The Impact of Music-Based-Learning in the development of the Lexical Competence

Impacto De La Enseñanza Basada En Música En El Desarrollo De La Competencia Léxica

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Abstract

This study aims to determine whether the use of Music-Based-Learning (MBL) combined with Meaningful learning strategies affect the development of the Lexical Competence. In order to achieve this goal, this research project was conducted with one group of students between 6th and 9th grades from a public non-bilingual school in Mosquera, Colombia. The research intervention was divided into 7 lessons in which 12 phrasal verbs were taught to build a connection of vocabulary between all the lessons and with the three main aspects that imply knowing a word: Meaning, Use, and Form; Combined with three dimensions: *partial-to-precise knowledge, depth of knowledge, and receptive to productive*. To measure the progress, video and audio were recorded as well as field notes into an interpretative research focus. In addition, the K.W.L (What I Know, What I Want to learn, What I Learned),an important learning strategy used in EFL lessons which, according to Fariba & Zohre (2015): "allows the learner to get started by brainstorming [...] any prior knowledge" (p.64), was designed and administered to help the participants to adapt to a more meaningful learning experience in which their previous knowledge was of quite importance. In consequence, the results showed that MBL encourages the use of previous information, promotes participation and improves the understanding towards the aspects mentioned: meaning and form of a word, which was relevant when answering the the main question of this research project "what is the impact of MBL on participant's lexical competence?"

 Keywords: music-based learning, impact, meaningful learning, lexical competence.

Este estudio tiene el objetivo de determinar si la enseñanza basada en música (MBL), combinada con estrategias de aprendizaje significativo, impactan el desarrollo de la competencia léxica. Con el propósito de alcanzar dicho objetivo, este proyecto fue dirigido a un grupo de estudiantes de 6to a 9no grado de un colegio público no bilingüe en Mosquera, Colombia. La intervención fue dividida en 7 sesiones en las que se enseñaron 12 *phrasal verbs* para crear una conexión de vocabulario entre las lecciones y en los tres aspectos principales que implican conocer una palabra: Significado, Uso y Forma; Combinado con tres dimensiones: *Parcial-Preciso, Profundidad de conocimiento, y Receptivo-Productivo*. Para medir el progreso, se utilizaron grabaciones de audio y video, como también formatos de observación bajo un enfoque interpretativo. Adicionalmente, utilizamos el cuadro KWL (lo que sé, lo que quiero saber y lo que aprendí) para facilitar la adaptación a un modelo más significativo en el que el conocimiento previo fue de gran importancia. Los resultados mostraron que MBL alienta el uso de información previa, promueve la participación y mejora el entendimiento de los aspectos mencionados: Significado y la Forma de una palabra, lo cual fue relevante al responder la pregunta principal de este proyecto de investigación: ¿cuál es el impacto de MBL en el desarrollo de la competencia léxica de los participantes?

 Palabras clave: Aprendizaje basado en música, impacto, aprendizaje significativo, competencia léxica.

Chapter I: Introduction

In the past years, English has become one of the most relevant languages to learn in an underdeveloped country, which sees the mastery of this language as a good opportunity to be part of the globalized world, (Rajagopalan, 2010). In Colombia, several educational policies have been implemented to prompt students to reach the expected upper-intermediate levels of The Common European Framework of Reference (CEFR) (Correa and González, 2016). The most common is "Plan Nacional de Bilinguismo" However, in order to become truly fluent in any language, one of the most important aspects to develop, is the lexical competence, understood as "the skill of identifying, recognizing, and proper using of words in a language" (Shahzad et al, 2016). This competence has received little attention in L2 programmes (Anindya, 2009) despite being a crucial component of language proficiency. This can be seen in the students from 6th to 9th grade of a Public Non-bilingual School in Mosquera, Colombia, who present a lack of meaningful learning experiences and strategies that keep learners from using language properly. These are paramount aspects of teaching English that need to be considered again because of their connection: mastering lexical competence through meaningful lessons.

Taking into consideration the previous issue, it would be necessary to find methodologies that foster English as a Foreign Language (EFL) learning through meaningful experiences, i.e., using Music-Based Learning. According to Li & Brand (2009), the relation between Music and EFL can enhance the lexicon of a student, starting from strategies that allow students to practice a second language as well as increasing enthusiasm and motivation, which will be beneficial to the students and the expected results. Besides, Ayotte (as cited in Li, X., & Brand, M) states that both music and language share the same auditory, perceptive and cognitive mechanisms for receiving information. Consequently, Music-Based-Learning can be considered as a useful methodology in the creation of meaningful experiences of learning a new language.

Therefore, the purpose of this document is to analyze the implementation and impact of Music-based learning on the development of the lexical competence of 6th to 9th grade EFL students. Together, this study includes a Statement of the problem, a Literature review pertinent to our research, Research Design, Data Analysis and Findings, Pedagogical dimensions and implications, and finally Conclusions and Implications for further research.

Statement of the Problem.

Has a song ever ended up being useful to improve your proficiency in any language? In a world that is constantly growing, learning a new language is a challenge that has become sometimes a struggle due to the lack of development of lexical competence. Most of the students are not able to connect their ideas at a starting point and end up losing interest. However, according to Kerekes (2015, as cited in Gerda, A., 2015), methods such as Music-based learning "could benefit the memorization of phrases and formulaic sequences"(p.3). Besides, following the famous quote of Wittgenstein (cited by AKAL, 2011): "the limits of my language mean the limits of my world"(p.248), the better a student has a proper understanding of a word, the better is going to be his/her knowledge of the world.

The following paragraph will describe the needs analysis developed towards our target population and some of the conclusions derived from it. For this study, we chose a group of students from a public non-bilingual school located outwards of Mosquera, Colombia. Its facilities are shared with El Bosque University for English classes (Teaching Practice). Besides, participants only counted with a TV in their classroom, no speakers or computer, which challenged teachers to find accurate material to catch students' attention. Yet, students showed to be eager to receive more engaging classes that involve different activities and resources they could find more interesting and useful to reach a good level of high English level proficiency.

Having observed the participants, we identified a lack of vocabulary at the moment of speaking in English. We used different data collection tools such as class observation, audio, and video recording to collect information which led us to the previous idea. Also, students

showed to have a low level of proficiency given that previous teachers did not ask them to focus on new words nor to confirm if every word was clear for them during writing and speaking exercises; this was confirmed when we talked with them about their perceptions of their EFL classes. Therefore, we considered that bringing new strategies such as MBL to address this concern was necessary.

According to the previous needs' analysis developed with the participants of this project, in which we talked with the students and observe their classes, we concluded that students have a lack of lexical competence. Thus, in order to comprehend this concern, it is vital to understand what it means to know a word. Shahzad, Hukamad, Ali & Saeedl (2016) describe lexical competence as "the skill of identifying, recognizing, and proper using of words in a language in the manner like that of the native speakers"(p.93), while Anindya (2009) states that "it's a complex and gradual process"(p.35). This demonstrates the necessity of finding different ways of teaching how to use new words, which this group of learners would find more enticing and meaningful.

Consequently, teachers had the challenge to implement specific strategies in the classroom that allowed students to experience more significant ways of learning how to use language properly. Wu and McMahon (2014), explain that music stimulates the brain and activates subconscious vocabulary, language structure acquisition and memorizing (essential concepts to reach a good level of proficiency). Also, Marjanen (2016) states that music helps education "supporting the development of our natural (esthetical) sensitivity, throughout which an aesthetic experience can be achieved" (p.3). Therefore, we strongly believe that music can transform the way EFL learners use the language to express themselves correctly.

This particular methodology, led us to state the following research question which is: What is the impact of Music-Based Learning on the development of the lexical competence on 15 students of 6th,7th, 8th and 9th grades? Also, the following objective: To analyze the impact of

MBL on the development of the lexical competence of 6th to 9th graders. Both the question and objective helped us to determine whether the methodology can be implemented successfully.

Rationale

Being a teacher nowadays represents a huge challenge due to the ongoing change in students' interests. For instance, according to Hijil and Allla (2017): "Learners who have no clear personal goals for acquiring English, no desire to acculturate and no intrinsic interest in foreign language learning are less likely to engage in independent review of previously met lexis" (p.32). Therefore, the challenge of this generation lies in the quest to find attractive approaches that allow students to learn in a meaningful way. For this reason, we consider that a suitable methodology to address the lack of meaningful learning experiences is Music-Based Learning (MBL). In the following paragraphs, we will explain the reasons behind this statement and the contribution of our research project to the EFL community and to the students.

There are different reasons to believe that Music can influence the process of learning a new language. On the one hand, Parbery-Clark, Skoe, Lam, & Kraus (2009, as cited in Zhang, 2018) say that "those who have accepted music training can discern the minor differences between pitches and distinguish between the syllable duration and the start time of the sound" (p.4). Moreover, as François, Chobert, Besson & Schön (2010) consider, including music in education can both improve speech segmentation, which is the ability to extract words from continuous speech, and facilitate the development of a more efficient working memory. In summary, MBL can be considered as a useful tool to create meaningful experiences of learning a new language, due to its contribution to the development of learning the cognitive process and the mastering of the language.

