



UNIVERSIDAD DE CUENCA

ABSTRACT

Since listening is one of the most important skills when learning a language, it is important to encourage learners from a very early age. English teachers must find effective activities in order to develop this skill. Songs are therefore suitable for teaching English as a foreign language to children of kindergarten, who are the main target of our project.

English teachers must know that children learn by playing, jumping, touching, etc. We should therefore consider the abilities of our young students and take advantage of them, because children play the main role in this process. Teachers are facilitators in the teaching – learning process. For this reason, we have selected and created songs and activities in order to motivate our children to learn English. These activities constitute an example of how teachers can conduct their EFL classes.

English teachers will find the proposed activities useful and motivating. These activities can easily be applied in the EFL classroom in order to enhance children's listening skill as well as their participation in the learning process.

KEY WORDS:

Acquire Language, Listening skill, Sounds, The Tomatis Method, Children, Montessori. Froebel, Musical Intelligences, Activities, Flashcards.



UNIVERSIDAD DE CUENCA

CONTENTS

AUTHORSHIP	I
ACKNOWLEDGMENT	II
DEDICATION	III
ABSTRACT	IV
INTRODUCTION	1
CHAPTER I	
1. CHILDREN OF KINDERGARTEN	2
1.1 How children acquire language.....	2
1.2 Listening as a Fundamental Tool towards English Language Acquisition.....	6
CHAPTER II	
2. MUSIC	10
2.1 English Songs and their Influence in the English Teaching Process.....	10
2.2 Learning English through songs.....	13
2.3 Tomatis Method	17
CHAPTER III	
3. ACTIVITIES USING SONGS	19
3.1 Advantages of The Tomatis Method.....	19
3.2 Activities using songs.....	19
3.2.1 Activity # 1 Head and shoulders.....	20
3.2.2 Activity # 2 Old Macdonald.....	22
3.2.3 Activity # 3 Fruits.....	24
3.2.4 Activity # 4 Show me one.....	26
3.2.5 Activity # 5 The butterflies colors.....	28
3.2.6 Activity # 6 Finger family.....	30
3.2.7 Activity # 7 I love you.....	32
CONCLUSION	34
APPENDIX	35
REFERENCES	66



UNIVERSIDAD DE CUENCA



UNIVERSIDAD DE CUENCA

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUA Y LITERATURA INGLESA**

**Trabajo de Investigación previo a la
obtención del Título de Licenciadas en la
Especialidad de Lengua y Literatura
Inglesa.**

TEMA:

**THE USE OF SONGS TO ENHANCE LISTENING SKILL IN CHILDREN OF
KINDERGARTEN (5-7)**

AUTORAS: Cecilia Ávila.
Mayra Bautista.

TUTORA: Mst. Sandra Cabrera

Cuenca-Ecuador

2011

AUTORAS: Cecilia Ávila - Mayra Bautista.

3



UNIVERSIDAD DE CUENCA

AUTHORSHIP

**ALL THE CONTENT OF THIS MONOGRAPH IS THE EXCLUSIVE
RESPONSIBILITY OF ITS AUTHORS**

Cecilia Avila

Mayra Bautista



UNIVERSIDAD DE CUENCA

ACKNOWLEDGMENT

The development of this project has been possible through the help, collaboration and responsibility of our tutor, Mst. Sandra Cabrera. Also, this project is dedicated to all our educators at the University of Cuenca because they have always encouraged us to finish our major in order to have a successful professional life.

Mst. Catalina Astudillo

Esp. Rafael Argudo

Dr. Ion Youman

Mst. Guillermo Pacheco

Mst. Katherine Henley Youman

Dr. Fabián Rodas

Ing. Gener Ochoa

Lcda. Verónica León



UNIVERSIDAD DE CUENCA

This work is dedicated to my family, especially to my nephews, David, Ariel, and Alejandro because they are angels in my life, and I want to inspire them to study and have a successful life in their future. To my dear mother because she has always been helping me in all the difficult moments of my life.

Cecilia Avila C.

I want to dedicate this work to all my family, specially my loving parents who have guided my steps from childhood until now. My parents were my inspiration in order to get this degree.

Mayra Bautista C.



UNIVERSIDAD DE CUENCA

INTRODUCTION

Our project is focused on how to use songs to enhance Listening skill in children of Kindergarten, which is addressed to students of five to seven years old.

