

The Effect of Music on the High School Foreign Language Classroom

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Abstract

The purpose of the study was to investigate how the use of popular music in the target language, presented without the expectation of educational and academic outcomes, has an effect on Foreign Language Classroom Anxiety (FLCA), engagement and Willingness to Communicate (WTC) in a High School foreign language class. This study was guided by two research questions: How does the use of popular music in the target language, removed from the expectation of academic outcomes and for enjoyment only, reduce FLCA? And how does the use of popular music in the target language, removed from the expectation of academic outcomes and for enjoyment only, increase student engagement and WTC? The fourteen participants of a German II class were observed in their reactions and behaviors over a six-week intervention. Participants completed a questionnaire measuring FLCA and Foreign Language Enjoyment at three points during the study. At the end of the study, participants completed an Exit Survey with open-ended questions. Results revealed a reduction in FLCA. Observation of classroom behavior supported an increase in engagement through recording students' participation by count of hands raised. The mean of hands raised on days without music was 42 compared to the mean of hands raised on days with music at 58. This constitutes a difference of 38%.

Keywords: popular music, Foreign Language Classroom Anxiety, Engagement

Music is the language of the spirit.

It opens the secret of life,

bringing peace, abolishing strife.

—Kahlil Gibran, *The Treasured Writings of Kahlil Gibran*

The Effect of Music on the High School Foreign Language Classroom

Anxiety in the classroom is not limited to the foreign language classroom, it is a phenomenon observed and experienced in any classroom in our schools. Being in a foreign language classroom, where everything is unfamiliar and must be learned from the ground up can be extremely stressful. An added stress factor lies within the psychological make-up of teenagers, who are worried about making mistakes and looking foolish in front of their peers. This is part of what comprises Foreign Language Classroom Anxiety [FLCA] (Horwitz et al., 1986). One of the measures taken in the foreign language classroom could involve music. Apart from lessening anxiety, teachers are called upon to create an enjoyable classroom atmosphere in pursuit of buy-in and active participation. Again, music is a viable tool in this endeavor.

The atmosphere of a classroom has a direct effect on students' anxiety levels, their enjoyment of the class and subject, and their willingness to participate (Khajavy et al., 2017). Participation and communication are integral to foreign language instruction and learning. World languages are not just read, they are spoken, and this can only be learned through active practice, making engagement and willingness to communicate by using the foreign language a vital element of success.

The number of students walking the halls with earbuds and listening to music is ever growing, speaking eloquently about the central role of music in the lives of teenagers. At no other time in our lives is music as important as during teenage years and early adolescence (Bonneville-Roussy et al., 2013). Tapping into this prominent aspect of our students' lives can create a bond and bridge to the classroom. Music is a standard tool in the foreign language classroom, used to introduce new vocabulary or highlight a grammar point. Students thus are conditioned to associate music in the target language with learning, work, and eventually grades.

The purpose of the study is to investigate how the use of popular music in the target language, presented without the expectation of educational and academic outcomes, has an effect on Foreign Language Classroom Anxiety (FLCA), engagement and Willingness to Communicate (WTC) in a High School foreign language class.

The following two research questions were investigated:

1. How does the use of popular music in the target language, removed from the expectation of academic outcomes and for enjoyment only, reduce FLCA?
2. How does the use of popular music in the target language, removed from the expectation of academic outcomes and for enjoyment only, increase student engagement and WTC?

In this study, participants complete a questionnaire at three points and a survey with open-ended questions at the study's end. Throughout the week, two consecutive class periods will begin with the showing of a music video in the target language whereas the following days will begin without music. Participants will be observed to evaluate engagement and participation.

The following literature review discusses the role of music in our lives, motivation factors in foreign language learning, Foreign Language Classroom Anxiety (FLCA), the use of authentic materials, and cultural aspects as related to music.

The Role of Music in our Lives

Music is an essential component of popular culture. Henry and Thorsen (2019) found that “popular culture is central in young people’s lives, and contemporary pedagogies need to engage with students out-of-school experiences” (p.33). Outside of school, students spend most of their time listening to music. On average, 18-year-old students listen to 25 hours of music per week (Bonneville-Roussy, et al., 2013). Adults spend significantly less time listening to music. In fact, an adult’s perception of music and music use differs greatly from how adolescents view and use music (Bonneville-Roussy et al., 2013; Lonsdale & North, 2011). Upadhyay et al. (2017) found that 96% of young adults in their query actively listened to music for up to 6 hours, 6 to 10 hours, and more than 10 hours per day. The numbers were similar for passive listening (music in the background).

At no other time does music play such a central role in our lives as during our adolescence (McFerran, 2011). Bonneville-Roussy et al. (2013) agree that the importance of music in our lives declines with age. For adolescents, music even holds a higher status than clothes, films, books, computer games, television, and sports. At the age of 13, 41% of students state that they are passionate about music.

It is important to understand what music means to adolescents. Bosacki and O’Neill (2015) found that students referred to listening to popular music as an emotional or spiritual experience. When asked to describe their music listening experience, most students used words that would be categorized as emotional, such as “positive, happy, excited” (Bosacki & O’Neill, 2015, p. 236). Additionally, music is used by adolescents for positive and negative mood management on the emotional side, as well as for interpersonal relationships and personal identity on the social side (Lonsdale & North, 2011). Leipold and Loepthien (2015) support the

notion that music is used for emotional regulation. Attentive analytical listening can activate accommodative practices, whereas passive listening alleviates and manages moods. Bonneville-Roussy et al. (2013) agree that music is being used as a vehicle for self-discovery, self-regulation, and self-expression. Music is employed to explore identity and form relationships, to represent values and beliefs, and to send a message about the social and psychological characteristics of the listener.

Another survey found that adolescents use music for identity formation, emotional benefits (enjoyment, expression, emotional release, and coping), and social benefits (camaraderie, acceptance of differences, high morale, distraction from vices, and prevention of suicidal behavior) (Campbell, et al., 2007). Upadhyay et al. agree that listening to music may affect emotional states by calming and relaxing (2017). McFerran (2010) found that music aids in key elements of adolescents' mental health through strengthening resilience, competence, connectedness, and identity formation.

Childers et al. (2013) took a different approach to music in the classroom. Their study examined environmental factors and their impact on student satisfaction. Likening the classroom to a service-scape and business, researchers analyzed the environmental factors manipulated by businesses to generate repeat business and customer satisfaction. Environmental factors such as ambient/music, social/attitude of the teacher, and design/seating layout were then examined in a classroom setting and related to student satisfaction. The results revealed that music, instructor attitude, and instructor lecture considerably affected student satisfaction, highlighting the importance of creating "engaging, arousing environments in the classroom" (Childers, et al., 2014, p. 10).

Background Music

Given the importance music has in the lives of teenagers, the use of music in the classroom seems to be logical. Many teachers might have intuitively used calming background music to encourage calm and focused work behavior. Griffin (2006) agrees with the emotional regulation aspects and as well as reporting findings about background music aiding in memorization, increasing task performance, and boosting creativity. Van Horn (2020) focused his research on background music in the foreign language classroom, with similar results. A positive effect on student psyche and an increase in student self-efficacy was observed.

Motivation in Foreign Language Learning

Since music has the power to influence and regulate emotions, the question begs: What emotions are particular to Foreign Language Learning? Pekrun (2014) identifies four types of learning emotions: achievement, epistemic (triggered by cognitive problems), topic, and social emotions. Positive emotions, such as enjoyment, will affect attention, motivation, learning strategies, and self-regulation of learning (Pekrun, 2014). Fredrickson (2001) also focused on positive emotions, as she laid out her broaden-and-build theory, which states that positive emotions “broaden people’s momentary thought-action repertoires, which in turn serves to build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources” (p. 218). She identified the positive emotions; joy, interest, contentment, pride, and love. Frederickson found that when people experience these emotions, they will in turn experience the urge to play and push limits, the urge to explore, the urge to relish the moment, the urge to envision even greater achievements, and to repeat these cycles. MacIntyre and Gregerson (2012) built on Frederickson’s work and advanced that “positive emotion facilitates the building of resources because positive emotion tends to broaden a person’s perspective, opening the individual to absorb the language” (p. 193).

Krashen (1982) wrote about the affective filter and its impact on second language acquisition. Krashen posits that even with optimal language input by the teacher, the results in the students' language acquisition may be severely restricted if the affective filter is high. It serves as a barrier between input and the area of the brain that is responsible for language learning. Variables that influence the affective filter are motivation, self-confidence, and anxiety (Krashen, 1982). In their study, MacIntyre and Gregerson (2012) agree, stating that “negative emotion produces ... a narrowing of focus and a restriction of the range of potential input” (p. 193).

An interesting concept in motivation for foreign language acquisition is the L2 Self, a second language self. Dörnyei and Chan (2013) describe three parts of this L2 Self motivational system: the Ideal L2 Self, which shows the person a student would like to become, the Ought-to L2 Self, which incorporates the attributes a student believes they ought to incorporate, and the L2 Learning Experience, which relates to the immediate learning environment. It appears that the only part of this motivational system a teacher can directly influence is the L2 Learning experience. However, MacIntyre and Vincze (2017) found that a strong link exists between the L2 ideal self and “amusement”. Saito et al. (2018) support this with their finding that students with a strong L2 Self experience stronger positive emotions like enjoyment and weaker negative emotions.

Foreign Language Enjoyment and Foreign Language Classroom Anxiety

By 2014 the term “Foreign Language Anxiety” had been established. Since the acronym for Foreign Language Anxiety (FLA) is the same as the acronym for Foreign Language Acquisition (FLA), the term Foreign Language Classroom Anxiety (FLCA) will be used instead. In their study, Dewaele and MacIntyre (2014) focused on the interaction between enjoyment and

anxiety, coining the term Foreign Language Enjoyment (FLE). Their study investigated if students in a foreign language classroom experienced more anxiety or more enjoyment, and how strongly FLE and FLCA were linked. Among their findings was that FLE and FLCA are not mutually exclusive. Enjoyment is not defined by the absence of anxiety, and the presence of anxiety does not preclude enjoyment. Many times, both exist in the same sphere, leading Dewaele and MacIntyre (2014) to state that “FLE and FLCA are different dimensions and not two sides of the same coin” (p.265). Additionally, their study revealed that students experienced more FLE than FLCA. In subsequent studies, many researchers agreed that it is generally more important to provide foreign language students with an environment and experiences that are enjoyable than to attempt to keep their environment and experiences from being anxiety inducing (Dewaele et al., 2018; Khajavy et al., 2017; MacIntyre & Vincze, 2017; Mahmoodzadeh & Khajavy, 2018; Saito et al. 2018).