This assumption regarding the benefits of MBL for students became more important as we observed that most of them showed to be rather shy and avoided participating during class. In the hope of spurring them on, this methodology is suggested to help students to feel more motivated, to expand and develop their cognitive learning processes and most of all, to provide

more meaningful experiences when learning a foreign language. These are some of the benefits

that our research project can offer to help to build a more active role in students.

Furthermore, the implementation of this strategy will also be reflected in teachers in

certain ways. First of all, activities will become more dynamic and interesting, helping them to

get students' attention more appropriately. Secondly, given that MBL classes are not teacher-

centered, professors will have the opportunity to share in a more natural way with their students,

hence, enriching their labor. One example of these advantages could be noticed in Becerra and

McNulty's (2010) journal research, in which they could not only identify Music as an interesting

topic for most of the students but to consider this kind of relevant topics as the basis for

meaningful learning; They reflected this conception on their journal research as:

"I wanted my students to have an active role, reflecting on their learning process

and achievement of the learning goals. In this way, I tried to transform goal

setting into an act of communication so that the learning process could be more

successful. I gave the students the opportunity to experience the reflective and

intentional nature that learning should have, which is associated with meaningful

and significant learning" (Becerra and McNulty's, 2010, p.10).

As it is evident, including MBL will not only make the teacher's role more

interactive or the content easier to develop, but also will give the basis for the

construction of meaningful experiences of learning a new language.

Lastly, the benefits for the EFL community are also undeniable as they give teachers a

suitable and accurate material to work on meaningful experiences when learning a foreign

language. Also, it provides stimuli to develop cognitive processes regarding the acquisition of

new vocabulary, which will make the EFL teacher's job more significant and efficient. On

balance, MBL gives the EFL community a way of integration between music and English, which helps teachers to work on more meaningful learning environments.

    For the previous reasons, we strongly believe that this research project is necessary in order to analyze if Music-Based Learning could work as an appropriate methodology to address both the development of the lexical competence and the lack of meaningful learning experiences of our target population.

Chapter II: Literature Review

Although developing the lexical competence is one of the most important things when learning English, this competence has received little attention in L2 programmes (Anindya, 2009) Even if some people think that it is important to memorize a lot of vocabulary, the strategy used by the teacher will ensure that learners actually learn in a meaningful way. Teachers usually think of different strategies and methodologies in order to tackle this lack of meaningful learning experiences in EFL students. That is why this literature review will analyze three main concepts: Lexical Competence, Music-Based learning, and Meaningful learning, which we consider important given their impact in the construction of a meaningful learning strategy.

Lexical Competence

Acquiring new words is the core element of learning a new language, the more vocabulary a learner gets, the better it is going to be their comprehension and production. According to Nation (2013) a high frequency of words can be considered as an essential factor to ensure that students learn in a meaningful way. In addition, Thornbury (cited by Acuña et al, 2016) argues that the simple study of grammar structures does not help to improve English learning, as the acquisition of words would do. Therefore, facilitating the learning of new vocabulary must be one of the priorities of teaching English as a foreign language.

Moreover, there are specific dimensions proposed by Henriksen (cited by Anindya, 2015) of the lexical competence, which are worth being included on this research project. These are: partial-to-precise knowledge, depth of knowledge and receptive to productive dimension.

These dimensions are important because they conform the hierarchical order in which learners acquire new vocabulary. Also, because they make the acquisition of new words more measurable. Therefore, it is necessary to take into account these dimensions in order to better analyze the responses of the students.

The first dimension, partial-to-precise knowledge, involves the process from simple word recognition to a precise comprehension level as a result of the increasing amount of words a student learns. The second dimension, depth of knowledge, includes the relationship among words in the lexicon, which could be paradigmatic or syntagmatic. The third one, receptive to productive dimension, combines two important aspects of language proficiency: comprehension (receptive vocabulary) and production (productive vocabulary). Although some other dimensions have been developed, these three are still helpful to analyze the journey of a student through the learning of new vocabulary.

Partial to Precise knowledge

On the other hand, it is also important to understand what does mean to know a word, which Gyllstad also defines using three main concepts: form, meaning and use (2013), interrelated with the three dimensions mentioned before. The first aspect refers to the way we identify a new word, which can be in a written or spoken form. This concept is associated to the Partial-to-precise knowledge dimension as it includes the recognition of a word. There are some questions that are helpful for learners to find the form of a word, i.e., *What does the word sound like?* and, *What does the word look like?*. The answers to these inquiries will help learners to address the first step of knowing a word.

Depth of Knowledge

The second aspect is the meaning, which according to Nation (Cited by Gyllstad, 2013) "involves the form, its referents, and its possible associations" (p.16). This concept is correlated to the depth of knowledge dimension since it is possible to measure whether a student learns the meaning of a word. The questions in this category would be the following ones: *What word*

form can be used to express this meaning? What items can the concept refer to?, and *What other words could we use instead of this one?*. If the learner is able to answer the questions, that would reflect significant learning of the word, as they could reach the level to do several connections among different concepts.

Receptive to Productive

The third aspect refers to the use which, based on Gyllstad (2013), includes the Grammatical functions, its collocations, and its constraints on the use. The dimension is connected to the *receptive to productive dimension*, which incorporates comprehension and production. The questions for this aspect are: *In what patterns must we use this word? What words or types of words must we use with this one?* and, *Where, when and how often can we use this word?* When the students reach this level, they will be aware of the context which controls the associations after connecting form and meaning.

These are the main aspects regarding the first concept of this research project, which integrate not only the knowledge of different grammar structures but the use of the language in different contexts. This demonstrates the importance of this competence in the process of reaching a good level of English proficiency. However, there are still some concerns and challenges about how to create meaningful learning experiences that foster students to use language properly. Thus, in the following segments, we will be talking about a specific methodology which we believe can help us address this lexical competence dilemma: Music-based learning.

This methodology is quite related to the lexical competence due to its constant use of different vocabulary. For example, there are tons of songs from different contexts, each one with completely different lyrics. Therefore, students will be asked to learn at least a new world for each music activity, which means, as we mentioned above, to understand its meaning, form, and use. Therefore, what students need to do is not only to memorize meaning and form, which, according to our experience, are the common aspects in which teachers focus on, but also to

understand how and when is correct to use each word. In the following part we will go deeper in this interesting and suitable methodology: Music Based Learning (MBL).

Music Based Learning

Finding useful ways to express and interact with others has been a necessity for humans since the beginning of history. From signs to elaborated languages, mankind is constantly working on different ways to communicate. One of the most relevant ways is Music, which allows people not only to transmit information but to express emotions and feelings (Zhang, 2018). Therefore, a methodology such as Music based learning, which involves using music activities to foster the learning of a specific topic, could be considered as one of the best ways to teach how to communicate properly with others, which also means to have a good level of language proficiency. According to Guevara & Ordoñez, Songs can be used as authentic communicative performances (as cited by Palacios, N., & Chapetón, 2014, p11). Additionally, students' interest, involvement, and participation in EFL learning can be encouraged through songs that can be selected to suit their needs, interests, and likes, thus personalizing learning (p11). For this reason, we decided to search about the influences that music activities have on the acquisition of vocabulary and the construction of meaningful learning experiences. In the following paragraphs, we talk about this concern showing the relationship between MBL and the language.

Firstly, it is important to consider that music and education have been subjects of several academic studies around the world. Some of them consider MBL activities as a tool to foster different cognitive capacities (Zhang, 2018) and others such as Li and Brand (2009) emphasize the harmonious relationship between Music and the mastering of English as a foreign language. Therefore, MBL can be either considered as a tool that affects directly the cognitive development of students or as an accurate material to work on the expansion of the lexicon; hence, the improvement of the competencies that allow students to communicate such as the lexical competence.

Second, although the study says that music can simply influence the development of the cognitive process of language acquisition, others declare that Music also improves human adaptation to different transitions among contexts (Zhang,2018). This means that besides providing high levels of stimulation, which makes motivation grow faster in students, it helps them to understand the transition of contexts and the use of the language for each specific situation. Moreover, according to Corrigall & Trainor (2009) music activities can significantly improve some learners' skills that determine the success of learning a new language and also provide better learning environments. As it is evident, MBL can play a useful role in the creation of meaningful learning experiences.

Furthermore, regarding the cognitive advantages that MBL has on education, it is also worth mentioning some of them. For example, the use of songs can benefit the memorization of phrases and formulation of sequences (as cited by Stansell, Engh and Kerekes, 2015) and aid the acquisition of words in context, making MBL ideal for our teaching process. Also, according to Tegge (2015), the majority of respondents of his research project reported observing improvements in their students' oral skills after engaging with musical activities. These are some other positive aspects that theory has brought to our literature review in regard to the use of music in the classroom. Therefore, we can state that MBL is ideal for the development of lexical competence because it helps to gain new vocabulary and also puts the new lexicon in a meaningful context to fully accomplish the learning process.

