Using Songs to Teach the Grammar of Gerund Versus Infinitive in the EFL Classroom

by

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Abstract

This study explores the effectiveness of using songs as a tool for teaching grammar, specifically gerunds and infinitives, to young adults with Catalan/Spanish as their first language. Despite the well-documented benefits of songs in language teaching, their specific impact on grammar learning remains underexplored. This research addresses this gap by examining not only the effectiveness of this method but also its motivational benefits and long-term impacts. The study uses songs' excerpts rather than entire songs, focusing on popular songs from platforms like TikTok and classic pop songs. The results suggest that incorporating music into classes enhances students' understanding of gerunds and infinitives, with the experimental group showing significantly higher gains. However, the study could not confirm that music is a decisive factor in increasing motivation. In terms of memory retention, the experimental group outperformed the control group, indicating a long-lasting effect of this method. This research contributes to the field by demonstrating the potential of songs in enhancing grammar instruction and suggests a transformative potential for pedagogical practices.

Keywords: EFL, TEFL, songs in language teaching, songs in grammar instruction, gerunds and infinitives, language learning motivation, long-term memory retention

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Lastly, I dedicate this work to my father, whose presence I deeply miss. I wish you could have been here to witness the person I have become. May you rest in peace. This work is a tribute to you.

Table of Contents

List of Figures

Index of Tables

Chapter 1: Introduction

Grammar is a crucial component of language that determines speakers' accuracy. The task of teaching grammar has always been a significant and challenging aspect in foreign or non-native language learning settings, involving dynamic interactions between language skills and components (Roohani & Khalilan, 2012). Therefore, the quest for effective and engaging methods to teach grammar is an ongoing task for language teachers and learners.

1.1. Background and Theoretical Justification

Songs have been widely recognized as a versatile tool in language teaching. They provide a rich, authentic context that can enhance various aspects of language learning, including listening comprehension, vocabulary acquisition, and pronunciation, and promote L2 acquisition in young learners (Medina, 1993). For instance, studies by Nguyen & Nguyen (2020) and Lestary & Seriadi (2019) have highlighted the positive effects of using songs in language learning, particularly in improving vocabulary gains and listening skills. In addition to their pedagogical benefits, songs also have psychological advantages. Bokiev et al. (2018) and Trainor et al. (2000) have emphasized the ability of songs to create a positive learning environment, reduce anxiety, and increase enjoyment and satisfaction. Furthermore, Schoepp (2001) identified cognitive and linguistic functions that make songs a valuable tool beyond their emotional appeal.

Despite these potential benefits, there is a known gap in empirical evidence on the effectiveness of using songs in teaching grammar.

1.2. Statement of Research Problem

Songs are widely acknowledged for their role in language teaching, including vocabulary enhancement and other linguistic aspects. However, their specific impact on grammar learning, particularly among young adults, is an area that needs more exploration.

The existing literature provides limited empirical evidence on how songs can facilitate grammar learning, the specific grammar aspects that can be effectively taught through songs, and the most suitable song types and activities for this purpose.

1.3. Purpose and Scope of The Study

This research aims to address the gap in the literature by examining the effectiveness, motivational benefits, and long-term impacts of using songs for grammar instruction among young adults with Spanish\Catalan L1.

The research will use songs' excerpts rather than entire songs to aid in grammar learning. The focus will be solely on grammar, specifically gerunds and infinitives, without emphasis on other language learning aspects such as vocabulary, idioms, or lexical aspects. Moreover, the scope will be broadened beyond American and British folk music.

To achieve this, this study will attempt to answer the following research questions:

RQ1: Will students with an L1 of Catalan/Spanish learn gerunds and infinitives (verb + ing or verb + infinitive) more effectively through music-based language instruction compared to traditional learning strategies?

RQ2: Will incorporating songs into class increase students' motivation toward learning English?

RQ3: Will the experimental group experience a better long-term effect (consolidation of material) with the use of music?

The hypotheses for this study are as follows:

H1. The alternative hypothesis is that students with Catalan/Spanish L1 in the experimental group will show a statistically significant improvement in the understanding of gerunds and infinitives after incorporating music into the English language lessons. The null hypothesis is that there will not be significant improvement.

H2. The alternative hypothesis is that using songs in class will positively impact student motivation in the experimental group. The null hypothesis is that the use of songs in class will not have a significant impact on student motivation in comparison to the control group.

H3. The alternative hypothesis is that using songs in class will positively influence memorization of the grammatical aspect and have a long-lasting effect. The null hypothesis is that the use of songs in class will not have a significant impact on the memorization of the grammatical aspect and will not a long-lasting effect.

Understanding the impact of music on language acquisition has practical implications for educators and curriculum designers. If music-based instruction proves to be more effective, it could inform pedagogical practices and enhance language learning experiences for students.

1.4. Significance of The Study

This research introduces a novel approach to language instruction by systematically incorporating songs' excerpts into grammar lessons. Unlike traditional methods that use entire songs for activities like singing along or role-playing, this study focuses on specific lines from various songs that exemplify the grammatical concepts being taught. This method allows students to practice grammar in diverse contexts, potentially enhancing their understanding and retention.

This research extends beyond the mere evaluation of song effectiveness in teaching grammar. It delves into the impact of music on students' motivation and long-term memory retention. Considering the frequent exposure of students to songs, the study probes the potential for unconscious, yet effective, grammar learning. The innovative approach of music-based instruction could revolutionize traditional teaching methods, offering educators and curriculum designers a unique tool to amplify student learning experiences.

1.5. Structure of the Master's Thesis

Following this Introduction, where the topic, the problem, and the research questions have been addressed, together with the purpose and significance of the study, Chapter 2 is dedicated to the Literature review, which presents a comprehensive review of existing research. Chapter 3, on Methodology, details the research methods used to conduct the study. It provides information on the experimental design, data collection and analysis procedures, and the rationale for these choices.

Chapter 4, Results, presents the findings of the study, providing a detailed account of the data analysis and results. The results obtained through the Repeated Measure ANOVA

on the pre and post-test results, the Chi-Square goodness of fit to analyze the results for the post-questionnaires to gather perceptions on motivation, and the two-sample independent t-test to analyze the delayed post-test results, will be presented using tables, graphs, or other visual aids.

In the Discussion, Chapter 5, the interpretation of the results takes place in the context of the research questions and the existing literature. Finally, Chapter 6, Conclusion, discusses the implications of the findings, acknowledges the limitations of the study, and suggests directions for future research. It also provides a summary of the study and restates the main findings.

Chapter 2: Literature Review

The pedagogy of teaching grammar has seen significant changes over time, with a shift from traditional methods to more communicative and task-based approaches. This evolution, marked by the adoption of new methodologies and technologies, aims to enhance student learning effectiveness.

2.1. Developmental Theories

This research will be conducted based on several prominent developmental theories: Multiple Intelligences Theory by Howard Gardner (1983), Affective Filter Hypothesis (1982), and Input Hypothesis (1985) by Stephen Krashen, and Swain's Output Hypothesis (1985).

Howard Gardner's (1983) theory suggests that individuals possess different intelligences, each suited for solving distinct problems. One of these intelligences is musical intelligence. Using music in education, including language learning, enhances rhythm and reduces anxiety and peer pressure, creating a more effective learning process without undue academic pressure on learners (Vishnevskaia & Zhou, 2019; Bsharat et al., 2021; Shen, 2009; Kumar et al., 2022).

This theory goes hand in hand with Stephen Krashen's Affective Filter Hypothesis (1982), which explores how emotional factors impact language learning. It asserts that a psychological barrier influenced by emotions must be weak for optimal learning. A weak affective filter is associated with positive attitudes like motivation, confidence, and low anxiety, fostering language acquisition. Songs, with their harmonious and enjoyable nature, contribute to a positive and relaxed atmosphere, stimulating learners' interest (Shen, 2009),

curiosity (Bsharat et al., 2021), and creativity (Mora, 2000; Salcedo, 2010). This can potentially reduce the affective filter, facilitating a more conducive environment for language learning (Kumar et al., 2022).

Furthermore, Krashen's Input Hypothesis (1985) posits that language acquisition occurs when learners are exposed to comprehensible input slightly beyond their current proficiency level. Songs, with their rich vocabulary, varied grammatical structures, and contextual meaning, provide such comprehensible input, aiding in the internalization of grammatical structures (Shen, 2009).

The final theory deemed relevant to this study is Swain's Output Hypothesis (1985). This theory underscores the importance of language production (output) in language acquisition. Engaging with songs often involves singing along, requiring learners to practice the language. This output, even in a mimicked form, contributes to the internalization of grammatical structures (Khomutova et al., 2018).

The theories briefly examined provide a comprehensive understanding of the potential benefits of integrating music into language learning. They collectively indicate that songs can be an effective tool in language education, enhancing learner motivation, reducing anxiety, offering rich linguistic input, and encouraging language output.

2.2. The Role of Digital Tools in Effective Grammar Teaching

In the dynamic field of education, the need to explore and implement innovative grammar teaching strategies is paramount. Among these strategies, the use of multimedia and digital tools in the classroom stands out for its potential to enrich the learning experience. To boost the effectiveness of grammar learning, the incorporation of audio-visual aids such

as PowerPoint presentations, songs, movies, and downloadable materials has gained prominence. These resources stimulate student interest, making grammar learning more engaging and effective. Ghosh & Gajbhiv (2023) highlight that these tools not only enhance learning but also foster the digital literacy skills essential in the 21st century.

Today's educational landscape utilizes a variety of methodologies for grammar instruction. Mart (2013), for example, emphasizes the importance of teaching grammar rules through their practical application in language, promoting context-based learning. This method engages learners more effectively, aiding them in understanding the application of new grammatical structures.

On the other hand, Nasution (2022) praises the benefits of employing an alternative strategy - the use of social media for language learning. The benefits include enhancements in students' language proficiency, vocabulary, grammar, pronunciation, spelling, motivation, and both creative and critical thinking. However, Nasution's study (2022) reveals a positive attitude towards social media as a vital component of 21st-century learning environments. Yet, it is noted that WhatsApp, due to its inherent informal tone, was not as effective as other platforms like Facebook, YouTube, and Twitter for grammar learning; therefore, further research is required to determine whether this characteristic adversely affects students' grammar.

Furthermore, Doughty & Williams (1998) propose the integration of grammar instruction within communicative tasks, offering a comprehensive approach. This method allows students to focus simultaneously on the form or structure of grammar, its meaning, and its practical application. Echoing Doughty & Williams (1998), Du & Nguyeni (2023)

found that students enjoyed learning grammar lessons through role-play games, which provided ample opportunities to practice and revisit the grammar concepts they had learned. This connection between the two studies reinforces the value of the proposed approach in enhancing grammar instruction.

In addition, Saleh (2022) discusses the strategy of using of authentic materials in English grammar instruction. However, he suggests that not all authentic materials are suitable for use in an EFL setting and that educators should carefully select materials that can create a unique learning environment. This approach can enhance students' understanding of the subject matter and prevent monotony from relying solely on textbooks. Moreover, reducing translation and increasing the use of authentic materials can make grammar learning more meaningful for students.

Regarding songs, they are recognized as a valuable teaching strategy in grammar education as well. Songs serve as a source of entertainment and relaxation for learners during their grammar study or practice sessions, with their genuine context simplifying and elucidating grammar points (Saricoban & Metin, 2000). Nevertheless, it is crucial to take into account the learner's age and interests, as well as the language featured in the song when choosing a suitable song. The tactics employed in children's songs would vary from those used for teenagers and adults (Harmer, 2004). For teenagers or adults at intermediate or advanced proficiency levels, it is advisable to opt for songs that are more profound or popular (Saricoban & Metin, 2000).

All in all, the teaching of grammar is a multifaceted process that can be significantly enhanced through various innovative strategies. The use of audio-visual aids, context-based

learning, social media, communicative tasks, authentic materials, and songs have all been shown to improve the effectiveness of grammar instruction. However, while these methods have shown promising results, further research is needed to continue refining and improving grammar instruction strategies for different learning environments and contexts. The ultimate goal is to create a more engaging, effective, and enriching learning experience for students as they navigate the complexities of grammar learning.

2.3. Challenges and Solutions in Teaching Gerunds and Infinitives

Mastering the use of gerunds and infinitives is a crucial aspect of understanding English grammar. As Gizatova et al. (2020) point out, students often struggle to distinguish when to use a gerund (verb + -ing) versus an infinitive (verb + infinitive). The primary issue arises from the fact that most verbs in English consistently take either the gerund or the infinitive. Yet, certain verbs, such as *'begin'* and *'start'*, can accommodate both forms without altering the meaning. Furthermore, there are verbs like *'try'* that can be followed by either a gerund or an infinitive, but with a consequent change in meaning. Hence, it is vital for learners to apply the correct structure.

A prime example of this complexity is the phrase *'look forward to'*. In English, this phrase is typically followed by a gerund, which is the *-ing* form of a verb that functions as a noun. This is because the 'to' in 'look forward to' is a preposition, and prepositions are usually followed by nouns or noun phrases. In this case, the gerund acts as the noun phrase. For instance, we say *'I am looking forward to the holidays'* or *'I am looking forward to going on vacation.'* This is a rule that learners need to remember and apply consistently in their English usage. However, they might confuse this *'to'* with the one used in *'love to do'*, which

is part of the infinitive form of the verb, not a preposition. Therefore, it is followed by the base form of the verb, not a gerund.

However, there are words that can be followed by both a gerund and an infinitive, such as *'stop.'* In these instances, the meaning of the sentence can change depending on the form used. For instance, *'stop smoking'* and *'stop to smoke'* convey different meanings. When *'stop'* is followed by a gerund, it means to cease the action expressed by the gerund. So, *'I stopped smoking'* implies giving up the habit of smoking. On the other hand, when *'stop'* is followed by an infinitive (to + infinitive), it means to pause one action in order to do another. Hence, *'I stopped to smoke'* suggests taking a break to have a cigarette. This difference in usage can indeed be confusing for learners, and it is important to understand the distinction to use English correctly.

The challenge of learning when and how to use gerunds and infinitives is further compounded in languages where this grammatical structure does not exist. Even when gerunds are present in these languages, they often serve a different function. For example, for Spanish and Catalan speakers, studying the topic of gerunds might be problematic because these languages use gerunds differently than English. In Spanish and Catalan, gerunds are typically used to express ongoing actions, similar to the English present progressive tense. This difference in usage can lead to confusion when Spanish or Catalan speakers are learning how to use gerunds in English. Therefore, it is important for learners to understand these differences and practice using gerunds and infinitives in various contexts.

When it comes to teaching these aspects of gerunds and infinitives in particular, the existing research shows typically two ways of teaching it - traditional through EFL grammar textbooks and through corpora.

Gizatova et al. (2020) highlight that EFL grammar textbooks often present lists of verbs followed by either gerunds or infinitives, implying that learning is largely dependent on memorization. The number of verbs to memorize varies significantly across textbooks. For instance, in Gizatova et al. (2020)' study, they mention "English Grammar in Use" by Murphy (2013) that lists 16 verbs followed by gerunds, 30 by infinitives, and 29 by both. In contrast, "Practical English Usage" by Swan (1998) only illustrates 24 verbs that can be followed by both gerunds and infinitives.

The challenge lies in the fact that many grammar books attempt to define rules for using infinitives and gerunds. However, these rules often vary and can even contradict each other across different books. In essence, the use of gerunds and infinitives is more about understanding the context rather than following rigid rules, requiring students to rely heavily on their memory. The question of what determines whether a verb can be followed by an infinitive or a gerund often arises among English students and teachers. Understanding this distinction requires knowledge of how verbs are classified and their interaction with objects and complements. Sometimes, it may depend on whether the verb is dynamic or static. However, this is not always sufficient, making the topic complex and challenging to master.

Another way to teaching to gerunds and infinitives is through corpora. The use of corpora in language teaching, as discussed by Kaleta (2022) and Gizatova et al. (2020), allows students to observe and analyze real-life examples of language use, which can enhance

their understanding and application of grammatical rules. In a corpus-based approach, students are exposed to authentic language data collected from various sources. This approach encourages active learning as students interact with the data, identify patterns, and formulate rules. It's a more engaging and practical way of learning compared to traditional methods that rely heavily on memorization. For instance, students could be tasked with searching the corpus for instances of specific verbs followed by gerunds or infinitives. By analyzing these examples, they can gain insights into how these structures are used in different contexts. This hands-on experience with language analysis can help students grasp the nuances of using gerunds and infinitives, and apply this knowledge in their own writing and speaking. Moreover, the use of corpora can help address some of the challenges associated with teaching gerunds and infinitives. Since corpora represent language as it is actually used, they can provide a more accurate and comprehensive picture of language patterns than grammar textbooks. This can help students understand the variability and flexibility of language use, and become more adept at using gerunds and infinitives in a natural and fluent manner.

While there is a scarcity of research specifically addressing the teaching of gerunds and infinitives through songs, some studies have touched on related areas. For instance, Yarmakeev et al. (2016) demonstrated that the use of folk music can positively influence grammar instruction; however, their research did not focus exclusively on gerunds and infinitives. This current study aims to fill that gap by concentrating solely on the teaching of these grammatical constructs through the incorporation of songs.

2.4. The Impact of Using Songs in ESL\EFL Classroom

Some research has already been done on the matter of music and song implementation in English language classes.

In their research, Kumar et al. (2022) explore the educational functions of music and songs, emphasizing their potential benefits for language acquisition. These benefits encompass aspects related to grammar, pronunciation, and vocabulary. They suggest that exploring popular songs from different languages allows learners to connect with diverse experiences and cultures beyond the classroom setting. The authors present a variety of educational functions, including 'Discographies.' This approach utilizes existing recorded musical fragments to convey ideas, facilitate conversation, or teach vocabulary, aligning with Howard Gardner's (1983) Multiple Intelligence Theory. Kumar et al. (2022) suggest that this strategy helps learners retain information in their long-term memory. However, while students with superior musical cognitivism may memorize and recall new words more quickly, there are still benefits to using music in the EFL classroom for learners without exceptional musical intelligence.

Adding to this, Vishnevskaia & Zhou (2019) highlight the positive impact of melodies and rhythms on memory retention, vocabulary acquisition and assimilation, and grammar comprehension within a lyrical context. They state that by introducing new words and expressions, songs provide familiar vocabulary in fresh contexts, fostering 'linguistic flair' and enhancing associative connections in memory. Furthermore, songs contribute to mastering foreign pronunciation and developing musical intonation. Frequent repetition of melodic phrases or short songs significantly improves pronunciation, and articulation, and

reinforces grammatical rules. They further state that instructional songs, designed for teaching common language constructions, are rhythmic and include explanations, comments, and interactive tasks to assess understanding and encourage discussions. Their research primarily focuses on music's benefits for kindergarten-level children, drawing from personal observations and teaching experiences in China.

In a similar vein, Shen's (2009) study explores the notion that students perceive English songs as entertainment, leading to implicit and unconscious learning, was explored. The research suggests that this type of learning is not only enjoyable but also more effective in fostering language awareness compared to the rote memorization often associated with traditional course materials. Songs, often overlooked as valuable teaching resources, serve as a unique medium where language and music intersect, allowing for the conveyance of cultural realities. Their highly expressive nature, characterized by rhythms, conversational speech, and poetic expressions, presents a challenge that goes beyond mere vocabulary found in textbooks. Shen (2009) viewed songs as a means to captivate learners with their beautiful, poetic, colloquial, and clear lyrics, which can be easily memorized and cherished. Furthermore, Shen (2009) highlights the pronunciation benefits that songs offer, noting that difficult vocabulary can be more effectively learned within a melodic context. Supporting these findings, an experimental group in a course that integrated songs showed improved outcomes based on self-listening tests, final oral exams, and written assessments.

From a different perspective, Bsharat et al. (2021) investigated the effectiveness of using music and songs in English Language Teaching, focusing on teachers' perspectives. The study collected data from English teachers in the Jenin region of Palestine via a questionnaire to assess the impact of incorporating music into their classes. Findings revealed

that music and educational songs are underutilized for developing language skills among learners. The study recommends EFL teachers receive training on effectively integrating songs into their teaching practices, with schools providing relevant materials. According to Bsharat et al. (2021), songs can expand vocabulary, offer cultural insights, and enhance language acquisition. Teachers consistently report positive impacts, including motivation, improved comprehension, pronunciation, and exposure to colloquial language.

Lastly, Roohani & Akbarpour (2016) examined the effectiveness of teaching English vocabulary to elementary Iranian EFL learners aged 9-12 through both song and non-song methods. They also explored how the gender of the learners impacted their success in vocabulary learning. The experimental group received song instructions while the control group received non-song instructions. The findings of the study revealed that both song and non-song methods had a significant positive impact on the learners' acquisition of vocabulary; however, female learners demonstrated greater improvement with the song method. They also suggested that utilizing songs as a supplementary tool, rather than a universal solution, is beneficial for teaching vocabulary, particularly for young female learners.

While existing studies affirm the effectiveness of using songs for various purposes such as pronunciation and vocabulary enhancement, their potential for teaching grammar is a topic that warrants further exploration. Despite the proven benefits, this specific application of songs remains relatively unexplored in academic research. This sets the stage for the following subsection, where we will delve deeper into the use of songs for grammar instruction, a promising area that could contribute significantly to the field of language education.

2.5. Using Songs to Teach Grammar

In the realm of language education, songs have long been recognized as a valuable tool for teaching grammar. The conventional approach typically involves the use of entire songs, each serving as a comprehensive resource for exploring a range of grammatical concepts. While this method is effective, it often spreads the focus across multiple aspects of grammar within a single song. In contrast, the present research introduces a novel approach to this field. Instead of using whole songs, it strategically employs excerpts from a variety of songs, each chosen for its emphasis on a specific grammatical concept. This focused approach allows for a more in-depth exploration and understanding of each individual grammatical aspect. This innovative method not only enhances the learning experience by providing a diverse range of examples but also underscores the novelty of the contribution to the field of language education.

In the context of grammar instruction, songs have been identified as potent pedagogical tools. Shen (2009) underscores the repetitive and consistent nature of songs, which makes them effective for teaching grammatical concepts. This effectiveness is exemplified in the popular song ‘Lemon Tree,’ known for its prominent use of present progressive phrases.