In chapter one, we mention how children acquire language and listening skill as a fundamental tool towards English language acquisition. We believe that by using songs we can encourage listening skill in children of kindergarten because as it is known they cannot read or write yet. However, we can improve pronunciation and encourage listening by making them repeat everything that children hear (sounds, words).

Chapter two refers to the use of English songs based on the Tomatis Method. We believe that the best way to teach English in Kindergarten is through songs because using them; children start to enjoy the English learning process. Children love to sing and we can take advantage of it to teach a foreign language. Besides, we strongly believe that The Tomatis Method best suits our research because the main goal of it is to awaken the desire to learn and communicate in a foreign language. This method is designed to improve the functioning of the ear as it is involved in listening, understanding and communicating.

Chapter three deals with a list of songs and activities, which we propose as a means of learning English as a foreign language in a fun way. When well applied, these activities will motivate children's participation in their own learning process.



UNIVERSIDAD DE CUENCA

CHAPTER I

1. CHILDREN OF KINDERGARTEN

1.1 How children acquire language.

The American linguistic Noam Chomsky proposed the existence of a genetic mechanism for language acquisition. Chomsky stated that there exists a mental capacity which enables an infant to acquire and produce language. In his Physiology today, Chomsky says as follows:

“A child learns to speak his native language not because he has been reinforced for successive approximations to correct speech, but because all people have an inborn capacity for analyzing the language they heard and subsequently interpreting and using that language correctly.” (118)

First of all, we have to know that children have early vocalizations. Children develop the capacity to imitate sounds made by others, and to control the sounds they make. They learn names of people and objects. The development of children’s ability to imitate others reflects their growing ability to produce sounds voluntarily, although the range of voluntary produced sounds always lags behind those produced spontaneously. At the end of the first year, the baby not only imitates the sounds of syllables and words but is beginning to mimic the stress and pitch patterns of those who talk to him. Learning to make syllable sounds is the first step towards preparation for learning words. Imitation and reinforcement also play a major part in the development of children’s vocabulary.

Many investigators have analyzed the behavior of kindergarten’s children, who start to socialize and interact with new friends, classmates, and teachers. When children go to kindergarten, they have better capacities to start a conversation with friends and strange people. They share experiences



UNIVERSIDAD DE CUENCA

and so they feel confident. Their capacities of adaptation make them independent.

Kindergarten teachers can modify the environment of their classrooms with the purpose of producing children socialization. A good environment for kindergarten is not only one with an excellent decoration, but a place where pupils can participate. Moreover, kindergarten teachers can increase social interaction and cooperation by organizing work groups. It is fundamental that teachers are conscious of the impact of such activities on children.

One of the most famous pedagogues, who was interested in children's education, was Frederick Froebel. Froebel, who was born in Germany in 1782, was the founder of the well known "Play Way Method". He acquired some religious instructions from his father who was a religious minded man. Thus, he came into direct contact with nature, which urged him to study natural sciences. At 23, he studied architecture and came into contact with an educator who was running a school on Pestalozzian models (i.e. two major premises: children need an emotionally secure environment as the setting for successful learning; and, instruction should follow the generalized process of human conceptualization that begins with sensation).

The Integrate Method is one of his valued contributions. The Integrate Method consists of a conception where the integrated character and meaningful learning are the most important because Kindergarten is conceived as an Integrated Educational Institution. Froebel explains that through the listening of a song the child can organize all the tasks of a whole semester integrating subjects like history, geography, art, and literature. Froebel considers that the child has the capacity of spontaneous activity.

According to the website, Friedrichfroebel.com, "Froebel changed the way we thought about early childhood education. He designed balls, wooden



UNIVERSIDAD DE CUENCA

blocks, sticks, and rings to demonstrate that children learn by playing". The concept of 'unity' was the driving force of his philosophy and educational practice. His belief in the unity of mankind and nature and of the inanimate world and living things, led to his conviction of the crucial importance of a harmonious relationship among home, school and society. The kindergarten was to be an environment in which children could reach their full creative potential under the protective and interactive guidance of an adult. Play is the highest expression of human development in childhood for it alone is the free expression of what is in a child's soul.

Froebel makes the game a basic instrument of education because the game is one of the clearest necessities of children and when we satisfy it in a natural way, it reaches a high level possible. The game has a meaningful significance in childhood. Also, the use of games in the educational system develops the personal qualities in adult life. If a child satisfies the necessity of games, it trains him to do meaningful activities satisfactorily. Froebel also proposes music, drawing, and conversation in the education of children.