Hence, due to the previous reasons, we believe that MBL can effectively address the concern presented in our target population offering better learning experiences to the students. However, it is also important at this point to go deeper on the concept of Meaningful learning. Therefore, in the following part we will explore some theories about this concept.

Meaningful learning.

People usually think that students are actually learning when they are sitting in their chairs in complete silence. However, it would be a mistake to think this way. Although these

practices such as being quiet for a complete lesson belong to the traditional education system and have been used for years, it is necessary to think of new and better ways to offer meaningful experiences in which students assume other roles in learning activities, according to Huang, Chiu, Liu, Chen (2011) the following characteristics are included "*active, authentic, constructive, and cooperative*. For that reason, we consider that MBL can address this lack of meaningful methodologies of teaching a new language. This way, students will have the opportunity to perform better as the knowledge will be presented in a more significant way. In the following section, we will define meaningful learning and provide some examples of its advantages.

Although meaningful learning has a lot of definitions, there are some common aspects among all of them. According to Antoni Ballester Vallori (2014), meaningful learning implies: "longer retention than memorizing, occurs when humans relate new concepts to pre-existing familiar concepts. Then changes are produced in our cognitive structure, concepts are modified, and new links are created." (p. 1). This demonstrates the importance of always taking into account the learner's context, which is something that MBL can address easily since music is part of every human being from an early age. Besides, Bijsterbosch, Beneker, Kuiper and van der Schee (2018) state that meaningful learning also includes cognitive processes that encourage students to become active in the construction of meaning. Here, MBL also plays a useful role given that, as said before, music activities can foster different cognitive capacities such as understanding, analyzing, and even creating. Moreover, Eda (2012) concludes that one example of meaningful learning can be noticed when learners can transmit new information. This transfer of knowledge demonstrates that the learner actually understood some principles and concepts. In this case, MBL can also be useful due to the opportunity that music gives to express new ideas. For example, an activity of creating a song based on a new topic can explain how it is possible to implement MBL to produce meaningful learning. Therefore, we consider that some common aspects between these different definitions are not only related to

learners' previous knowledge, the improvement of some cognitive abilities and the transmission

of new information, but also with the connection between these elements and the

implementation of MBL.

Another important aspect regarding meaningful learning has to do with the teacher's role

and the assessment of their students, as Huang et al mentioned "The method of evaluation is

accomplished through a stage by stage process" (2011 p 2294). Although it has been said that

student's previous knowledge is important, teachers should assume that what is really important

is to understand what the learners find interesting in order to adapt materials to their needs.

Also, teachers must be aware of the assessment, which in this case according to Marion and

Leather (2015) "should be able to determine not just who has developed advanced knowledge

compared with those who have not, but how students' prior knowledge structures influences

their performance on assessment tasks" (p.49). Besides, Marion and Leather (2015) also

suggest a model of performance-based assessment which they consider would help to identify if

there is meaningful learning or not. In relation to MBL, these two authors state that: "The key

feature of such assessments is that students are asked to produce a product or carry out a

performance (e.g., a musical performance)..."(p.5). As it is evident, two important things change

when meaningful learning becomes a priority: one is the teacher's role and second, the

assessment system, which would be better if they include performance activities.

In addition, based on meaningful learning, students are also likely to change their role in

class. According to Marion and Leather (2015) "Sharing and analyzing student work is the core

of any meaningful professional learning activity" (p.9). Therefore, teachers must make sure that

every student has an active and participant role during the session, otherwise, it would not be

part of a meaningful learning process. For instance, after every MBL activity developed during

class, students must share their perceptions in regard to the implementation of this kind of

material and the outcomes. In conclusion, both student's and teacher's roles change when

meaningful learning takes place during classes.

As a final consideration, we believe that meaningful learning is a concept that brings significant changes to the educational system as the evaluation method can provide suggestions to instructors and designers (Huang et all 2011). From the teacher's role to the student's role and passing through the construction or implementation of significant material, this concept explains how we can achieve an appropriate and, most of all, real learning process. With the help of MBL, meaningful learning can be reached in any lesson not only to ensure the mere student's acquisition of vocabulary but also to transform teaching in a more valuable experience.

Concluding, we believe that these concepts of Lexical competence, Music based learning and Meaningful learning are fundamental in the construction of a different and better way of teaching a new language. In our consideration, the combination between music activities and the development of the lexical competence could end up being a great tool to teach EFL. Thereby, these two concepts will be acting within the framework of a meaningful learning experience, including aspects such as students' previous knowledge as an important part of the learning process; That is the reason why we consider these elements quite important for our research project.

Chapter III: Research design

Although it is important to have a well-structured Literature Review, it is also necessary to create a plan in which we, as researchers, could explore and apply what we learned after the revision of theory. For that reason, in the following paragraphs, we talk about the aspects we consider paramount for the construction of our Research design. For instance: our philosophical assumptions, research method, data collection techniques and our approach to qualitative data analysis. Then, we talk about our pedagogical implementation in a more specific way. Also, since this project would take place at a school, it is mandatory to review some ethical considerations around the implementation of our research project. These elements help us to reach the goal of this chapter, which is to draw a road map for our entire project in which we

explain how MBL could impact the development of 6th 9th graders' lexical competence. Also, at the end of this project, we added some of our lessons plans (appendix C) to demonstrate the way MBL can be implemented to create more meaningful experiences of learning a foreign language.

Philosophical Assumptions.

In regard to our philosophical assumptions, we consider that our research project should be understood as interpretative research. It is because, in fact, and according to Alvermann and Mallozzi (2010) we "aim to uncover meaning toward a better understanding of the issues involved" (p.2). Therefore, we are not only exploring some theories based on the main concepts of our research, such as: Lexical Competence, Music-Based Learning, and Meaningful Learning, but also looking for concerns or issues which can be detected throughout the interpretation of the student's behavior during classes. Also, our approach is distant from the positive and quantitative perspectives, given that we, as mentioned by Maroun (2012) on interpretative research, recognize the fact that there exist a lot of important social and cultural factors that impact on the subject matter and that these connections are unavoidable. Therefore, part of our assumptions for this project are developed according to this perspective of research, in which MBL can not only be understood as including songs to explain mere grammar structures, but to introduce a new and more meaningful way to teach English as a foreign language. Finally, the incorporation of MBL will also provide meaningful experiences for students since according to Antoni Ballester Vallori (2014) meaningful learning consists of: "longer retention than memorizing…" (p.1) which is what we look for in our lessons. Therefore, for the previous reasons mentioned, we can consider this project as interpretative research.

Consequently, it would be necessary to describe briefly the concept of interpretative research. First, in the words of Alverman and Mallozzi (2010) interpretative research can be noticed when: "Researchers [...] aim to uncover meaning toward a better understanding of the

issues involved." Therefore, our research is not bounded only to the theory. Instead, we are willing to discover meaning behind some issues involved within the situations that take place in the classroom. Therefore, opposite to positive research, this project would have a higher degree of subjectivity, which is also quite related to the implementation of music activities and the development of the proper use of the language in different contexts, due to the responses collected from open questions, which are an essential part of our lessons, given that they allow students to express and purpose their own ideas; that is, meaningful learning. Therefore, interpretative research becomes the cornerstone of our project.

Another assumption that we had to start doing this project has to do with our personal objectives as pre-service teachers; For instance, we would like to embrace this project in order to foster students to go beyond language structures and canons, instead of perpetuating the same pedagogical practices in which they are mostly asked to simply memorize and obey instructions. Hence, the interpretative approach fits our view of the educational and research processes. For instance, instead of asking a student to copy the whole lyrics of a specific song, it would be more accurate to ask this student to identify or recognize different tenses or grammar structures in a song, or to explain what does the author refers to with a determined line of the lyrics.

Thus, since we believe that it is more important to teach someone to analyze rather than to obey or repeat, we would like to foster students to become better using English as a foreign language, while they are involved in it in a more meaningful way such as MBL. In the following part, we explain in a more detailed way the research method chosen by us to accomplish these philosophical assumptions.

Research Method.

In terms of our research method, since we think that social and cultural factors matter, we concluded that action research would be accurate. According to Gullion (2014), action research "provides the opportunity to work with the community on a social-oriented goal" (p.63).

This means that it produces an impact on the people as it focuses on analyzing and changing a reality inside their own context. In our case, our main goal was to influence the way learners developed their lexical competence while they were enjoying meaningful experiences of learning. Resuming, for the previous reasons, we consider that it would be correct to call our work, action research.

As mentioned before, the participants in this research come from a group of students between 6th and 9th grades of a public non-bilingual school in Mosquera, Colombia. This school is located in a rural zone of the city, hence, students live far away; besides, they only count with the basic implements to receive a class; The group, in particular, expressed their desire to learn using methods that motivate and keep them active, their comments were part of the checklist when designing our model for our research.

Moreover, in the search for information related to this model, we found different details that helped us to shape our research method. For instance, according to Kemmis and McTaggart (Cited by Mackay, 2016) the purpose of action research is "to change social practices, including research itself, to make them more rational and reasonable, more productive and sustainable and more just and inclusive"(p.1). What it is more interesting here, is the perspective of the concept of "Rational" that these authors provide, which has to do with "being more reasonable, comprehensible, coherent and sensible" (Kemmis and McTaggart, as cited by Mackay, 2016). This view of action research ended up being really useful because it matches our purposes to create different scenarios to learn English as a foreign language and to provide meaningful experiences of learning.