Other researchers capitalized on the concept of Foreign Language Enjoyment and began investigating how it affected certain areas of the classroom and aspects of learning. One such aspect of learning is the willingness to communicate. Except for ancient and dead languages, world languages are used to communicate, and an important part of learning the language obviously is the active use in speaking. Khajavy et al. (2017) examined among other items the interplay of Foreign Language Enjoyment and willingness to communicate, and the connection between Foreign Language Classroom Anxiety and willingness to communicate. Their finding of a strong positive correlation between FLE and willingness to communicate underscores the importance of providing enjoyable experiences and tasks in the foreign language classroom (Khajavy et al., 2017). Another concept studied by Mahmoodzadeh and Khajavy (2018) is Language Learning Curiosity and its connection to Foreign Language Enjoyment and

willingness to communicate. Their findings included that language learning curiosity is the strongest predictor of willingness to communicate, followed by enjoyment. Further, “Language Learning Curiosity is remarkably inspired and satisfied by positive emotions associated with language learning” (Mahmoodzadeh & Khajavy, 2018, p. 346), a notion that supports Frederickson’s (2001) concept that interest will create the urge to explore. Language learning curiosity and willingness to communicate are then enhanced by enjoyable experiences, such as music in the classroom.

Even though it has been stated that an enjoyable classroom is more influential than a stress-free environment, the case for lowering anxiety in the classroom through music can be made. Teaching songs and using songs to teach can decrease the experience of anxiety in students (Dolean, 2016). Similarly, Yüce (2018) found that students who listened to music in the target language prior to attending class experienced less FLCA.

Authentic Materials

In 1983, Krashen wrote about the *din*, calling it “an involuntary rehearsal of second language words, sounds, and phrases” (p. 41). *Din* is experienced by foreign language students after exposure to the target language. This exposure can take many forms, but the *din* activation will be stronger after listening and speaking activities, than after grammar practice activities, (de Guerrero, 1987). This activation may also come after listening to songs in the target language. This is supported by findings from Salcedo’s 2010 study. When music was involved, students experienced the *din* more often. Salcedo also refers to the *Song Stuck In My Head Phenomenon* where students “had no control of the repetition and could not get the song out of their head” (2010, p. 26). Besides activating involuntary mental rehearsal, music input may increase students’ listening comprehension skills. Finding that students had difficulties understanding the

target language when spoken by a native speaker, Mousavi and Iravani (2012) reported that students' listening comprehension increased after being exposed to authentic audio materials in the target language. A third benefit of music and lyrics are the mnemonic devices and memory support through refrain, melody, rhythm, and repetition. Songs may be helpful with accent, intonation, sentence rhythm and melody, thus also aiding pronunciation practice (Esa, 2008). Peacock (1997) highlights the effects of authentic materials in the foreign language classroom as increased on-task behavior and overall increased motivation. The recommendation is to incorporate authentic materials to boost on-task behavior, concentration, and involvement with the target language.

Cultural Aspects

Teaching a foreign language is not only the teaching of words and grammar but includes the culture of the country or countries where the language is spoken. Cutshall (2012), writing about the National Standards, refers to the "3 Ps" of culture: perspectives, products, and practices. Music is a vehicle that conveys insight into each of these. Failoni (1993) calls music "an interesting mirror of the history, literature, and culture of a country, which can be seen in song texts, and in musical style" (p. 97). Failoni's conclusion is far from outdated. Writing about German rap music in the classroom, Schmidt (2003) asserts that "German rap mirrors aspects of the life and culture of Germany, Austria, and Switzerland today" (p. 1).

Classroom Practice Recommendations

In his paper "Motivation and Motivating in the Foreign Language Classroom," Dörnyei (1994) makes several recommendations that could be followed by incorporating music at the outset of class. His pertinent recommendations include the inclusion of sociocultural components, developing learners' cross-cultural awareness, increasing attractiveness of course

content by using authentic materials, arousing and sustaining curiosity and attention by introducing unexpected, novel events, and increasing students' interest and involvement. The arousing of curiosity ties back to the concept of language learning curiosity, investigated by Mahmoodzadeh and Khajavy in 2018. One of their findings was that the teacher's emotional engagement and selection of materials sparked language learning curiosity for 60% of the students. Music in the classroom can serve the purpose of mood stimulation as well as be a tool for teaching goals, be they vocabulary, grammar, or cultural topics (Esa, 2008).

Conclusion

Considering the importance of music in the lives of teenagers, our students (Bonneville-Roussy, et al., 2013), it is imperative that foreign language teachers employ music in their classrooms, either as background music or for targeted use. However, targeted use of music, as commonly applied in the classroom, can raise anxiety levels. Thus, playing music at the outset of class, without expected learning outcomes and purely for the joy of hearing music achieves two objectives: lowering the affective filter (Krashen, 1982) and increasing foreign language enjoyment (Dewaele & MacIntyre, 2014).

This informal confrontation with lyrics can serve the purpose of increasing language learning curiosity (Mahmoodzadeh & Khajavy, 2018) and providing an image of a person who understands these lyrics as a vision to be added to the idea of the Ideal L2 Self (Dörnyei & Chan, 2013). Repeated playing can increase the *ding* and *Song Stuck In My Head* phenomenon, boosting language acquisition (de Guerrero, 1987; Krashen, 1983). Should a video accompany the initial music, it would enrich the cultural experience.

A word of caution is provided by Dewaele et al. in their 2017 study: Higher levels of predictability are linked to lower levels of foreign language enjoyment. Music at the outset of

class may well be a most beneficial tool to set the stage, enrich experiences, and generate interest and curiosity, but like any overused tool it will begin to have an opposite effect. Nonetheless, music without strings attached at the beginning of a class period could produce excellent results.

Methods

As this study is seeking understanding of the phenomena of FCLA and engagement, the phenomenological design is a good fit. This study used a qualitative approach utilizing a phenomenological design. During a period of six weeks in the fall semester of 2022, a questionnaire will be administered three times, a survey will be given, and participants will be observed in terms of engagement during the lessons.

Participants and Setting

The participants in this study were in the German 2 class at Marshall High School in Marshall, IL. This class meets during 6th period, from 12:24 to 1:06pm. There were 14 participants in this class, seven girls and seven boys, ranging from 15 to 17. The median age is 15.29. Two participants are diagnosed with ADD/ADHD and have 504 plans. Participants vary in socioeconomic status, reading ability, and academic standing. All 14 participants are Caucasian, mirroring the ethnic range of our school.

Participants in this German class picked German names to be used during class time. When referring to the participants of the study, the researcher used these German names. See Table 1.

Table 1

Participants' German Names and Gender

Name	Gender
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Astrid	Female
Carsten	Male
Claudia	Female
Fritz	Male
Heinz	Male
Ilse	Female
Jörg	Male
Lilo	Female
Lotti	Female
Norbert	Male
Pia	Female
Sven	Male
Wilhelm	Male
Wilma	Female

This school is located in East Central Illinois, in a rural setting, 20 miles east of Terre Haute, the next bigger city. According to city-data.com, in 2019 the town had a population of 3,811 and the median yearly income was just under \$48,000. Roughly 23% of the population live at or below poverty level. The school district has a fairly large intake area, with many of the students living outside of city limits. During the Covid19 pandemic, this presented a problem, as approximately 10% of students did not have reliable access to the internet, not because of financial difficulties, but rather because of the non-availability of coverage.

According to the Illinois Report Card (2021) for this high school, 360 students were enrolled, 94.7% of which were white, and 27.2% of students were classified as Low Income. A further 19% of the students had an IEP.

Data Source and Research Materials

Data for this study was collected from a questionnaire, a survey, and an observation checklist and field notes.

Foreign Language Questionnaire

This questionnaire (Appendix A) was adapted from Horowitz et al. (1986) and Dewaele & MacIntyre (2014). It consists of 18 questions in Likert scale format, the first 10 questions evaluate FLCA, the subsequent eight questions evaluate FLE. Participants filled out the questionnaire via a google form. All answers were collected anonymously. This questionnaire was administered at the beginning, the midpoint, and again at the end of the study. This allowed the researcher to observe a progression and change in responses. Data from this study was used to answer the first research question: How does the use of popular music in the target language, removed from expectations of academic outcomes and for enjoyment only, reduce FLCA?

Exit Survey

At the end of the study, participants received an exit survey (Appendix C). The exit survey comprises five open-ended questions and participants were encouraged to answer in as much detail as possible. Two questions ask about instances and moments of stress and enjoyment. Further questions ask participants opinions about the music videos and suggestions for an enjoyable and less stressful classroom. The anonymous survey responses were coded and evaluated to answer the first research question: How does the use of popular music in the target language, removed from expectations of academic outcomes and for enjoyment only, reduce FLCA?

Observation Checklist

The researcher created an observation checklist (Appendix B). This checklist specifies a number of behaviors indicative of engagement. The checklist includes a column for comments,

thus incorporating field notes. This form was coded and aided in answering the second research question: How does the use of popular music in the target language, removed from expectations of academic outcomes and for enjoyment only, increase student engagement and WTC?

Procedures of Data Collection

The study took place over six weeks. On Monday and Tuesday of each week, the class began with watching a music video. Each Tuesday the observation checklist was utilized, and field notes recorded. On Wednesday and Thursday of each week, the class began without a music video. Each Thursday the observation checklist was utilized, and field notes recorded. For a list of music videos used, please see Appendix D. For a table of Data Collection Procedures, see Appendix E.

Week One

On Friday before week one, the first Foreign Language questionnaire was administered. On Monday and Tuesday of this week, the music video for the song “Lieblingsmensch” by Namika was shown. Namika is a female German music artist of ethnic background. Observations and field notes were recorded on Tuesday. On Wednesday and Thursday, no video was shown. Observations and field notes were recorded on Thursday.

Week Two

On Monday and Tuesday, the music video for the song “Alle sagen das,” by Die Toten Hosen was shown. Die Toten Hosen is a punk band from the 80s that transitioned to rock music and is still active and producing new content today. Observations and field notes were recorded on Tuesday. On Wednesday and Thursday, no video was shown. Observations and field notes were recorded on Thursday.

Week Three

Procedure for this week changed, as Monday was a holiday without school attendance, Wednesday included a shortened period for early dismissal, and on Friday the class was on a field trip. On Tuesday and Wednesday, the music video for the song “Auf das was da noch kommt” by Lotte and Max Giesinger was shown. This song is a co-production of two single music artists. Observations and field notes were recorded on Tuesday. On Wednesday, no music video was shown. Observations and field notes were recorded on Thursday.

Week Four

On Monday and Tuesday, the music video for the song “Mit mir” by Loredana featuring Mizzik was shown. Loredana and Mizzik are rappers of ethnic descent. Observation and field notes were recorded on Tuesday. No video was shown on Wednesday as participants were taking a test. Class began on Thursday without a video and observations and field notes were recorded that day. There was no student attendance on Friday because of parent – teacher conferences.