Another, educator, who was concerned about children's education, was Maria Montessori. Montessori was more than just a woman seeking how to better educate young children; she was someone who had a real mission in life, someone who dedicated herself to understand how and why children learn. When Montessori opened her first school and started experimenting with her ideas what happened astonished everybody involved. The young slum children who came from the poorest of backgrounds and were recognized as being typically difficult to control, started to demonstrate changes in their behavior that simply did not fit with what was expected of children. And all this was without any adult intervention. It seemed that the more the children were allowed to be free to choose their own activities within an exciting, structured environment, the happier and more motivated they became. Montessori became increasingly convinced that she had uncovered



UNIVERSIDAD DE CUENCA

the key to the transformation of society and from that time on she dedicated her life to fighting for the rights of children. At the website, montessori-playroom.com, it is claimed that,

"The most important period of life is not the age of university studies, but the first one, the period from birth to the age of six. For that is the time when man's intelligence itself, his greatest implement is being formed. At no other age has the child greater need of intelligent help, and any obstacle that impedes his creative work will lessen the chance he has of achieving perfection."

The Montessori Method emphasizes on preparing the most natural and life supporting environment for the child, observing the child living freely in this environment, continually adapting the environment in order that the child may fulfill his/her greatest potential -- physically, mentally, emotionally, and spiritually. When physical, mental, spiritual, and emotional needs are met, children glow with excitement to play and work, and thus to learn and to create. The Montessori Method of education is a model, which serves the needs of children of all levels of mental and physical ability as they live and learn in a natural, mixed-age group, which is very much like the society they will live in as adults. The main components of the Montessori Method are self-motivation and auto-education. The typical classroom in a Montessori school consists of readily available games and toys, household utensils, plants and animals that are cared for by the children, and child-sized furniture.

At the website, Montessori-playroom.com, it is claimed that, there are 5 main groups of activities about how children acquire language in the Montessori Method.

1. **Practical Life Exercises.** -It includes many of the tasks children see as part of the daily life in their home: washing and ironing, doing the



UNIVERSIDAD DE CUENCA

dishes, etc. They learn to work at a task from beginning to end, and develop their will, their self-discipline, their confidence and their capacity for total concentration.

2. **Sensorial.** -Children build cognitive efficacy by touching, seeing, smelling, tasting, listening, and exploring the physical properties of their environment through the mediation of specially designed materials. These materials have a built-in feedback, and thus the infant develops an inner motivation towards learning.
3. **A sound language foundation is vital.** -The Montessori environment provides rich and precise language, using phonics and sandpaper letters to teach children how to read and write.
4. **Mathematics.** - Materials help the child learn and understand mathematical concepts by working with concrete materials such as beads and number rods.
5. **Cultural.** - Extensions of the sensorial language activities.

By using the “Play way Method”, children start to have a fun and enjoyable learning. Also, this Method encourages children to explore and discover a new knowledge by themselves. Children enjoy the learning process more when they are actively involved in it, rather than just being passive listeners. As English teachers, we should know that playing is a natural way in children’s life. That is why, we need to satisfy this necessity that children want and have in order to get a good environment for teaching English.



UNIVERSIDAD DE CUENCA

1.2. Listening as a Fundamental Tool towards English Language Acquisition.

Listening is one of the most important skills, since it is the first human capacity that human beings develop, even when we are inside the uterus of their mothers. Such is the case, that many women play music when pregnant, to relax their babies.

“Listening is the skill that children acquire first, especially if they have not yet learnt to read. When the pupils start to learn a foreign language, it is going in mainly through their ears and what the pupils hear is their main resource of the language. Of course, we also give them as much visual back-up as possible through facial expression, through movement, through mime and through pictures” (Harmer,21).

Listening is the first and the most important skill that children learn since their early life stages. Children do not have the ability to read or to write. For this reason, English teachers must know how to develop this skill in their students because children’s minds are like open books, where every single word they listen to, is understood and assimilated. Listening is an important communicative skill and a fundamental part of the learning process; in which children absorb and analyze the information they hear, trying to repeat it in their own way. Teaching English to children is easier when fun and interactive songs are introduced in the classroom. Nowadays, we live in a technological era where people use some devices to communicate such as radios, televisions, computers, smart phones, and so on. These devices can also be used as a tool towards English language acquisition. For example, to develop listening skills, it is necessary to learn to listen through songs, videos, television, and so on, making the process of learning a foreign language more fun. The information that children receive (input) is higher than what children produce (output) in kindergarten. For this reason, English teachers need to produce a lot of input in order to motivate



UNIVERSIDAD DE CUENCA

and encourage English learning through the listening skill. Many people believe that listening is a passive skill; however, the hearer plays an important active role because they have to reproduce what they have heard by using some information with a coherent meaning.