Besides, we considered two more aspects related to our research, which are communicative action and communicative spaces, they contributed to the research method as we have a clearer path to follow. The first one occurs when a group of people who share a common interest decides to explore a problem or an issue (Mackay, 2016). For example, when both researchers and participants work together in order to address a specific concern.

Therefore, we would like to consider our population as active participants since we consider that it is necessary to take into account their voices in the development of this research project, for example, while doing the activities and checking the results of our lessons. Moreover, regarding communicative action, participants are involved in an environment that "mitigate or minimize the power distribution to create a safe communicative space" (Mackay, 2016, p.2). Hence, communicative spaces are where participants feel free to be open and authentic, and respect each other's ideas and perspectives (Mackay, 2016). We consider these aspects of crucial importance because they suit our research method and give the student the opportunity to be in a meaningful learning environment in which they can be themselves while learning a foreign language. In conclusion, our research method is focused on analyzing the communicative aspects that will allow us to confirm whether the participants are open to learn and contribute towards the objectives of the research.

Data Collection Techniques and Data Analysis Approach.

In order to achieve the objective of our research and give an answer to our main question, we chose three different data collection techniques, which are also connected from a specific perspective of analysis called triangulation of data. These techniques are: Class observation, Audio recording, and Video recordings. We decided to use these tools given that they are useful to document in detail most of the information without interruptions during the lessons, Bloor and Wood (2006). However, there are some ethical considerations that we needed to take into account before applying these techniques. For instance, none of the student's personal information was used during the development of our project. For that reason, we wrote a letter informing and asking the school to have permission to do the research (Appendix A). In the following paragraphs, we will explain each of the techniques and the triangulation data method applied to the subsequent analysis.

The first technique called Class Observation (Appendix B) helped us to analyze the student's behavior during their English Classes. This technique is defined by Marshall &

Rossman (cited by Kawulich, 2013) as "the systematic description of the events, behaviors, and artifacts of a social setting" (p.1). This means, that taking notes is also necessary in order to keep a record of the descriptions to be later interpreted, it is not just observing per se. Besides, we think that this technique is suitable for our research because as stated by Kawulich (2013) it helps us "to learn how people in the setting interact"(p.3) and "...how things are organized [...] in that setting, and what is important to the people in the social setting under study"(p.3). Therefore, we believe that this technique can give us valuable information to answer our research question and to reach our main goal.

The second technique is called Audio recording, which lets us draw a set of the classroom environment. This technique is defined by Bloor and Wood (2006) as "the recording of sound (typically speech) for the purposes of data collection" (p.25). Moreover, different from the previous technique, it frees up researchers from note taking, which lets us concentrate on the job in hand. Second, because the information does not depend on the researcher's recall or selective memory, making it more reliable, Bloor and Wood (2006). Also, audio recordings allow us to do conversation analysis, which would be impossible without a recording tool. Therefore, we believe that audio recordings are really helpful to gather relevant and trustworthy information for the purposes of our research.

Finally, the third technique implemented, which is really useful to capture aspects that might be left unnoticed is called Video Recordings. This technique is defined by Garcez, A., Duarte. R. and Eisenberg, Z. (2011) as the tool "to produce reliable records of field work and to build valid empirical materials which may be used as a source for the understanding of a certain phenomenon and / or research problem" (n.p.). According to Pinheiro; Kakehashi and Angelo (cited by Garcez, A., Duarte. R. and Eisenberg, Z., 2011) this technique is reliable because it makes noting contradictions between the discourse and behavior easier. Therefore, we consider this technique useful for our project because it also enriches the diversity of outcomes of its

implementation. For example, after using video recording we will be able to know if what we planned on our lesson plans could be fully implemented or not.

In addition, after the revision of our data collection techniques, it is necessary to review the data analysis method that we used called the triangulation of data. This concept is defined by Heale and Forbes (2013) as the use of more than one technique to collect data. For instance, our triangle is composed of our three data collection techniques.

Table 1
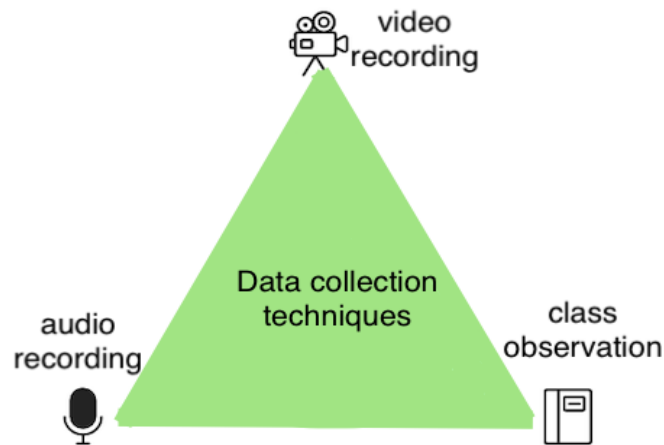
This method is useful because it helps us to confirm findings and to determine the completeness of data, Heale and Forbes (2013). For example, this method let us compare results gotten from the application of each of the techniques, helping us to have a big range of interpretation. Therefore, we consider this method suitable for our research design and connected with our qualitative approach.

Besides, in order to show the data collected in a proper way and following our ethical considerations, we decided to code the names of the participants; this made the writing process much easier. First off, we decided to divide the group according to the gender only with the purpose of adding a characteristic to the participants, which could also end up being useful for

further research related to English music and gender. Continuing, each student was

represented with an "S". Then, we put "F" for female and "M" for male. Finally, according to the

attendance list, students were organized and listed in alphabetical order.

Therefore, as shown in the table 1, the first participant would be SF01 (Student Female

Number One). Following the same logic, we also wanted to label the teacher in charge as: TF01

(Teacher Female number one)

Table 2

SEX	CODE
FEMALE	SF01
FEMALE	SF02
MALE	SM01
FEMALE	SF03
FEMALE	SF04
MALE	SM02
FEMALE	SF05
FEMALE	SF06
FEMALE	SF07
FEMALE	SF08
MALE	SM03
MALE	SM04
FEMALE	SF09
MALE	SM05

SEX	CODE
FEMALE	TF01

Student

Gender

Participan #

SF02

Then, we also decided to label our data collection instruments, which are Class

Observation, Audio recording, and Video recordings. First off, we wanted to include the number

of the session. Then, time for each recording. And finally, the data collection instrument used.

For example, for Class observation we decided to use "CO", for Audio recording "AU" and the

last one, video recordings, as "VR".

One example of this codification would be as shown in Table 2

3-CO-1 = Session #3, Class Observation 1

6-AR-1-3:45/4:15 = Session #6, Audio Recording #1, min 3:45 to 415.

Table 3

INSTRUMENT	SESSION	TIME/LINE	CODE
CLASS OBSERVATION	1-8	1-XXX	1CO-1
AUDIO RECORDING	1-8	0:00	2AR-0:00
VIDEO RECORDING	1-8	0:00	8VR-0:00

Having done this codification exercise, we decided to implement the grounded theory approach, which "is the systematic development of theory in social settings" (Glaser & Strauss (1967) cited by Khan, 2014) using qualitative research methods. Therefore, we wanted to compare the information gathered, using a triangulation analysis approach, which we consider useful because, as said before, it help us to confirm findings and to determine the completeness of data, Heale and Forbes (2013). To do this, we decide to transcript the video recordings and to use a specific class observation format which is explain in the research design chapter. The audio recordings, transcripts and the observations of each lesson were saved in a special software throughout a web site called Github, this tool allowed us to; manage, track and archive the data, files, comments and theory presented in this research project.

Pedagogical Implementation

Now that these aspects are mentioned, we will talk about the pedagogical implementation of our project. This means, the description of the theories and actions that we used as a strategy to tackle the lack of meaningful experiences of learning a new language and the developing of our population's lexical competence. To start, we chose an approach which we believe is accurate to address the previous mentioned concern, it is: Music Based Learning (MBL). This decision was made based on the fact that music is part of the human being development, which allows people not only to transmit information but to express emotions and feelings (Zhang, 2018); this makes it compelling to all kinds of students. Also, according to

Brodeur (2016), music activities can address the visual, auditory and kinesthetic senses in a multisensory format that supports all learners. Therefore, we considered this approach useful and accurate to both the purposes of our research and our personal beliefs as pre-service teachers, in which students should be placed in communicative spaces.