Building on this idea, Kumar et al. (2022) highlight the inherent musicality of songs and the repetition of grammatical structures and phrases within them. These elements facilitate memorization and recall, making songs an easy and enjoyable way to remember and internalize grammar rules.

In addition, Saricoban & Metin (2000) suggest that songs provide authenticity and context, making grammar points more understandable and easier to grasp. They emphasize that repetition in songs helps internalize grammatical structures effectively. Similarly, Vishnevskaia and Zhou (2019) also point out the advantages of using songs in language learning. They note that learners encounter grammatical concepts through songs, and connecting these concepts to prior knowledge enhances language absorption.

Further supporting this approach, Roohani & Akbarpour (2016) cite a study conducted by Hashim and Abd-Rahman (2010) that explored the effects of using songs to teach subject-verb agreement (SVA) among students in Malaysia. The study found that incorporating songs was an effective method for reinforcing SVA learning. In the experimental group, SVA grammar was taught through songs during three sessions, while the control group received instruction without song-based tasks. Both qualitative and quantitative data analyses revealed the effectiveness of this method.

Lastly, Yarmakeev et al. (2016) found that using folk music can have a positive impact on teaching grammar and improving vocabulary. The experiment spanned two semesters and involved 35 British and American folk songs, which were used in various exercises to teach grammar concepts such as Conditionals, Modals, Tense forms, Gerunds, Infinitives, Set expressions, and Idioms. The research, conducted in a Russian school, demonstrated that these topics can be effectively reinforced through the use of music. Strategies like Cloze Activities, Lyrical strips, Dictation, Storytelling, Finding collocations and expressions, and Isolation were employed to facilitate learning. The authors aimed to show that repeated exposure to songs can help expand students' vocabulary and enhance their

grasp of grammar. The materials selected for the study were positively received, confirming the beneficial impact of using folk songs in teaching English.

In conclusion, while the researchers discussed have recognized the value of songs in language education, they have primarily focused on using entire songs. This differs from the present research, which strategically employs excerpts from a variety of songs, each chosen for its emphasis on a specific grammatical concept. This novel approach, which allows for a more in-depth exploration and understanding of each individual grammatical aspect, aims to fill this gap in the existing literature.

Looking ahead, the next section will explore how music can not only enrich the learning experience but also positively impact students' psychological well-being. This section will shed light on the emotional resonance and motivational power of songs, which are instrumental in creating a dynamic and memorable educational journey for English learners.

2.6. The Psychological Benefits of Using Songs in ESL/EFL Instruction

In the field of teaching English, the incorporation of songs has surfaced as a potent instrument with deep-seated psychological advantages. Kumar et al. (2022) underscore the profound influence of songs in English as a Foreign Language (EFL) instruction, enhancing learners' psychological well-being and motivation. Echoing Kuśnierek (2016), they underscore the value of songs as motivational tools for EFL learners. The authors point out that successful EFL teaching encompasses more than just language instruction, addressing learners' social and cognitive needs, as well as issues like anxiety and peer pressure. The study observes that classroom music offers a multitude of benefits, such as anxiety reduction,

stimulation of the language-related brain hemisphere, and fostering interest in the English language environment. It proposes that this relaxed and enjoyable setting enhances language acquisition. Furthermore, the research underscores the importance of music and songs for young and elementary learners. These tools facilitate learning without imposing excessive academic pressure, making education fun and engaging, and fostering a positive, relaxed atmosphere.

Along with them, Vishnevskaia and Zhou (2019) provide a theoretical framework for the integration of music into English language instruction. They underscore the psychological and educational advantages of this approach, which include stress reduction, stimulation of the brain hemisphere associated with language, emotional engagement, and an enhanced interest in learning English. The authors acknowledge the challenges that both students and teachers may encounter. However, they propose music-based strategies to address these issues. For example, they suggest using an engaging song coupled with motor activity to recapture children's attention when lessons are disrupted due to emotional factors. Furthermore, they emphasize the role of music as a bridge in the learning process. It facilitates quicker connections, builds trust, and keeps learners engaged, thereby enhancing the overall learning experience.

In addition, Shen (2009) posits that engaging with songs is not only more enjoyable but also more meaningful than mere rote learning. This is because songs provide relaxation and recreation while simultaneously enhancing language awareness, which Shen describes as an internal, gradual understanding of the intricacies of language use.

In line with this, Bsharat et al. (2021) highlight in their study that songs can foster a positive learning environment. They achieve this by lowering the affective filter, a concept that aligns with Krashen's (1982) Affective Filter Hypothesis which in turn boosts student participation and fosters a sense of unity in the classroom. The study further notes that teachers observed several positive effects on students as a result of using songs in instruction. These include increased motivation, heightened engagement, and improved listening skills. Thus, the use of songs in language learning proves to be both enjoyable and effective.

In relation to motivation, Adara & Taufik conducted a study in 2020 where they explored the impact of integrating songs into language lessons. The study was carried out with junior high school students in Cibarusah, Indonesia. For the experimental class involved in the study, each lesson was initiated with a song, which the students viewed via a projector. This approach aimed to investigate how such a method could influence the students' motivation in language learning. They were then encouraged to discuss the song lyrics' meanings with their peers, using dictionaries as needed. The selected songs were relevant to the individual lessons. At the end of each class, teachers played another song, and students were required to discuss it. Adara & Taufik study's (2020) findings were based on four variables identified in a questionnaire. Results showed that the experimental class exhibited more motivation to learn English and displayed more positive attitudes compared to the control class after the intervention. Additionally, the experimental class demonstrated increased motivation to understand English songs. This heightened motivation could be attributed to the effective integration of songs during their lessons.

Overall, the incorporation of songs in language teaching not only enriches the learning experience but also bolsters its effectiveness, establishing itself as a crucial asset in

augmenting the educational journey and results for English learners. The present study will investigate if the motivation to learn English truly escalates when songs are utilized, and also assess if students retain the rules more efficiently when they are conveyed through song.

Chapter 3: Methodology

This research employed a quasi-experimental design incorporating mixed methods. Quantitative data were collected through pretests and posttests administered to students in both the control and experimental groups. Additionally, the data were obtained via questionnaires distributed before and after the experiment to participants from both groups. The assignment of participants to these groups was done randomly.

3.1. A Quasi-Experimental Design

To understand the participants' initial motivation for learning English and gather background information, a pre-questionnaire was administered.

In an effort to answer the first research question - "Will students with Catalan/Spanish as their L1 learn gerunds and infinitives (verb + ing or verb + infinitive) more effectively through music-based language instruction compared to traditional learning strategies?" - a pretest was conducted with both groups of students to establish their baseline knowledge of grammar. Following this, both the control and experimental groups participated in three 60-minute lessons with the researcher over a week. A posttest was administered at the end of the third session to assess the knowledge they had acquired.

The second research question - "Will students' motivation toward learning English increase if songs are incorporated into class?" - was addressed by having students in both groups complete post-questionnaires. This helped determine if their motivation to learn English had changed after the sessions.

To answer the third research question - “Will the experimental group experience a better long-term effect (consolidation of material) with the use of music?” - a delayed posttest was administered to both groups four weeks after the intervention period. This was done to assess whether the incorporation of songs had a lasting impact.

In order to investigate the potential advantages of integrating music into English language instruction, the following **testable hypotheses** were developed:

1. Students in the experimental group will show a statistically significant improvement in their understanding of gerunds and infinitives after incorporating music into English language lessons.

2. There will be significant differences in motivation between the experimental group and the control group.

3. The experimental group will demonstrate a more substantial long-term effect (consolidation of material) with the use of music in understanding gerunds and infinitives compared to the control group.

The dependent variables in this study are the outcomes that we expect to change based on the teaching method used. These include:

1. The students’ understanding of gerunds and infinitives, as measured through pretest and posttest assessments.

2. The students’ impressions of the sessions, as measured through post-questionnaires.

3. The long-lasting effect of music on understanding gerunds and infinitives, as measured through delayed posttest results.

The independent variable in this study is the teaching method used. This variable is categorized as either traditional instruction or music-incorporated instruction. The aim is to observe how changes in this variable affect the dependent variables.

3.2. Data Collection Instruments and Techniques

The research process was initiated with the selection of songs. Popular TikTok songs and internationally renowned classics, such as songs by The Beatles, are considered. These songs were chosen based on their popularity, standard pronunciation to ensure clear articulation of words, and language levels that match student proficiency, ensuring the songs were neither too easy nor too difficult.

Subsequently, song lyrics undergo examination to identify phrases where the gerund vs. infinitive rule applies. Analysis of 89 songs reveals that certain verbs appear more frequently than others. For instance, the verb *'try'* and its past simple and past participle forms appear in 38 of the analyzed songs.

Following a frequency-based approach, a set of songs gets curated for task implementation. Instead of using entire songs, specific lines that exemplify the grammatical aspect are extracted. Each word associates with two songs, and the lines distribute across two separate task sessions. Song selection ensures standard pronunciation, enabling clear hearing of the actual words, aiming to provide a comprehensive and effective learning experience.

When it comes to questionnaires and tests, they were distributed through Microsoft Forms and students filled the forms out using their laptops and mobile phones. To assure anonymity and privacy, each student was given a "Student's number" which was consequently used to fill out all the forms. The researcher could not access the list of names and numbers to avoid biases.

The software tools used for data analysis included JASP, Microsoft Excel, built-in statistics in Microsoft Forms, and Microsoft Word.

3.2.1. The prequestionnaire

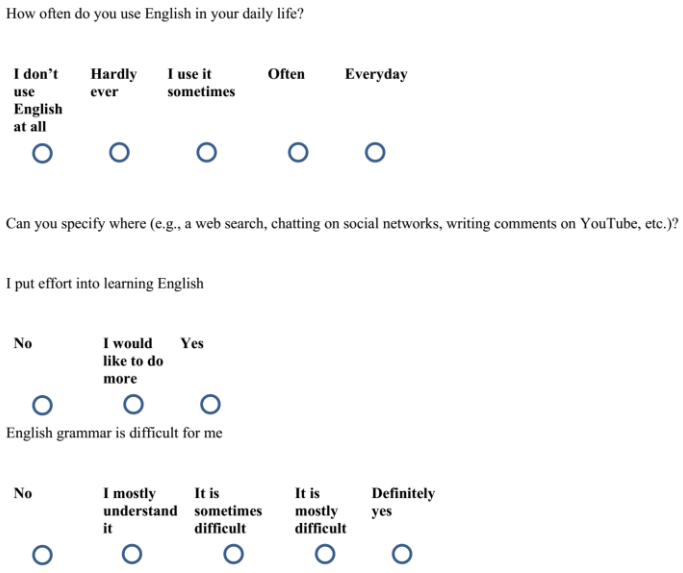
In the prequestionnaire (see Appendix C. Prequestionnaire), background information was collected from the students. Names were anonymized for privacy reasons, being referred to as Student A, B, etc. This allowed for the assessment of test results and identification of participants. Information about age was gathered to validate the results of the intervention for the specific age group. The native language and any other languages spoken by the students were also recorded.

In relation to English, data was collected on the duration of English language learning, whether it was in school, with a private teacher, or in a language school setting. Self-assessed language skills in listening, reading, speaking, and writing were asked for. Initial motivation towards English learning, the effort put into learning, and whether English was needed for a future job were also inquired about. This was done to observe any changes after the intervention. The frequency of hearing and using English was also recorded.

An extract from the prequestionnaire is presented in Figure 1.

Figure 1

An extract from the prequestionnaire



3.2.2. The postquestionnaire

The post-questionnaire was designed to gather qualitative data on various aspects such as motivation, engagement, and understanding of grammar. This was done for both the experimental group's students (see Appendix D. Postquestionnaire for the experimental group) and the control group's students (see Appendix E. Postquestionnaire for the control group). The distinction between the two groups was that the experimental group was exposed to music, and it was crucial to assess its impact.

The questionnaire for the experimental group consisted of 11 questions, while the control group's questionnaire had 6 questions. The experimental group's questionnaire included additional questions about their past experiences with music in class and their interest in having future classes incorporate music. Since the control group did not have exposure to music, these specific questions were not included in their questionnaire.

However, both groups were asked about their enjoyment and engagement in class. For the control group, these questions were carefully phrased to avoid any reference to music.

An extract from the experimental group postquestionnaire is presented in Figure 2; an extract from the control group postquestionnaire is presented in Figure 3.

Figure 2

An extract from the experimental group postquestionnaire

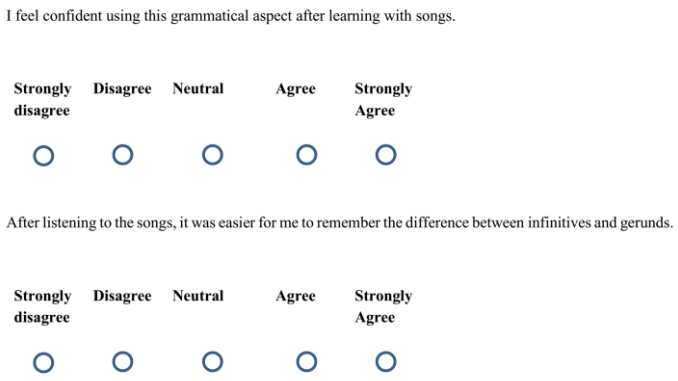
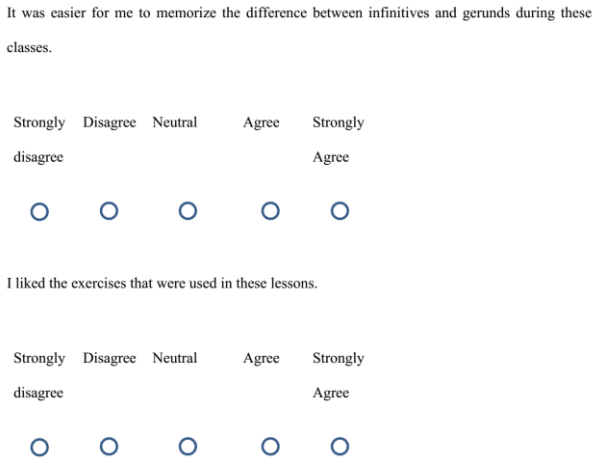


Figure 3

An extract from the control group postquestionnaire



3.2.3. The pre and posttest

The pretest and posttest were identical and consisted of 30 questions ensuring a comprehensive evaluation of language proficiency (Appendix F. Pretest and Posttest). To calculate the overall results, each section was given a particular number of points.

In the first block, there were 10 controlled production exercises, where students needed to use the correct form of a verb from the box to complete sentences. For example, a sentence started with "*She enjoys"* and students could choose *"be"* from the box to create *"She enjoys being outside"*. For each right answer in this section, 2 points were given.

The pre and posttest first block is presented in Figure 4.

Figure 4

The pre and posttest first block

1. Use the correct form of a verb from the box to complete the sentences below. Use each verb only once.

believe	be	stay	play	be
go	smoke	read	learn	help

She enjoys
He is good at
She couldn't
They apologized for
He didn't seem
She wants
She quit
They decided
He agreed
He suggested

The second block consisted of 17 sentences with multiple choice. For example, students were given such a sentence as *"Let me ___ you a story."*, they had 3 options of verbs

to choose from. The first option was an infinitive with "to", namely, *"to tell"*; the second one was a gerund – *"telling"*; and the last one was an infinitive without *"to"* - "*tell"*. For each right answer in this section, 1 point was given.

An extract from the pre and posttest second block is presented in Figure 5.

Figure 5

An extract from the pre and posttest second block

2. Choose the correct verb forms:

A) Let me ___ you a story.

1) to tell 2) telling 3) tell

B) He keeps ___ his phone.

1) to check 2) checking 3) check

C) I feel like ___ a nap.

1) to take 2) taking 3) take

D) She wanna ___ to the party.

1) to go 2) going 3) go

E) He stopped ___ when he saw the police.

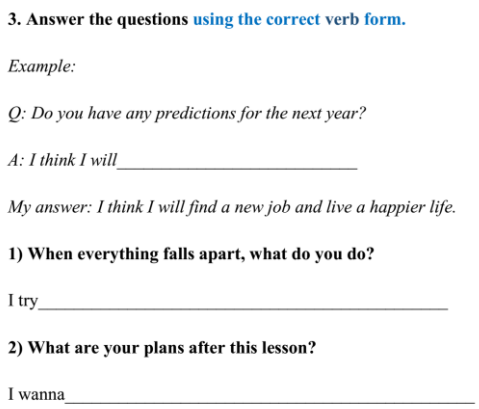
1) to run 2) running 3) run

The third block was comprised of 13 questions aimed at production. Students were asked to answer the questions using the correct verb form. They firstly were given an example of what is expected from them to make sure that students would not answer the questions using nouns or other parts of speech. For each right answer in this section, 3 points were given.

An extract from the pre and posttest third block is presented in Figure 6.

Figure 6

An extract from the pre and posttest third block



3. Answer the questions using the correct verb form.

Example:

Q: Do you have any predictions for the next year?

*A: I think I will*_____

My answer: I think I will find a new job and live a happier life.

1) When everything falls apart, what do you do?

I try_____

2) What are your plans after this lesson?

I wanna_____

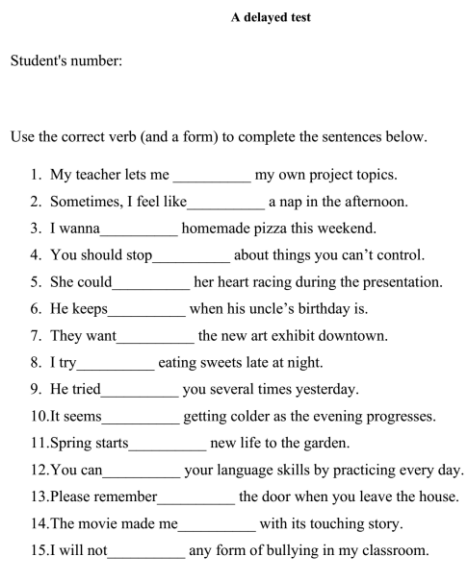
3.2.4. The delayed posttest

The delayed posttest took the form of a selective cloze test, consisting of 15 sentences (Appendix G. A Delayed Posttest). To test residual knowledge, students were not provided with verb options. They were allowed to fill in each sentence with any verb they deemed appropriate. For example, in question *"I will not_____ any form of bullying in my classroom."* Students could write *"tolerate"* or *"accept"*, both of them could be accepted. Another layer of assessment was to check their usage of the correct verb form. For instance, even if a student misunderstood the sentence and wrote *"prohibit"*, which would be suitable for an affirmative sentence, this response was still accepted as they used an infinitive, not a gerund. In essence, the primary objective was to assess whether they could instinctively use gerunds or infinitives.

The delayed posttest is presented in Figure 7.

Figure 7

The delayed posttest



A delayed test

Student's number:

Use the correct verb (and a form) to complete the sentences below.

1. My teacher lets me _____ my own project topics.
2. Sometimes, I feel like_____ a nap in the afternoon.
3. I wanna_____ homemade pizza this weekend.
4. You should stop_____ about things you can't control.
5. She could_____ her heart racing during the presentation.
6. He keeps_____ when his uncle's birthday is.
7. They want_____ the new art exhibit downtown.
8. I try_____ eating sweets late at night.
9. He tried_____ you several times yesterday.
10. It seems_____ getting colder as the evening progresses.
11. Spring starts_____ new life to the garden.
12. You can_____ your language skills by practicing every day.
13. Please remember_____ the door when you leave the house.
14. The movie made me_____ with its touching story.
15. I will not_____ any form of bullying in my classroom.

3.3. Data Subjects

All the data about the participants was gathered through the prequestionnaire.

3.3.1. Age and Distribution

In Spain, Bachillerato is a non-compulsory stage of education for students aged 16 to 18. This study involved 75 participants from Tarragona, Spain, who were at the B1-B2 levels according to the CEFR determined by the school tests. These participants were divided into two groups: BAT 1 (35 students) and BAT 2 (40 students), representing Bachillerato 1 and 2 respectively.

The participants were further divided into an experimental group of 35 individuals and a control group of 40 individuals. The experimental group included 19 participants from BAT 1 and 16 from BAT 2. Conversely, the control group was composed of 19 participants from BAT 1 and 21 from BAT 2.

Table 1

The experimental and the control group distribution

	The Experimental Group	The Control Group
BAT1	16	19
BAT2	19	21
Total	35	40

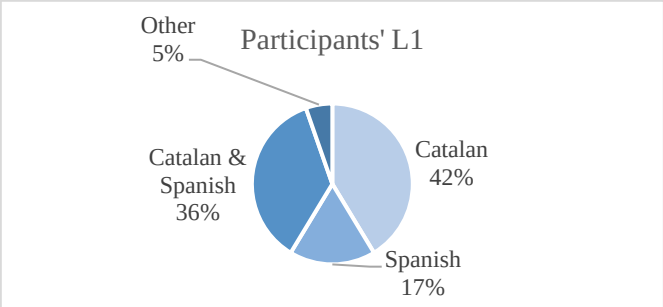
Initially, there were 99 participants; however, 24 participants were excluded from the study for the following reasons: some participants were absent during one or more parts of the research, and others were excluded because they used AI assistants during the intervention.

3.3.2. General Information about the Participants

The linguistic composition of the participant group is diverse and multilingual. A significant proportion, 42%, of the participants identify Catalan as their L1, Spanish is the L1 for 17% of the participants, and a substantial number, 36%, are bilingual, speaking both Catalan and Spanish. A small segment, 5% (4 students), reported their first languages as being different from the majority, including English, Russian, Tagalog, and Italian (Figure 8).

Figure 8

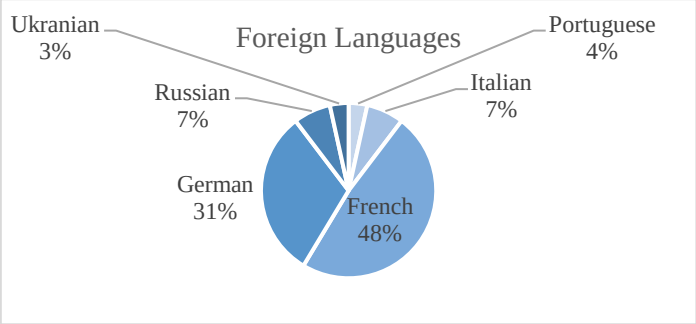
The results of the prequestionnaire's answers to "The Participant's L1"



In terms of foreign languages, English is not the only language spoken by the participants. French is spoken by the largest group, with 48% (14 students) of the participants reporting proficiency. German is spoken by 31% (9 students) of the participants. Other languages spoken by the participants include Italian (2 students), Portuguese (1 student), Russian (2 students), and Ukrainian (1 student). This further underscores the multilingual nature of the group (Figure 9).