“Listening is a skill that many children find difficult, even in the mother tongue. The amount of concentration that a child can bring to a listening activity depends on his/her attention span and the stimulus given. With second language learners, difficulties with sound discrimination, speed of delivery, length of utterance at time allowed for assimilation make listening an even more demanding task.” (Brumfit, Moon, and Tongue, 50).

Learning English is not an easy task, but a very important one. People spend a big amount of time communicating in whatever language. They spend a lot of time listening to others speak or listen to songs, news, lectures, and so on. Recent advances in technology have served to raise the profile of the listening skill in language teaching.

How to Improve English Listening Skills? Most people know that listening is the first skill that we learn in our lives since we are children. When children want to learn another language, English, for instance, the most important thing is to listen, because the key to successfully learning a new language is to practice it as much as possible. There are a lot of ways to improve children’s listening skill, but one of the most important is listening to English songs, according to their age and knowledge. In the website, highreach.com, listening comprehension is stated as,

“a very important skill for a number of reasons. First, being able to recall and understand information is an important pre-reading skill. In order to be a strong reader later on, a child must be able to recall information when it is presented orally. Second, children who have strong listening comprehension skills also tend to be good listeners overall. As adults we often spend most of



UNIVERSIDAD DE CUENCA

our time talking and not enough time listening. Listening is a skill that a child will use throughout his/her entire life. Developing strong listening comprehension skills early on will help each child become a better listener for life. And finally, strong listening comprehension skills also promote thinking and problem-solving skills. When listening to a story, the children begin to develop their own thoughts and ideas about the situations presented in the story”

Listening comprehension is the ability to follow, process, and understand spoken language. Children use their listening comprehension skills when talking to their friends, getting directions from a teacher, watching their favorite cartoons, and most importantly for discussion. Indeed, two of the best ways to help children build their listening comprehension skills is to read and listen to stories or songs from a very young age.

Listening is an important part of communication; although many people do not focus on speech, a good listener becomes a good speaker. Also, a baby starts speaking after listening to the words his/her parents and other adults say. Therefore, the human beings learn to speak through listening. Given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective listeners. Language learning depends on listening because it provides the audio effort that serves as the basis for language acquisition and enables learners to interact in spoken communication. For that reason, teachers help students develop a set of listening strategies and match appropriate strategies to each listening situation.

Enhancing listening skills is one of the most difficult tasks for any English Teacher. This is because successful listening skills are acquired over time and with lots of practice. One of the largest inhibitors for students is often mental block. While listening, a student suddenly decides that he or she doesn't understand what is being said.



UNIVERSIDAD DE CUENCA

English teachers should know how to enhance listening skills in young learners, since pupils are just starting to acquire a foreign language. Young children cannot read or write even in their mother tongue, and because of this, teachers play an important role in their education. They have to look for interesting and fun activities in order to get the attention of their students. A good way to do it is through songs because children love to listen to and sing them.



UNIVERSIDAD DE CUENCA

CHAPTER II

2. MUSIC

2.1. English Songs and their Influence in the English Teaching Process.

Music is an essential part of human existence. Music is a universal language that people use to express their thoughts and feelings about their inner world as well as their social world. Also, it is important because it helps to express in ways that people cannot with normal talking.

“Music motivates. People listen to music for pleasure. Teachers have for a long time recognized that they can use songs to motivate students and provide variety in a lesson. Variety is especially important for younger students, who often have very little internal motivation for entering a language classroom. There is widespread interest in pop songs among people of this age group, and songs can be very profitably exploited in language-learning activities” (Hancock, 7).

Music provides a positive environment which allows students interaction and cooperation among them. Also, music is a powerful tool for understanding other cultures because it is a great motivator for thinking and feeling.

The use of English songs is a good technique that teachers use to teach children a foreign language. Songs are a great tool to use in a language classroom, but everything depends on the teacher and his or her ability to use them in numerous ways. Songs can develop meaningful knowledge; however, it's a little difficult to find a song that might be interesting for every student in class.

Using songs for teaching English as a foreign language is definitely positive. Moreover, you can teach something while your students listen to a



UNIVERSIDAD DE CUENCA

song. To call student`s attention, it depends a lot on the teacher`s strategies and activities to motivate learners.