Week Five

On Monday, at the beginning of class, participants completed the Foreign Language Questionnaire for a second time. On Monday and Tuesday, the music video for the song “Tschau” by Knappe was shown. This artist and song represented Germany in the 2021 Mako Song Contest. Observations and field notes were recorded on Tuesday. On Wednesday and Thursday, no music was played. Observations and field notes were recorded on Thursday.

Week Six

On Monday and Tuesday, the music video for “194 Länder” by Mark Foster was shown. Observations and field notes were recorded on Tuesday. On Wednesday and Thursday, no video was shown. Observations and field notes were recorded on Thursday. On Friday, participants completed the Foreign Language questionnaire for a third time. On this day, one participant was

absent and two more opted out of the study at that point. Due to time constraints, the Exit Survey was filled out the following Monday.

Data Analysis and Results

Over six weeks, 16 data sets were obtained. The Foreign Language Questionnaire (Appendix A) was administered three times. The first and mid-point Foreign Language Questionnaire were filled out by all 14 participants. The third and last Foreign Language Questionnaire was only filled out by 11 participants. Items in this Likert scale questionnaire ask about levels of anxiety and enjoyment. This constitutes three data sets. At the study's end, participants filled out an exit survey (Appendix C). Participants are asked to recall moments of anxiety and enjoyment, are asked about their opinion of methods for reducing anxiety, and their experience with the music. This constitutes one data set. Daily field notes from the observations recorded markers of attention and surveyed participation through a count of raised hands. Two observations each week for six weeks constitutes 12 data sets.

Data Analysis

Foreign Language Questionnaire

The results of the Foreign Language Questionnaire were examined for changes and trends. The responses to the Likert Scale questionnaire were each compared to the responses of the previous questionnaire. This data provided results for research question 1: How does the use of popular music in the target language, removed from the expectation of academic outcomes and for enjoyment only, reduce FLCA?

Exit Survey

The responses of the survey were thematically analyzed to categorize participants' opinions and beliefs about anxiety, enjoyment, and the music experience. This data provided

results for research question 1: How does the use of popular music in the target language, removed from the expectation of academic outcomes and for enjoyment only, reduce FLCA?

Field Notes and Observation Checklist

The weekly field notes were transcribed and coded to find themes of the study. The results were used to answer research question 2: How does the use of popular music in the target language, removed from the expectation of academic outcomes and for enjoyment only, increase student engagement and WTC?

Results

Overall results collected from the Foreign Language Questionnaire, the Exit Survey, and the Observation Checklist indicated that the playing of music videos at the beginning of class had a positive effect on FLCA. Overall results collected from the Observation Checklist indicated an increase in engagement.

Research Question One: How Does the Use of Popular Music in the Target Language, Removed from the Expectation of Academic Outcomes and for Enjoyment Only, Reduce FLCA?

Foreign Language Questionnaire

The overall results of the Foreign Language Questionnaire, which was administered three times, at the beginning, the mid-point, and the conclusion of the study, show a reduction in FLCA. The third questionnaire had three less participants (21.43%) responding, but trends could be identified. In this questionnaire, the first 10 questions address FLCA, while the following eight questions address FLE.

For example, the responses to the first statement, “I never feel quite sure of myself when I am speaking in my foreign language class,” showed a reduction in FLCA. See Table 2.

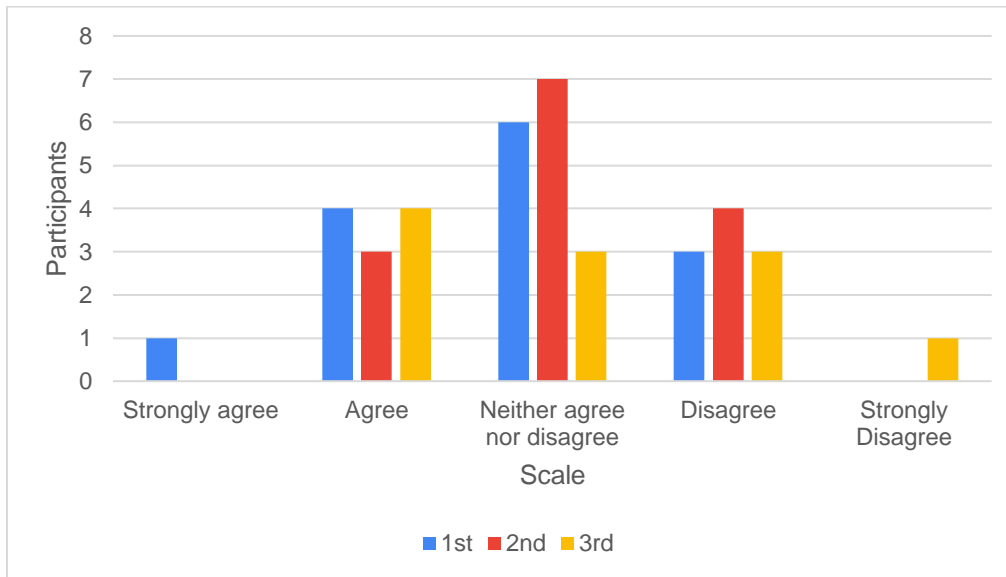
Table 2*Participants' Responses to Question 1*

Response	1st Questionnaire	2nd Questionnaire	3rd Questionnaire
Strongly Agree	1	0	0
Agree	4	3	4
Neither Agree nor Disagree	6	7	3
Disagree	3	4	3
Strongly Disagree	0	0	1

Figure 1 below shows the data from question one in the Foreign Language Questionnaire. The data reported in this figure shows that in the first Foreign Language Questionnaire one participant strongly agreed with the statement “I never feel quite sure of myself when I am speaking in my foreign language class.” The second Foreign Language Questionnaire recorded the highest number of participants responding with “Neither Agree nor Disagree” to the same question. In the response set of the third Foreign Language Questionnaire, one participant responded to this statement with “Strongly Disagree.” Neither the first nor the second Foreign Language Questionnaire recorded this response. These responses support the conclusion of a reduction of FLCA. Figure 1 shows an example of results for question 1 from the questionnaire.

Figure 1

1. I Never Feel Quite Sure of Myself When I Am Speaking in My Foreign Language Class



For questions two through 18 of the Foreign Language Questionnaire, the data is tabulated in bar graphs found in Appendix F.

The answers to the second question, “I don’t worry about making mistakes in language class” showed a reduction in FLCA.

The answers to the third question, “During language class, I find myself thinking about things that have nothing to do with the class,” did not show a reduction in FLCA.

The answers to the fourth question, “In language class I get so nervous that I forget things,” showed a reduction in FLCA.

The answers to the fifth question, “It embarrasses me to volunteer answers in my language class,” showed a reduction in FLCA.

The answers to the sixth question, “Even when I am well prepared for language class, I feel anxious about it,” showed a reduction in FLCA.

The answers to the seventh question, “I am afraid that my language teacher is ready to correct every mistake I make,” did not show a reduction in FLCA.

The answers to the eighth question, “I feel very self-conscious about speaking the foreign language in front of other students,” showed a reduction in FLCA.

The answers to the ninth question, “I feel more tense and nervous in foreign language class than in my other classes,” showed a reduction in FLCA.

The answers to the tenth question, “I am afraid the other students will laugh at me when I speak the foreign language,” showed a reduction in FLCA.

The answers to the following eight questions address FLE. The results for these questions are exemplified by the responses to statement 12 “I enjoy foreign language class”. None of the participants responded with “Disagree” or “Strongly Disagree” in either of the three Foreign Language Questionnaires. See Table 3 below for a numeric breakdown of responses.

Table 3

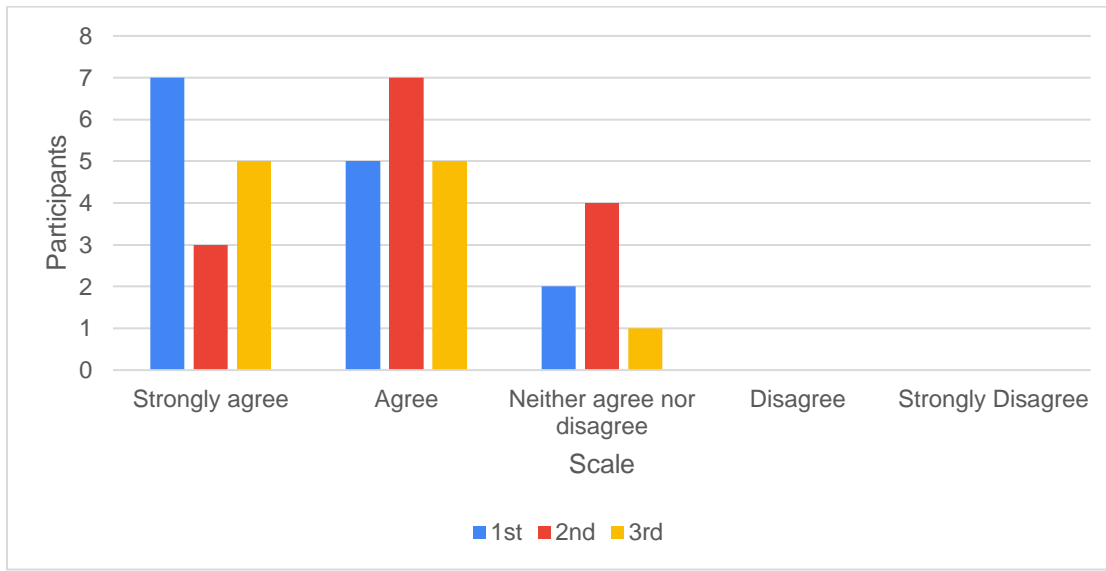
Participants’ Responses to Question 12

Response	1st Questionnaire	2nd Questionnaire	3rd Questionnaire
Strongly Agree	7	3	5
Agree	5	7	5
Neither Agree nor Disagree	2	4	1
Disagree	0	0	0
Strongly Disagree	0	0	0

Figure 2 reported a visual representation of this data.

Figure 2

12. I Enjoy Foreign Language Class.



Data for these eight questions concerning FLE is tabulated in bar graphs in Appendix F.

The responses for question 11, “I don’t get bored in foreign language class”, did not reveal a clear conclusion.

The responses to question 12, “I enjoy foreign language class”, showed a clustering of answers in responses “Strongly agree”, “Agree”, and “Neither agree nor disagree”. In none of the three questionnaires did a participant select “Disagree” or “Strongly disagree.”

The responses to question 13, “I am a worthy member of the foreign language class” showed an increase in FLE.

The responses to question 14, “In class, I feel proud of my accomplishments” showed an increase in FLE.

The responses to question 15, “My foreign language class is a positive environment” showed an increase in FLE.

The responses to question 16, “My foreign language class is fun” did not show an increase. In none of the three questionnaires did a participant select “Disagree” or “Strongly disagree.”