Figure 9

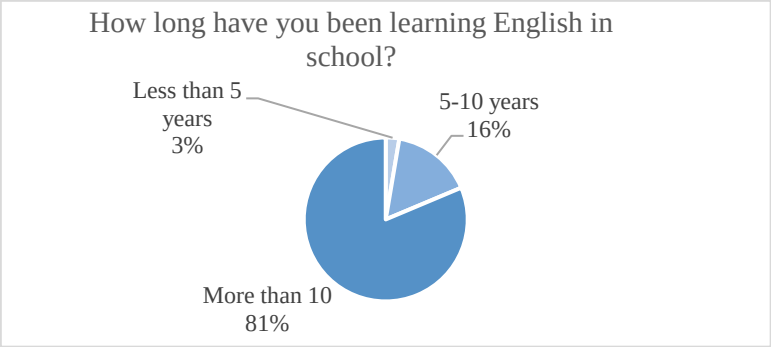
The results of the prequestionnaire's answers to "Foreign Languages"



A significant majority, 81% (61 students), have been learning English in school for more than 10 years. A smaller group, 16% (12 students), have been studying for a duration of 5 to 10 years. A very small segment, 3% (2 students), have recently begun their English learning journey in school.

Figure 10

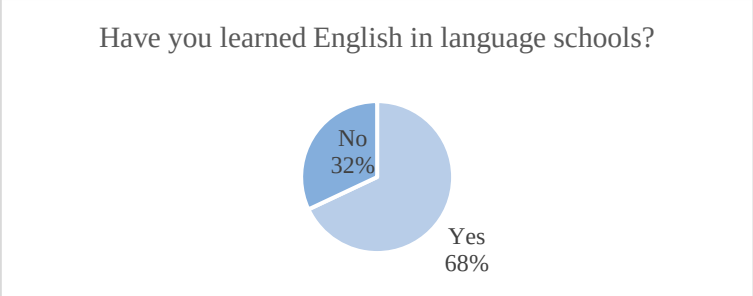
The results of the prequestionnaire's answers to "How long have you been learning English in school?"



Beyond their school education, 68% of the participants (51 students) have also attended language schools. Among these students, 12% (19 students) have been studying for over 7 years, 9% (7 participants) for more than 5 years, and 33% (25 students) for less than 3 years (Figure 11).

Figure 11

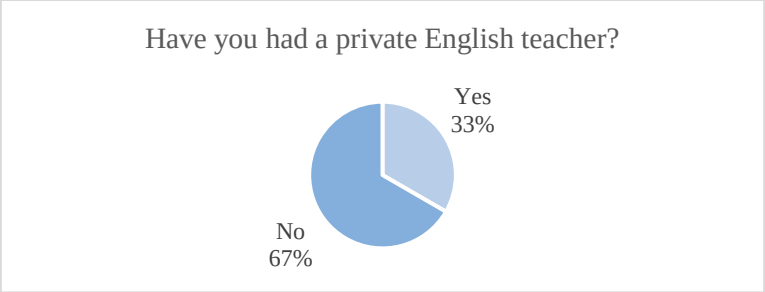
The results of the prequestionnaire's answers to "Have you learned English in language schools?"



When considering private English tuition, the majority (67% or 50 students) have never had a private English teacher. However, among those who have had private tuition, most have had a private teacher for less than a year (Figure 12).

Figure 12

The results of the prequestionnaire's answers to "Have you had a private English teacher?"

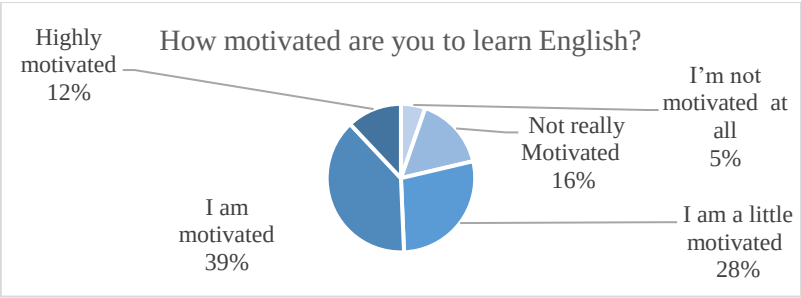


3.3.3. English Language Learning: Motivation, Perception, and Future Relevance

When it comes to motivation, 39% (29 students) of the participants are motivated, 28% (21 students) are somewhat motivated, and a small group of 12% (9 students) are highly motivated. Conversely, 16% (12 students) have low motivation, and 5% (4 students) report no motivation at all (Figure 13).

Figure 13

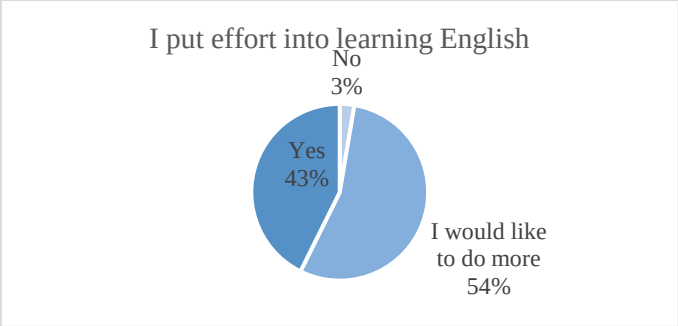
The results of the prequestionnaire's answers to "How motivated are you to learn English?"



In terms of effort invested in learning English, 54% (41 students) expressed a desire to enhance their efforts. 43% (32 students) confirmed they are actively putting effort into learning English, while a small group of 3% (2 students) reported they do not put any effort into it (Figure 14).

Figure 14

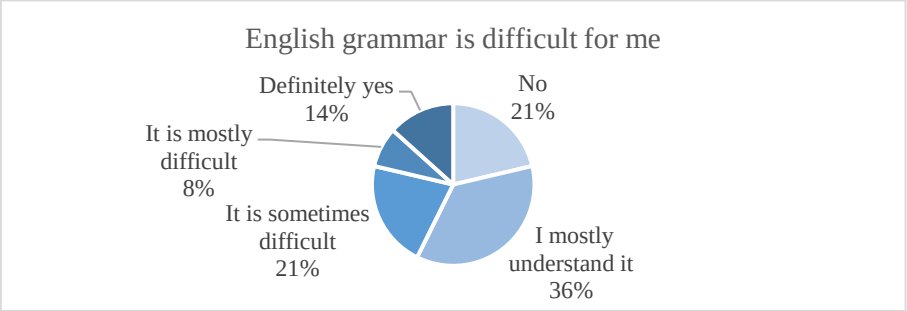
The results of the prequestionnaire's answers to "I put effort into learning English"



As for their perceptions of English grammar, 36% (27 students) indicated they mostly understand it. 21% (16 students) find it sometimes difficult, a sentiment shared by an equal number who believe it is not difficult at all. A smaller group, 14% (10 students), find it definitely challenging, and 8% (6 students) consider it mostly difficult (Figure 15).

Figure 15

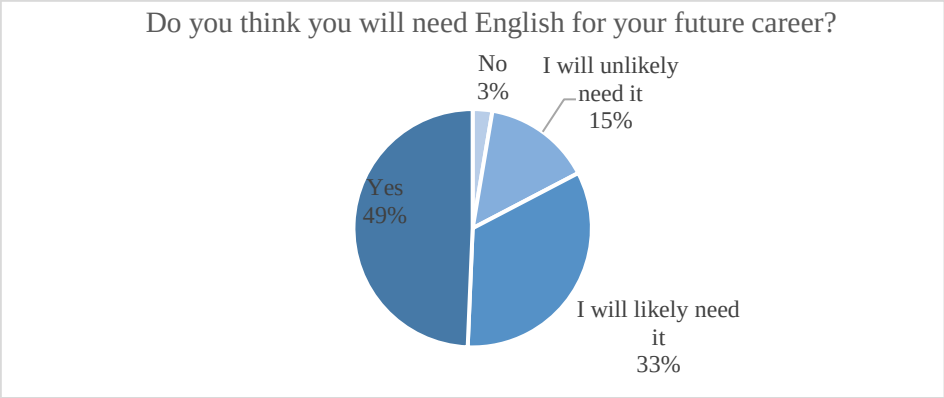
The results of the prequestionnaire's answers to "English grammar is difficult for me"



Finally, when asked about the necessity of English for their future work, almost half, 49% (37 students), affirmed they would need it while 33% (25 students) felt they would likely need it. A small group, 3% (2 students), firmly stated they would not need it, and 15% (11 students) felt they probably would not need it (Figure 16).

Figure 16

The results of the prequestionnaire's answers to "Do you think you will need English for your future career?"



3.3.4. English Proficiency and Usage: Skills Assessment and Application

The students were asked to rate their confidence in four areas of English proficiency: listening, speaking, writing, and reading. The confidence levels were measured on a Likert scale, which was then decoded into a 1-5 scale for easier interpretation, with 1 representing the lowest confidence (e.g., "I cannot understand anything") and 5 the highest (e.g., "I feel confident writing in English").

In the 'listening in English' category, most participants rated themselves at level 4 (29 students), with fewer at levels 3 and 5 (19 students each). Only a small number rated themselves at levels 1 (1 student) and 2 (7 students).

For 'speaking in English,' the majority rated their confidence at level 3 (42 students), with very few at levels 1 (2 students) and 2 (3 students). Interestingly, only 20 students rated themselves at level 4, and just 8 felt confident at level 5, indicating the least confidence in speaking among all four dimensions.

In the 'writing in English' category, most participants rated their confidence at level 4 (32 students), followed closely by level 3 (25 students). Writing ranked second in terms of confidence at level 5, with 12 students. Six students rated themselves at level 2, and no one rated themselves at level 1.

Regarding 'reading in English,' many participants were confident at level 5 (27 students), the highest among all dimensions, followed by level 4 (28 students) and level 3 (17 students). Only three students were at level 2. Similar to writing, the least confidence was seen at level 1, with three respondents.

When combining confidence levels 4 and 5 across all dimensions, the areas where students feel most confident are reading (55 students) and listening (48 students), followed by writing (44 students). As previously mentioned, speaking appears to be the area where students have the least confidence, with only 28 students expressing high or total confidence.

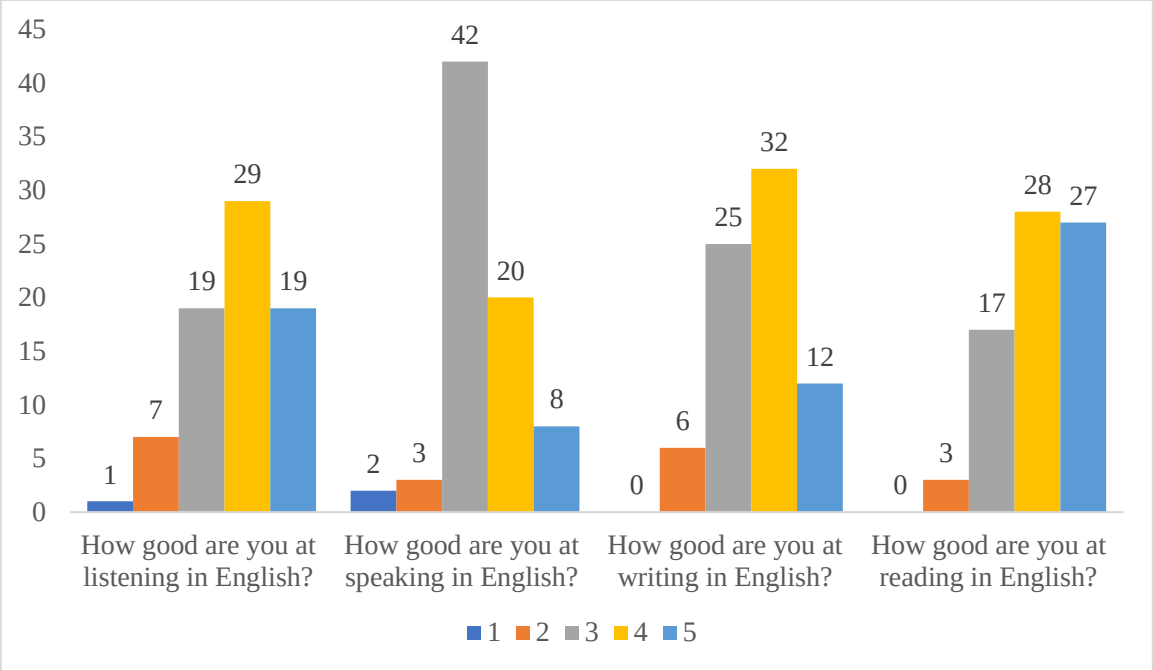
In terms of moderate confidence (level 3), speaking has the highest number of students (42), while listening has the fewest (19).

When considering the lower confidence levels (1 and 2), reading is the least problematic area with only 3 students expressing significant difficulties. This is followed by speaking (5 students), writing (6 students), and listening (8 students). This suggests that students generally feel more confident in reading and less confident in speaking English.

The comprehensive results are presented in Figure 17.

Figure 17

The results of the prequestionnaire's answers for "four areas of English proficiency"



Out of the participants, a majority (25 students) reported hearing English every day, indicating that exposure to the language is relatively common among them. However, only 11 of these students actively use English daily.

When asked about the frequency of hearing English, 20 students each reported "often" and "sometimes". Interestingly, the number of students who actively use English "often" (12 students) is lower than those who hear it "often". On the other hand, a larger group of students (24 students) reported using English "sometimes".

It is noteworthy that the group of students who use English "hardly ever" is the same size as the group who use it "sometimes". A small minority of participants (2 students) reported not hearing English at all, and a similar minority (4 students) stated that they never use English.

A discrepancy between passive exposure to English and active usage among the students can be observed. While many students frequently hear English, fewer students use the language as often.

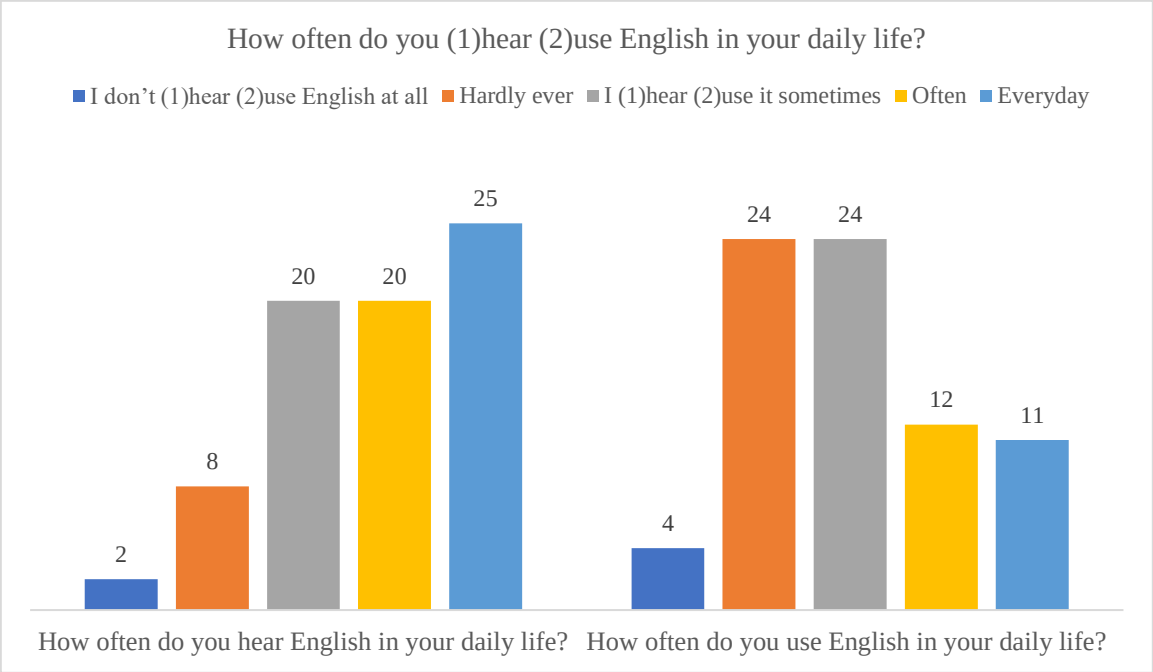
In terms of qualitative data, the results mirrored the quantitative findings. Students reported hearing English in various contexts, including social networks like Instagram, video and music hosting platforms like YouTube and Spotify, TikTok, TV series on Netflix and Disney+, and in school. This aligns with the high frequency of passive exposure to English reported in the survey.

As for active usage, the most common scenarios were conversing with foreign friends and writing comments on social media. Some students also mentioned using English while playing video games. These responses indicate that while active usage of English is less frequent than passive exposure, it still occurs in diverse and engaging contexts.

The comprehensive results are presented in Figure 18.

Figure 18

The results of the prequestionnaire's answers for "How often do you (1) hear (2) use English in your daily life?"



3.4. The Teaching Materials

3.4.1. The Instructional Book

"Foley & Hall's 'My Grammar Lab Elementary' (2012), specifically units 83 and 84, was selected as the instructional book for both BAT 1 and 2. This choice was made due to the book's clear instructions on gerunds and infinitives, including a table of specific verb groups that necessitate the use of a gerund, as well as verbs that require an infinitive with or without 'to'. These two units provide a foundational understanding of this topic (see Appendix H: The Instruction Book).

Unit 83 focuses on verbs that are typically followed by a gerund. These include verbs expressing likes and dislikes (e.g., 'enjoy' and 'mind'), verb structures that incorporate a

preposition followed by ‘ing’ (e.g., ‘give up’), verbs indicating the commencement, cessation, or continuation of an action (e.g., ‘delay’), and the ‘go + ing’ structure.

On the other hand, Unit 84 introduces infinitives, highlighting modal verbs that do not require ‘to’, such as ‘must’ or ‘can’, causative verbs like ‘let’ and ‘make’, the ‘would + like + to’ structure, and other bare infinitive verbs that can only be used with an infinitive, such as ‘want’."

3.4.2. The Gerund and Infinitive Gap-fill Exercise

This task, which involved the use of songs, was unique to the experimental group and marked the only exercise that differed between the control and experimental groups. This was due to the fact that the experimental group listened to the songs once the task was completed.

As part of the exercise, students were given 36 lines from songs, divided into two sets of 18 lines per session (refer to Appendix I: Gerund and Infinitive Gap-fill Exercise 1, Session 1, and Appendix J: Gerund and Infinitive Gap-fill Exercise 2, Session 2). Unaware that these lines were extracted from songs, both groups treated the task as a regular exercise. Each line contained a gap to be filled with a verb, with the objective being to determine whether the verb should be used as a gerund or an infinitive. The main verb in each line was highlighted in bold. For example, consider the line: *“Dolla’ bills, dolla’ bills,* ***keep on*** *_____ (fall) for me. I love the way it feels. I* ***came*** *here _____ (drop) some money, droppin’ all my money.”* Students referred to “My Grammar Lab Elementary” to identify the correct form of the verb following the preposition. They then read the entire sentence aloud, using a gerund in the first instance and an infinitive in the second. They were also required

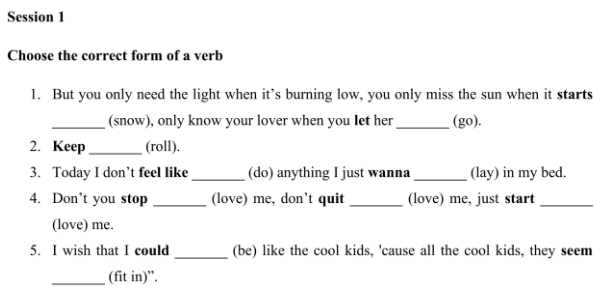
to explain why a gerund was appropriate based on the corresponding grammar rule. Both groups checked their answers using a standard right-wrong check.

The key difference was that at the end of the task, the experimental group listened to the corresponding music track through classroom speakers and followed along with the lines. This allowed them to confirm that their chosen answers were indeed correct, as evidenced by the songs. In contrast, the control group did not participate in this additional step and instead reviewed the tasks independently.

An extract from Gerund and Infinitive Gap-fill Exercise 1 is presented in Figure 19.

Figure 19

An extract from Gerund and Infinitive Gap-fill Exercise 1



Session 1

Choose the correct form of a verb

1. But you only need the light when it's burning low, you only miss the sun when it **starts** _____ (snow), only know your lover when you **let** her _____ (go).
2. **Keep** _____ (roll).
3. Today I don't **feel like** _____ (do) anything I just **wanna** _____ (lay) in my bed.
4. Don't you **stop** _____ (love) me, don't **quit** _____ (love) me, just **start** _____ (love) me.
5. I wish that I **could** _____ (be) like the cool kids, 'cause all the cool kids, they **seem** _____ (fit in)".

Some songs were modern, and some were considerably old (Appendix K. The List of Songs and the Dates of Their Release). For example, there were Dua Lipa's songs (*Dance the Night* 2021 and *Levitating* 2020) and Selena Gomez's (*Lose You to Love Me* 2019 and *Fetish* 2017) as well as some songs of The Beatles (*Hey Jude* 1968 and *A Hard Day's Night* 1964), Frank Sinatra (*New York, New York* 1977) and Prince (*Purple Rain* 1984). The majority of the songs (29 out of 36 or 80.5%) were released after 2000, among them, there were 21 songs released after 2010 (58%), and 9 after 2020 (25%). By selecting age-

appropriate songs that are popular on platforms like TikTok or classic pop songs, students may achieve better results due to increased exposure and improved memorization.

