TOSCANO FUENTES, Carmen María. *Estudio empírico de la relación existente entre el nivel de adquisición de una segunda lengua, la capacidad auditiva y la inteligencia musical del alumnado*. Tesis presentada en el Departamento de Filología Inglesa. Universidad de Huelva. Septiembre de 2010. (Tesis doctoral dirigida por la Dra María del Carmen Fonseca Mora).

Very appropriately, this thesis presents music as an attempt to enhance the experience of L2 learners in the classroom. It sets out to analyse the role played by music in language teaching and learning and shows how previous studies support findings that account for superiority of settings where music was used for language teaching. The results argue convincingly that there is a relationship between L2 acquisition, auditory ability and musical intelligence.

Specialist knowledge and understanding of the literature is immediately and continuously apparent and the findings are supported by statistical analysis and interpreted in a valid way; both quantitative and qualitative data provide a complete picture of the issues being addressed. This thesis makes a very strong case for using music in the foreign language classroom and
The Study was carried out in a school that offered pre-school and primary education to children from 3 to 12 years of age. Teaching was affected by the lack of facilities for languages and music, which is not uncommon in the Spanish education system. A total of 49 students in their final year of primary education participated in the study. Data was compiled through the use of questionnaires, interviews and direct observation of lessons. Three were the hypotheses that the empirical study sought to test:

H1 Students with better auditory skills will learn the foreign language more effectively.

H2 Learners with more advanced auditory abilities will demonstrate higher levels of musical intelligence.

H3 The use of activities that involve music will make the teaching and learning of languages more effective.

The three hypotheses were confirmed. Students who obtained better results in the auditory ability section of the Pimsleur's language aptitude test also achieved better grades in English language and they also got higher marks with regards to musical intelligence. It also seems that most of the students' motivation increased as a result of incorporating musical activities in the foreign language classroom. From the concluding remarks of the thesis, it is clear that the use of instrumental music and tasks related to songs are an efficient resource in the process of teaching and learning a foreign language and can assist in the development of reading, writing, listening and speaking. In sum, a mul-

 highlights the importance of considering individual differences in this context. It also draws on how music can help students with special needs learn a foreign language—a topic that it is yet to receive the attention it deserves—and rightly states that if the appropriate learning approach is in place anyone can learn foreign languages.

On a structural level, the thesis consists of seven chapters, which include an introduction, four theoretical chapters, the study and the conclusion. It is worth noting that the thesis is built upon a very solid theoretical foundation but is never inclined to over-theorise. In brief, Chapter 1 acts as the introduction of the dissertation; Chapter 2 focuses on the influential factors in language learning and pays special attention to the individual differences that might affect the acquisition of languages. It also highlights salient features of mother tongue and foreign language contexts. Chapter 3 examines linguistic aptitude and introduces measurements of language learning aptitude. It also identifies characteristics of good language learners. The first part of Chapter 4 focuses on the theory of multiple intelligences to improve teaching, followed by a section on the relationship between music and language. The importance of auditory input in the foreign language classroom closes the chapter. Finally, Chapter 5 deals with the implications of using music in the foreign language context and concludes with an examination of two language teaching approaches that incorporate music: Suggestopedia and the Tomatis method.
timodal approach is regarded as the
favoured teaching method, a stronger
emphasis on auditory input needs to
be implemented and motivation should
be an essential part of the foreign lan-
guage context.

The findings and potential pedago-
gical implications add to the current body
of research in foreign language teaching
and learning. A thorough bibliography
and very comprehensive annexes com-
plete the work. In terms of presentation,
it is nearly impeccable. Overall the qua-
ity of the investigation is very high and
its originality can be gauged from its
interdisciplinary nature combining three
areas such as second language acquisi-
tion, auditory skills and musical intelli-
gence. Above all, the novelty of the thesis
lies in its two-year study and its subse-
quent implementation at university level,
which demonstrates the author’s highly
commendable work in the area of lan-
guage teaching and research.