The responses to question 17, “There is a good atmosphere in my foreign language class” showed an increase in FLE.

The responses to question 18, “We laugh a lot in my foreign language class” did not show a clear increase. In the first Foreign Language Questionnaires, one participant responded with “Strongly disagree.” In the second and third questionnaire, no participant responded with either “Disagree” or “Strongly disagree.”

Exit Survey

Of the 14 participants, 13 filled out the entire survey, one filled out questions one and three.

The first question of the Exit Survey asked participants to describe an event or moment in their foreign language class when they felt very anxious or stressed. The predominant emerging themes concerned social anxiety and test anxiety. Social anxiety was referred to six times in the context of being corrected publicly, being scared to ask for help since other participants seemed to grasp the matter and speaking and performing in front of others. Of the five participants who mentioned test anxiety, two conceded that it was in part due to their own non-preparedness. Two participants mentioned that not understanding is a source of anxiety. Three participants professed not to feel anxious in the foreign language classroom. Table 4 shows the results for the first question.

Table 4

Participants’ Frequency Score Based on One Specific Event or Moment They Felt Very Anxious and Stressed.

Themes	Frequency
Social Anxiety	6

Test Anxiety	5
Not Prepared	3
Not Understanding	2
No Anxiety	3

The second question asked participants to describe an event or moment in foreign language class they particularly enjoyed. The majority of comments involved the playing of games in the classroom. Seven participants appreciated and mentioned a variety of games played for learning and review purposes. Other themes which were mentioned twice each included music, learning about culture, feeling secure and confident, and personal achievement. Singing was mentioned once as an enjoyable activity and experience. One participant who mentioned enjoying the music also stated that it made him “feel more at home with a greater sense of security.” See these results in Table 5.

Table 5

Participants’ Frequency Score Based on Specific Events and Moments of Enjoyment.

Themes	Frequency
Games	7
Music	2
Culture	2
Security & Confidence	2
Achievement	2
Singing	1

The third question asked if participants felt that the music videos shown at the beginning of class affected their mood and attitude towards the foreign language class. Of the 14

participants, one stated that the music had no effect on their mood or attitude. A second participant stated “Eh, not really. Though I think they were a nice opener [...]. I was actually hoping to have one today.” The other 12 participants responded in a positive manner. A recurring theme with ten participants was the focus it lent them at the beginning of the class to get into the “German mood.” A positive effect on overall mood and happiness was stated six times. One participant called music their “happy place,” another stated that the music made their day “a little happier.” Four more mentions were made of the stimulus the music videos had for their learning. Music videos helped them “learn new words and remember old ones” and “feel more involved in the learning.” Two students indicated they were listening to these songs outside of class on their own time. These results are displayed in Table 6.

Table 6

Participants’ Frequency Scores Based on Music Video Effect on Mood and Attitude.

Themes	Frequency
Focus	10
Happiness	6
Learning	4
Outside Class	2

The fourth question asked participants what could be done to make the foreign language classroom more enjoyable and less stressful. Six mentions were made of playing games in the classroom for learning and review. Four participants suggested including more music in the classroom. Two more suggestions included hands-on activities and cultural learning. Three

answers focused on a reduction of social anxiety factors. Table 7 shows the results for the fourth question.

Table 7

Participants' Frequency Scores Based on Suggestions for a Less Stressful Environment.

Themes	Frequency
Games	6
Music	4
Hands On	2
Social Anxiety	3

Research Question Two: How does the Use of Popular Music in the Target Language, Removed from Expectation of Academic Outcomes and for Enjoyment Only, Increase Student Engagement and WTC?

Observation Checklist

The observation checklist notes behaviors such as student focus, motivation, off-topic and off-task behavior, use of German in the classroom, and making eye contact with the teacher. It also records how many participants raised their hands to measure engagement and Willingness to Communicate (WTC).

Week One, Tuesday Observation. Participants were shown a music video on Monday and indicated interest in watching this video with lyrics displayed. It was shown that way on Tuesday. Participants were alert, with their attention focused on the front of the room and on speakers. Students appeared motivated. Two students showed brief off-task behavior. Norbert was writing when no writing was required of students and at a later time gazing off. Norbert did

wish another participant “Gesundheit” upon sneezing. Carsten was distracted. Participants made consistent eye contact with the teacher. During the lesson, hands were raised 51 times.

Week One, Thursday Observation. Participants were not shown a music video on Wednesday and Thursday. Participants were alert. Lilo kept turning around in her seat and addressing a participant behind her. Many other short off-task conversations were happening. Participants appeared motivated. Two participants engaged in off-topic behavior, Wilma was doing homework for another class and Ilse packed up a few minutes early. No attempts to stay in the target language were made. Participants made consistent eye contact with the teacher. During the lesson, hands were raised 28 times.

Week Two, Tuesday Observation. Participants were shown a music video on Monday and Tuesday. Participants were largely alert with their attention focused on the teacher or speaker. Ilse often had her head on the desk. In the past, she had often complained of headaches. When asked after the period if she was feeling all right, she stated that she was tired. Students appeared motivated. At the beginning of the period, when the music video was about to be shown, Heinz exclaimed: “That’s my jam!” Several students were tapping their feet to the music, and I heard one participant tap out the rhythm on the desk. Participants discussed which of the two videos so far they preferred. Heinz stated: “I just wish I could understand it.” Minor attempts at staying in the target language were made. Norbert indicated he had a question in the target language. Overall, participants made consistent eye contact with the teacher, except for Astrid, Wilhelm, and Carsten, who appeared to make an effort at avoiding eye contact. During the lesson, hands were raised 77 times.

Week Two, Thursday Observation. One participant was absent. Participants were not shown a music video on Wednesday and Thursday. Participants were alert and rather keyed up as

this was the last school day before a four-day weekend. Beginning the lesson proved difficult as students from other classes kept entering the room to submit their money for a club t-shirt.

Participants clamored to play “Simon says” with German body parts again. Participants appeared motivated but occasionally engaged in off-task behavior. Wilma was working on material for another class. Fritz and Jörg were helping Carsten fill out the information slip for the absent participant. Participants were attempting to stay in the target language. Approximately half of the class period was spent in partner work, which was completed in an extremely cooperative manner. Participants made consistent eye contact with the teacher. During the lesson, hands were raised 38 times.

Week Three, Tuesday Observation. Because of a holiday, school was not in attendance on Monday. Participants watched a music video on Tuesday only. Participants were largely alert with their attention focused on the teacher or speaker. During the playing of the music video, Lotti was mostly not watching the video, and Heinz had his Chromebook open at the beginning of the video. Ilse had her head down. Overall, participants appeared motivated. After the four-day weekend, we began with reviewing material from the previous week. Heinz mentioned a list of prepositions and got stuck listing them. Lilo helped by mentioning the song to memorize the prepositions. It triggered Heinz’ memory. Participants asked to sing the song. Participants were asked to work on the reading comprehension section. It began with listening to the text selection while reading along. Lilo and Norbert were at times obviously not reading along. Nonetheless, all participants turned the page at the appropriate time. Claudia was writing while listening. It turned out to be notes for questions to ask about the reading. Participants were placed in random groups and worked together on comprehension. Some off-topic behavior was noted. Fritz and Lilo engaged in an off-topic conversation and Jörg was checking his phone. The partner work

was observed to be very cooperative, respectful, and considerate. Participants made consistent eye contact with the teacher. During the lesson, hands were raised 58 times.

Week Three, Thursday Observation. Participants were not shown a music video on Wednesday and Thursday. One participant was absent. At the beginning of class Heinz excitedly exclaimed “It’s German time!” All participants appeared alert. Since they were seated in groups, it was not easily determined if their attention was focused on the front of the room. Group work was conducted cooperatively. The energy level in the classroom was low, but participants seemed motivated. Heinz and Claudia had questions about the reading selection that evidences deep reading and attention to detail. Group work concluded this day. Some groups were done faster and occupied themselves quietly, but off-topic. Carsten appeared to avoid attention by retreating behind another participant. Attempts to stay in the target language were not observed. Participants made consistent eye contact with the teacher. During the lesson, hands were raised 79 times.

Week Four, Tuesday Observation. Participants were shown a music video on Monday and Tuesday. Before the video was shown, Heinz exclaimed “Yay, Lied (song)!” Participants asked about the lyrics for this song. We translated the refrain together and a discussion about the favorite song so far ensued. Participants were largely alert with their attention focused on the teacher or speaker. Participants appeared motivated and did not display any off-task behavior. At one point Heinz explained a task to Lilo. Participants responded to simple classroom interactions in the target language and initiated simple classroom interactions in the target language. Participants made consistent eye contact with the teacher. During the lesson, hands were raised 41 times.

Week Four, Thursday Observation. Participants were not shown a music video on Wednesday and Thursday. Participants were alert, with their attention focused on the front of the room and the speaker. Students did not appear motivated. This lesson was reviewing the vocabulary for the new chapter. Participants were given the opportunity to ask for other vocabulary items that fit the thematic content. None requested any additional vocabulary items. Participants remained on-task and did not engage in off-topic behavior. Simple classroom interactions were initiated by participants in the target language. Participants made consistent eye contact with the teacher. During the lesson, hands were raised 26 times.

Week Five, Tuesday Observation. Participants were shown a music video on Monday and Tuesday. Heinz was talking during the beginning of the music video and Lotti was looking around the room. Ilse had her head down frequently. Apart from these actions, participants were alert and kept their attention focused on the front of the room or the speaker. Participants appeared motivated and did not engage in any off-task or off-topic behavior. Simple classroom interactions were conducted in the target language with Lilo reminding another participant to give answers “auf Deutsch” (in German). Participants made consistent eye contact with the teacher. During the lesson, hands were raised 59 times.

Week Five, Thursday Observation. Participants were not shown a music video on Wednesday and Thursday. Participants were alert, with their attention focused on the front of the room and the speaker. Participants appeared motivated. At the conclusion of the period, a group of participants led by Pia began to sing the German alphabet song without teacher prompting. Another participant professed to sing one of the songs we had watched outside of class. Throughout the period participants did not exhibit any off-task or off-topic behavior. Simple and advanced classroom interactions were conducted in the target language. Participants asked for

clarification and explanations in the target language. Participants made consistent eye contact with the teacher. During the lesson, hands were raised 45 times.

Week Six, Tuesday Observation. Participants were shown a music video on Monday and Tuesday. Fritz and Jörg were talking at the beginning of the music video, but quickly subsided and were attentive thereafter. In general, participants were alert, with their attention focused on the front of the room and the speaker. Participants also appeared motivated. Heinz commented that he liked it better when he understood the lyrics. Participants did not exhibit any off-task or off-topic behavior. No attempts to remain in the target language were observed. Participants made consistent eye contact with the teacher. During the lesson, hands were raised 61 times.