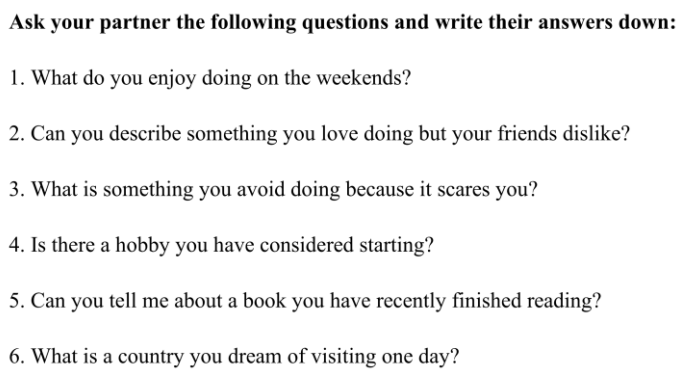
3.4.3. Question and Answer Task (Q&A task)

During the second session, students were given 20 questions that they needed to ask one another and write their answers (Appendix L. The Q&A Task). All the questions consisted of a gerund or an infinitive within. For example, *"What is a game you prefer playing in your free time?"* with a gerund and *"Is there a place you've always wanted to visit?"* with an infinitive. The idea of this task is to practice answering full sentences using gerunds or infinitives depending on a question. Even though the correct form was used in the question itself, students could still use other verbs to ensure free production. For example, when answering the "What is a game you prefer playing in your free time?" question, students could say "I really love playing Counter-Strike in my free time".

An extract from the Q&A task is presented in Figure 20.

Figure 20

An extract from the Q&A task


Ask your partner the following questions and write their answers down:

1. What do you enjoy doing on the weekends?
2. Can you describe something you love doing but your friends dislike?
3. What is something you avoid doing because it scares you?
4. Is there a hobby you have considered starting?
5. Can you tell me about a book you have recently finished reading?
6. What is a country you dream of visiting one day?

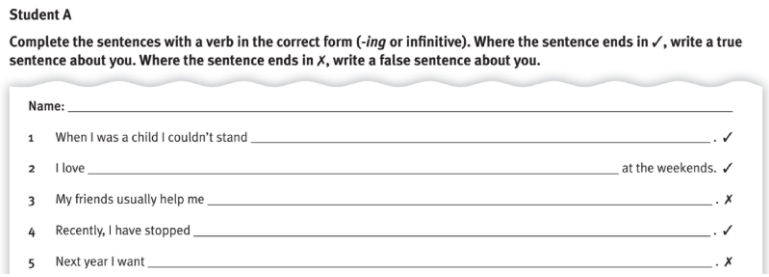
3.4.4. The "Believe It or Not" Game

The procedure of the game was provided by Pearson Education Limited in Photocopiable (Appendix M. The "Believe It or Not" Game). Students had to work in pairs each filling in an individual worksheet made for Student A and Student B. They were asked to complete some sentences with a gerund or an infinitive. Some of the statements had to be true for them if there was a ✓ after the statement. If the statement was followed by a ✗, students completed the statement with fictional, untrue information about them. After that, each student took turns reading one statement to another, and another student needed to guess whether the information was true or false. For example, "Next year I want_____" with a ✗ mark meant that a student needed to make a sentence with fictional information and their partner needed to "uncover the truth".

An extract from the "Believe It or Not" Game is presented in Figure 21.

Figure 21

An extract from the "Believe It or Not" Game



Student A

Complete the sentences with a verb in the correct form (*-ing* or infinitive). Where the sentence ends in ✓, write a true sentence about you. Where the sentence ends in ✗, write a false sentence about you.

Name: _____

1 When I was a child I couldn't stand _____. ✓

2 I love _____ at the weekends. ✓

3 My friends usually help me _____. ✗

4 Recently, I have stopped _____. ✓

5 Next year I want _____. ✗

3.5. The Procedure

The procedure was done **in three sessions** for all four groups. These sessions were at the same level and followed the same order and tasks.

Before the start of the research, students were provided with the Participant Information Sheet (Appendix A. The Participant Information Sheet) through their Google Classroom to familiarize themselves with the research's basic details. During the initial session, students were given the Informed Consent Form (Appendix B. The Informed Consent Form) to sign voluntarily, including their DNI.

1. **Session 1 (60 minutes):** During the first session, both groups were given a prequestionnaire and a pretest on the topic of gerunds versus infinitives, without any prior instruction from the researcher. Following this, explicit grammar instruction was provided using traditional resources, specifically through a corresponding unit from My Grammar Lab (see Appendix H: The Instruction Book).

Next, each group was given a task to individually complete 18 lines from songs (see Appendix I: Gerund and Infinitive Gap-fill Exercise 1 (Session 1)). The groups were not informed that these lines were from songs; they simply needed to fill the gaps with the verb forms they believed to be correct.

Both the control and experimental groups then checked their answers, with the teacher providing feedback on correct and incorrect responses and participants explaining their choices. After this discussion, the groups diverged in their activities. The control group was asked to revise their answers individually, while the experimental group listened to a music track featuring all the lines from the exercise, demonstrating that the answers were indeed correct as evidenced by the authentic songs. This process was repeated in a second session with a different set of 18 lines.

The summary of Session 1 is presented in Figure 22.

Figure 22

Session 1 Summary

2. Session 2 (60 minutes): During the second session, students applied the structures they learned through conversation. Both groups were given cards with questions, such as *"What do you **enjoy** do**ing** on the weekends?"* to encourage the use of the learned structures (see Appendix L: The Q&A Task). To promote engagement, students were paired up to answer these questions. To ensure active participation, one student was prompted to ask a question, listen to their partner's response, and write it down. Subsequently, a teacher would randomly select students to share their partner's answer. For instance, *"Student B enjoys going out with his friends on the weekends."*

Following this, students addressed the remaining 18 lines for the second session (Appendix J. Gerund and Infinitive Gap-fill Exercise 2 (Session 2)). The procedure for checking answers was the same as in the first session for both groups.

The summary of Session 1 is presented in Figure 23.

Figure 23

Session 2 Summary

3. Session 3 (60 minutes):

This session began with the task named “Believe It or Not” (Appendix M. The “Believe It or Not” Game). The procedure, provided by Pearson Education Limited, required students to work in pairs and fill out individual worksheets. They were tasked with completing sentences using either a gerund or an infinitive. If a statement was followed by a ✓, it had to be true for the student. Conversely, if a statement was followed by a ✗, students were to complete it with fictional information about themselves. Subsequently, each student read one statement to their partner, who then had to guess whether the information was true or false.

Upon completion of the exercise, both groups proceeded to the posttest. After the posttest, students from both the experimental and control groups were asked to complete the postquestionnaires. Although the control group did not receive any musical accompaniment, they were still required to fill out the questionnaire to assess their engagement, motivation, and attitudes towards the classes.

The summary of Session 3 is presented in Figure 23.

Figure 24

Session 3 Summary

Four weeks after the sessions, students were given the delayed posttest which aimed at measuring mastering the material effect. The delayed posttest consisted of 15 sentences with a blank space between the first verb and the rest part of a sentence. The idea of the task was not to see whether they could find a correct verb in their inventory or not but to see if they used the correct verb of the verb that followed the first verb. For example, in *"I will not_____ any form of bullying in my classroom."* students could write *"tolerate"*,

"accept" or any other verb of their choice even if the verb did not fit the sentence in terms of context. All the answers with infinitives without *"to"* were accepted and counted as correct, the answers with gerunds or infinitives with *"to"* were counted as wrong since the initial idea was to check how well they remembered which verbs required using infinitives or gerunds.

Figure 25

The Delayed Posttest Summary

In the forthcoming chapter, results from the pre and posttests of the Repeated Measures ANOVA, outcomes from the postquestionnaires of the Chi-Square Goodness of Fit test, and findings from the two-sample independent t-test of the delayed posttest are presented.

Chapter 4: Results

This section presents the outcomes of our study, including statistical test results, descriptive analyses, and coded data.

The total sample size was 75 participants (n = 75), divided into two distinct groups as shown in Table 1 (see Table 1: The experimental and the control group distribution), with two groups per level.

The Repeated Measures ANOVA was performed to determine whether students in the experimental group showed a statistically significant improvement in the understanding of gerunds and infinitives after incorporating music into the English language lessons. This was done by analyzing the pre and posttests assessments.

First, the results were compared between the experimental group and the control group within BAT 1 to identify any significant differences in performance. Similarly, the experimental group and the control group were compared within BAT 2. Finally, the results for both the experimental and control groups across BAT1 and BAT2 were presented to provide a broader perspective.

Shifting the focus to the post-questionnaires administered to both groups, the Chi-Square Goodness of Fit test was used to determine if there are significant differences in participants' impressions of the sessions.

Finally, the two-sample independent t-test was conducted to analyze the delayed posttest results. This test allowed us to compare the performance of the experimental group against the control group and assess whether there was a better long-lasting effect of music.

4.1. The Repeated Measures ANOVA

The Repeated Measures ANOVA was performed to explore how incorporating songs in the classroom impacted students' overall scores on the infinitives versus gerunds topic. The goal was to compare the means of two groups, namely those who received instruction through songs and those who did not, across both pretest and posttest assessments. Specifically, it was conducted to determine whether there was a significant difference in performance (scores) between these groups. In this study, the independent variable was the presence or absence of music instruction (songs vs. no songs), while the dependent variable was the scores achieved by each group.

4.1.1. The Repeated Measures ANOVA BAT 1

As depicted in the contingency table for the repeated measures ANOVA (see Table 2), there is a significant difference in the *Testing*: F (1, 15) = 7.694, p= 0.014, with a small to medium effect size of $\eta^2 = 0.014$. However, this divergence does not appear in the groups, as the main effect of the *Group* variable is not strong enough to be statistically significant: F (1, 15)= 2.639, p= 0.125, with a large effect size of $\eta^2 = 0.141$. Moreover, the interaction effect between *Group* and *Test*ing is also not significant: F (1, 15) = 1.159, p= <0.229.

Table 2

ANOVA: Student Groups and Tests BAT 1

Within Subjects Effects

Cases	Sum of Squares	df	Mean Square	F	p	η²
Group	907.516	1	907.516	2.639	0.125	0.141
Residuals	5157.734	15	343.849			
Testing	92.641	1	92.641	7.694	0.014	0.014
Residuals	180.609	15	12.041			
Group ✻ Testing	8.266	1	8.266	1.159	0.299	0.001
Residuals	106.984	15	7.132			

Note. Type III Sum of Squares

As depicted in the contingency table for the repeated measures ANOVA (see Table 2), there is a significant difference in the *Testing*: F (1, 15) = 7.694, p= 0.014, with a small to medium effect size of η^2= 0.014. However, this divergence does not appear in the groups, as the main effect of the *Group* variable is not strong enough to be statistically significant: F (1, 15) = 2.639, p= 0.125, with a large effect size of η^2 = 0.141. Moreover, the interaction effect between *Group* and *Test*ing is also not significant: F (1, 15) = 1.159, p= <0.229.

In this instance, the p-value is greater than the significance level of 0.05, indicating that the participants performed differently from the pretest to the posttest, but their group assignment did not appear to be a determining factor. This implies that the *Testing* variable intervention was an important factor in affecting the students' pretest and posttest results. For further insights into these distinctions, refer to the Post Hoc test results (see Table 3).

The Tukey Post Hoc test was conducted to pinpoint specific instances of interaction effects. Tukey's HSD Test for multiple comparisons found that the mean value of the results was significantly different between the Experimental Pretest and the Experimental Posttest (p = 0. 038, 95% C.I. = -6.231, -0.019).

Table 3

Tukey Post Hoc Test BAT 1

Post Hoc Comparisons - Group ✻ Testing

			95% CI for Mean Difference				
		Mean Difference	Lower	Upper	SE	t	p_{tukey}
Experimental, Pretest	Control, Pretest	−8.250	−22.387	5.887	4.684	−1.761	0.327
	Experimental, Posttest	−3.125	−6.231	−0.019	1.095	−2.855	0.038
	Control, Posttest	−9.937	−24.120	4.245	4.716	−2.107	0.193
Control, Pretest	Experimental, Posttest	5.125	−9.057	19.307	4.716	1.087	0.702
	Control, Posttest	−1.688	−4.794	1.419	1.095	−1.542	0.427
Experimental, Posttest	Control, Posttest	−6.812	−20.950	7.325	4.684	−1.455	0.486

Note. P-value and confidence intervals adjusted for comparing a family of 6 estimates (confidence intervals corrected using the bonferroni method).

Table 4 presents the descriptives contrasting the pretest and posttest outcomes of the two groups of students. As can be observed, the experimental group scored significantly lower than the control group at the pretest (M = 54.750 in the experimental group and M = 63.000 in the control group). However, when looking at the posttest results, a noticeable disparity appears. The experimental group demonstrates superior performance (M = 57.875) compared to the control group (M = 64.688). To provide a more visual representation of the comparison between the control and experimental groups across the pretest and posttest, descriptives plots have been included (see Table 5).

Table 4

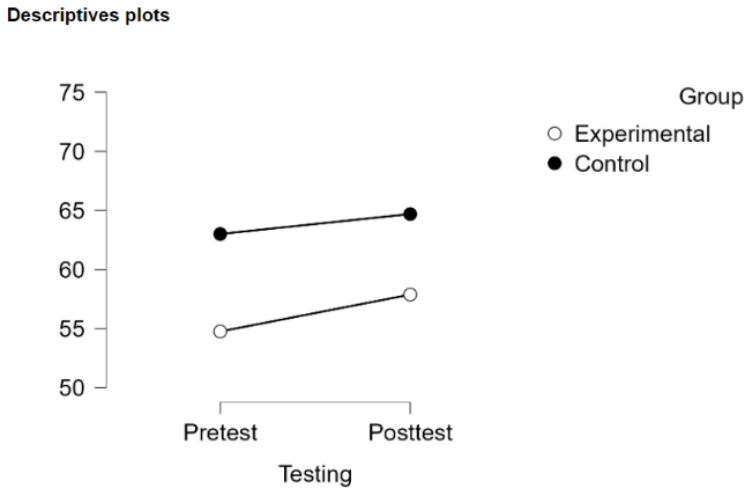
Descriptives comparing the experimental group and the control group in the pretest and posttest performance BAT 1

Descriptives

Group	Testing	N	Mean	SD	SE	Coefficient of variation
Experimental	Pretest	16	54.750	18.599	4.650	0.340
	Posttest	16	57.875	17.412	4.353	0.301
Control	Pretest	16	63.000	6.250	1.563	0.099
	Posttest	16	64.688	5.056	1.264	0.078

Table 5

Descriptives plots showing the different BAT 1 groups and their performance on the pretest and posttest



4.1.2. The Repeated Measures ANOVA BAT 2

As can be seen in the table (see Table 6), among the three factors (*Group*, *Testing*, *and Group * Testing*), only *Testing* appears to be significant: F (1, 18) = 21.060, p= 0.001, with a medium to large effect size of $\eta^2 = 0.082$. In comparison to *Testing*, the *Group* is not significant at all since its p-value is greater than 0.05, namely p=0.438.

Table 6

ANOVA: Student Groups and Tests BAT 2

Within Subjects Effects

Cases	Sum of Squares	df	Mean Square	F	p	η²
Group	171.000	1	171.000	0.628	0.438	0.028
Residuals	4902.500	18	272.361			
Testing	505.474	1	505.474	21.060	< .001	0.082
Residuals	432.026	18	24.001			
Group ⁎ Testing	1.316	1	1.316	0.167	0.688	2.138×10^{-4}
Residuals	142.184	18	7.899			

Note. Type III Sum of Squares

The results of The Tukey Post Hoc test (see Table 7) indicate a significant difference between the Experimental Pretest and the Experimental Posttest, evidenced by a Ptukey value of 0.004 (95% C.I. = -8.567, -1.223), as well as the Control Pretest and the Control Posttest with Ptukey value of 0.001(95% C.I. = -9.093, -1.749).

Table 7

Tukey Post Hoc Test BAT 2

Post Hoc Comparisons - Group ✻ Testing

			95% CI for Mean Difference				
		Mean Difference	Lower	Upper	SE	t	P_{tukey}
Experimental, Pretest	Control, Pretest	3.263	−8.040	14.567	3.841	0.850	0.830
	Experimental, Posttest	−4.895	−8.567	−1.223	1.296	−3.778	0.004
	Control, Posttest	−2.158	−13.651	9.335	3.949	−0.546	0.947
Control, Pretest	Experimental, Posttest	−8.158	−19.651	3.335	3.949	−2.066	0.197
	Control, Posttest	−5.421	−9.093	−1.749	1.296	−4.184	0.001
Experimental, Posttest	Control, Posttest	2.737	−8.567	14.040	3.841	0.713	0.891

Note. P-value and confidence intervals adjusted for comparing a family of 6 estimates (confidence intervals corrected using the bonferroni method).

As can be observed from the descriptives (see Table 8), the experimental group scored higher than the control group at the pretest (M = 61.000 in the experimental group and M = 57.737 in the control group). However, when looking at the posttest results, the experimental group does not demonstrate superior performance (M = 65.895) compared to the control group (M = 63.158). According to the mean, the experimental group improved by 4.895, while the control group's result is 5.421. To provide a more visual representation of the comparison between the control and experimental groups across the pretest and posttest, descriptives plots have been included (see Table 9).

Table 8

Descriptives comparing the experimental group and the control group in the pretest and posttest performance BAT 2

Descriptives

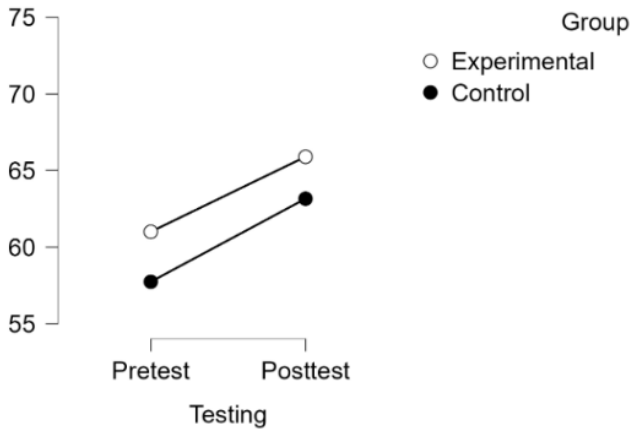
Descriptives

Group	Testing	N	Mean	SD	SE	Coefficient of variation
Experimental	Pretest	19	61.000	10.022	2.299	0.164
	Posttest	19	65.895	9.579	2.198	0.145
Control	Pretest	19	57.737	9.999	2.294	0.173
	Posttest	19	63.158	10.595	2.431	0.168

Table 9

Descriptives plots showing the different BAT 2 groups and their performance on the pretest and posttest

Descriptives plots



4.1.3. The Repeated Measures ANOVA BAT 1 and BAT 2

In the contingency table (see Table 10), a significant difference in the *Testing* case is observed: F (1, 34) = 20.214, p= <0.001, with a small to medium effect size of η^2 = 0.029. The *Testing* factor demonstrates statistical significance due to its low p-value. However, neither the *Group* variable nor the interaction effect between *Group* and *Testing* is

statistically significant: F (1, 34) = 0.240, p= 0.627, with η^2 = 0.006 and F (1, 34) = 1.906, p= 0.176 respectively. The observed difference is relatively modest.

Table 10

ANOVA: Student Groups and Tests BAT 1 & BAT 2

Within Subjects Effects

Cases	Sum of Squares	df	Mean Square	F	p	η^2
Group	81.779	1	81.779	0.240	0.627	0.006
Residuals	11591.471	34	340.926			
Testing	381.150	1	381.150	20.214	< .001	0.029
Residuals	641.100	34	18.856			
Group ✻ Testing	12.007	1	12.007	1.906	0.176	9.292×10^{-4}
Residuals	214.243	34	6.301			

Note. Type III Sum of Squares

Tukey's HSD Test for multiple comparisons (see Table 11) indicates a significant difference between the Experimental Pretest and the Experimental Posttest, evidenced by a Ptukey value of <.001 (95% C.I. = -6.207, -1.564), as well as the Control Pretest and the Control Posttest with Ptukey value of 0.012 (95% C.I. = -5.036, -0.393).

Table 11

Tukey Post Hoc Test BAT 1 & BAT 2

Post Hoc Comparisons - Group ✻ Testing

			95% CI for Mean Difference				
		Mean Difference	Lower	Upper	SE	t	p_{tukey}
Experimental, Pretest	Control, Pretest	−2.114	−10.919	6.690	3.150	−0.671	0.907
	Experimental, Posttest	−3.886	−6.207	−1.564	0.848	−4.583	< .001
	Control, Posttest	−4.829	−13.756	4.099	3.206	−1.506	0.444
Control, Pretest	Experimental, Posttest	−1.771	−10.699	7.156	3.206	−0.553	0.945
	Control, Posttest	−2.714	−5.036	−0.393	0.848	−3.202	0.012
Experimental, Posttest	Control, Posttest	−0.943	−9.748	7.862	3.150	−0.299	0.991

Note. P-value and confidence intervals adjusted for comparing a family of 6 estimates (confidence intervals corrected using the bonferroni method).

The descriptives (see Table 12) demonstrate that the control group scored higher than the experimental group at the pretest (M = 58.143 in the experimental group and M = 60.257 in the control group). However, when looking at the posttest results, the experimental group demonstrates superior performance (M = 62.029) compared to the control group (M = 62.971).