Moreover, we also chose an ELT tool called the KWL chart (What I Know, What I want to learn, What I learned) with the purpose of having a clear structure for our lesson plans. According to Fariba & Zohre (2015), the KWL strategy: "allows the learner to get started by brainstorming [...] any prior knowledge" (p.64) consequently, is clearly related to meaningful learning since it takes into account the any preceding knowledge. Also, according to Fariba & Zohre (2015), this pedagogical tool is useful because it "helps them to be interested in the subject and sets them thinking about learning more about the idea." (p.64). Also, in the words of Violet (cited by Fariba & Zohre, 2015) "The K. W. L chart is usually used as a group technique to record the collective consideration of the class about the overall topic" (p.65). Concluding, these three main steps will be the core of our lesson plans (Annex C) due to the aspects mentioned before: student's previous knowledge, including students desires and their voice after any practice during class. This description of the KWL chart gave us the chance to introduce music activities in the lessons given that it is manageable to introduce songs in any of the stages. Therefore, we purpose this methodology to both, work on the student's lexical competence and to offer meaningful experiences of learning English.

This inclusion of songs in language teaching has sense because "songs are meaningful to students, and they can relate to them on a personal and emotional level." (Kavanagh, 2011, p.1). Moreover, in regards to the student's social aspects "songs can also be used to highlight social issues and promote discussion" (Kavanagh, 2011, p.3) which is really important because it means that music can foster learners to develop a better speech, hence, a better lexical competence. Thus, MBL and the KWL chart are a great combination to tackle the lack of both meaningful experiences of learning and the development of the lexical competence.

Now, we would like to discuss the plan we created in order to develop our research project. We designed a lesson plan of seven sessions (Appendix C), also connected to our chronogram, in which students were asked to imagine a seven days trip to Latin America. In each session, students needed to learn two phrasal verbs, all of them related to traveling, for instance, *Pick up, and drop off.* Also, in the pursuit of solving our research question, we decided to include music and non-music sessions, which helped us to make the analysis of the impact of MBL in our population's lexical competence much easier. Also, regarding lexical competence, we wanted to focus our lessons on three main concepts: meaning, use, and form. Students were asked to do specific activities corresponding to each of them such as spelling (form), looking in the dictionary (meaning) and using words in real situations (use). A final link of our concepts chain is related to our pedagogical implementation. As said before, we also used the KWL chart for the construction of our lesson plans.

With the purpose of making these connections easier to understand, we decided to design the following chart: 7 days trip to Latin America as presented in Table 3

Table 4

Class type	Topic (Phrasal Verb)	Date
no music	Travelling south America in 6 days (See off, Set off)	September 10th
music	Using transportation in Lima Peru (Get it, Hold on)	September 17th
no music	Getting to Uruguay (Check in and Check out)	September 24th
music	Going to Brazil (Pick up and Drop off)	October 1st
no music	Getting to Bolivia (Look Around and Speed up)	October 15th
music	Going to Venezuela (Hurry up and Look Forward)	October 22nd
no music	Getting back to your country (Check all phrasal verbs)	October 29th

Then, after using these 7 sessions to implement our theoretical constructs, we decided to use the last one as the breakpoint in which we could identify whether there was a real impact of MBL on learners' lexical competence. Therefore, students were asked to do a role play acting as if they were getting back to their country. In this roleplay, students were also asked to use all the phrasal verbs studied until then. Consequently, if a student used a phrasal verb which was studied during a music session, there would be an impact of MBL in the lexical competence of this student.

In summary, our research method is suitable for our purposes since it gives us the possibility to observe, analyze, determine, and interpret the impact of Music-Based Learning. After the application of the project, we will be able to see if music activities can develop the participants' lexical competence and in what way. Therefore, any possible change of obstacle that appears on the way will be taken into account for the analysis of the data collected. In the following chapter, we are going to talk about the success of the implementation of this section. Closure for chapter

Chapter IV: Data Analysis and Findings

The main objective of this research project is to observe and analyze the impact of the implementation of Music-Based Learning on a group of L2 learners' lexical competence. In order to achieve this investigation purpose, we made use of the KWL chart to design 7 lesson plans using this methodology which is known as MBL (Music-Based Learning). Besides, the use of data collection instruments allowed a suitable analysis of the information in order to accomplish the target of the study.

This idea appeared because participants showed a lack of two specific aspects: linguistic resources to express themselves when using English as a foreign language and meaningful learning experiences; leading them to achieve low levels of language proficiency. Moreover, when researchers asked participants to accomplish different activities, they ended up getting distracted and lost at the end, but still, there was a desire to learn English through a

more enticing methodology. Having this in mind, we implemented music activities to see

evidence related to the impact of Music-Based Learning on the development of participants'

lexical competence.

Therefore, after considering the information collected, we came to determine

3 specific categories that are directly connected to the development of the research

question, the main objective and the theoretical constructs.

Table 5

Music as a tool to bring Students' previous knowledge into the classroom	To analyze the impact of MBL on the development of the lexical competence	Audio recordings	Meaningful Learning
Changing students' attitude towards the class using music activities	What is the impact of MBL on the development of the lexical competence?	Video recordings	Music Based Learning
Understanding the form, meaning and use through music	To analyze the impact of MBL on the development of the lexical competence	Class Observation formats	Lexical Competence

Audio recordings, Video recordings, and Class Observation formats were analyzed

through the use of grounded theory, which "is the systematic development of theory in social

settings" (as cited by Khan, 2014 p.224), in order to answer the research question: "What is the

impact of Music-Based Learning on the development of L2 learners' lexical competence?". Due

to the use of triangulation, which is useful because it helps us to confirm findings and to

determine the completeness of data (Heale and Forbes, 2013), patterns identified in the class

observation formats were compared with information collected using audio recordings and

confirmed with video recordings in order to create categories that supported the progress of this research project.

In addition, to show some clarification on how the information was presented, the researchers designed the following codification for each kind of excerpt according to the instrument used:

Table 6

Audio Recording (AR)	Video Recording (VR)	Class Observation (CO).
6-AR-1-3:45/4:15 = Session #6, Audio Recording #1, min 3:45 to 415.	1-VR-2-2:30/3:00= Session #1, Video recording #2, min 2:30 to 3:00.	3-CO-1 = Session #3, Class Observation 1.

After facing the data collected, researchers provided categories that contributed to the analysis of the impact of MBL in students' lexical competence. Thereby, the purpose of this chapter is to explain the categories with the specific results that researchers analyzed through the data collected. Consequently, this paper introduces forth the collected data and analysis process which has concluded in three categories; The first one is related to music as a tool to bring Students' previous knowledge into the classroom, the second one is associated to the changes on students' attitude towards the class using music activities, and the final one is linked to the understanding of meaning, use and form through music.

Music as a tool to bring Students' previous knowledge into the classroom

When a person is trying to learn a new language, "the amount of prior knowledge positively influence both knowledge acquisition and the capacity to apply higher-order cognitive problem-solving skills" (Hailikari, Katajavuori & Lindblom-Ylänne, 2008, p.11). Hence, developing a meaningful learning environment becomes an essential factor in the process of

constructing an integrated knowledge framework, in which learning means participating actively using prior knowledge. Ignoring these considerations could affect students because "if there is a mismatch between the instructors' expectations of student knowledge and the students' actual knowledge base, learning may be hampered from the start of the studies" (Hailikari, Katajavuori & Lindblom-Ylänne, 2008, p.11). In fact, it is the case of a group of L2 learners from a non-public school in Bogota, Colombia, who did not count with a meaningful learning environment which helped them to develop their lexical competence. Subsequently, the implementation of music activities led the students without enough skills to use specific expressions correctly, to better use and understanding of the foreign language. With the use of Music-Based Learning, we discovered that music makes the process of bringing prior knowledge to the participants' minds much better. In the following paragraphs, we will provide detailed examples of how and when students were working on their lexical competence through music activities, they could use their previous knowledge appropriately. During the application, the data was collected through instruments such as audio recordings, video recordings, and class observation formats that allowed the following results.

As we observed, from the first class, participants tried to communicate using words they already knew, though, in the following classes in which music started being used, students felt more fearless to use their previous knowledge and participate in the activities. As it was stated in previous chapters, music activities can significantly improve some learners' skills that determine the success of learning a new language and also provide better learning environments (Corrigall & Trainor, 2009). When the application started, they did not know how to associate their old and new knowledge, which means they were not used to have classes focused on meaningful learning; however, through the implementation of music activities, this task became easier as the connections between unfamiliar and familiar information started to become more evident. The following excerpts evidence music as a tool to bring students' prior knowledge along the development of lexical competence.
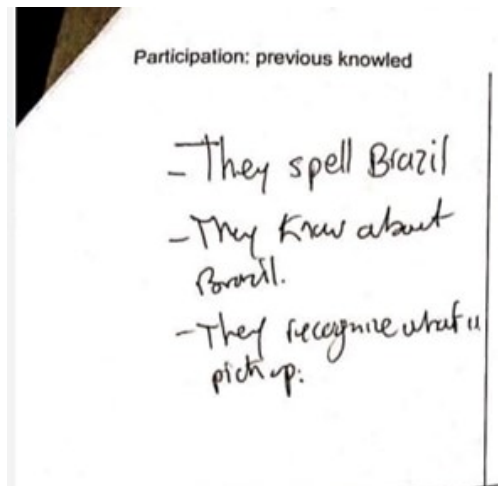
Excerpt 1

```
tf02: Y, So goodbye.  I need toilet paper
SM01: Una hoja de papel
TF02: ah yes.
SM01: No worries
```

Note: 2VR-01 00:11 - 00:22

Excerpt 2

```
TF01: "Do you know what is Pick up?"
-Everyone say "YES"
SM4: La APP ja-ja
TF01: "In English, please"
SM4: "The app, teacher, the motorcycle"
```

Note: 4VR-01 00:05 - 00:15

Excerpt 3

Note: 4CO: They spell Brazil, They know about Brazil, They recognize what pickup is.