Week Six, Thursday Observation. Participants were not shown a music video on Wednesday and Thursday. While participants had their attention focused on the front and the speaker, they did not appear particularly alert but rather tired and absentminded. On this day, participants did not appear motivated. Participants did not engage in off-task or off-topic behavior. No attempts to remain in the target language were observed. Participants made consistent eye contact with the teacher. During the lesson, hands were raised 36 times.

The tally of hands raised counted how many participants raised their hand for each question, indicating their preparedness to answer. The total number of hands raised on Tuesday observation days, a day with a music video, was 348 with a mean of 58. The total number of hands raised on Thursday observation days, a day without music played, was 252 with a mean of 42. These results indicate an increase in engagement. See table 8 for a breakdown.

Table 8

Frequency Score of Hands raised on Music and Non-Music Days

Weeks	Music Day	Non-Music Day
Week 1	52	28
Week 2	77	38
Week 3	58	79
Week 4	41	26
Week 5	59	45
Week 6	61	36
Mean	58	42

In conclusion, the study reported that for research question 1: How does the use of popular music in the target language, removed from the expectation of academic outcomes and for enjoyment only, reduce FLCA, the three Foreign Language Questionnaires and the Exit Survey indicate a reduction of FLCA and no adverse effect on FLE. In regard to research question 2: How does the use of popular music in the target language, removed from expectations of academic outcomes and for enjoyment only, increase engagement and WTC, the results of the Observation Checklist with Field Notes indicate an increase in engagement in students learning a foreign language.

Findings, Implications, and Limitations

Findings

The purpose of the study was to investigate how the use of popular music in the target language, presented without the expectation of educational and academic outcomes, has an effect on Foreign Language Classroom Anxiety (FLCA), engagement and Willingness to Communicate (WTC) in a High School foreign language class. This purpose was divided into two research

questions. The first research question focused on a reduction of FLCA. One instrument used to investigate how the use of popular music, removed from academic outcomes and for enjoyment only, reduced FLCA was the Foreign Language Questionnaire. Questions one through 10 measured anxiety. The results for eight of these questions evidenced that the playing of music videos at the outset of class reduced FLCA. Questions 11 through 18 measured Foreign Language enjoyment (FLE). The answers to these questions did not reveal a change. Results indicated an initial elevated level of FLE maintained through the study.

A second instrument used to examine how music affected participants was the Exit Survey. The feedback from participants about the incorporation of music at the beginning of class was positive. It included statements about mood enhancement and management and bears out the conclusion that music inclusion at the beginning of class is a valid tool to reduce FLCA.

The second research question asked how the use of popular music, removed from academic outcomes and for enjoyment only increased engagement and WTC. To this end, an Observation Checklist, which included the markers about student alertness, motivation, off-topic and off-task behavior, participant attempts to remain in the target language, eye contact made with the teacher, and a tally of hands raised during a class period. A comparison of the results of the checklist on days where a music video was shown with results of the checklist of days on which no video was shown did not evidence a clear difference, except for in the number of hands raised, indicating desire to participate and communicate. Results from the Exit Survey indicated that ten participants felt the viewing of a music video enhanced their focus on the class and learning, supporting an increase in engagement.

Implications

Learning a foreign language as a teenager, a time when pubescent awkwardness and social anxiety are dominant sentiments, can be challenging. It is thus advisable to undertake steps to curb anxiety and enhance enjoyment in the foreign language classroom. One of the tools in achieving this can be the use of music, since music may be used as an instrument in emotional regulation (Leipold & Loepthien, 2015; Lonsdale & North, 2011; Upadhyay et al., 2017). This is supported by participant statements such as “Music is my happy place,” and “The videos would make my mood improve and my days a little happier.” Music has been used frequently by foreign language teachers to introduce vocabulary or illustrate a grammar point. Here it can be seen as a stand-alone tool to enhance FLE.

While the study did not bear out the positive impact on engagement and WTC, it did demonstrate the impact music has on student emotions. Of particular interest here were comments that indicated the use of music videos as a setting of a stage and focus for further learning activities, such as “It got me in the German mood,” “The music helped me focus on German,” and “I felt more involved while learning.”

Music videos can be accessed with ease through several free streaming services and apps. Music without video is also available through free apps, and thus easily accessible. With this ease of access, the occasional use of music and music videos at the outset of class is a highly advisable strategy.

Limitations

Engagement and WTC were hard to assess and measure. In a foreign language class setting, no two days are alike, with many days having a differing emphasis on reading, writing, and speaking activities. Thus, it becomes challenging to compare the engagement and WTC from one day to the next when these days do not offer the same opportunity for engagement and

communication. Further, the study was looking for attempts to stay in the target language. It was on a day without music that the highest number of target language utterances (not in response to the teacher) was observed. It can be argued that music in the classroom's impact on student attempts to remain in the target language may be cumulative. Showing music videos may have a lasting effect that encourages target language use even days later.

In popular music, the lyrics are inseparable from the music. Words and lyrics are as important as the beat, rhythm, and sound. It was an oversight on the researcher's part to not select music videos with subtitles or translated lyrics for the second year German participants. The impact made on anxiety reduction and enjoyment increase might have been even higher, had participants been able to relate to lyrics as well.

Reflection and Action Plan

Reflection

It was particularly difficult to manage the classroom and teaching aspects while at the same time attending to an observation checklist, taking tally of hands raised, and making notes about behavioral markers. At times, this procedure impeded the natural flow of classroom activities.

The predominant response to the music videos was positive and it was gratifying to observe students become interested to the point of taking a classroom experience outside of the classroom by downloading the music and listening to the songs on their own time. Great care was taken with the music videos to present different music styles and genres. In time it would be possible to distill the general music preferences of a class and provide music that is generally relatable.

Action Plan

This research will be shared within the World Languages department at the school in which the study took place. Cooperative efforts can be made to establish playlists and find classroom appropriate music with and without subtitles. Further, it will be presented to an Action Research Committee at Eastern Illinois University through a poster.

As music videos with lyrics habitually do not show the original video, research could be conducted about the advantage of the inclusion of lyrics over the cultural aspect of watching authentic foreign language music videos. Further research could involve the use of background music and the use of the music introduced at the beginning of class played on repeat in the background.

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Appendix A

Foreign Language Questionnaire

Adapted from Horwitz et al. (1986) and Dewaele and MacIntyre (2014).

The Google form is viewable at <https://forms.gle/gSiJjKKUYLQ3Ue3x8> and includes the following questions:

As you respond to the statements below, think about your foreign language classroom, and to what extent you agree or disagree with the following statements. (Each question is followed by 5 choices for strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree).

1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I don't worry about making mistakes in my foreign language class.
3. During foreign language class, I find myself thinking about things that have nothing to do with class.
4. In foreign language class, I can get so nervous, I forget things.
5. It embarrasses me to volunteer answers in my foreign language class.
6. Even if I am well prepared for foreign language class, I feel anxious about it.
7. I am afraid that my foreign language teacher is ready to correct every mistake I make.
8. I feel very self-conscious about speaking the foreign language in front of other students.
9. I feel more tense and nervous in foreign language class than in my other classes.
10. I am afraid the other students will laugh at me when I speak the foreign language.
11. I don't get bored in foreign language class.
12. I enjoy foreign language class.
13. I am a worthy member of my foreign language class.

14. In class, I feel proud of my accomplishments.
15. My foreign language class is a positive environment.
16. My foreign language class is fun.
17. There is a good atmosphere in my foreign language class.
18. We laugh a lot in my foreign language class.

The google form is viewable at <https://forms.gle/FBibq5cH3ty1hozC8>

It is set for anonymous answer collection.

Appendix B

Observation Checklist

Date: _____ Treatment Group: _____ Control Group: _____

Behavior	Yes	No	Comments
Are students alert, with their attention focused on the front of the room and/or speakers?			
Do students appear motivated?			
Are students off-task?			
Do students engage in off-topic behavior /discussions?			
Do students use classroom phrases and attempt to stay in the Target Language?			
Do students make / seek eye contact with the teacher?			
Tally for raised hands and/or volunteered answers rather than being called on:			

Appendix C

Exit Survey

The participants will receive the following exit survey:

1. Describe one specific event or moment in your foreign language class, where you felt very anxious and stressed. Describe the circumstance and your feelings in as much detail as possible.
2. Describe one specific event or moment in your foreign language class that you really enjoyed. Describe the moment and your feeling in as much detail as possible.
3. In your opinion, did the music videos affect your mood in and attitude towards foreign language class?
4. In your opinion, what could be done to make the foreign language classroom more enjoyable and less stressful?

Appendix D

List of music videos to be shown to participants:

DIE TOTEN HOSEN. (2022, August 9). *Die Toten Hosen // Alle sagen das (Offizielles Musikvideo)* [video]. YouTube.

<https://www.youtube.com/watch?v=n1XeIJHfYiI&list=PLtMUzZgaPIbs6fGbPSNFwUcOieLItwLfE&index=6>

Forster, M. (2019, September 13). *Mark Forster – 194 Länder (Official video)* [video]. YouTube.

<https://www.youtube.com/watch?v=7bczvKRhycA&list=PLtMUzZgaPIbs6fGbPSNFwUcOieLItwLfE&index=1>

Knappe. (2021, April 16). *Knappe – Tschau (Offizielles Musikvideo)* [video]. YouTube.

<https://www.youtube.com/watch?v=7zZiywJXbNQ&list=PLtMUzZgaPIbs6fGbPSNFwUcOieLItwLfE&index=2>

LOREDANA. (2021, August 26). *LOREDANA x MOZZIK – Mit Mir (prod. by Jumpa & Kalli Bianco) [Official Video]* [video]. YouTube.

https://www.youtube.com/watch?v=RB5_WNsBA6w

musikvonLOTTE. (2019, August 27). *LOTTE & Max Giesinger - Auf das, was da noch kommt (Official Video)* [video]. YouTube.

<https://www.youtube.com/watch?v=fFqmqzYwM1IQ&list=PLtMUzZgaPIbs6fGbPSNFwUcOieLItwLfE&index=3>

Namika. (2015, July 9). *Namika – Lieblingsmensch (Official video)* [video]. YouTube.