Table 12

Descriptives comparing the experimental group and the control group in the pretest and posttest performance (BAT 1 & BAT 2)

Descriptives

Descriptives

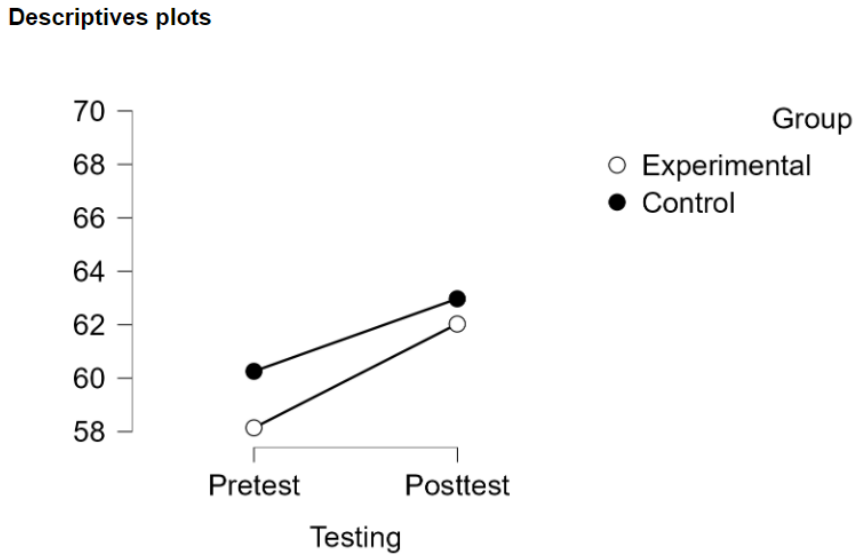
Group	Testing	N	Mean	SD	SE	Coefficient of variation
Experimental	Pretest	35	58.143	14.689	2.483	0.253
	Posttest	35	62.029	14.282	2.414	0.230
Control	Pretest	35	60.257	8.893	1.503	0.148
	Posttest	35	62.971	8.870	1.499	0.141

Although the control group exhibited a higher mean during the pretest stage, the experimental group surpassed the control group in performance during the posttest stage. Over time, both groups demonstrated changes, but the experimental group showed significant improvement from pretest to posttest, while the control group also changed, with a smaller difference.

To provide a more visual representation of the comparison between the control and experimental groups across the pretest and posttest, descriptives plots have been included (see Table 13).

Table 13

Descriptives plots showing the different groups and their performance on the pretest and posttest (BAT 1 & BAT 2)



4.2. The Chi-Square Goodness of Fit Test

The Chi-Square tests were conducted to analyze the postquestionnaires and determine whether the participants of the experimental group and the control group were engaged in the offered activities, evaluating them statistically in relation to their perception of motivation, confidence in the topic, and other relevant factors. In this study, the independent variable was the presence or absence of music instruction (songs vs. no songs), while the dependent variable was student's impressions including motivation.

The results indicate that the responses of the students in the experimental group (refer to Table 14) are significant for all questions, with one exception: the p-value of each chi-square test is less than 0.001. In the control group (refer to Table 15), the responses to all questions were statistically significant, with the p-value for each chi-square test being less than 0.001, except for one question which had a p-value of 0.051. Therefore, similar

responses can be expected if the study were repeated using a similar population. Moreover, for most questions (except one), the majority of participants in both the experimental and control groups chose the answer "agree" (in the experimental group, at least 10 out of 35 participants and 17 out of 40 in the control group respectively).

Table 14

The results of The Chi-Square Goodness of Fit of the experimental group (a detailed analysis can be found in Appendix N)

Statements	**χ^2**	**df**	**p**
I am more motivated to learn English after doing this type of exercise.	34.857	4	<.001
I feel confident using this grammatical aspect after learning with songs.	32.857	4	<.001
After listening to the songs, it was easier for me to remember the difference between infinitives and gerunds after listening to the songs.	22.857	4	<.001
I have already studied topics in English with the help of music in the past.	9.429	4	0.051
I liked the songs that were used in this lesson.	29.143	4	<.001
I enjoyed doing the task with music.	43.714	4	<.001
I was surprised that the exercises in the task were music lines.	48.000	4	<.001
I would like other English lessons to be conducted with the use of music.	32.000	4	<.001
I liked the lesson with the use of music.	28.857	4	<.001
I think listening to songs is a great way of learning grammar.	25.143	4	<.001
I think I have learned gerunds and infinitives better through music.	25.143	4	<.001

Table 15

The results of The Chi-Square Goodness of Fit of the control group (a detailed analysis can be found in Appendix O)

Statements	χ^2	df	p
I think I have learned gerunds and infinitives better.	34.250	4	<.001
I feel confident using this grammatical aspect.	33.000	4	<.001
I am more motivated to learn English after these classes.	43.250	4	<.001
It was easier for me to memorize the difference between infinitives and gerunds during these classes.	23.250	4	0.051
I liked the exercises that were used in these lessons.	28.750	4	<.001
I enjoyed the classes.	35.750	4	<.001

The mean, standard deviation, and mode of students' responses to each question are stated in the tables below: Table 16 for the experimental group and Table 17 for the control group, respectively.

Table 16

Chi-Square Goodness of Fit: Descriptive Statistics for Experimental Group

Statements	Mean	SD	Mode
I am more motivated to learn English after doing this type of exercise.	3.486	0.69	3.000
I feel confident using this grammatical aspect after learning with songs.	3.971	0.747	4.000
After listening to the songs, it was easier for me to remember the difference between infinitives and gerunds after listening to the songs.	3.914	0.853	4.000
I have already studied topics in English with the help of music in the past.	3.428	1.219	4.000

Statements	Mean	SD	Mode
I liked the songs that were used in this lesson.	4.142	0.733	4.000
I enjoyed doing the task with music.	4.457	0.780	5.000
I was surprised that the exercises in the task were music lines.	4.142	0.601	4.000
I would like other English lessons to be conducted with the use of music.	4.171	0.707	4.000
I liked the lesson with the use of music.	4.200	0.797	4.000
I think listening to songs is a great way of learning grammar.	4.142	0.879	4.500
I think I have learned gerunds and infinitives better through music.	3.885	0.832	4.000

Table 17

Chi-Square Goodness of Fit: Descriptive Statistics for Control Group

Statements	Mean	SD	Mode
I think I have learned gerunds and infinitives better.	3.800	0.823	4.000
I feel confident using this grammatical aspect.	4.053	0.815	4.000
I am more motivated to learn English after these classes.	3.750	1.127	3.000
It was easier for me to memorize the difference between infinitives and gerunds during these classes.	3.750	0.870	4.000
I liked the exercises that were used in these lessons.	3.850	0.864	4.000
I enjoyed the classes.	3.750	0.809	4.000

Detailed analyses and descriptions of each statement are available in the appendices. For the experimental group, refer to Appendix N, titled “The Results of Questions Answered by The Experimental Group in The Postquestionnaire (The Chi-Square Goodness of Fit)”. For the control group, please see Appendix O, titled “The Results of Questions Answered by The Control Group in The Postquestionnaire (The Chi-Square Goodness of Fit)”.

4.3. The Two-Sample Independent T-Test

The two-sample independent t-test was performed four weeks after the intervention. Its purpose was to compare the means of the two groups and determine whether there was a significant difference in performance, namely scores, between the group that received instruction through songs and the group that did not. In this study, the independent variable was the presence or absence of music instruction (songs vs. no songs), while the dependent variable was the scores obtained by each group.

The results show that the calculated t-statistic is equal to 2.016 with a p-value=0.047 which is less than the common significance level of 0.05 and the size effect of 0.0467 (see Table 18).

Table 18

The results of the delayed posttest Independent Samples T-Test

Independent Samples T-Test

	t	df	p	Cohen's d	SE Cohen's d
TestScore	2.016	73	0.047	0.467	0.238

Note. Student's t-test.

Moreover, the mean of the experimental groups is 12.943 while the control groups' mean is 12.125 (see Table 19), therefore, we provisionary reject the null hypothesis in favor of the alternative hypothesis that using songs in class will positively influence memorization of the grammatical aspect and have a long-lasting effect.

Table 19

The delayed posttest group descriptives results

Descriptives

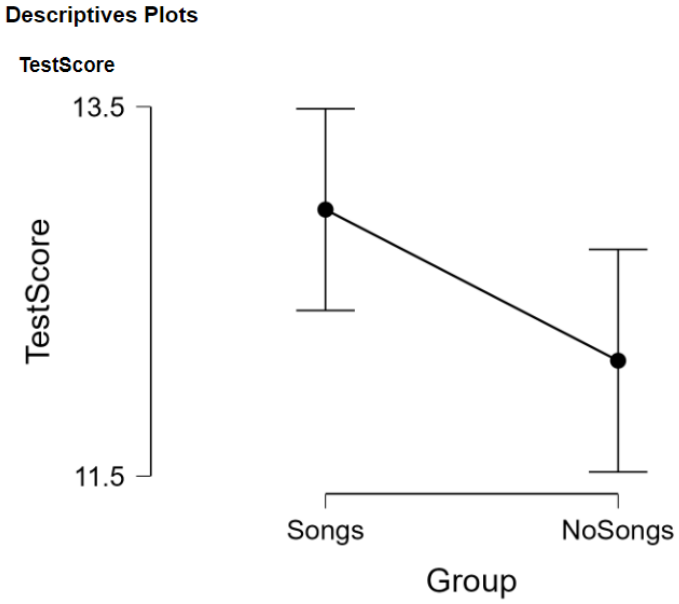
Group Descriptives

	Group	N	Mean	SD	SE	Coefficient of variation
TestScore	Songs	35	12.943	1.589	0.269	0.123
	NoSongs	40	12.125	1.884	0.298	0.155

To provide a more visual representation of the comparison between the control and experimental groups across the delayed posttest, descriptives plots have been included (see Table 20).

Table 20

Descriptives plots showing the different groups and their performance on the delayed posttest



The subsequent section will delve into a comprehensive interpretation and discussion of the results obtained in this study.

Chapter 5: Discussion

This study aimed to explore the potential impact of integrating songs' excerpts into English lessons, with a specific focus on the understanding of gerunds and infinitives by students whose first languages are Catalan and Spanish. The research addressed three main questions related to the effectiveness of music-based language instruction, its influence on motivation, and any long-term effects of incorporating music into lessons.

For **the first research question**, which aimed to compare the effectiveness of using music (music-based instruction) versus traditional teaching methods through pre and posttests, the results indicated that incorporating music into classes enhances students' grasp of gerunds and infinitives (verb + ing or verb + infinitive). This was evident from the overall posttest scores of the experimental group. Both the experimental and control groups demonstrated progress from pretest to posttest. However, the experimental group, which used music during assessments, showed notably higher gains. Specifically, the mean score of the experimental group increased from 58.143 to 62.029, while the control group improved from 60.257 to 62.981. This increase was statistically significant, as indicated by the low p-value ($F(1, 34) = 20.214$, $p < 0.001$). The effect size ranged from small to medium ($\eta^2 = 0.029$), highlighting the potential of music as a tool for language learning among Catalan and Spanish speakers.

However, a more detailed analysis of each group separately revealed different results. In BAT 1, the experimental group outperformed the control group, with a mean increase of 3.125 points compared to the control group's more modest improvement of 1.688 points. In contrast, the experimental group in BAT 2 did not show a similar effect. They scored only

4.895, compared to the control group's score of 5.421. This suggests that while the overall test showed the effectiveness of the method, the results varied when analyzing each group separately.

The one-week duration for the three intervention sessions was supported by a study conducted by Yarmakeev et al. (2016), which showed that after two semesters of teaching grammar and vocabulary using British and American songs, students exhibited significant improvement in their results. Yarmakeev et al.'s study corroborates the positive effects of using music to reinforce learning topics, particularly through folk songs in English language instruction. Although this study adopted a shorter timeframe and not only American and British folk songs, aligning with the one-week intervention period in Yarmakeev et al.'s research, it is worth noting that longer interventions, as suggested by Yarmakeev et al., could potentially yield even better results.

In summary, both groups demonstrated statistically significant improvements. Consequently, **the first hypothesis** - that the experimental group will show a statistically significant improvement in understanding gerunds and infinitives after incorporating music into English language lessons - is provisionally supported, leading to the rejection of the null hypothesis. However, the practical impact of integrating music into language learning over a short period, such as a week, may not be substantial due to the small effect size. This suggests that while students did improve, the difference might not significantly alter their overall learning experience.

The second research question aimed to explore whether incorporating songs into class increases students' motivation to learn English. According to the Chi-Square Goodness

of Fit analysis of Likert scale responses of the postquestionnaires, students in the experimental group, who engaged in the Gerund and Infinitive Gap-fill Exercise, expressed increased motivation to learn English (M=3.486, SD=0.69, $\chi^2 = 34.857$, df=4, p-value <.001). Interestingly, the control group also showed an increase in motivation (M=3.750, SD=1.127, $\chi^2 = 43.250$, p-value <.001), suggesting that factors beyond the intervention itself might have influenced this outcome.

In terms of memorization, the control group's results were not statistically significant ($\chi^2 = 23.250$, df=4, p-value= 0.051), suggesting that the difference in their ability to memorize gerunds and infinitives was not significant. However, the experimental group, which incorporated music, showed a statistically significant improvement in memorization ($\chi^2 = 22.857$, df=4, p-value<.001). This point could be important for further analysis of delayed posttest results.

Regarding the exercises themselves, the experimental group enjoyed the Gerund and Infinitive Gap-fill Exercise more than the control group, who checked the tasks traditionally without using music (M=4.457, SD=0.780, $\chi^2 = 43.714$ for the experimental group vs M=3.750, SD=0.809, $\chi^2 = 35.750$ for the control group). This heightened enjoyment may be attributed to their ability to perceive grammar in practical, real-life contexts, and the feeling that the knowledge can be applied practically every day.

In terms of overall confidence in using gerunds and infinitives after the intervention, both the experimental group (M=3.971, SD=0.747, $\chi^2 = 32.857$, p-value<.001) and the control group (M=4.053, SD=0.815, $\chi^2 = 33.000$, p-value<.001) demonstrated similar levels of confidence. Interestingly, when asked about learning the topic better with the use of music,

the experimental group expressed a lower score ($\chi^2 = 25.143$, df=4, p-value<.001) compared to the control group who learned without music ($\chi^2 = 34.250$, df=4, p-value<.001). This might suggest that the researcher's instruction was assumed by students to be effective even without music.

For the questions asked only to the experimental group, the students were surprised to learn that the lines used in the Gerund and Infinitive Gap-fill Exercise were actually song lyrics (M=4.142, SD=0.601, $\chi^2 = 48.000$, df=4, p-value<.001). They agreed that the selection of songs used for the exercise was appropriate and enjoyable ($\chi^2 = 29.143$, df=4, p-value<.001). Furthermore, they expressed a desire for future classes to incorporate music (M=4.171, SD=0.707, $\chi^2 = 32.000$, p-value<.001), and affirmed their belief that songs are an effective tool for teaching grammar (M=4.142, SD=0.879, $\chi^2 = 25.143$, df=4, p-value<.001).

In relation to previous research, such as by Adara & Taufik (2020) who incorporated songs in every class and observed an increase in motivation, and other researchers such as Kumar et al. (2022), Bsharat et al. (2021), etc. who received responses reflecting widespread positive attitudes and motivations among students, this study showed that the control group, which did not incorporate songs, showed a higher increase in motivation towards language learning.

The second hypothesis stated that using songs in class will positively impact student motivation in the experimental group, the experimental group indeed showed a positive impact on students' motivation. However, it was not high enough in comparison to the control group's result, therefore, the second hypothesis is rejected in favor of the null hypothesis. It is worth noting that the duration of the intervention might have influenced these

results. The short timeframe may not have been sufficient to significantly alter the students' overall perception.

The third research question sought to determine whether the experimental group would experience a better long-term effect (consolidation of material) from the use of music compared to the control group, which was not exposed to songs. To answer this question, students participated in a delayed posttest four weeks after the intervention. The two-sample independent t-test revealed that the experimental group showed a better result, with a t-statistic of 2.016 and a p-value of 0.047, which is less than the common significance level of 0.05. Given that the mean of the experimental group was 12.943, compared to the control group's mean of 12.125, **the third hypothesis**—that using songs in class will positively influence the memorization of grammatical aspects and have a long-lasting effect—is provisionally supported.

This finding aligns with the work of Vishnevskaia & Zhou (2019), who also stated that songs increase memory retention, as well as Kumar et al. (2022), who suggested that this strategy helps learners retain information in their long-term memory. Interestingly, the Chi-Square Goodness of Fit test showed that the control group's personal perception of material memorization was not statistically significant ($\chi^2 = 23.250$, df=4, p-value= 0.051). However, the experimental group showed a statistically significant improvement in memorization ($\chi^2 = 22.857$, df=4, p-value<.001), which was corroborated by this study, as they remembered better and showed superior results.

Kumar et al. (2022) suggest that using music as a teaching strategy aids learners in retaining information in their long-term memory. While students with a high degree of

musical cognitivism may memorize and recall new words more quickly, music in the EFL classroom can still benefit learners who do not possess exceptional musical intelligence. This study suggests that even a brief intervention incorporating songs can impact the memorization of gerunds and infinitives among young adults, compared to traditional teaching strategies.

Chapter 6: Conclusion

This research aimed to explore the effects of integrating songs into English language instruction, with a specific focus on understanding gerunds and infinitives among Catalan and Spanish native speakers. While songs are widely recognized for their benefits in language teaching, their specific impact on grammar learning remains underexplored. This study sought to fill this gap by examining the effectiveness, motivational benefits, and long-term impacts of using songs' excerpts for grammar instruction among young adults, with a particular emphasis on gerunds and infinitives.

The results from the pre and posttests suggest that incorporating music into classes enhances students' understanding of gerunds and infinitives. Both the experimental and control groups showed progress, but the experimental group, which was taught with songs, demonstrated significantly higher gains.

However, when it comes to motivation, this study could not confirm that music is a decisive factor. While both groups showed an increase in motivation, the control group, which did not use songs, showed a greater increase in their motivation towards language learning. This indicates that factors beyond the intervention itself might have influenced this outcome.

In terms of memory retention, the students in the experimental group outperformed those in the control group. This was confirmed by the results of the delayed posttests conducted four weeks after the last intervention, demonstrating superior retention among the experimental group.

While the study achieved most of its objectives, the aspect of motivation remained unconfirmed. Nevertheless, the results underscore the novelty of this research. The innovative approach of systematically incorporating songs' excerpts into grammar lessons, as opposed to traditional usage of entire songs, proved to be effective. This study, therefore, contributes to the field by demonstrating the potential of songs in enhancing grammar instruction, specifically in the context of gerunds and infinitives.

6.1. Limitations of the Study

The interpretation of the study's findings should take into account several limitations. The primary constraint was the limited timeframe for instruction and the experiment itself. The need to cover the curriculum and adhere to the school's annual plans restricted the experiment to only three sessions. Although this ensured efficiency, a longer experiment duration might have yielded more precise results.

Another limitation was the students' preferences. Some students expressed disinterest in the chosen popular songs, which may have affected their engagement with the lyrics and consequently, their concentration.

Despite explicit instructions that no grades would be assigned, instances of cheating were observed during the tests. Some students, having access to the Internet via Microsoft Forms on their laptops, used artificial intelligence to write answers. As a result, these students initially achieved exceptional results in both the pretests and posttests, but their scores were later excluded from all tests.

Partial participation was another limitation. Some students only participated in certain parts of the experiment, leading to their exclusion from the test. A larger participant pool could have led to more accurate and comprehensive results.

Lastly, the familiarity of the topic and instruction method posed a limitation. Some students, already familiar with the topic, showed a lack of interest in relearning it, which could have affected their engagement levels.

6.2. Implications for Further Research

Further research is encouraged to evaluate the efficacy of music integration as a primary pedagogical tool in English instruction. It would be intriguing to investigate whether this approach yields better results with groups who have not previously studied the topic, as opposed to revising the topic as was done in this study. The aim would be to determine if students understand the topic better with music and perform better in posttests.

Additionally, it would be worthwhile to examine if the same degree of long-term retention of the subject matter is maintained.

Potential future research could corroborate whether the inclusion of music that is well-known to students in the learning process significantly increases student motivation, thereby supporting the findings of other researchers who have demonstrated an increase in motivation with the inclusion of music.

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Appendices

Appendix A. The Participant Information Sheet

UNIVERSITAT ROVIRA i VIRGILI

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MODEL DE FULL D'INFORMACIÓ AL PARTICIPANT

TÍTOL DE L'ESTUDI
Testing a More Effective Strategy in the Acquisition of English Grammar

INVESTIGADOR PRINCIPAL / DOCTORAND / ESTUDIANT
[Aleksandra Vasileva – Correu electrònic: aleksandra.vasileva@estudiants.urv.cat –

CENTRE
Department of English and German Studies – Universitat Rovira i Virgili (URV)

INTRODUCCIÓ
Ens dirigim a vostè per tal d'informar-lo sobre l'estudi d'investigació en el que se'l convida a participar.

Aquest estudi ha estat aprovat pel CEIPSA de la Universitat Rovira i Virgili.

La nostra intenció és que rebi la informació correcta i suficient perquè pugui avaluar i decidir si vol o no participar en aquest estudi. Per aquest motiu, llegeixi aquest full informatiu amb atenció i nosaltres li aclarirem els dubtes que li puguin sorgir Addicionalment, li informem que vostè es lliure de consultar amb les persones que consideri oportú abans de decidir sobre la seva participació a l'estudi.

PARTICIPACIÓ VOLUNTÀRIA
Ha de saber que la seva participació en aquest estudi és voluntària i que pot decidir no participar o canviar la seva decisió i retirar el consentiment en qualsevol moment.

DESCRIPCIÓ GENERAL DE L'ESTUDI
La idea principal de la recerca és investigar si els estudiants mostren millors resultats en el coneixement de certes estructures verbals amb la incorporació de determinades estratègies metodològiques.

BENEFICIS I RISCOS
L'estudi ajudarà potencialment a avançar en la implementació d'una metodologia específica a les classes d'anglès.

L'estudi no suposa cap risc per al participant.

CONFIDENCIALITAT I PROTECCIÓ DE DADES
Tota la informació recopilada sobre les persones participants en el marc d'aquest estudi es mantindrà estrictament confidencial i amb aplicació de les corresponents mesures de seguretat que garanteixin, a més de la seva confidencialitat, la seva integritat, disponibilitat, autenticitat i traçabilitat. Les dades personals recollides per a l'estudi estaran identificades mitjançant un codi i només l'investigador principal i el seu supervisor podran relacionar aquestes dades amb els participants . Mai s'identificarà a les persones participants en cap informe, presentació ni publicació que sorgeixi d'aquest estudi. Per tant, la seva identitat no serà revelada a cap persona, excepte quan sigui requerit pel Comitè d'Ètica al que es sotmet l'estudi amb la finalitat de comprovar les dades i procediments de l'estudi.