“Young children do not usually ask to learn a foreign language. From their position in society they are not often confronted with problems of communication with speakers of other languages. They are not motivated to learn another language in the way that older learners might be. If they take part in a foreign language course with success (i.e. they learn something), the motivation has to come from another source. “(Brumfit, Moom, and Tongue, 98).

Mark Huy Lê, from the University of Tasmania, claims that music is a powerful international communication, which can be shared and enjoyed by people of different cultures. Although music has been an important aspect of school culture, its role in language learning has not received great attention because some teachers do not believe in it. When teaching a foreign language, it is imperative to use new and interesting techniques. Young learners, for instance, learn by listening to music because they do not know how to write, and thus the way they learn is by singing an interesting song.

At the website, busyteacher.org, it is stated that songs are very important in the complex process of teaching English as a second language. Teachers need to be creative because music is an effective way to add some fun to the EFL classroom. When selecting a song, the teacher should look for one with functional English. The teacher must also be totally aware of why he / she has selected this or that song and why it is useful for the students. Many students like the variety and change of pace and the repetitive nature of songs makes music a valuable educational tool for language teachers.

The power of music is very important in teaching English to young children because music can help to develop warm and loving relationships and satisfy children`s experiences. A teacher does not need to be a musical



UNIVERSIDAD DE CUENCA

expert to share singing and dancing with them. Teachers only need to have enthusiasm and enjoy each possible moment with them. Also, music helps to learn a new language in an easy way because many students like the variety and change of rhythm and the repetitive nature of songs make music a valuable educational tool for language teachers.

According to the professional, Linda Adamson, Director of Love to sing Ltd., there is a good way to make children sing, i.e. asking students what kinds of songs they like the most, and thus look for similar songs to sing in the EFL classroom."As a mum, teacher, music lecturer and music facilitator I have seen the social, cognitive, physical and emotional benefits that music brings into children's lives." (Adamson).The main purpose of music education is to actively involve the child in meaningful music experiences that will develop music concepts and skills appropriate to individual functioning levels.

Principles for teaching and learning promoting the learning and achievement of pupils are a main aim of school education. Teaching and learning are what ultimately make a difference in the mind of the learner, and thus affect knowledge, skills, attitudes and the capacity of young children to contribute to contemporary societies.

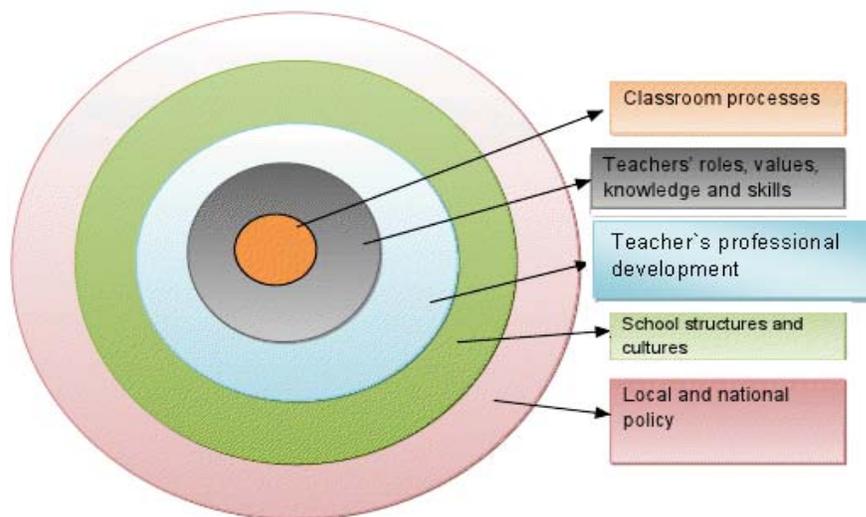
Mary James and Andrew Pollards, in their article *Principles for teaching and learning*, published at tlrp.org state that most teachers retain a strong sense of commitment to teaching and learning, despite workload pressures. The role of education is to provide guidance, resource and accountability to support high quality teaching and learning. Educational research complements it by using careful description and analysis to offer insights and new knowledge about educational processes and outcomes.

Considering innovations in teaching and learning as being like a stone thrown into a pond, the first ripple might be the changes this brings about in



UNIVERSIDAD DE CUENCA

classroom processes and outcomes. These in turn have implications for teachers' roles, values, knowledge and skills (the second ripple) which may require change in professional training and development and the environment for learning (the third ripple). Changes in approaches to professional learning often require or stimulate change in school structures and cultures (the fourth ripple) which, in turn, can be constrained or enhanced by local and national policy at system level (the fifth ripple).