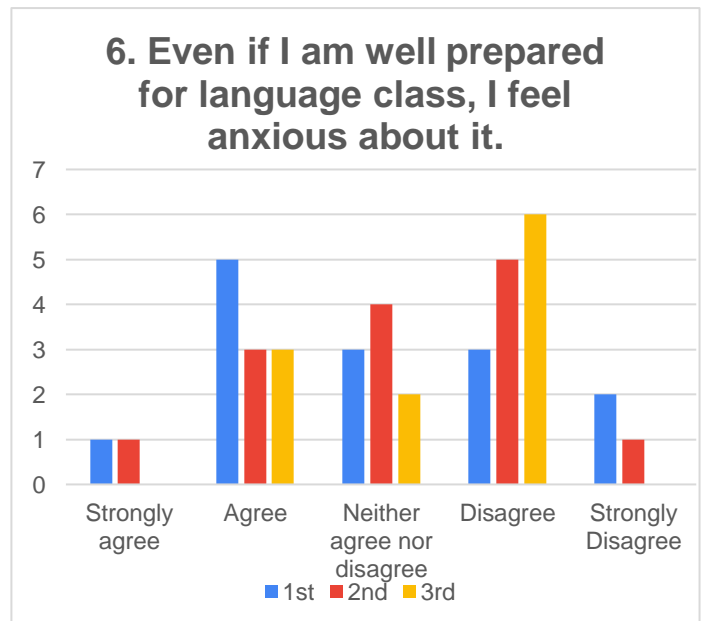
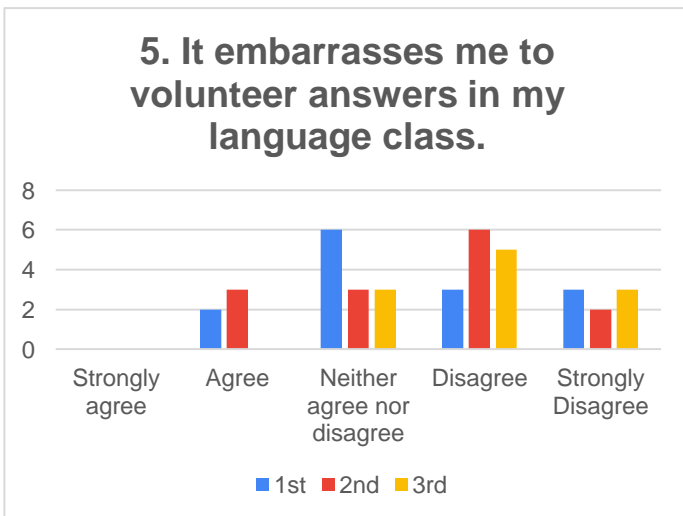
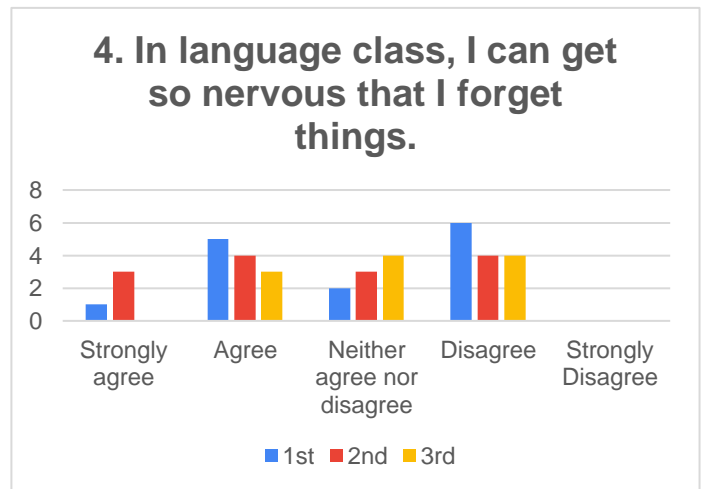
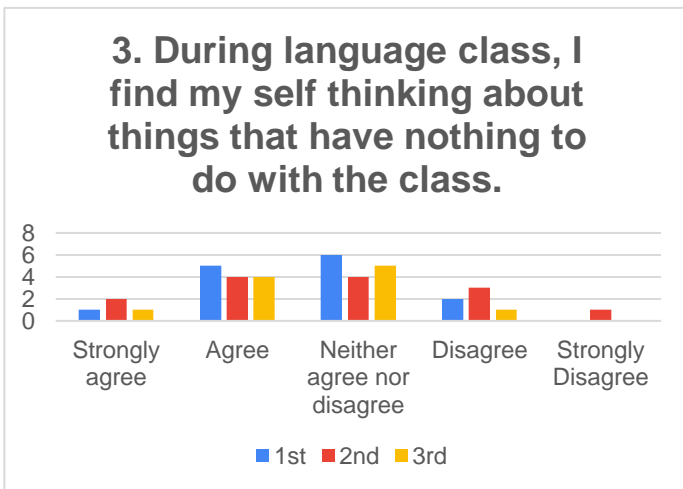
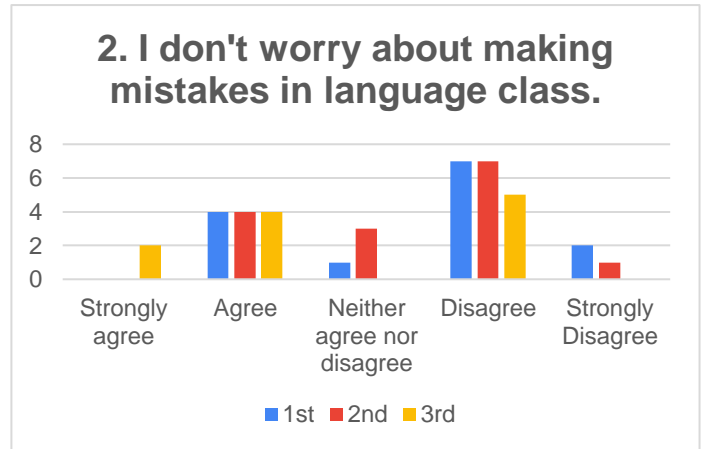
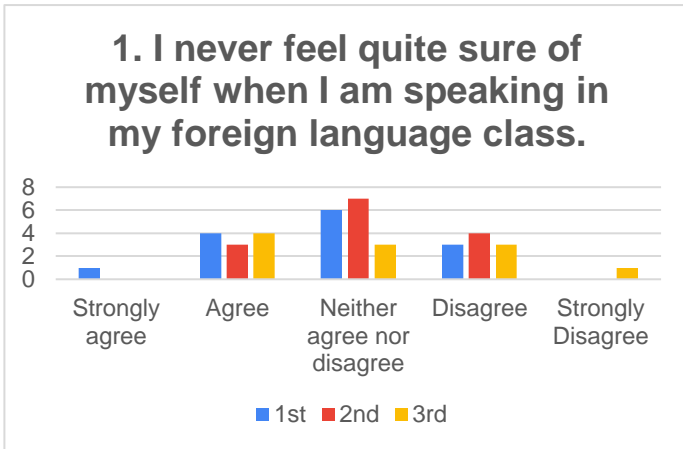
<https://www.youtube.com/watch?v=3ryohiCVq3M&list=PLtMUzZgaPIbs6fGbPSNFwUcOieLItwLfE&index=4>

Appendix E

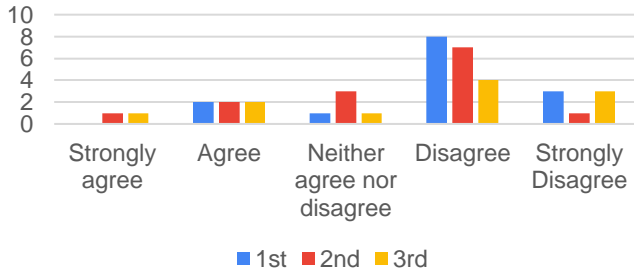
Intervention and Data Collection Schedule

Week	Intervention	What to collect
1	Mo/Tue Video Namika –Lieblingsmensch (https://www.youtube.com/watch?v=3ryohiCVq3M) We/Th no video	Friday FLCA/FLA questionnaire observation checklist on Tue and Th field notes
2	Mo/Tue Video Toten Hosen – Alle Sagen Das (https://www.youtube.com/watch?v=n1XeIJHfYiI) We/Th no video	observation checklist on Tue and Th field notes
3	Mo/Tue Video Lotte/Giesinger – Auf das was da noch kommt (https://www.youtube.com/watch?v=fFqmzYwM1IQ) We/Th no video	observation checklist on Tue and Th field notes Fr FLCA/FLA questionnaire
4	Mo/Tue Video Loredana – Mit Mir (https://www.youtube.com/watch?v=RB5_WNsBA6w) We/Th no video	observation checklist on Tue and Th field notes
5	Mo/Tue Video Knappe – Tschau (https://www.youtube.com/watch?v=7zZiywJXbNQ) We/Th no video	observation checklist on Tue and Th field notes
6	Mo/Tue Video Mark Foster – 194 Länder (https://www.youtube.com/watch?v=7bczvKRhycA) We/Th no video	observation checklist on Tue and Th field notes Fr FLCA/FLE questionnaire and survey

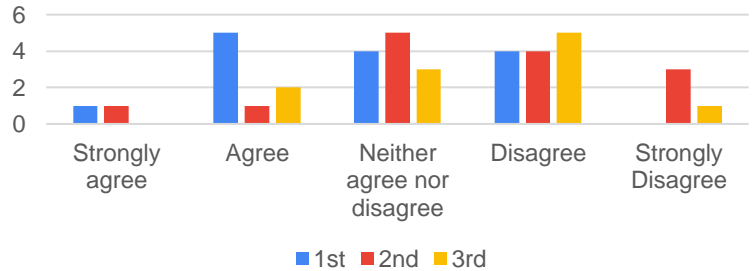
Appendix F



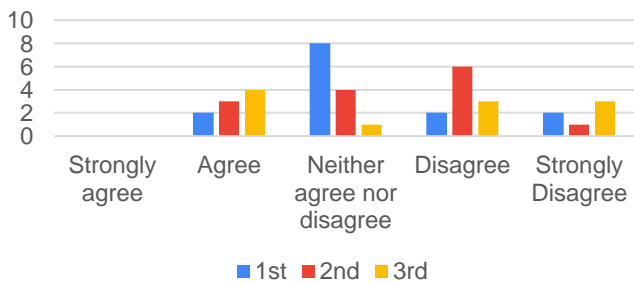
7. I am afraid that my language teacher is ready to correct every mistake I make.



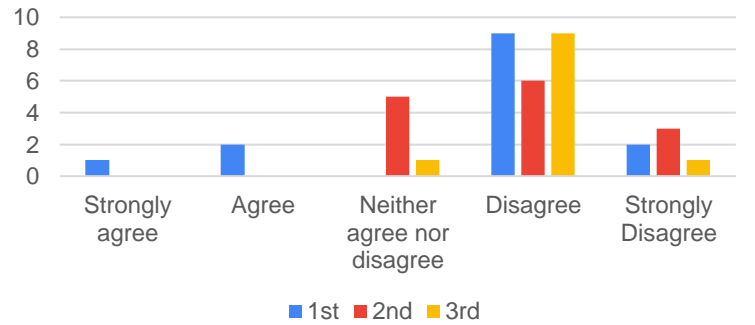
8. I feel very self-conscious about speaking the foreign language in front of other students.