Per al tractament de les dades s'utilitzaran els sistemes d'informació propis de la Universitat Rovira i Virgili instal·lats a la seva xarxa informàtica aplicant-se les mesures de seguretat de la informació establertes pel Reial Decret 3/2010 que regula l'Esquema Nacional de Seguretat . Concretament, les dades es recolliran mitjançant qüestionaris i tests i s'introduiran en el

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sistema d'informació Microsoft Forms . Posteriorment, per analitzar les dades s'utilitzarà el programa JASP.

El personal investigador de l'estudi es compromet a complir la Llei orgànica 3/2018, de 5 de desembre, de protecció de dades personals i garantia dels drets digitals, a més del Reglament (UE) núm. 2016/679, del Parlament europeu i del Consell, de 27 d'abril de 2016, relatiu a la protecció de les persones físiques pel que fa al tractament de dades personals, i signarà un compromís de participació i confidencialitat.

La finalitat del tractament de les dades és la participació en l'estudi d'acord amb el consentiment de la persona participant.

La persona participant podrà interrompre la seva participació a l'estudi retirant el seu consentiment en qualsevol moment, sense que sigui necessària la seva justificació. En aquest cas, les dades no es podran eliminar per tal de garantir la validesa dels resultats i complir amb les obligacions legals aplicables a l'estudi, però sí que quedaran codificades de manera que no sigui possible vincular-les a la seva persona.

INFORMACIÓ AMPLIADA SOBRE EL TRACTAMENT DE DADES PERSONALS

De conformitat amb el que disposa la legislació vigent en matèria de protecció de dades aplicable a la Universitat Rovira i Virgili (URV) i publicada a l'apartat "Legislació aplicable" de l'espai "Protecció de dades de caràcter personal" de la Seu Electrònica (https://seuelectronica.urv.cat/rgpd/), es posa en coneixement de les persones interessades la informació següent:

a) Qui és el responsable del tractament de les seves dades?

• **Identificació**	Universitat Rovira i Virgili CIF: Q9350003A
• **Adreça Postal**	Carrer de l'Escorxador, s/n 43003 Tarragona
• **Dades de contacte dels DPD**	DPD - Delegats de protecció de dades de la URV Correu electrònic: dpd@urv.cat

b) Quines dades personals tractem i amb quina finalitat?
Les dades personals són tractades amb la finalitat de participar en el projecte de recerca en els termes que es descriuen al full d'informació al participant. En el cas que l'estudi prevegi la publicació, difusió i reutilització dels resultats obtinguts incloent dades personals, les dades personals seran utilitzades per a aquesta finalitat sempre que l'interessat hagi atorgat el seu consentiment.

c) A quins destinataris es comunicaran les seves dades?
En el marc del tractament mencionat, les seves dades no es cediran a tercers tret que existeixi obligació legal o s'indiqui expressament en el full d'informació al participant.

d) Quina és la legitimació per al tractament de les seves dades?
La legitimació d'aquest tractament es basa en el consentiment que dona la persona interessada de forma expressa.

e) Quines mesures de seguretat apliquem en el tractament de les seves dades?

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La Universitat es responsabilitza d'aplicar les mesures de seguretat i la resta d'obligacions derivades de la legislació de protecció de dades de caràcter personal, d'acord amb l'Esquema Nacional de Seguretat, Reial Decret 3/2010.

En aquest sentit, La Universitat Rovira i Virgili s'ha dotat d'una Política de Seguretat que pot ser consultada a la secció sobre "Legislació i normativa" de la pàgina web de la Universitat dintre de "Normativa pròpia" i "Altres normes", http://www.urv.cat/ca/universitat/normatives/altres-normes/.

Addicionalment, al Full d'informació al participant es concreten algunes mesures de seguretat específiques que es tindran en compte durant la realització de l'estudi.

f) Quins són els drets dels interessats?
L'interessat té dret a accedir a les seves dades personals; a demanar la rectificació de les dades inexactes; a sol·licitar la cancel·lació i supressió; a oposar-se al tractament, inclosa l'elaboració de perfils; a limitar fins a una data determinada el tractament de les seves dades; i a la portabilitat de les mateixes en format electrònic.

La persona participant pot interrompre la seva participació a l'estudi retirant el seu consentiment en qualsevol moment, sense donar explicacions. En aquest cas, les dades no es podran eliminar per tal de garantir la validesa dels resultats i complir amb les obligacions legals aplicables a l'estudi, però no serà possible vincular-les a la seva persona.

Podrà exercir els drets d'accés, rectificació, cancel·lació, oposició, limitació i portabilitat mitjançant comunicació escrita, detallant motivadament la sol·licitud, adreçada al Registre General (Carrer de l'Escorxador, s/n, 43003 de Tarragona) o mitjançant la seva presentació al Registre General de la Universitat, presencialment o telemàtica, segons s'indica a https://seuelectronica.urv.cat/registre.html.

Així mateix, l'informem que té dret a presentar una reclamació davant l'Autoritat Catalana de Protecció de Dades mitjançant el mecanisme que estableixi. Pot consultar més informació a https://apdcat.gencat.cat/ca/inici.

Finalment, l'informem que podrà sol·licitar informació relacionada amb la protecció de dades personals mitjançant correu electrònic als nostres delegats de protecció de dades a la direcció del dpd@urv.cat.

g) Quant de temps conservarem les seves dades?
El període de conservació de les dades és de 5 anys un cop finalitzat l'estudi, tret que el full d'informació al participant estableixi un període diferent. En qualsevol cas, es conservaran les dades fins a la revocació del consentiment per part de la persona interessada.

Appendix B. The Informed Consent Form

UNIVERSITAT ROVIRA i VIRGILI

Full de consentiment informat

Títol de l'estudi: Testing a More Effective Strategy in the Acquisition of English Grammar
Dades de contacte de l'investigador principal: Aleksandra Vasileva

Jo ..... amb DNI .....

- He llegit el full d'informació al participant sobre l'estudi del qual se m'ha entregat una còpia.
- He pogut fer preguntes i resoldre els meus dubtes sobre l'estudi i la meva participació.
- Comprenc la meva participació a l'estudi d'acord amb allò expressat al full d'informació al participant sobre l'estudi i de les respostes a les meves preguntes, així com els riscos i beneficis que comporta.
- Accepto que la meva participació és voluntària i dono lliurement la meva conformitat per participar a l'estudi.
- Conec que em puc retirar en qualsevol moment de la participació a l'estudi sense que això em pugui causar cap perjudici.
- Estic informat sobre el tractament que es realitzarà de les meves dades personals.
- Dono el meu consentiment per a l'accés i utilització de les meves dades en les condicions detallades al full d'informació al participant sobre l'estudi.

☐**Sí** ☐**No**

I per expressar aquest consentiment, el participant signa en data ..... i lloc ..... aquest full de consentiment:

Signatura del participant .....

Full de consentiment informat 1

Treballs de Fi de Màster

Informació bàsica de protecció de dades

INFORMACIÓ DE PROTECCIÓ DE DADES PERSONALS	
Responsable	El responsable del tractament de les seves dades personals és la Universitat Rovira i Virgili amb CIF Q9350003A i amb domicili fiscal al carrer de l'Escorxador, s/n, 43003 de Tarragona.
Finalitat	Participar en Treballs de Fi de Màster en els termes que es descriuen al full d'informació al participant. En el cas que l'estudi prevegi la publicació, difusió i reutilització dels resultats obtinguts incloent dades personals, les dades personals seran utilitzades per a aquesta finalitat sempre que l'interessat hagi atorgat el seu consentiment.
Drets	Pot exercir els drets d'accés, rectificació, supressió, portabilitat, limitació o oposició al tractament, mitjançant un escrit adreçat al Registre General de la URV a la mateixa adreça del domicili fiscal o mitjançant la seva presentació al Registre General de la Universitat, presencialment o telemàtica, segons s'indica a https://seuelectronica.urv.cat/registre.html.
Informació addicional	Pot consultar informació addicional sobre aquest tractament de dades personals denominat Treballs de Fi de Màster de la URV i els seus drets al Registre d'Activitats del Tractament de la URV publicat a https://seuelectronica.urv.cat/rgpd on també s'hi pot consultar la Política de Privacitat de la URV. Així mateix, pot consultar aquesta informació al Full d'informació al participant sobre l'estudi. Addicionalment, pot adreçar als nostres delegats de protecció de dades qualsevol consulta sobre protecció de dades personals a la direcció de correu electrònic del dpd@urv.cat.

Appendix C. Prequestionnaire

Student’s number:

Your school year:

BAT 1 BAT 2

○ ○

What is\are your **first** language(s)?

Catalan Spanish Other

○ ○ ○

If you chose "**Other**", write your language(s) here:

Do you speak any other languages as a **foreign** language?

Yes No

○ ○

If "**yes**", state them, please.

How long have you been learning English **in school**?

Less than 5 years	5-10 years	More than 10
○	○	○

Have you learned English **in language schools**?

Yes	No
○	○

If **yes**, for how many years?

I've never learned English in language schools	About 1 year	About 3 years	More Than 5 Years	More Than 7 Years
○	○	○	○	○

Are you still studying there?

Yes	No
○	○

Have you had a private English tutor?

Yes	No
○	○

If yes, for how many years?

I've never had a tutor	About 1 year	About 3 years	More Than 5 Years	More Than 7 Years
○	○	○	○	○

Are you still studying with a\the private teacher?

Yes	No
○	○

How motivated are you to learn English?

I'm not motivated at all	Not motivated	I am a little motivated	I am motivated	Highly motivated
○	○	○	○	○

How often do you hear English in your daily life?

I don't hear it at all	Hardly ever	I hear it sometimes	Often	Everyday
○	○	○	○	○

Can you specify where (e.g., a web search, social networks, YouTube, etc.)?

How often do you use English in your daily life?

I don't use English at all	Hardly ever	I use it sometimes	Often	Everyday
○	○	○	○	○

Can you specify where (e.g., a web search, chatting on social networks, writing comments on YouTube, etc.)?

I put effort into learning English

No	I would like to do more	Yes
○	○	○

English grammar is difficult for me

No	I mostly understand it	It is sometimes difficult	It is mostly difficult	Definitely yes
○	○	○	○	○

How good are you at listening in English?

I can't understand anything	I need to concentrate to understand	I sometimes have problems with listening	I rarely have problems with listening	I mostly don't have problems with listening
○	○	○	○	○

How good are you at speaking in English?

I can't express myself in English	It's difficult to express myself	I sometimes have difficulties when speaking English	I hardly have difficulties when speaking English	I feel confident speaking English
○	○	○	○	○

How good are you at writing in English?

I can't express myself in written English	It's difficult to express myself	I sometimes have difficulties when writing in English	I hardly have difficulties when writing in English	I feel confident writing in English
○	○	○	○	○

How good are you at reading in English?

I can't understand anything	I need to concentrate to understand	I sometimes have problems with reading	I rarely have problems with reading	I mostly don't have problems with reading
○	○	○	○	○

Do you think you will need English for your future career?

No	I will unlikely need it	I will likely need it	Yes
○	○	○	○

Appendix D. Postquestionnaire for the experimental group

Student's number:

I am more motivated to learn English after doing this type of exercise.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

I feel confident using this grammatical aspect after learning with songs.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

After listening to the songs, it was easier for me to remember the difference between infinitives and gerunds.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

I have already studied topics in English with the help of music in the past.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

I liked the songs that were used in this lesson.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

I enjoyed doing the task with music.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

I was surprised that the exercises in the task were music lines.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

I would like other English lessons to be conducted with the use of music.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

I liked the lesson with the use of music.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

I think listening to songs is a great way of learning grammar.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

I think I have learned gerunds and infinitives better through music.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

Appendix E. Postquestionnaire for the control group

Student's number:

I think I have learned gerunds and infinitives better.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

I feel confident using this grammatical aspect.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

I am more motivated to learn English after these classes.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

It was easier for me to memorize the difference between infinitives and gerunds during these classes.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

I liked the exercises that were used in these lessons.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

I enjoyed the classes.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
○	○	○	○	○

Appendix F. Pretest and Posttest

Student's number:

1. Use the correct form of a verb from the box to complete the sentences below. Use each verb only once.

believe	be	stay	play	be
go	smoke	read	learn	help

She enjoys
He is good at
She couldn't
They apologized for
He didn't seem
She wants
She quit
They decided
He agreed
He suggested

2. Choose the correct verb forms:

A) Let me ___ you a story.

1) to tell 2) telling 3) tell

B) He keeps ___ his phone.

1) to check 2) checking 3) check

C) I feel like ___ a nap.

1) to take 2) taking 3) take

D) She wanna ___ to the party.

1) to go 2) going 3) go

E) He stopped ___ when he saw the police.

1) to run 2) running 3) run

F) They started ___ as soon as the movie began.

1) to cry 2) crying 3) cry

G) She could ___ a song for us.

1) to sing 2) singing 3) sing

H) He can ___ very fast.

1) to swim 2) swimming 3) swim

I) I didn’t mean _____ your feelings.

1) to hurt 2) hurting 3) hurt

J) He made me ___the dishes.

1) to wash 2) washing 3) wash

K) Try ___ on time.

1) to be 2) being 3) be

L) She tried ___ the door, but it was locked.

1) to open 2) opening 3) open

M) It seems ___ a lot here.

1) to rain 2) raining 3) rain

N) Remember ___ your homework.

1) to do 2) doing 3) do

O) I want ___ a book.

1) to write 2) writing 3) write

P) I will not ___ with you.

1) to argue 2) arguing 3) argue

Q) I can't wait ___ you.

1) to see 2) seeing 3) see

3. Answer the questions using the correct verb form.

Example:

Q: Do you have any predictions for the next year?

A: I think I will_____

My answer: I think I will find a new job and live a happier life.

1) When everything falls apart, what do you do?

I try_____

2) What are your plans after this lesson?

I wanna_____

3) What is a new hobby that you adopted recently?

I have recently started_____

4) What does “a good friend” mean to you?

Being a good friend means_____

5) What is an activity that you tried but failed?

I have tried_____

6) What daily habits or routines do you maintain consistently?

I always need to remember_____

7) What task do your parents encourage you to do regularly?

They make me_____

8) What is an area where you have room for improvement?

I need_____

9) What do you like to do on a rainy day?

When it's rainy, I usually feel like_____

10) Who do you dream of becoming?

I want_____

11) What activity have you quit recently?

I have recently stopped_____

12) When you look outside a window and it is snowing, what might the weather be?

It seems_____

13) What advice would you give to your friends when they are desperate?

Just keep_____

Appendix G. A Delayed Posttest

A delayed test

Student's number:

Use the correct verb (and a form) to complete the sentences below.

1. My teacher lets me _____ my own project topics.
2. Sometimes, I feel like_____ a nap in the afternoon.
3. I wanna_____ homemade pizza this weekend.
4. You should stop_____ about things you can't control.
5. She could_____ her heart racing during the presentation.
6. He keeps_____ when his uncle's birthday is.
7. They want_____ the new art exhibit downtown.
8. I try_____ eating sweets late at night.
9. He tried_____ you several times yesterday.
10. It seems_____ getting colder as the evening progresses.
11. Spring starts_____ new life to the garden.
12. You can_____ your language skills by practicing every day.
13. Please remember_____ the door when you leave the house.
14. The movie made me_____ with its touching story.
15. I will not_____ any form of bullying in my classroom.

83 Verb + *-ing* form

1 Verb + *-ing* form

	VERBS	EXAMPLES
likes and dislikes	*like dislike enjoy love hate prefer (not) mind*	*Do you **like working** here?* *Children often **dislike going** to school.* *I **don't mind getting up** early in the morning.*
ideas and opinions	*suggest consider imagine recommend*	*Jack **suggested going** to the cinema.* *Can you **imagine living** without your mobile phone?*
actions that start, stop or continue	*begin continue delay start stop finish*	*He **began playing** in the second half of the game.* *Stop **making** all that noise!*
other verbs	*avoid miss*	*Do you **miss living** in a big city?*

After *begin, start* and *continue*, we can use an *-ing* form or an infinitive with *to*.
The meaning is the same.

would + like/love/hate/prefer ➤ Unit 84.3

2 Verb + preposition + *-ing* form

	VERBS	EXAMPLES
verbs with prepositions	*give up* (= stop) *talk about* (= discuss) *think of* (= consider)	*I'm thinking **of training** as a nurse.* *She's talking **about changing** her course at university.*

Verbs with prepositions ➤ Unit 100

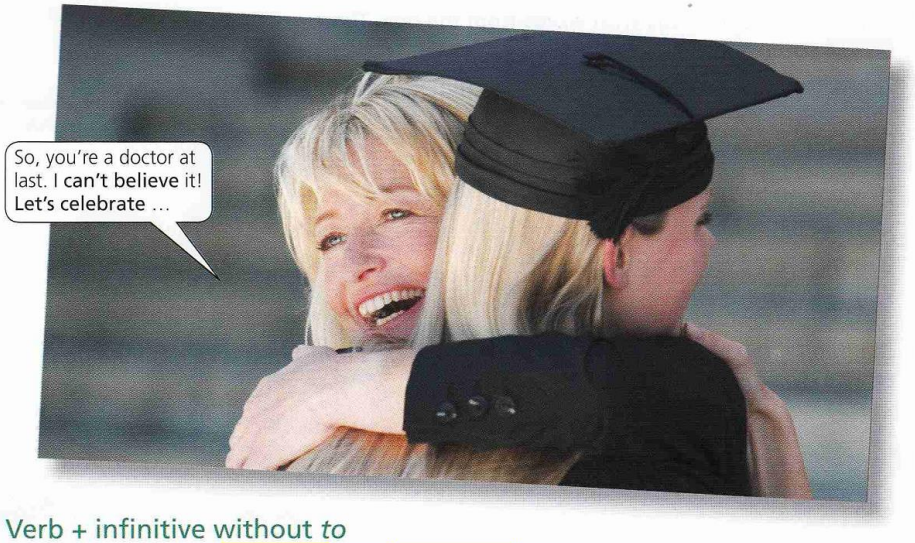
3 *go* + *-ing* form

We sometimes use *go* + *-ing* form to talk about doing sports and other activities:

	VERBS	EXAMPLES
sports and other activities	*go swimming go skating go horse-riding go running go skiing go shopping*	*How often **do** you **go swimming**?* *Last year we **went skiing** in Colorado.*

Spelling of *-ing* forms ➤ page 316

84 Verb + infinitive



1 Verb + infinitive without *to*

We use the infinitive without *to* after modal verbs (e.g. *should, can, must*):
*I **can't believe** it!*
*We **should send** her an email.*
*You **must get** a job soon.*

can fly
could fly
should fly
must fly
may fly
might fly
would fly

!BUT!

have to fly
need to fly
ought to fly

We use *let's* + infinitive without *to* to make suggestions:
***Let's go** to the cinema this evening.*
***Let's celebrate** …*
*I don't like burgers – **let's have** a pizza.*

let me go
make me do

2 Verb + infinitive with *to*

We use the infinitive with *to* after some verbs:

can/can't afford agree arrange ask choose decide deserve expect learn offer plan promise refuse seem want

*What a surprise! I **didn't expect to see** you here.*
*She **wants to find** a better job.*
*Where **did** you **arrange to meet** Danny and Laura?*

After *help* we can use an infinitive with *to* or without *to*; the meaning is the same:
*He **helped to carry** our bags.* or *He **helped carry** our bags.*

⚠ With all the other verbs above we ALWAYS use *to*:
✗ ~~*I want buy some new jeans.*~~
✓ *I **want to buy** some new jeans.*

3 *would + like/love/hate/prefer* +TO

We use the infinitive with *to* after *would ('d) like/love/hate/prefer*:
*My parents **would love to meet** you.*
*I'**d hate to miss** Clara's party.*
***Would** you **like to come** with us on Tuesday evening?*

WOULD -
LIKE -
WOULD LIKE -

Look at the difference between *would like* and *like*:
*I'**d like to sail** around the world.* (= I want to do this in the future.)
*I **like sailing**.* (= I enjoy sailing.)