Considering the aspects previously presented, excerpts 1, 2 and 3 show specific moments where music helped participants to be more confident and use their previous knowledge in order to communicate ideas in English. The first fragment exemplifies how one student understands the teacher's question but could only respond in Spanish and then uses "no worries" to finish. Equally, the second excerpt shows how all the students agreed on knowing the meaning of a word since they already have a previous idea of what *pickup* is.

Finally, in the observation format shown on the Excerpt 3 students also demonstrated to have previous knowledge of the topic since they already knew about it. The sessions in which participants could remember the most were the ones in which researchers introduced songs to complete different learning activities. Therefore, it is evident the way students use different concepts acquired inside or outside the classroom to build new connections between concepts, showing that music can bring previous information making the learning process more meaningful.

Having in mind what we found during the implementation of MBL in the development of the lexical competence, we could conclude that music is a useful tool to make EFL learning environments more meaningful. As it was evident during the lessons, participants took advantage of the music to gain confidence with the topic, demonstrating why is important to include this kind of tools into the classrooms. Also, the use of the KWL chart in which researchers asked participants to talk about what they already know before to introduce a new topic, ended up convenient to the purpose of make the learning process more meaningful. Therefore, music as a mean to prompt previous knowledge is considered the first of the three categories of our research project.

Changing students' attitude towards the class using music activities

What can music do to the body and mind? Is there any significant change in the attitude of a person who is listening to music? To answer these questions is necessary to reflect again on the impact of the implementation of music during language lessons. According to Elena Juste (2014) in regard to the contribution of music in learning English, the effects of listening to songs are:

> " Learning through the music is funnier than reading a text over and over again"

> -"...a lot of times we realize that we know the lyrics of a song unintentionally."

> -"Our muscle energy can change depending on the rhythm of the song…

> - "...the breath accelerates disturbing the regularity…"

- *"...Music can stimulate changes in the metabolism and in the electric layouts of the organism..."*

Moreover, based on Failoni and Juste (2014) add that: "The use of music in the foreign language classroom may be a powerful motivator in the classroom. Additionally, as Juste (2014) consider: "songs activate both parts of the brain, speech; comprehension and rhythm are part of the left part of the brain while the melodic expression and the ringtone belong to the right part of the brain" (p.13). Hence, practicing both halves of the brain help learners to achieve more meaningful learning experiences. Considering these examples of the impact that music has on learning a new language, we considered pertinent to create a category in which we could analyze what is the impact of music on participants attitude towards the classroom.

As students continued experiencing music as a learning tool in the classes, they participated more during the classes, consequently, participants ended up involved in better communicative spaces. Communicative spaces are where participants feel free to be open and authentic, and respect each other's ideas and perspectives (Mackay, 2016). This happened to occur continuously during the classes where we exposed students to music, and then asked them to participate in different activities such as role plays. Consequently, the implementation of MBL also helped the teacher to have a better relationship with her students because it contributed to "mitigate or minimize the power distribution to create a safe communicative space" (Mackay, 2016, p.2). Therefore, the implementation of MBL changes the students' attitude towards the class. The next excerpts are presented as a way to show these notions.
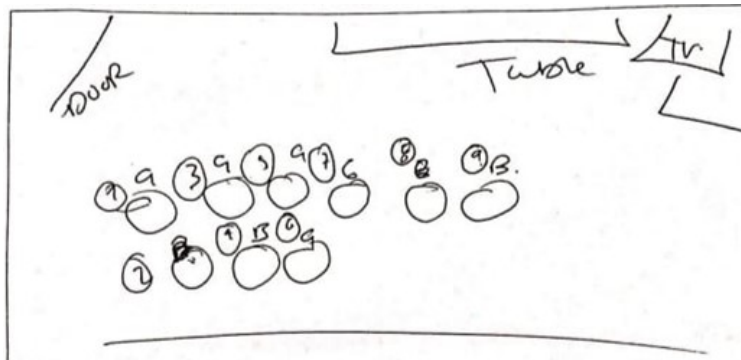
Excerpt 4

```
SF06: Hello, babysister
TF01: Hello, bsister
TF02: Babysister
TF01: Im the babysiter
SF06: I am gon to pock. I am going to pick you up, school.
TF01: Okay, thank you. I am waiting for you.... heeey, how are you?
SF06: Ehh, thank you. I, I am, I am gon
TF01: Going.
SF06: I am going to drop you off
```

Note: 4VR 30:15 - 31:00

Excerpt 5
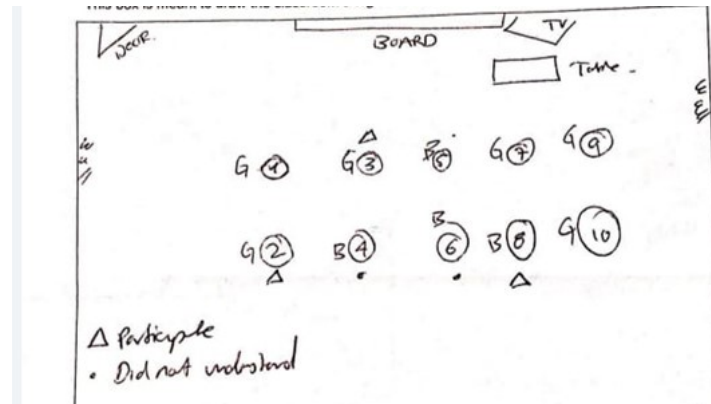
Note: 3CO

Excerpt 6

Note: 5CO

The previous examples clearly show how students' attitudes changed when they were exposed to music activities. For instance, in lesson number 4 (excerpt 4) researchers decided to do a role play where participants had to act and use specific phrasal verbs, this was a challenging activity for most of the students. During this session there was no bullying at all despite the mistakes done by the participants; everyone seemed to be quite friendly and concentrated, which in no music sessions was not common. The aforementioned made us consider that this could be only possible during music sessions, where students showed to be more enticed to participate without interrupting or laughing at others.

On the opposite, in excerpts 5 and 6, although it was a small group of learners, participants were not able to listen to others' opinions and to be concentrated during the activities; in these no music sessions researchers asked students to work on phrasal verbs such as *Look around*, and, *Check-in,* using worksheets and spelling activities, however, learners were very distracted. Therefore, we decided to identify who participate using the Class Observation Formats (excerpts 5 and 6); as it is evident, just a few of them participated. This demonstrated that learners showed to feel less engaged during no music sessions. Hence, in our consideration music can help to build communicative spaces inside the classroom in which students can feel free to act like themselves, and to respect other's participation, given that it changes their attitude towards the task provided by the teacher.

When it came to determine what the impact of the implementation of MBL was, we analyzed how the students did during the lessons and how their attitudes changed as they showed how useful it was for them to feel more relaxed and engaged. In the examples, we were able to demonstrate the differences between music and no music sessions, where students also demonstrated that the impact of MBL on their attitude was positive. Accordingly, due to the importance of the results provided by the participants, we considered changing their attitude towards the class using music activities as the second of our categories. However, in the following category, we will explain the connection between this response to MBL and the development of the lexical competence.

Understanding the form, meaning and use through music

Having talked about the advantage that music has to bring previous knowledge and to change the students' attitude towards the classroom, now it is time to talk about the analysis we did in terms of the impact of MBL on the development of the process of learning English as a second language. As Juste (2013) considered: **"**... while singing songs we also learn new vocabulary and practice grammatical structures" (p.16). Also, all music activities tend to improve pronunciation, which is one of the most difficult skills for learners. Moreover, according to Juste

(2013), with the implementation of music, learners "... acquire speech-acts almost unconsciously, and develop a good attitude and predisposition to learn. Through it, it is also trained the reading comprehension." (p.16). Therefore, considering the previous ideas about the influence of music on the learning process, we decided to analyze what was the impact of MBL on the development of the main components of the lexical competence which we consider on quite an importance to the process of learning English.

After analyzing the students' performance along with the implementation of the lesson plans, we observed that Music Based Learning is enough to develop two of the three key aspects of the Lexical Competence, these are: form and meaning (Gyllstad, 2013). The first aspect refers to the way we identify a new word, which can be in a written or spoken form. There are some questions that are helpful for learners to find the form of a word, i.e., *What does the word sound like?* and, *What does the word look like?*. The answers to these inquiries will help learners to address the form of a new expression. The second aspect is the meaning, which is fundamental to understand what the words represent in the real world. According to what happened in the sessions, music activities allowed students to recognize the connection between meaning and form.