2.2 Learning English through songs.

At the website, infed.org, it is said that Gardner has successfully undermined the idea that knowledge at any one particular stage hangs together in a structured whole. He viewed intelligence as “the capacity to solve problems or to fashion products that are valued in one or more cultural setting” Howard Gardner initially formulated a list of seven intelligences:

1. Linguistic Intelligence
2. Logical-mathematical intelligence
3. Musical Intelligence
4. Bodily-Kinesthetic intelligence
5. Spatial Intelligence
6. Interpersonal Intelligence



UNIVERSIDAD DE CUENCA

7. Intrapersonal Intelligence

Gardner claimed that the seven intelligences rarely operate independently. They are used at the same time and tend to complement each other as people development skills or solve problems. Regarding the purpose of our monograph, we consider that Gardner's musical intelligence plays a fundamental role when teaching English in a foreign language through songs, since students get involved in the performance, composition, and appreciation of musical patterns. According to Howard Gardner, musical intelligence runs in an almost structural parallel to linguistic intelligence.

According to the website, tranquility.net, "learning is the greatest game in life and the most fun. All children are born believing this and will continue to believe this until we convince them that learning is hard work and unpleasant." (Glenn Doman) When teachers use songs in the classroom, they help students to repeat English words in a natural way and make them an ideal vehicle for language learning. The value of songs in motivating students to learn English and enhancing learner involvement is wide. Teachers and students like to find entertaining and relaxing songs. They are invaluable tools to develop students' language abilities in listening and speaking in kindergarten and can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythms, adjectives, adverbs, and others.

Learning English through songs also provides a good environment for students, who usually have great tension when speaking English in a formal classroom environment. Through the use of songs learners will be active participants in the process of learning. Most students have at least one song they love in English and most have many. You can use songs to illustrate difficult grammar aspects, but you can also use it as a background when students are working on tasks. They create a friendly, relaxing, and enjoyable environment where children can develop different skills. Also, we



UNIVERSIDAD DE CUENCA

have to know that songs are an amazing educational instrument. Through songs children can get new knowledge in a funny way because music gives an extra motivation in children's learning. That is the reason why, English teachers must use songs to explain different topics: colors, numbers, concepts, etc. Nowadays, it is easy to find CD's or videos with educative English songs.

Moreover, children find it much easier to memorize something that is fun and melodic rather than normal. Songs contain in it, melody, feelings, and rhythm. Students from the early age have been exposed with various songs, especially nursery rhymes, as it helps to make the learning process much easier and fun.

Not all songs are good and able to help the students improve their English learning. Teachers need to take into consideration the language of the songs, the vocabulary, and the pronunciation. Too many nonsense and difficult words are not recommended since it could obstruct the learning process and make it more difficult.

There are many good reasons why music improves learning. Music increases students' concentration, discipline, and abilities. There are studies that demonstrate that listening to classical music, like Mozart, while the child is yet unborn increases the child's understanding and intelligence. If a child begins taking music lessons early, all of those positive benefits will start happening soon.

Music helps to create learning conditions that assist in holding attention and increasing retention of information. Active performances can activate students mentally, physically and emotionally and help the information be activated within children's memory. It makes learning relevant, dynamic and interesting. We can use music to facilitate activities that involve



UNIVERSIDAD DE CUENCA

us being active in our learning by including movement activities accompanied by music.

Besides, music stabilizes mental, physical and emotional rhythms and facilitates students' achieving a state of deep concentration and focus. In this state large amount of content information can be processed and learned. This use is particularly easy and a good starting point for beginning to use music in your classroom.

English teachers have a high degree of control over the atmosphere in their classroom learning environment. We can easily help students feel excited about learning if we create an atmosphere of sharing and enthusiasm. Classrooms become much more interesting and fun when we use music when learning has become intense. It will be found that when starting singing songs in a language that is foreign, one's ability to pronounce words and put sentences and grammar structures together becomes much improved. Learning English and other languages through songs can make the entire process significantly easier for you.

Music enhances a learning environment due to its affective power. Pedagogically, English music was highly valued by teachers and students of English in teaching speaking, listening, reading and writing. Music is an essential part of human existence. A research on the role of music in second language learning is surprisingly still in its early stage while its popularity is strong and its impact on society is readily recognized. At the website, aare.edu.au, Halpern said that, "Of the many factors that influence learning, few are as far-reaching - or little understood - as sound and music". The power of music is the reason why children love to play with songs and rhymes even at an early age in life.