Appendix I. Gerund and Infinitive Gap-fill Exercise 1 (Session 1)

Choose the correct form of a verb

1. But you only need the light when it's burning low, you only miss the sun when it **starts** _____ (snow), only know your lover when you **let** her _____ (go).
2. **Keep** _____ (roll).
3. Today I don't **feel like** _____ (do) anything I just **wanna** _____ (lay) in my bed.
4. Don't you **stop** _____ (love) me, don't **quit** _____ (love) me, just **start** _____ (love) me.
5. I wish that I **could** _____ be like the cool kids, 'cause all the cool kids, they **seem** _____ fit in".
6. I'm blinded by the lights, no, I **can't** _____sleep until I feel your touch.
7. I never **meant** _____ (cause) you any sorrow, I never **meant** _____ (cause) you any pain, I only wanted to one time see you laughing, I only **wanted** _____ (see) you laughing in the purple rain.
8. That's me in the corner, that's me in the spotlight losing my religion, **trying** _____ (keep) up with you and I don't know if I **can**_____ (do) it.
9. I **tried** my best _____ (feed) her appetite, **keep** her _____ (come) every night, so hard to keep her satisfied. **Kept** _____ (play) love like it was just a game, **pretend**ing_____ (feel) the same. Then turn around and leave again.
10. I **want** _____ (be) a part of it, New York, New York.
11. I must have **called** a thousand times _____ (tell) you I'm sorry, for everything that I've done, but when I call you never **seem** _____ (be) home.
12. So, take my strong advice, just **remember** _____ (always think) twice.
13. I didn't **wanna** _____ (leave) you, I didn't **wanna** _____ (lie), **started** _____ (cry), but then remembered I, I **can** _____ buy myself flowers.
14. Dolla' bills, dolla' bills, **keep on** _____ (fall) for me, I love the way it feels, I **came** here _____ (drop) some money, droppin' all my money
15. I gave a second chance to Cupid, but now I'm left here feelin' stupid, oh, the way he **makes** me _____ (feel) that love isn't real, Cupid is so dumb.
16. Baby, you **can** _____find me under the lights, diamonds under my eyes.
17. Set fires to my forest, and you **let** it _____ (burn).
18. I push you out and you come right back, **don't see a point in** _____(blame) you, If I were you, I'**d** _____ (do) me too

Appendix J. Gerund and Infinitive Gap-fill Exercise 2 (Session 2)

Choose the correct form of a verb

1. **Let's** _____ (raise) a glass or two to all the things I've lost on you.
2. Watch me dance, dance the night away, my heart **could** _____ (be) burnin', but you **won't** _____ (see) it on my face. Watch me dance, dance the night away, I'll still **keep** the party_____ (run), not one hair out of place.
3. Don't **feel like** _____ (pick) up my phone, so leave a message at the tone, 'cause today I swear I'm not doing anything.
4. Soul **starts** _____ (spin) again, I can't **stop**_____ (feel), No, I won't **stop**_____ (feel), and the fun's not fun anymore, I can't **stop**_____ (feel), No, I won't **stop**_____ (feel).
5. Trouble that **can't** _____ (be) named, the tiger is **waiting** _____ (be) tamed.
6. But how can you complain, if it's the way it's **meant** _____ (be)?
7. Cause sometimes I look in her eyes, and that's where I find a glimpse of us, and I **try** _____ (fall) for her touch, but I'm thinkin' of the way it was.
8. They **tried** _____ (**make**) me _____ (go) to rehab, I said no, no, no.
9. I **want** _____ (break) free, I **want** _____ (break) free.
10. When I'm home everything **seems** _____ (be) right.
11. **Remember** _____ (let) her into your heart and then you can **start** _____ (make) it better.
12. Girl, take me back 'cause I **wanna** _____ (stay), save your tears for another day.
13. We **started**_____ (live) in an old house, my mom gave birth and we were checking it out.
14. Devils roll the dice, angels roll their eyes, what doesn't kill me **makes** me_____ (want) you more.
15. Well, I've got thick skin and an elastic heart, but your blade, it **might** _____ be too sharp, I'm like a rubber band until you pull too hard.
16. I do the same thing that I told you that I never would, I told you I'd change, even when I knew I never could, I know that I **can't**_____ (find) nobody else as good as you I **need** you _____ (stay), I **need** you _____ (stay), hey
17. If you **want** _____ (run) away with me, I know a galaxy, and I **can** _____ (take) you for a ride

18. Cause all of the stars are fading away, just **try** _____ (not/ worry), You'll see them someday, take what you need, and be on your way, and **stop**_____ (cry) your heart out

Appendix K. The List of Songs and the Dates of Their Release

Task 1

Song	Released on	Song	Released on
Passenger - Let Her Go	July 24, 2012	Limp Bizkit - Rollin’	June 19, 2000
Bruno Mars - The Lazy Song	February 15, 2011	Rihanna - Love on The Brain	January 27, 2016
Echosmith - Cool Kids	May 31, 2013	The Weeknd - Blinding Lights	November 29, 2019
Prince - Purple Rain	June 25, 1984	R.E.M. - Losing My Religion	February 19, 1991
Maroon 5 - This Love	January 27, 2004	Frank Sinatra - New York, New York	June 21, 1977
Adele - Hello	October 23, 2015	Michael Jackson - Billie Jean	January 2, 1983
Miley Cyrus - Flowers	January 12, 2023	LISA - Money	October 4, 2021
fiftyfifty - Cupid (twin ver.)	February 24, 2023	Dua Lipa – Dance The Night	October 1, 2021
Selena Gomez - Lose You to Love Me	October 23, 2019	Selena Gomez - Fetish (feat. Gucci Mane)	July 13, 2017

Task 2

Song	Released on	Song	Released on
LP - Lost on You	November 20, 2015	Dua Lipa - Dance The Night	October 1, 2021
Bruno Mars - The Lazy Song	February 15, 2011	Franz Ferdinand - Can't Stop Feeling	July 6, 2006
Coldplay - Clocks	March 24, 2003	Kevin Johansen - Everything Is (Falling into Place)	November 23, 2004
Joji - Glimpse of Us	June 22, 2022	Amy Winehouse - Rehab	October 23, 2006
Queen - I Want to Break Free:	April 2, 1984	The Beatles - A Hard Day's Night	July 10, 1964
The Beatles - Hey Jude	August 26, 1968	The Weeknd - Save Your Tears	August 9, 2020
The White Stripes - The Hardest Button to Button	June 7, 2003	Taylor Swift - Cruel Summer	August 23, 2019
Sia - Elastic Heart	January 9, 2015	The Kid Laroi ft. Justin Bieber - Stay	July 9, 2021
Dua Lipa - Levitating	March 26, 2020	Oasis – Stop Crying Your Heart Out	June 17, 2002

Appendix L. The Q&A Task

Ask your partner the following questions and write their answers down.

1. What do you enjoy doing on the weekends?

2. Can you describe something you love doing but your friends dislike?

3. What is something you avoid doing because it scares you?

4. Is there a hobby you have considered starting?

5. Can you tell me about a book you have recently finished reading?

6. What is a country you dream of visiting one day?

7. Is there a skill you plan on learning this year?

8. What is an action that you remember to do every day?

9. Can you talk about a dish you enjoy cooking?

10. What do you hope to achieve in the next five years?

11. Is there a place you've always wanted to visit?

12. Can you name a book you've decided to read this month?

13. What is a dish you would love to learn to cook?

14. Do you have a movie you plan to watch this weekend?

15. What is a skill you're trying to improve right now?

16. Can you tell me about a project you need to start for school?

17. Is there an event you expect to attend shortly?

18. What is something you promise to do for your health?

19. Do you have a goal you aim to reach by the end of the year?

20. What is a game you prefer playing in your free time?

Appendix M. The "Believe It or Not" Game

5 Grammar 2

verb patterns with *-ing* or infinitive

Believe it or not

Target language: verb patterns with *-ing* or infinitive

Activity type: paired guessing game

When to use: Use this activity after Lesson 5.2.

Time taken: 25 minutes

Preparation: Photocopy and cut up one worksheet for each student in the class.

Procedure

Divide the class into two groups. Give one group the Student A worksheet and the other group the Student B worksheet. Ask students to complete the sentences with an appropriate *-ing* or infinitive verb. The statements should be true for them if there is a ✓ after the statement. If the statement is followed by a ✗, students should complete the statement with fictional, untrue information about them. Remind them to use the Reference on page 75 if they are not sure which form to use. Students write individual answers but they can confer with a student in their group over verb forms and to share ideas. Monitor and check sentences.

Put a student from group A with a student from group B. They should not look at each other's worksheets. Each student takes it in turn to read out his/her statements while the other student guesses whether he/she thinks it is the truth or a lie. Students should keep a note of how many they each got right.

When the pairs have finished, get feedback from one or two students in the class about any surprising information and who knows who better.

Answers

Student A worksheet: statements a, b, d, f, j require the *-ing* form

statements c, e, g, h, k, l require the infinitive form

statement i can take either the *-ing* or infinitive form.

Student B worksheet: statements c, d, e, k require the *-ing* form

statements b, h, i, j require the infinitive form

statements f, g, l can take either the *-ing* and infinitive form

Student A

Complete the sentences with a verb in the correct form (*-ing* or infinitive). Where the sentence ends in ✓, write a true sentence about you. Where the sentence ends in ✗, write a false sentence about you.

Name: _____

1 When I was a child I couldn't stand _____ . ✓

2 I love _____ at the weekends. ✓

3 My friends usually help me _____ . ✗

4 Recently, I have stopped _____ . ✓

5 Next year I want _____ . ✗

6 I enjoy _____ during the holidays. ✗

7 My parents didn't allow me _____ when I was young. ✓

8 I never remember _____ . ✗

9 Next year I'll start _____ . ✗

10 I don't mind _____ at home. ✓

11 I've recently decided _____ soon. ✓

12 Last week I agreed _____ . ✗

Student B

Complete the sentences with a verb in the correct form (*-ing* or infinitive). Where the sentence ends in ✓, write a true sentence about you. Where the sentence ends in ✗ , write a false sentence about you.

1 I expect _____ in the near future. ✗

2 My teacher at school advised me _____ . ✗

3 I hate _____ at home. ✓

4 I remember _____ when I was very little. ✓

5 At the moment I'm looking forward to _____ . ✓

6 I started _____ a few years ago. ✗

7 I would like to continue _____ next year. ✓

8 My parents sometimes allowed me _____ when I was young. ✗

9 Last year I refused _____ . ✗

10 I recently advised my friend _____ . ✗

11 I like _____ on Sunday mornings. ✓

12 Next year, I'll stop _____ . ✓

Appendix N. The Results of Questions Answered by The Experimental Group in The Postquestionnaire (The Chi-Squire Goodness of Fit)

Question 1. I am more motivated to learn English after doing this type of exercise.

Multinomial Test

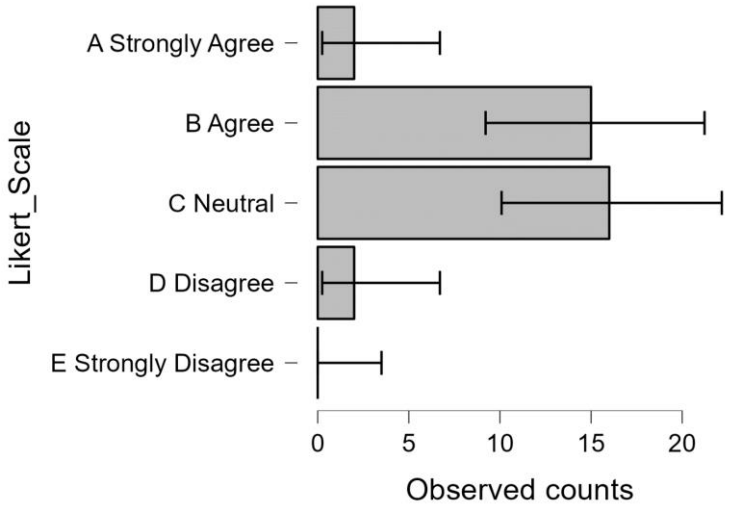
	χ^2	df	p
H_0 (a)	34.857	4	< .001

Descriptives

			95% Confidence Interval	
Likert_Scale	**Observed**	**Expected: H_0 (a)**	**Lower**	**Upper**
A Strongly Agree	2	7.000	0.245	6.705
B Agree	15	7.000	9.213	21.226
C Neutral	16	7.000	10.090	22.174
D Disagree	2	7.000	0.245	6.705
E Strongly Disagree	0	7.000	0.000	3.501

Note. Confidence intervals are based on independent binomial distributions.

Descriptives Plot



Question 2. I feel confident using this grammatical aspect after learning with songs.

Multinomial Test

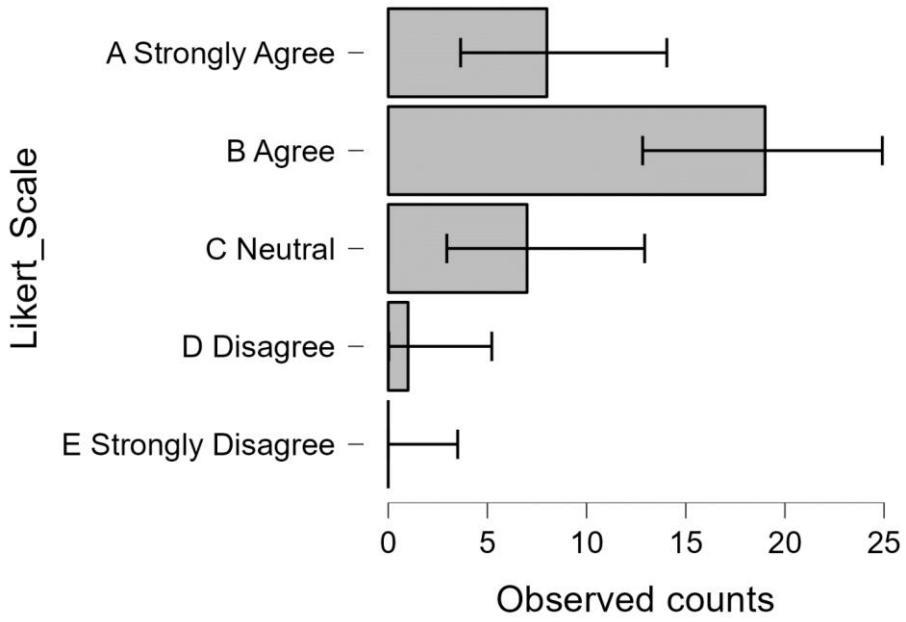
	χ^2	df	p
H_0 (a)	32.857	4	< .001

Descriptives

			95% Confidence Interval	
Likert_Scale	**Observed**	**Expected: H_0 (a)**	**Lower**	**Upper**
A Strongly Agree	8	7.000	3.647	14.048
B Agree	19	7.000	12.826	24.910
C Neutral	7	7.000	2.954	12.928
D Disagree	1	7.000	0.025	5.221
E Strongly Disagree	0	7.000	0.000	3.501

Note. Confidence intervals are based on independent binomial distributions.

Descriptives Plot



Question 3. After listening to the songs, it was easier for me to remember the difference between infinitives and gerunds.

Multinomial Test

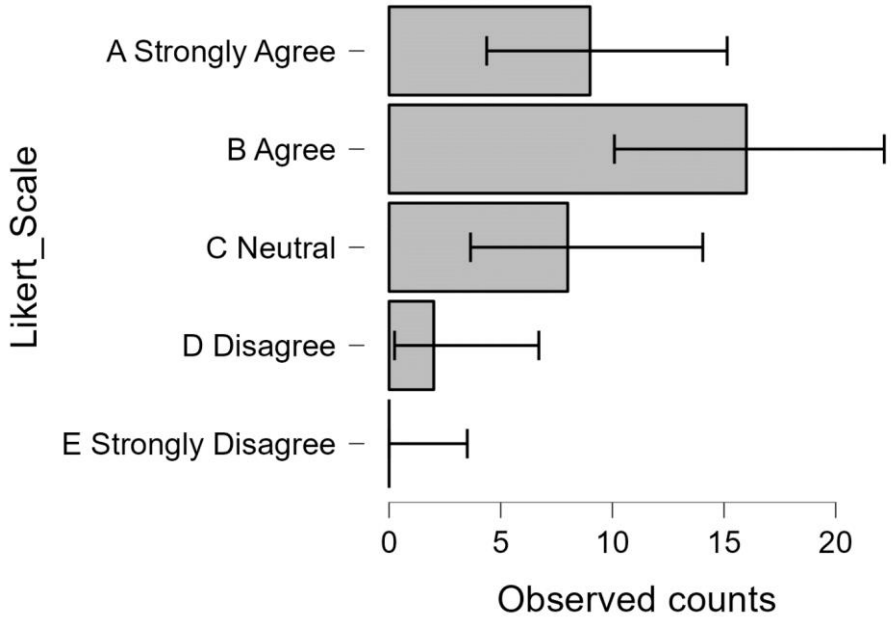
	χ^2	df	p
H_0 (a)	22.857	4	< .001

Descriptives

			95% Confidence Interval	
Likert_Scale	**Observed**	**Expected: H_0 (a)**	**Lower**	**Upper**
A Strongly Agree	9	7.000	4.371	15.140
B Agree	16	7.000	10.090	22.174
C Neutral	8	7.000	3.647	14.048
D Disagree	2	7.000	0.245	6.705
E Strongly Disagree	0	7.000	0.000	3.501

Note. Confidence intervals are based on independent binomial distributions.

Descriptives Plot



Question 4. I have already studied topics in English with the help of music in the past.

Multinomial Test

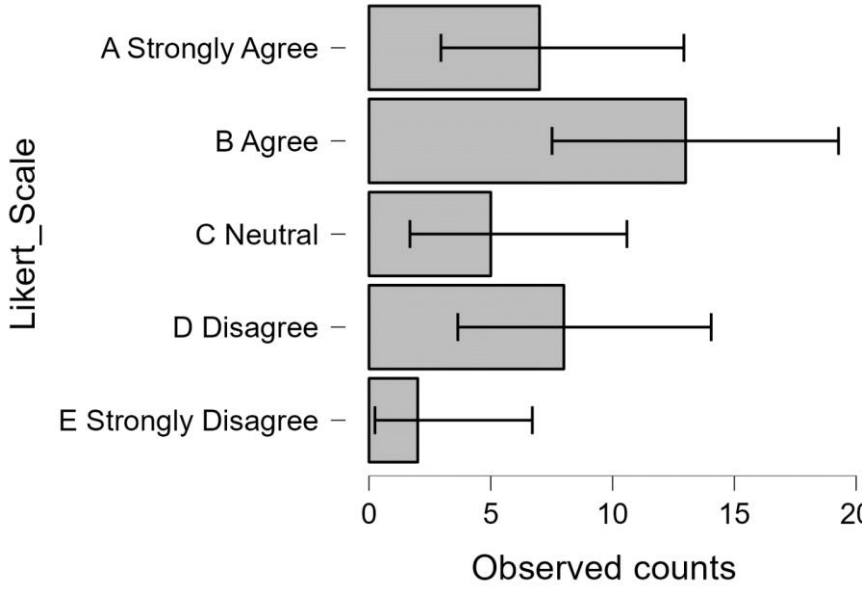
	χ^2	df	p
H_0 (a)	9.429	4	0.051

Descriptives

			95% Confidence Interval	
Likert_Scale	**Observed**	**Expected: H_0 (a)**	**Lower**	**Upper**
A Strongly Agree	7	7.000	2.954	12.928
B Agree	13	7.000	7.516	19.277
C Neutral	5	7.000	1.682	10.590
D Disagree	8	7.000	3.647	14.048
E Strongly Disagree	2	7.000	0.245	6.705

Note. Confidence intervals are based on independent binomial distributions.

Descriptives Plot



Question 5. I liked the songs that were used in this lesson.

Multinomial Test

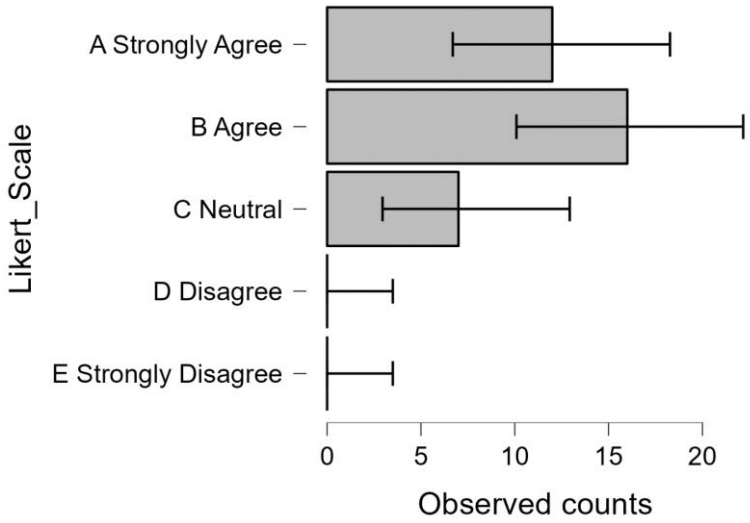
	χ^2	df	p
H_0 (a)	29.143	4	< .001

Descriptives

			95% Confidence Interval	
Likert_Scale	**Observed**	**Expected: H_0 (a)**	**Lower**	**Upper**
A Strongly Agree	12	7.000	6.696	18.274
B Agree	16	7.000	10.090	22.174
C Neutral	7	7.000	2.954	12.928
D Disagree	0	7.000	0.000	3.501
E Strongly Disagree	0	7.000	0.000	3.501

Note. Confidence intervals are based on independent binomial distributions.

Descriptives Plot



Question 6. I enjoyed doing the task with music.

Multinomial Test

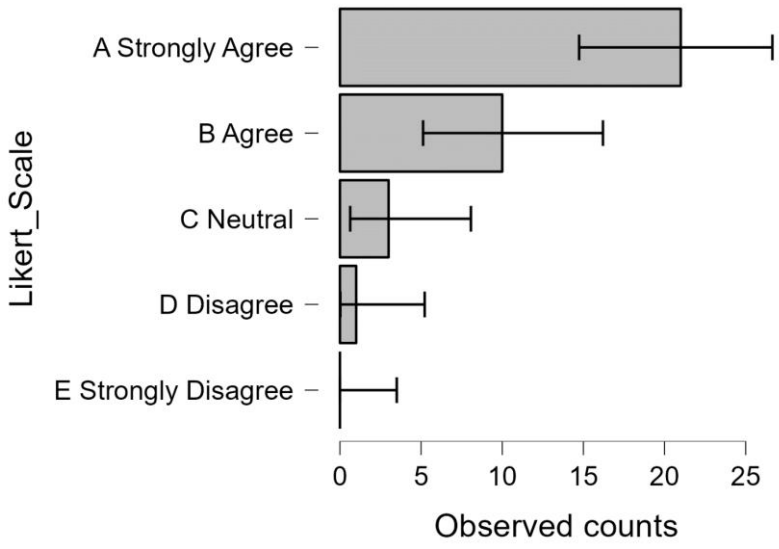
	χ^2	df	p
H_0 (a)	43.714	4	< .001

Descriptives

			95% Confidence Interval	
Likert_Scale	**Observed**	**Expected: H_0 (a)**	**Lower**	**Upper**
A Strongly Agree	21	7.000	14.739	26.645
B Agree	10	7.000	5.122	16.207
C Neutral	3	7.000	0.631	8.070
D Disagree	1	7.000	0.025	5.221
E Strongly Disagree	0	7.000	0.000	3.501

Note. Confidence intervals are based on independent binomial distributions.

Descriptives Plot



Question 7. I was surprised that the exercises in the task were music lines.