On the other hand, after applying the methodology purposed, students were also able to reach the first of the three dimensions of the lexical competence proposed by Henriksen (cited by Anindya, 2015): *partial to precise knowledge*. This beginning dimension involves the process of word recognition and a precise comprehension level. We considered this since learners demonstrated to learn at least the meaning and the correct way of writing expressions such as *pick up, drop off, check-in, look forward, Hold on*. Consequently, the relations students made between the Spanish words they previously knew and some English words they connected in meaning and form, showed how students learned new vocabulary by themselves with the help of music-based learning. In order to prove the previous information, the following excerpts are exposed.

Excerpt 8

```
TF01: Ecuador, yeah So for today, the phrasal verbs are hurry up and look
forward, repeat, Hurry up!
All students: Hurry up
TF01: And look forward
ALL STUDENTS: and look forward.
TF01: ok, we are going to spell it together. Right
SF02, SF03 SF04: Hurry up
TF01: No, Spell. H
ALL STUDENTS: H
TF01: U
ALL STUDENTS: U
TF01: R
ALL STUDENTS: R
TF01: R
ALL STUDENTS:R
TF01: Y
ALL STUDENTS: Y
ALL STUDENTS: U
TF01: SPACE
SF01: space
TF01: U
ALL STUDENTS: U
TF01: p
ALL STUDENTS: p
TF01: Hurry up, ok Then.
ALL TOGETHER: L, O, O, K
SF01: F
ALL TOGETHER: Space.
ALL TOGETHER: F, O, R, W
TF01: w (Bad pronunciation)
SM01: W (Corrects student pronunciation
ALL TOGETHER: A, R, D
SM01: B
TF01: D
SM01: D
```
Note: 6VR 01:50 - 3:30

Excerpt 9

```
What is hurry up.

SF02: H
TF01: No, what is, meaning. What is hurry up.... Showing
SF02: Showing
SM01: Urgency
SF02: Urgency.
TF01: Ok, what is look forward. To feel happy for something.

Repeat
ALL STUDENTS: To feel happy for something
TF01: ok, do it.

STUDENTS START PRACTICING

TF01: ok, what is hurry up, ask.
SM01: Showing urgency.
TF01: what is look forward.
SM01: To feel happy for something.

(When the students practice individually students show
pronunciation issues repeating the definitions previously
explained, teacher helps them one by one correct errors)
```
Note: 6VR 20:15:27:00

Excerpt 10

```
TF01: ok, Pay attention, you are going to listen a song. when
you hear a phrasal verb you raise your hand.

(Song starts)

Word is mentioned and SM01 Raises the hand first at the right
time

TF01: (stops the music) Very good, gimme 5.

(Song continues)

SM04: Raises the hand very hesitant.

TF01: Very good, that is it.
```

Note: 6VR 30:22-34:27

The excerpts presented above show how the use of music became a suitable strategy for students to understand the meaning and form of a new expression. The sixth lesson started as the teacher played two songs: Young, N. (2000). *Look forward*. Silver & Gold. [Mp3]. and Mayer, J. (2001). *Love song for no one.* Room for squares.[Mp3].; which contained in the lyrics the following phrasal verbs: *Look Forward* and *Hurry up*. As the eight and nine excerpts depict, participants were able to spell the phrasal verbs correctly and recognize their meaning. This was possible after they read and sang a few times the lyrics of the songs, which clearly demonstrated that activities such as, singing songs could be useful to the process of learning how a word is written and how it is pronounced in English. One more example is presented in the tenth excerpt, which exhibits how music can enhance the process of identifying a word, thus, making it just 2 out of the 3 aspects mastered. During the exercise, we played the song and asked participants to raise their hands every time they could identify the world; at the end, most of them ended up doing very good in this activity. Hence, explaining a word around a mutual communication goal worked well to accomplish their immediate purpose which was communication in a specific situation. In short, students made use of MBL to understand meaning and form.

As part of the final consideration for this category, it is necessary to highlight the importance of the outcomes on students' learning processes. Based on the experienced, we consider that participants now are aware of the role of music as a tool to foster their learning process. Besides, in our consideration, music ended up bringing students the opportunity to learn with meaningful environments where they could feel more confident.

To sum up, music activities were addressed as a tool to foster students' development of the lexical competence in order to improve their level as English learners. Music became an important source for students' adaptation to the classroom environment in a more comfortable way. Furthermore, Music-Based learning also helped them to find their previous knowledge useful at the moment of acquiring new information. Subsequently, as mentioned before, according to Li & Brand (2009) the link between Music and EFL can enhance the lexicon of a student, starting from strategies that allow students to practice a second language as well as increasing enthusiasm and motivation, which will be beneficial to the students and the expected results. Indeed, Ayotte (cited by Li, & Brand, 2009) states that both music and language share the same auditory, perceptive and cognitive mechanisms for receiving information, which also demonstrates why this methodology ended up being helpful to accomplish the objective of this research. On the whole, MBL was significant to strengthen the development of lexical competence in a meaningful learning environment.

Chapter V: Conclusions and Implications for further research

After having identified the needs of our population regarding the use of English as a foreign language, we designed a course of seven lesson plans in which we could identify the impact of MBL (Music-Based Learning) on the development of the participants' lexical competence. The application of music in some of the lesson plans uses a combination of songs and activities, which we designed in order to introduce a list of specific phrasal verbs in a more meaningful way. This pedagogical strategy was combined with a KWL (What I Know, What I Want to learn, What I Learned) chart, which "allows the learner to get started by brainstorming

any prior knowledge" (Fariba & Zohre, 2015 p.64). On the other hand, the implementation of this tool was important to establish a connection with Meaningful learning. Considering the aforementioned, the purpose of this chapter is to present the conclusions reached based on the research findings regarding the impact of MBL on the development of the participants' lexical competence. In the following paragraphs, we will present first the general conclusion of this research and then talk about students' participation during music and no music lessons; how they responded to the methodology proposed, what the impact on the lexical competence was and finally, the challenges that emerged during the implementation of this research as well as further suggestions for other studies.

From the analysis of the collected data, our first conclusion has to do with their use of previous knowledge. Observing the interactions that took place during music sessions, it was possible to understand that bringing previous knowledge is useful to make connections between new and old concepts. For instance, some of the students associated specific situations or contexts in which they had seen the phrasal verbs before with new songs in which they were also included, demonstrating that MBL is an effective tool to create a meaningful learning environment in which previous knowledge is fundamental to develop the first lexical competence dimension. Hence, as the sessions moved on, students were able to recall some of the phrasal verbs studied in music sessions. Based on the above, it is possible to affirm that MBL is helpful to bring previous knowledge to learners' minds, which is an essential part of meaningful learning and to make students remember words much easier.

Additionally, as mentioned before, one of the areas in which MBL had the most impact on participants' lexical competence is related to the participants' attitude towards the class. Although at the beginning participants showed a lack of linguistic resources to communicate in a specific context such as traveling, after music sessions, they were able to feel more confident and participate in the activities proposed. The lessons were designed around a set of various tasks that allowed students to have contact with the selected words in a more meaningful way.

Thereby, we can conclude that music helps to create a more comfortable environment in the classroom in which students feel more attracted to the topic and willing to participate. Besides, MBL resulted being a suitable tool to bring language to learners' attention since they felt more motivated to learn English using songs. Thus, MBL had a significant relevance working as a pedagogical methodology to approach students' attention.

Another conclusion of the impact of MBL on the participants' lexical competence, it was possible to conclude that MBL helps students to reach the first of the three dimensions of the lexical competence, which is called: *partial-to-precise knowledge*. This dimension involves the process from simple word recognition to a more precise comprehension level, as a result of the increasing amount of words a student learns (Henriksen, 2015). It was possible for them to reach this dimension since they reflected to be able to make connections between the phrasal verbs showed in different sessions and their corresponding meaning. Moreover, according to the strategy designed, in which participants were exposed to music, they also reflected a higher motivation to participate actively, i.e., following teachers' instructions and answering specific questions during the lessons. Therefore, as participants demonstrated, MBL has a significant impact on the development of the first of the three dimensions of lexical competence.

The final conclusion involved the ability of the participants to identify the words' *meaning* and *form* when they were exposed to MBL. As mentioned along with this research, there are three main aspects of knowing a word according to Gyllstad (2013), which are: form, meaning and use. Hence, we designed the lesson plans with the purpose of analyzing the impact of MBL on the development of the three aspects mentioned before. After participants were involved in music activities in which these three aspects were put into practice, they could only reach the *form* and *meaning* of the phrasal verbs, which allowed us to think that MBL is still helpful to develop two out of the three aspects of knowing a word; hence, to develop their lexical competence. Therefore, we reaffirm that the impact of MBL on the development of the lexical competence in EFL learners is notable.

Finally, aiming to help the research community in this field, we would like to point out some aspects, which we considered difficult during the process of developing this research project. First of all, sessions had room in different places where the facilities were not always the same, turning the interaction for both teachers and students into a loop where continuity was not noted, and modifying some of the lesson plans because of unpredictable situations. As it was difficult to settle down in a place, students had to take long trips to arrive at the classroom and some of the sessions suffered from unexpected cancellations, causing a lack of consistency in students' learning process. However, we strongly believe there is such potential to reach good levels of language proficiency, we just need to find more suitable methodologies to the interests and needs of our students such as MBL. On the other hand, we consider it interesting for further researches to study the impact of different styles of music on the implementation of MBL as a tool to combine meaningful learning and the development of the lexical competence. Lastly, it should be noted that the challenges described before undoubtedly enrich future research in the EFL community, which are considered helpful for the improvement of bilingual education.