The use of English songs in the classroom contributes to



UNIVERSIDAD DE CUENCA

- increase vocabulary
- improve students´ listening ability
- improve pronunciation
- stimulate creativity
- have fun
- enjoy playing games
- stimulate students to sing
- Have fun with others

Teaching English to pupils can sometimes be difficult, since teachers can talk and explain infinitely, but still what pupils will remember will probably be as little as 5% of what they have been taught. As English has been a major language spoken all over the world, it has been included in most schools' curriculums. Therefore, English must become a fun language to learn, and it can be achieved through the use of songs.

2.3 Tomatis Method

One of the most famous researchers who was interested in children's listening was Alfred Tomatis. As early as 1947 he identified the relationship between the ear and the voice. This discovery was made official in 1957 by the Academy of Science and Medicine in Paris, with the name "Tomatis Effect", and is the basis of the techniques he has created for the treatment of listening and communication problems. Alfred A. Tomatis showed that listening starts with the fetus in the womb, which was a highly innovative idea at the time. The Tomatis Method is also useful for people wanting to learn foreign languages faster. It is stated in the website, www.tomatis.com.au, that,

“Alfred Tomatis realized that the functions of humans were poorly understood and that the ear had functions that far exceeded those traditionally assigned



UNIVERSIDAD DE CUENCA

to it. He felt the ear was the most complex, the most archaic, as well as the newest and most conscious of the body's sensory systems. He felt that the ear played a primary role in human evolution, human development and in personal evolution and development. His understanding of the ear's neuro-physiology led to the development of theories regarding the interconnectedness of the body, mind and spirit in what he called the listening function.”

Music focuses on Tomatis Method which is used to teach a new language. It is based on the learning process, which is to develop different strategies and techniques through music to learn to communicate in a foreign language. The main goal of the Tomatis Method is to awaken the desire to communicate and learn. The Tomatis method is a program of sound stimulation, audio-vocal work and analysis to develop the listening skill.

At the website, www.valeriedejean.org, it is stated that the Tomatis Method includes the following:

- Listening-Attending, taking in information.
- Learning-Reading, spelling language based info.
- Language abilities (receptive and expressive)
- Organizational Abilities-based on motor planning.
- Communication Skills (two-way)
- Social Behavior

The Tomatis Method is a training method that involves the re-education of the way we listen. The Method is a system of sound stimulation and audio-vocal training designed to improve the functioning of the ear as it is involved in listening, understanding and communication. Also, it is based on the work of Dr. Alfred Tomatis, who has spent the past 50 years developing a method of auditory stimulation which assists and accelerates the development of listening skills, language and communication.



UNIVERSIDAD DE CUENCA

CHAPTER III

3. SONGS AND ACTIVITIES

3.1 Advantages of the Tomatis Method

The activities of our project are focused on the Tomatis Method, since it provides the following advantages:

1. This method acts effectively on communication.
2. It offers students the possibility to learn a foreign language easily.
3. The method is focused on listening skill.
4. It is characterized both by a real intention to communicate and by the quality of perception and interpretation of the received sound message, since the ear is the human body's most important channel for sensory messages.
5. The method also contributes to improve speech.

3.2 Activities using Songs

The following activities, which are based on the Tomatis Method, offer teachers opportunities to develop listening skill in children of kindergarten. These activities motivate students towards learning English as a foreign language, since they involve songs which are suitable for their age, interests, and level of knowledge.



UNIVERSIDAD DE CUENCA

ACTIVITY 1



Skill: Listening and speaking

Topic: Parts of the Body



Name of the Song: Head and shoulders

Teacher's role: Facilitator



Group: Class Activity

Objective: Point out children's parts of the body while singing.

Resource: A big dice

Materials: Cardboard, glue, pictures about body parts.





UNIVERSIDAD DE CUENCA



Fig.1 Human dice. Cecilia Avila and Mayra Bautista

PROCEDURE:

1. Students will listen to the song “Head and Shoulders” several times.
2. Students therefore will be able to identify the parts of the body.
3. The teacher asks for a volunteer in order to throw the dice.
4. Students are asked to mention the name of the part of the body that the dice shows.
5. Then children have to touch that part of the body.