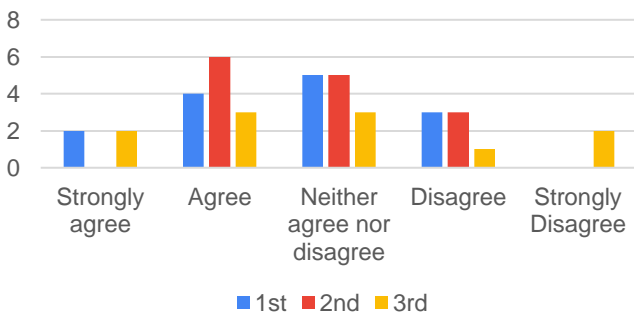
9. I feel more tense and nervous in foreign language class than in my other classes.



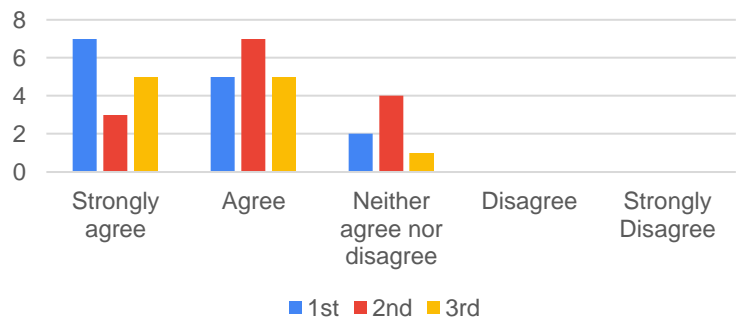
10. I am afraid the other students will laugh at me when I speak the foreign language.

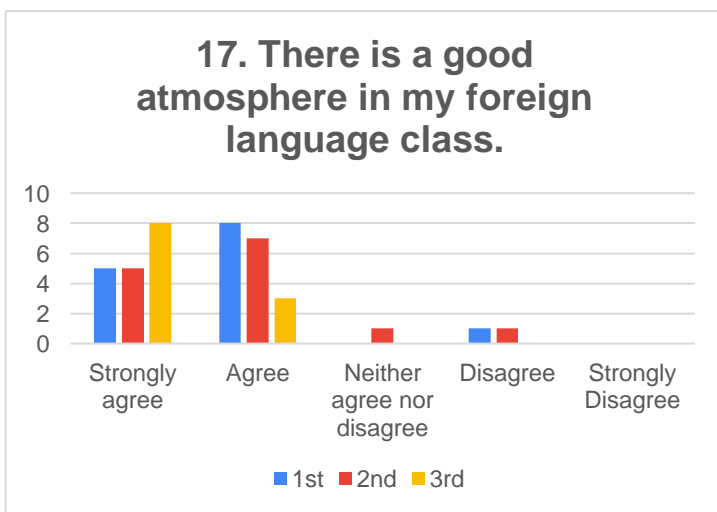
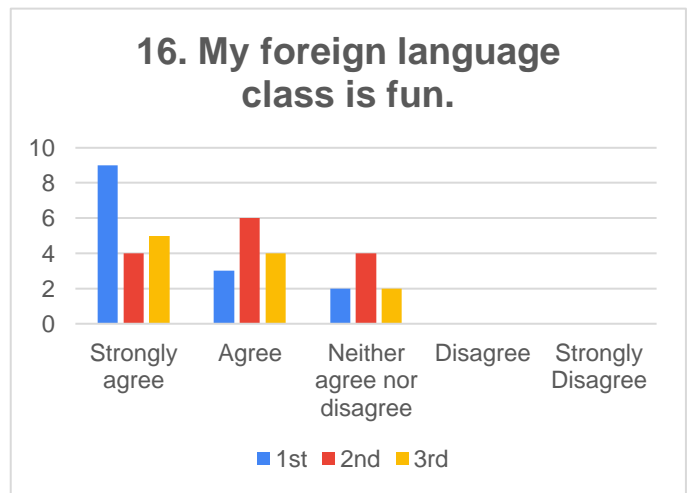
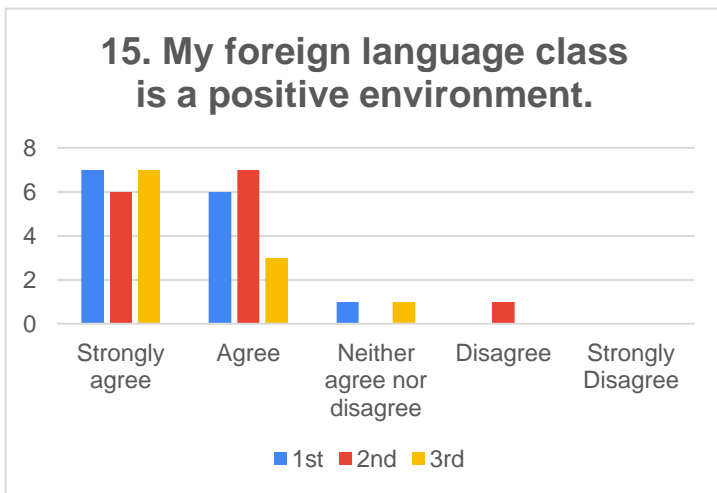
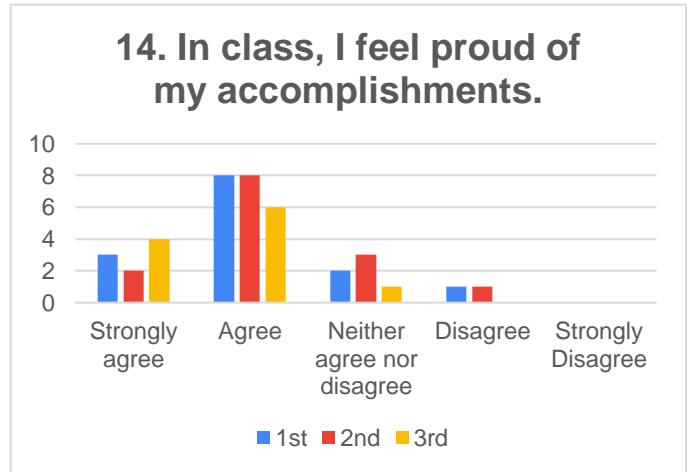
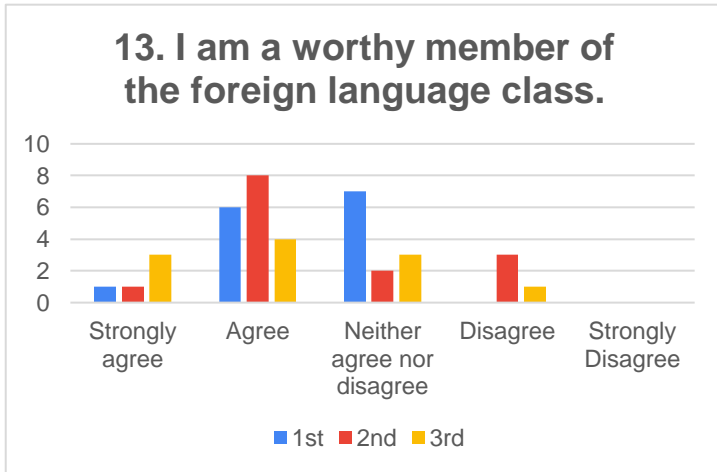


11. I don't get bored in foreign language class.



12. I enjoy foreign language class.





Appendix G

Date: Week 1, 9/27 Day: Tuesday

Behavior	Yes	No	Comments
Are students alert, with their attention focused on the front of the room and/or speakers?	X		
Do students appear motivated?	X		
Are students off-task?		X	Norbert writing something when no writing required. Carsten was distracted. Norbert gazing off.
Do students engage in off-topic behavior /discussions?	X		Carsten not working on the assignment.
Do students use classroom phrases and attempt to stay in the Target Language?	X		Wishing "Gesundheit" (Bless you) when someone sneezed.
Do students make / seek eye contact with the teacher?	X		
Tally for raised hands and/or volunteered answers rather than being called on:			52 hands raised

Date: Week 1, 9/29 Day: Thursday

Behavior	Yes	No	Comments
Are students alert, with their attention focused on the front of the room and/or speakers?		X	lots of turning around and conversations
Do students appear motivated?	X		
Are students off-task?		X	Lilo turns around a lot
Do students engage in off-topic behavior /discussions?	X		Ilse packs up a few minutes early. Wilma is doing homework for another class.
Do students use classroom phrases and attempt to stay in the Target Language?		X	
Do students make / seek eye contact with the teacher?	X		
Tally for raised hands and/or volunteered answers rather than being called on:			hands raised: 28

Date: Week 2, 10/4 Day: Tuesday

Behavior	Yes	No	Comments
Are students alert, with their attention focused on the front of the room and/or speakers?		X	Norbert fiddling with papers during the second half of the song. Ilse's head was down often, in the past she has often complained of headaches. When asked, she stated to be tired.
Do students appear motivated?	X		Tapping foot and tapping desk to rhythm of the song. "That's my jam."
Are students off-task?		X	
Do students engage in off-topic behavior /discussions?		X	Students have short discussions about which song was better.
Do students use classroom phrases and attempt to stay in the Target Language?	X		Norbert: "Ich habe eine Frage" (I have a question)
Do students make / seek eye contact with the teacher?	X		Most students make eye contact. Two students in the back row (Carsten and Astrid) appear to be hiding. Wilhelm and Ilse seem to avoid eye contact.
Tally for raised hands and/or volunteered answers rather than being called on:			77 hands raised One student absent

Date: Week 2, 10/6 Day: Thursday

Behavior	Yes	No	Comments
Are students alert, with their attention focused on the front of the room and/or speakers?	X		Students very keyed up, last day before a 4-day weekend.
Do students appear motivated?	X		Fritz and Jörg helping Carsten fill out the absent slip for Ilse. Half the class period spent in partner work. Partner work was extremely cooperative and interactive.
Are students off-task?		X	Wilma working on another paper.
Do students engage in off-topic behavior /discussions?			