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Appendices

Appendix A: School Letter
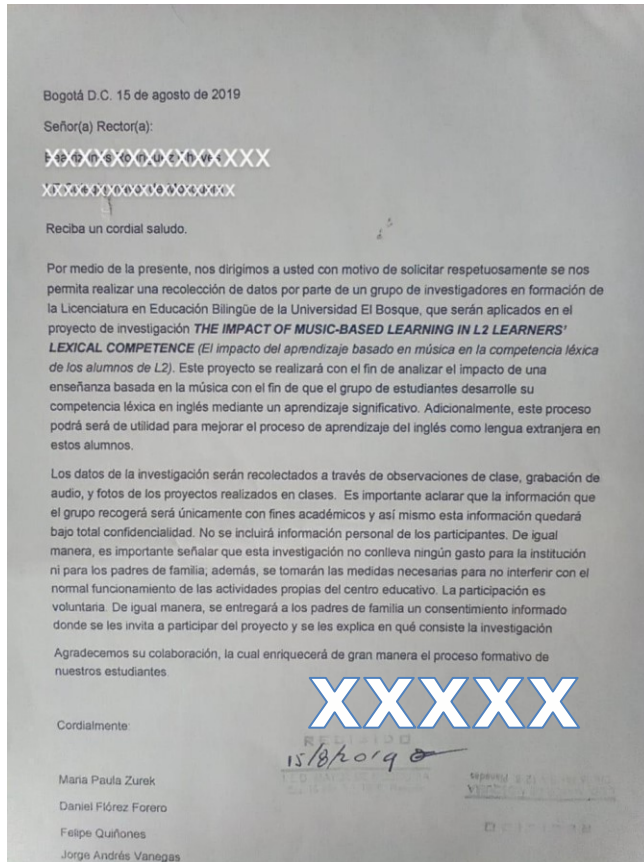
Appendix B: Class observation Format

Establecimiento educativo:	Research question: What is the impact of MBL on the lexical competence?
Date:	
Session number:	Topic:
Teacher in charge:	Observer:

This box is meant to draw the classroom organization

Personal Notes:

Participation: previous knowledge	Students' attitude: Are they engaged with the Class:
Response to no music activities	Understanding: Meaning use and form

Appendix C: Lesson plans

MUSIC BASIC LEARNING					

Pre-service teacher's name	*María Paula Zurek Felipe Quiñonez Daniel Flórez Jorge Vanegas*	**Date**	*08/17/2019*	**Course/group**	*6th to 9th*
Institution		**Lesson Number**	*2*	**Class time**	*1 h 45 min*

Materials and resources
computer, speakers, notebook, handouts

Topic	**Personal objective(s)**	**Specific learning objectives**	**Main learning objective**
Using transportation in Lima Peru	*To foster students to use music as a tool for learning*	*Students will be able to understand meaning and use in different situations*	*Students will be able to use music to identify the use, meaning and form of Get it and Hold on.*

WHAT I KNOW	**WHAT I WANT TO KNOW**	**WHAT WE LEARNED**

The teacher will explain to the students the class objective (Using transportation in Lima Peru Tuesday) and check the list. Then the teacher will ask to the students some questions about Peru:

- *Which is the Capital of Peru?*
- *Which famous transportation are in Peru?*
- *Have you ever been in Peru?*
- *What would you do to use the transportation system in Peru?*

Then the teacher will show to the students images about two transportation in Peru:

- *electric train*
- *metropolitano bus*

The teacher will encourage students to recognize what they already know by making them say another transportation they use in their own country.

The teacher will explain to the students the importance of knowing how to use the phrasal verbs Get it and Hold on. Then Students will be asked to identify where is "get it" and "Hold on" used in a specific songs (handout) and write it again on their notebooks. Lyrics are shared printed.

Then, they will have to look for the meaning.

In pairs, try to guess what is the meaning of each phrasal verb based on the songs

Then students should copy on their notebook the meaning of the expressions and a example from their own context. The teacher will give more examples in real context to have a better student's understanding.

songs

- *COME AND GET IT - SELENA*

- *HOLD ON - OUTKAST*

The teacher will evaluate the meaning, the use and the form of the phrasal verbs:·
   GET   IT
   HOLD ON

*First, it will be evaluated the **form**. Students are asked in pairs to draw in their notebooks a poster of the word.*

*Second, it will be evaluated the **meaning**. Students are ask to write on their notebooks a new line for the song using each phrasal verb.*

*Finally , it will be evaluated the **use**: Students will be ask in pairs to do a roleplay in which they use the phrasal verbs*

MUSIC BASIC LEARNING

Pre-service teacher's name	María Paula Zurek Felipe Quiñonez Daniel Flórez Jorge Vanegas.	Date	Oct 1st	Course group	6th to 9th
Institution		Lesson Number	4	Class time	11 1 h 45 min

Materials and resources
computer, speakers, notebook.

Topic	Personal objective(s)	Specific learning objectives	Main learning objective
Going to Brazil	To create environments where students feel safe to communicate freely	Students will be able to write sentences using Pick up and Drop off and explain their peers what they understand	Students will be able to identify the use, meaning and form of Pick up and Drop off

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT WE LEARNED

The teacher will explain to the students the class objective and check the list. Then the teacher will ask to the students some questions about Brazil:

- *Which is the Capital of Brazil?*
- *Which famous people do you know from Brazil?*
- *Have you ever been in Brazil?*
- *What do you know about picking up or dropping off when you are on a trip?*

Then the teacher will show to the students images related to the phrasal verbs.

The teacher will encourage students to recognize what they already know by making them do a roleplay in which they have to act as if they were picking up and dropping off someone.

The teacher will explain to the students the importance of knowing how to use the phrasal verbs Pick up and Drop Off. Then Students will be asked to identify where is pick up and drop off in the lyrics of Pick It Up by Paul Weller and Doodlin' by Dusty Springfield.

Then, they will have to look for the meaning.

In pairs the teacher will hand out the lyrics of one of the songs, the students will use the dictionaries to find the meaning of these expressions.

Then students should copy on their notebook the lyrics of the song and try to change the phrasal verb for word without losing the meaning

The teacher will give more examples in real context to have a better student's understanding.

The teacher will evaluate the meaning, the use and the form of the phrasal verbs:
Pick up
Drop off

*First, it will be evaluated the **form**. Students are asked in pairs to write the phrasal verbs using the lines of the lyrics in which they can be noticed*

*Second, it will be evaluated the **meaning**. Students are ask to write on their notebooks a new line for the song using each phrasal verb.*

*Finally , it will be evaluated the **use**: Students will be ask in pairs to do a roleplay in which they use the phrasal verbs*

MUSIC BASIC LEARNING

Pre-service teacher's name	María Paula Zurek Felipe Quiñonez Daniel Flórez Jorge Vanegas.	Date	8th	Course/group	6th to 9th
Institution		Lesson Number	5	Class time	11 1 h 45 min

Materials and resources
computer, speakers, notebook.

Topic	Personal objective(s)	Specific learning objectives	Main learning objective
Going to Bolivia	To foster students to built meaning from their own understanding	Students will be able to write sentences using Look around and Speed up	Students will be able to identify the use, meaning and form of Look around and Speed up

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT WE LEARNED

The teacher will explain to the students the the class objective and check the list. Then the teacher will ask to the students some questions about Brazil:
 	
   ● *Which is the Capital of Bolivia?*
   ● *Which famous people do you know from Bolivia?*
   ● *Have you ever been in Bolivia?*
   ● *What do you know about picking up or dropping off when you are on a trip?*
 	
Then the teacher will show to the students images related to the phrasal verbs.
	The teacher will explain to the students the importance of knowing how to use the phrasal verbs Look around and Speed up. Then Students will be asked to participate in a spelling contest in which they must spell the phrasal verb correctly.
	
	Then, they will have to look for the meaning in the dictionary and make a draw of it on their notebooks then explain it to the class
	
	Then students should create a short dialogue in which they use the phrasal verbs.
		The teacher will evaluate the meaning, the use and the form of the phrasal verbs:
		· *Look around Speed up*
		
		1. *First, it will be evaluated the **form**. Students are asked to dictate phrasal verbs in pairs, they will have to check spelling and pronunciation.*
		
		2. *Second, it will be evaluated the **meaning**. teacher will provide a handout (Annex 1) and the students will have to match the phrasal with another word*
		
		3. *Finally , it will be evaluated the **use**. Students will be ask to make a list of common activities in which the phrasal verbs could be used and make a poster*

Annexes

Annex 1

Name_____ Date_____

Match the phrasal verb with a word that is similar in meaning

A) Look around	accelerate ()
B) Pick up	reach()
C) speed up	search ()
D) hold on	Wait ()
E) Get it	Lift ()