Multinomial Test

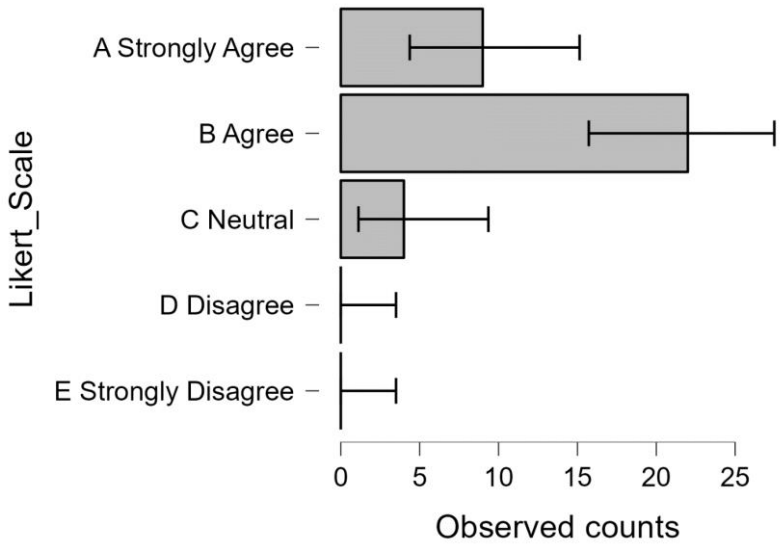
	χ^2	df	p
H_0 (a)	48.000	4	< .001

Descriptives

			95% Confidence Interval	
Likert_Scale	**Observed**	**Expected: H_0 (a)**	**Lower**	**Upper**
A Strongly Agree	9	7.000	4.371	15.140
B Agree	22	7.000	15.723	27.484
C Neutral	4	7.000	1.121	9.358
D Disagree	0	7.000	0.000	3.501
E Strongly Disagree	0	7.000	0.000	3.501

Note. Confidence intervals are based on independent binomial distributions.

Descriptives Plot



Question 8. I would like other English lessons to be conducted with the use of music.

Multinomial Test

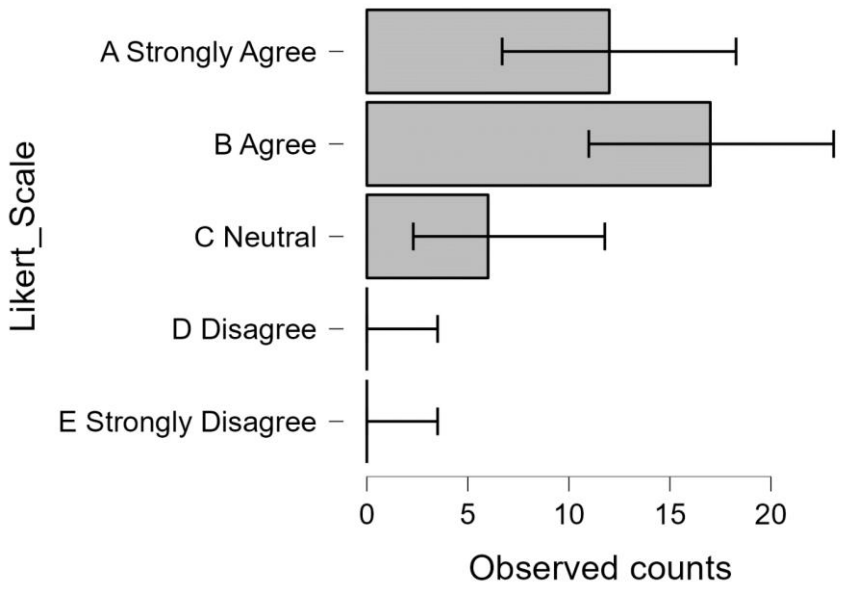
	χ^2	df	p
H_0 (a)	32.000	4	< .001

Descriptives

			95% Confidence Interval	
Likert_Scale	**Observed**	**Expected: H_0 (a)**	**Lower**	**Upper**
A Strongly Agree	12	7.000	6.696	18.274
B Agree	17	7.000	10.984	23.104
C Neutral	6	7.000	2.297	11.777
D Disagree	0	7.000	0.000	3.501
E Strongly Disagree	0	7.000	0.000	3.501

Note. Confidence intervals are based on independent binomial distributions.

Descriptives Plot



Question 9. I liked the lesson with the use of music.

Multinomial Test

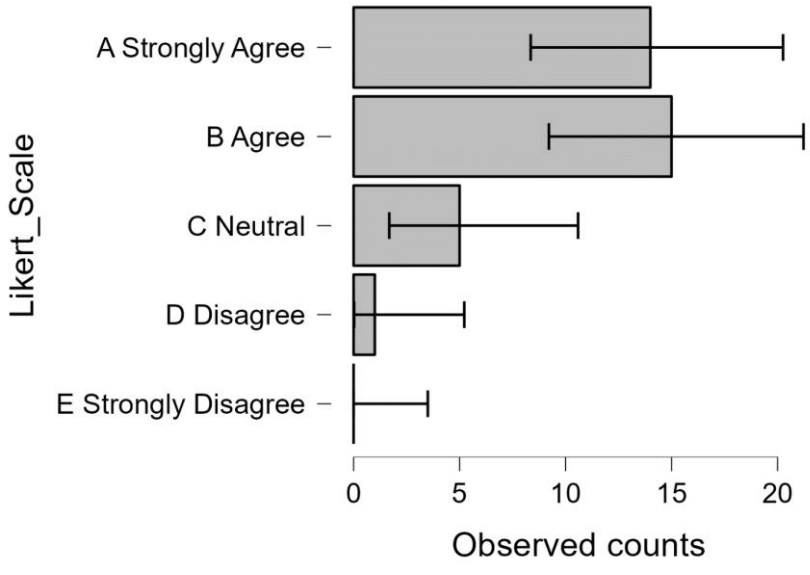
	χ^2	df	p
H_0 (a)	28.857	4	< .001

Descriptives

			95% Confidence Interval	
Likert_Scale	**Observed**	**Expected: H_0 (a)**	**Lower**	**Upper**
A Strongly Agree	14	7.000	8.355	20.261
B Agree	15	7.000	9.213	21.226
C Neutral	5	7.000	1.682	10.590
D Disagree	1	7.000	0.025	5.221
E Strongly Disagree	0	7.000	0.000	3.501

Note. Confidence intervals are based on independent binomial distributions.

Descriptives Plot



Question 10. I think listening to songs is a great way of learning grammar.

Multinomial Test

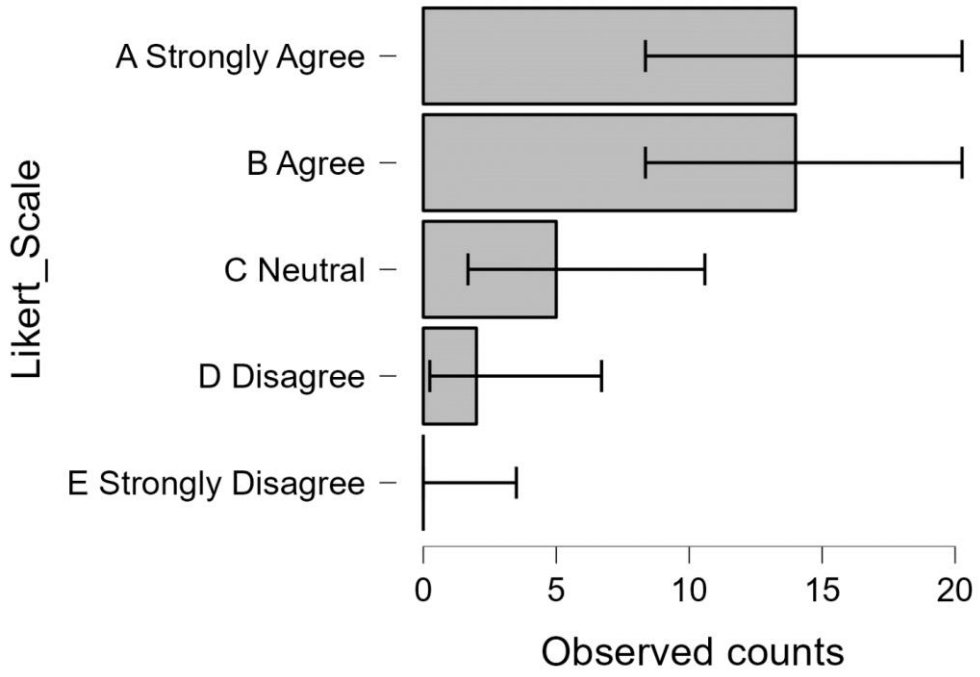
	χ^2	df	p
H_0 (a)	25.143	4	< .001

Descriptives

			95% Confidence Interval	
Likert_Scale	**Observed**	**Expected: H_0 (a)**	**Lower**	**Upper**
A Strongly Agree	14	7.000	8.355	20.261
B Agree	14	7.000	8.355	20.261
C Neutral	5	7.000	1.682	10.590
D Disagree	2	7.000	0.245	6.705
E Strongly Disagree	0	7.000	0.000	3.501

Note. Confidence intervals are based on independent binomial distributions.

Descriptives Plot



Question 11. I think I have learned gerunds and infinitives better through music.

Multinomial Test

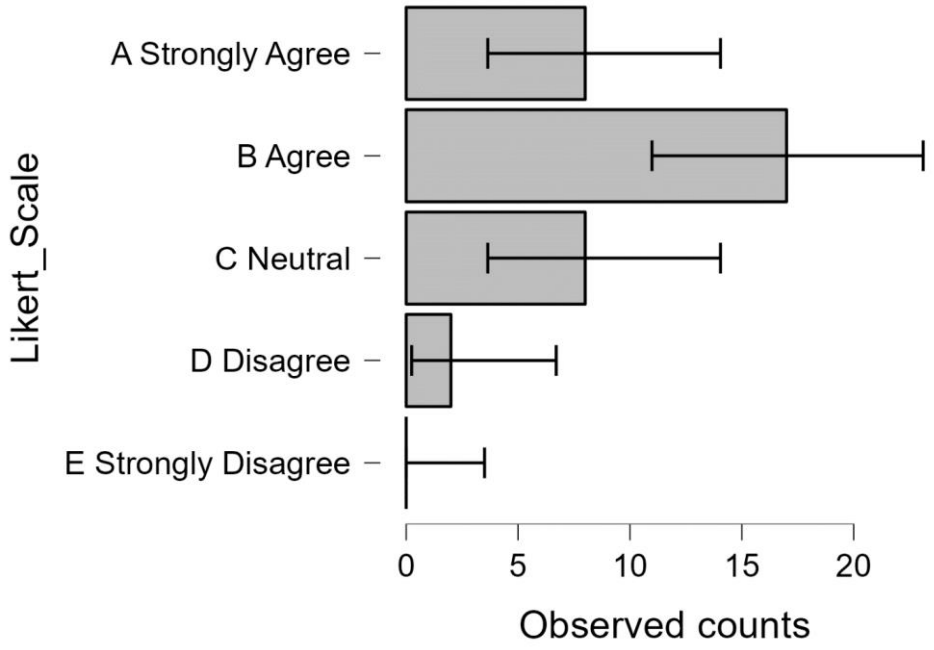
	χ^2	df	p
H_0 (a)	25.143	4	< .001

Descriptives

			95% Confidence Interval	
Likert_Scale	**Observed**	**Expected: H_0 (a)**	**Lower**	**Upper**
A Strongly Agree	8	7.000	3.647	14.048
B Agree	17	7.000	10.984	23.104
C Neutral	8	7.000	3.647	14.048
D Disagree	2	7.000	0.245	6.705
E Strongly Disagree	0	7.000	0.000	3.501

Note. Confidence intervals are based on independent binomial distributions.

Descriptives Plot



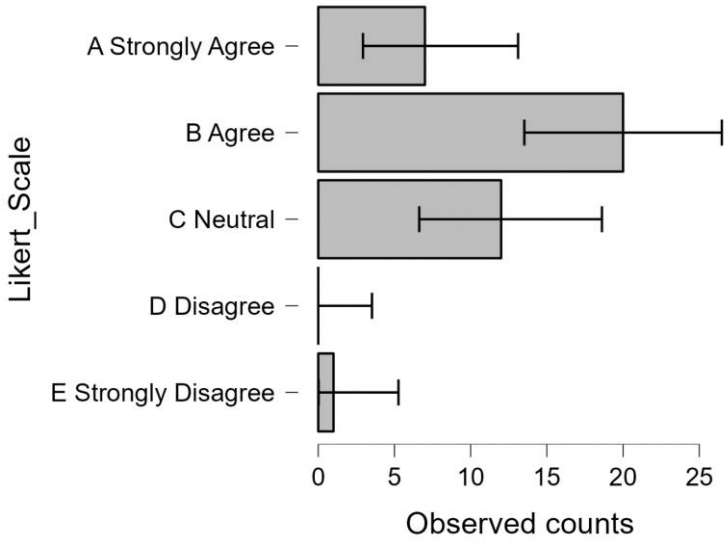
Appendix O. The Results of Questions Answered by The Control Group in The Postquestionnaire (The Chi-Squire Goodness of Fit)

Question 1. I think I have learned gerunds and infinitives better.

Multinomial Test

	χ^2	df	p
H_0 (a)	34.250	4	< .001

Descriptives Plot



Descriptives

			95% Confidence Interval	
Likert_Scale	**Observed**	**Expected: H₀ (a)**	**Lower**	**Upper**
A Strongly Agree	7	8.000	2.935	13.112
B Agree	20	8.000	13.521	26.479
C Neutral	12	8.000	6.625	18.613
D Disagree	0	8.000	0.000	3.524
E Strongly Disagree	1	8.000	0.025	5.263

Note. Confidence intervals are based on independent binomial distributions.

Question 2. I feel confident using this grammatical aspect.

Multinomial Test

	χ^2	df	p
H₀ (a)	33.000	4	< .001

Descriptives

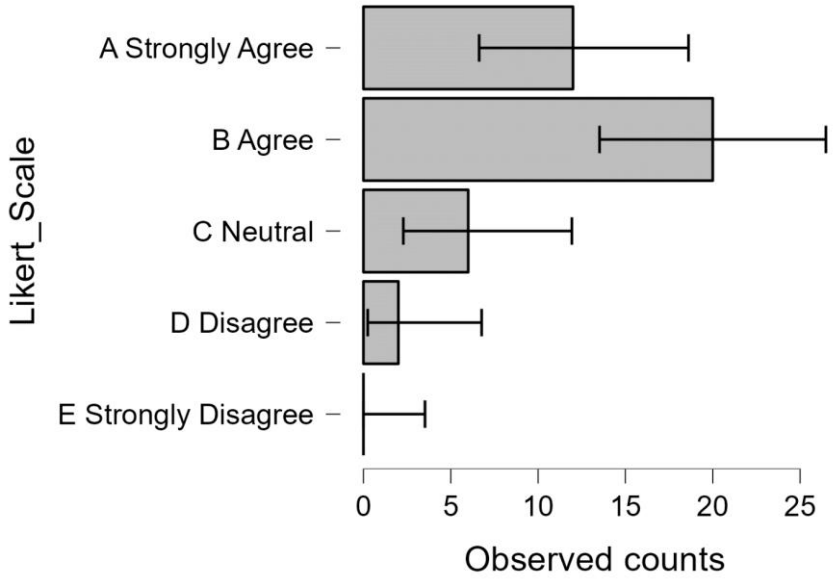
			95% Confidence Interval	
Likert_Scale	**Observed**	**Expected: H₀ (a)**	**Lower**	**Upper**
A Strongly Agree	12	8.000	6.625	18.613

Descriptives

			95% Confidence Interval	
Likert_Scale	**Observed**	**Expected: H₀ (a)**	**Lower**	**Upper**
B Agree	20	8.000	13.521	26.479
C Neutral	6	8.000	2.284	11.934
D Disagree	2	8.000	0.245	6.768
E Strongly Disagree	0	8.000	0.000	3.524

Note. Confidence intervals are based on independent binomial distributions.

Descriptives Plot



Question 3. I am more motivated to learn English after these classes.

Multinomial Test

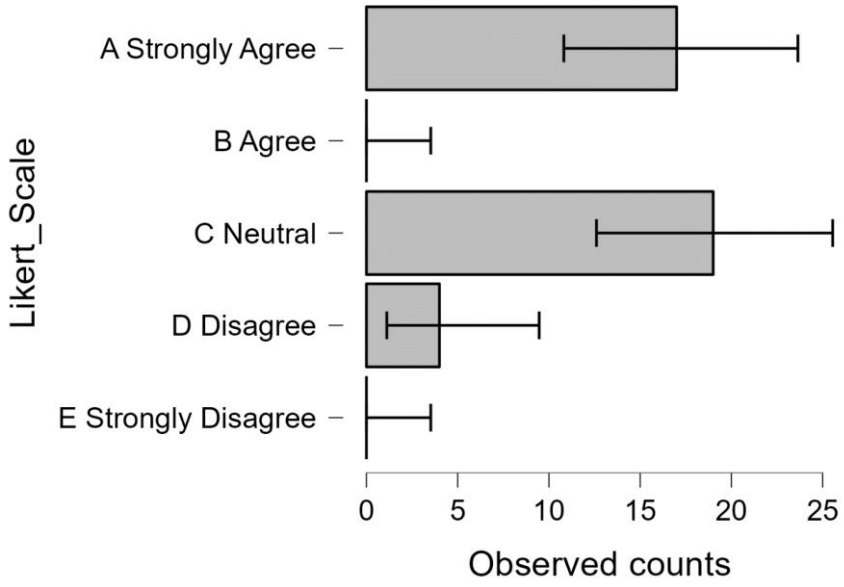
	χ^2	df	p
H₀ (a)	43.250	4	< .001

Descriptives

			95% Confidence Interval	
Likert_Scale	**Observed**	**Expected: H₀ (a)**	**Lower**	**Upper**
A Strongly Agree	17	8.000	10.817	23.644
B Agree	0	8.000	0.000	3.524
C Neutral	19	8.000	12.605	25.549
D Disagree	4	8.000	1.117	9.465
E Strongly Disagree	0	8.000	0.000	3.524

Note. Confidence intervals are based on independent binomial distributions.

Descriptives Plot



Question 4. It was easier for me to memorize the difference between infinitives and gerunds during these classes.

Multinomial Test

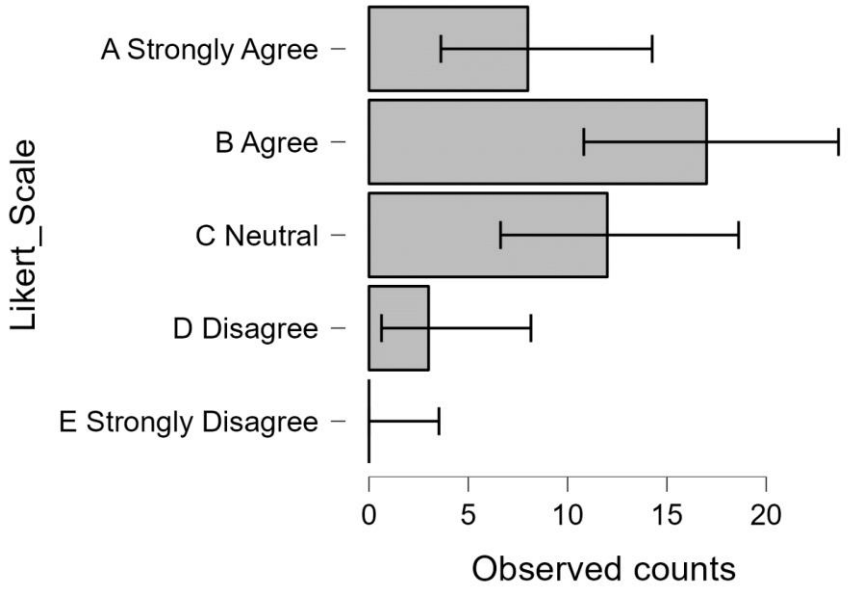
	χ^2	df	p
H₀ (a)	23.250	4	< .001

Descriptives

			95% Confidence Interval	
Likert_Scale	**Observed**	**Expected: H₀ (a)**	**Lower**	**Upper**
A Strongly Agree	8	8.000	3.621	14.259
B Agree	17	8.000	10.817	23.644
C Neutral	12	8.000	6.625	18.613
D Disagree	3	8.000	0.630	8.155
E Strongly Disagree	0	8.000	0.000	3.524

Note. Confidence intervals are based on independent binomial distributions.

Descriptives Plot



Question 5. I liked the exercises that were used in these lessons.

Multinomial Test

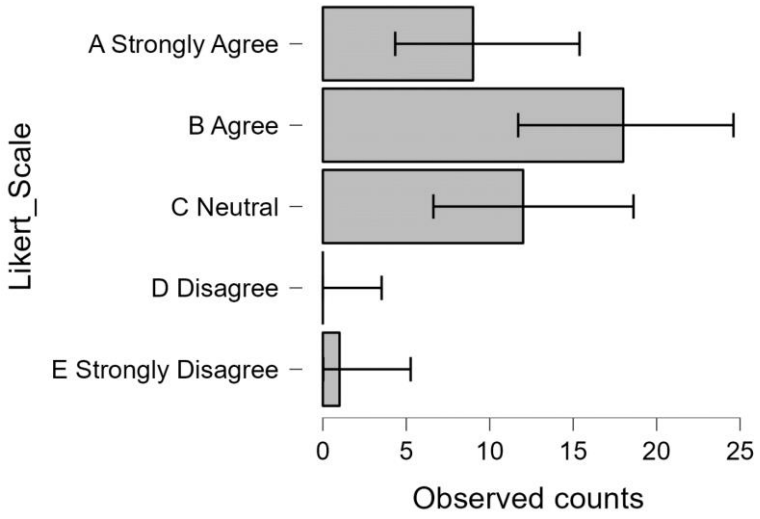
	χ^2	df	p
H₀ (a)	28.750	4	< .001

Descriptives

			95% Confidence Interval	
Likert_Scale	**Observed**	**Expected: H₀ (a)**	**Lower**	**Upper**
A Strongly Agree	9	8.000	4.336	15.380
B Agree	18	8.000	11.704	24.604
C Neutral	12	8.000	6.625	18.613
D Disagree	0	8.000	0.000	3.524
E Strongly Disagree	1	8.000	0.025	5.263

Note. Confidence intervals are based on independent binomial distributions.

Descriptives Plot



Question 6. I enjoyed the classes.

Multinomial Test

	χ^2	df	p
H₀ (a)	35.750	4	< .001

Descriptives

			95% Confidence Interval	
Likert_Scale	**Observed**	**Expected: H_0 (a)**	**Lower**	**Upper**
A Strongly Agree	6	8.000	2.284	11.934
B Agree	20	8.000	13.521	26.479
C Neutral	13	8.000	7.429	19.652
D Disagree	0	8.000	0.000	3.524
E Strongly Disagree	1	8.000	0.025	5.263

Note. Confidence intervals are based on independent binomial distributions.

Descriptives Plot