Do students use classroom phrases and attempt to stay in the Target Language?			“Gesundheit” (Bless you) When asked “Fertig?” (Done? / Ready?), students respond “Ja/Nein”
Do students make / seek eye contact with the teacher?	X		
Tally for raised hands and/or volunteered answers rather than being called on:			hands raised: 38

Date: Week 3, 10/11 Day: Tuesday

Behavior	Yes	No	Comments
Are students alert, with their attention focused on the front of the room and/or speakers?	X		Lotti mostly not watching the video, listening? Heinz on his Chromebook at the beginning of the video, but quickly closed it. All others attentively watching video. Ilse has head down often. Observations while listening to a reading selection: Fritz yawning Lilo, Norbert, Lotti distracted, at times not reading along Claudia writing (jotting down questions?)
Do students appear motivated?	X		
Are students off-task?		X	Partner work was very cooperative, respectful, and considerate
Do students engage in off-topic behavior /discussions?	X		Fritz and Lilo having an off-topic discussion. Jörg on the phone to check bell schedule for early dismissal today.
Do students use classroom phrases and attempt to stay in the Target Language?		X	Not observed
Do students make / seek eye contact with the teacher?	X		
Tally for raised hands and/or volunteered answers rather than being called on:			Hands raised:58

Date: Week 3, 10/13 Day: Thursday

Behavior	Yes	No	Comments
Are students alert, with their attention focused on the front of the room and/or speakers?	X		Students were working in groups, seating arrangement did not support "front of the room" Students remained alert
Do students appear motivated?	X		A few students appear "sleepy" Heinz exclaims excitedly: "It's German time" Carsten appeared to be hiding behind the student in front of him.
Are students off-task?		X	Groupwork was extremely focused and cooperative. Groups that were done with partner work, occupied themselves quietly, but mostly not with German.
Do students engage in off-topic behavior /discussions?	X		
Do students use classroom phrases and attempt to stay in the Target Language?		X	Not observed
Do students make / seek eye contact with the teacher?	X		
Tally for raised hands and/or volunteered answers rather than being called on:			hands raised: 79 one student absent

Date: Week 4, 10/19 Day: Tuesday

Behavior	Yes	No	Comments
Are students alert, with their attention focused on the front of the room and/or speakers?	X		Heinz: "Yay, Lied (song)!" asked questions about the song lyrics, translated refrain together Students discussed which was their favorite song so far. Heinz explains a task to Lilo.
Do students appear motivated?	X		
Are students off-task?		X	
Do students engage in off-topic behavior /discussions?		X	
Do students use classroom phrases and attempt to stay in the Target Language?	X		"Fertig?" "Ja/Nein" "Ich habe eine Frage (I have a question)"

Do students make / seek eye contact with the teacher?	X		
Tally for raised hands and/or volunteered answers rather than being called on:			hands raised: 41

Date: Week 4, 10/20 Day: Thursday

Behavior	Yes	No	Comments
Are students alert, with their attention focused on the front of the room and/or speakers?	X		Lotti staring off New vocabulary, focused attention
Do students appear motivated?		X	reviewing new vocabulary, students invited to ask for additional words within the theme, no requests for additional words.
Are students off-task?		X	
Do students engage in off-topic behavior /discussions?		X	
Do students use classroom phrases and attempt to stay in the Target Language?	X		“Noch einmal, bitte” (repeat, please)
Do students make / seek eye contact with the teacher?	X		
Tally for raised hands and/or volunteered answers rather than being called on:			hands raised: 26

Date: Week 5, 10/25 Day: Tuesday

Behavior	Yes	No	Comments
Are students alert, with their attention focused on the front of the room and/or speakers?	X		Heinz talking at the beginning of the song. Lotti looking around, not focused front. Ilse has her head down again.
Do students appear motivated?	X		
Are students off-task?		X	
Do students engage in off-topic behavior /discussions?		X	
Do students use classroom phrases and attempt to stay in the Target Language?	X		Lilo reminds another student to give the answer “auf Deutsch (in German).”

Do students make / seek eye contact with the teacher?	X		
Tally for raised hands and/or volunteered answers rather than being called on:			hands raised:59

Date: Week 5, 10/27 Day: Thursday

Behavior	Yes	No	Comments
Are students alert, with their attention focused on the front of the room and/or speakers?	X		
Do students appear motivated?	X		At the conclusion of class, a group of participants began to sing the German alphabet song. One participant mentions that they had been singing one of the songs.
Are students off-task?		X	
Do students engage in off-topic behavior /discussions?		X	
Do students use classroom phrases and attempt to stay in the Target Language?	X		When instructed to take out the workbook, one participant asked for clarification in German. One student asked to go to the bathroom in German. One student asked for the meaning of a word in German.
Do students make / seek eye contact with the teacher?	X		
Tally for raised hands and/or volunteered answers rather than being called on:			hands raised: 45

Date: Week 6, 11/2 Day: Tuesday

Behavior	Yes	No	Comments
Are students alert, with their attention focused on the front of the room and/or speakers?	X		At first, Fritz and Jörg were talking, but subsided quickly and were focused thereafter
Do students appear motivated?	X		Heinz: I like it better when I know what they are saying (comment about the music video)
Are students off-task?		X	

Do students engage in off-topic behavior /discussions?		X	
Do students use classroom phrases and attempt to stay in the Target Language?		X	
Do students make / seek eye contact with the teacher?	X		
Tally for raised hands and/or volunteered answers rather than being called on:			hands raised: 61

Date: Week 6, 11/3 Day: Thursday

Behavior	Yes	No	Comments
Are students alert, with their attention focused on the front of the room and/or speakers?	X		attention focused front, but not necessarily alert. Participants appear tired and glazed over.
Do students appear motivated?		X	
Are students off-task?		X	
Do students engage in off-topic behavior /discussions?		X	
Do students use classroom phrases and attempt to stay in the Target Language?		X	
Do students make / seek eye contact with the teacher?	X		
Tally for raised hands and/or volunteered answers rather than being called on:			hands raised: 36

Appendix F



Marshall Community Unit Schools, District #C-2

September 2, 2022

Dear Institutional Review Board Members:

As principal of Marshall High School, I approve the appropriateness of Inge Jones's project study titled 'The Effect of Music on the High School Foreign Language Classroom'. Mrs. Jones discussed the components of the study as well as the expected outcomes with me. The project is age-appropriate for high school students. Conducting the project at Marshall High School is very feasible and should be completed before the end of the semester. If you have any questions, please contact me.

Sincerely,

John Ritchey
Principal
Marshall High School
Marshall, Illinois

503 Pine Street • Marshall, Illinois 60441 • Ph 217-826-5312 • Fax 217-826-5170 • www.marshallc2.net

Marshall High School
806 N. Sixth Street
217-826-2395

Marshall Junior High School
803 N. Sixth Street
217-826-2512

North Elementary
1001 N. Sixth Street
217-826-4355

South Elementary
805 S. Sixth Street
217-826-5211

Appendix H



Marshall Community Unit Schools, District #C-2

Dear Parents and Guardians:

Currently, I am working towards my master's degree in Curriculum and Instruction at Eastern Illinois University. This fall I will be conducting an Action Research project in my classroom. This research project is a requirement in my graduate course work.

Your child is invited to participate in this study, which is conducted by myself and the co-investigator, Dr. Sham'ah Md-Yunus from the department of Curriculum and Instruction, Teaching and Learning Foundations at Eastern Illinois University. During this study it will be investigated if popular German music has an effect on classroom anxiety and engagement in instruction.

The study will run for six weeks (about 1 and a half months). On the first two days of each week, students will begin the class period by listening to and watching a music video of popular German music. On the second day I will record my observations. On the third and fourth day of each week, students will not watch a video. On the fourth day I will again record my observations. Each week will feature a different video and artist. At three points during the study, students will be asked to fill out questionnaires that measure anxiety levels. At the end of the study period, students will be asked to fill out a survey with open-ended questions. Both the questionnaire and the survey will be done anonymously. Neither my observations, nor the questionnaire and survey will ever be connected to your child's name to ensure maximum privacy.

This study poses insignificant risk for participants. The benefits include potentially lessened anxiety and increased engagement/participation. You may have noticed how much time your child spends listening to music. It is my intent to harness this for the benefit of German learning and emotional well-being in the classroom. Any data gathered will be anonymous and will be kept on my password protected computer. Any hard copies of the survey will be scanned onto the same computer. All videos have been examined for appropriate lyrics and visual material.

Participation in this study is voluntary and there is no penalty for choosing to withdraw or not participating. If you have any questions about your child's participation in this study, please do not hesitate to contact me.

Marshall High School has graciously granted permission to conduct this research in the classroom.

508 Pine Street • Marshall, Illinois 62441 • Ph 217-826-5912 • Fax 217-826-5170 • www.marshall.org/llas

Marshall High School
206 N. Sixth Street
217-826-5916

Marshall Junior High School
506 N. Sixth Street
217-826-5912

North Elementary
1001 N. Sixth Street
217-826-5255

South Elementary
509 S. Third Street
217-826-5411

Should you have any questions or concerns about this study, please do not hesitate to contact me.

Inge Jones
217-521-7577
ijones@amrshullk12.net

Dr. Sham'ah Mc-Yunus
2203 Buzzard Hall
Eastern Illinois University
217-581-5778
sandyunus@eiu.edu

The Institutional Review Board has reviewed and approved this study. If you have any concerns about the rights and treatment of human participants in this study, please contact:

Institutional Review Board
Eastern Illinois University
600 Lincoln Ave.
Charleston, IL 61920
217-581-8576
eiuirb@eiu.edu

Sincerely,

Inge Jones

Appendix I

Letter to participants for consent.

Liebe Schüler (Dear students)

This semester, I am concluding the course work for my master's program. For its completion I will have to conduct a study and I have chosen your class to do so.

In this study, I will observe if and how playing music will affect anxiety, participation, and engagement in the classroom. To that end I will ask you to fill out a questionnaire at three separate times during the study period. I will also ask you to fill out a survey with open-ended questions at the end. Both the questionnaire and the survey will be completed anonymously. We will begin certain class periods by watching a German music video.

Participation in this study is voluntary and you may elect not to participate. Non-participation or withdrawal will not have any impact on class grades, nor are any penalties involved.

Please let me know if you have any questions or concerns.

Eure Lehrerin,

Frau Jones

Appendix J**IRB approval**

Inge Jones

Sham'ah Md-Yunus

Teaching, Learning, and Foundations

Dear Inge,

Thank you for submitting the research protocol titled, "The Effect of Music on the Foreign Language Classroom" for review by the Eastern Illinois University Institutional Review Board (IRB). The IRB has reviewed this research protocol and effective 9/16/2022, has certified this protocol meets the federal regulations exemption criteria for human subjects research. The protocol has been given the IRB number 22-111. You are approved to proceed with your study.

The classification of this protocol as exempt is valid only for the research activities and subjects described in the above named protocol. IRB policy requires that any proposed changes to this protocol must be reported to, and approved by, the IRB before being implemented. You are also required to inform the IRB immediately of any problems encountered that could adversely affect the health or welfare of the subjects in this study. Please contact me, or the Compliance Coordinator at 581-8576, in the event of an emergency. All correspondence should be sent to:

Institutional Review Board

c/o Office of Research and Sponsored Programs

Telephone: 217-581-8576

Fax: 217-581-7181

Email: eiuirb@eiu.edu

Thank you for your cooperation, and the best of success with your research.

John Bickford, Chairperson

Institutional Review Board

Telephone: 217-581-7881

Email: jbickford@eiu.edu