't I?

If happy little bluebirds fly
Beyond the rainbow Why, oh why can't I?
* Words underlined were left out as blanks in teaching.

Appendix N

by Mariah Carey

Hero

There's a hero

If you look inside your heart

You don't have to be afraid

Of what you are

There's an answer

If you reach into your soul

And the sorrow that you know

Will melt away

And then a hero comes along

With the strength to carry on

And you cast your fears aside

And you know you can survive

So when you feel like hope is gone

Look inside you and be strong

And you'll finally see the truth

That a hero lies in you

It's a long road

When you face the world alone

No one reaches out a hand

For you to hold

You can find love

If you search within yourself

And the emptiness you felt

Will disappear

Lord knows

Dreams are hard to follow

But don't let anyone

Tear them away

Hold on. There will be tomorrow

In time. You'll find the way

* Words underlined were left out as blanks in teaching.

Teaching Material	Diana	Students	Seventh grade
Unit	Starter	Number of students	28
Teaching Aids	1. flashcards 2. A CD and a CD player 3. Song lyrics--Diana	Time	15 minutes
Teaching Procedure	Teaching Aids	Time	
<p style="text-align: center;">Drill</p> <p>Use flashcards with different people's pictures and names to practice pronouns. For example, the teacher may say and point to herself, "<u>I am</u> Mary." Then point to another picture and elicit students to say, "<u>She is</u> Amy." This would also be done by pointing to other boy or girl students in class.</p>	flashcards	5'	
<p style="text-align: center;">English song instruction</p> <p>1. Play the song for the first time and have students just listen to the song.</p>	CD, CD player	2'	
<p>2. Distribute the lyrics in cloze forms. Have students quickly go over the whole lyrics and ask them to pay attention to the missing words.</p>	Song lyrics	2'	
<p>3. Briefly tell students the general idea of what the song is all about.</p>		2'	
<p>4. Ask students to fill in the blanks when listening to the song again.</p>		2'	
<p>4. Elicit students' answers. The teacher checked line by line and wrote down the answers on the blackboard.</p>		2'	