UNIVERSIDAD DE CUENCA

ACTIVITY 2

Skill: Listening and speaking

Topic: Farm Animals

Name of the Song: Old MacDonald

Teacher's role: Facilitator



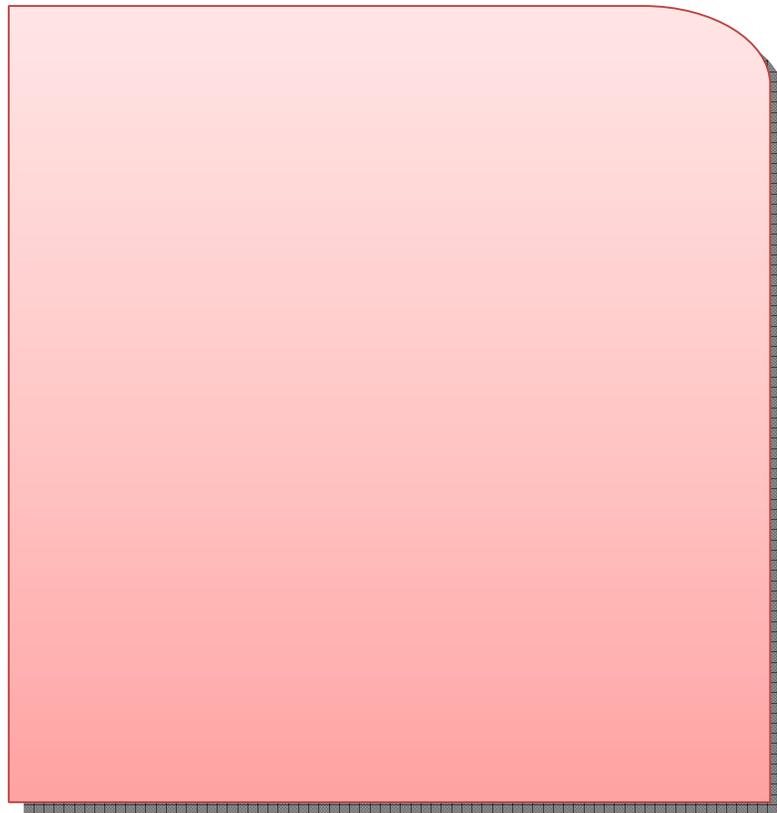
Group: Individual and group work.

Objective: To recognize Farm Animals.

Resource: "Farm animals" masks.



Materials: Cardboard, markers of different colors, glue, drinking straws, frost.





UNIVERSIDAD DE CUENCA



Fig 2. Animal masks. Cecilia Avila and Mayra Bautista.

PROCEDURE:

1. Students make a circle around the class.
2. Teacher tells them that they are about to listen to a song called "Old MacDonald."
3. Students listen to the song three times.
4. Teacher hands out different farm animals masks.
5. Students listen to the song again, but this time they have to raise their masks once they hear the name of the animal which their masks represent.



UNIVERSIDAD DE CUENCA

ACTIVITY 3

Skill: Listening and Speaking

Topic: Fruits



Name of the Song: I love to eat fruits

Teacher's role: Facilitator

Group: Group work

Objective: To identify each fruit.

Resource: Flashcards about fruits.



Materials: 10 plastic fruits, 2 baskets.





UNIVERSIDAD DE CUENCA



Fig3. Fruits.Cecilia Avila and Mayra Bautista.

PROCEDURE:

1. Students listen to the song three times
2. Students are asked to look at different flashcards while singing the song.
3. Teacher then hides the plastic fruits.
4. Students are divided into two groups.
5. Students look for the plastic fruits around the classroom.
6. Each time they find a plastic fruit, they must place it in a basket.
7. The group having more fruits in the basket wins.

AUTORAS: Cecilia Ávila - Mayra Bautista.



UNIVERSIDAD DE CUENCA

ACTIVITY 4

Skill: Listening and Speaking

Topic: Numbers

Name of the Song: Show me one

Teacher's role: Facilitator



Group: Whole class and Individual activity.

Objective: To make students count from one to five.



Resources: Balloons and copies.



Materials: Flashcards



Show me one

Written By: Freddy Quishpe

One, one, one show me one

One, one, one show me one

Show me one like this.

Two, two, two show me two

Two, two, two show me two

Show me two like this.

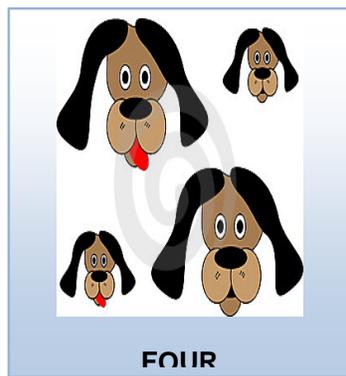
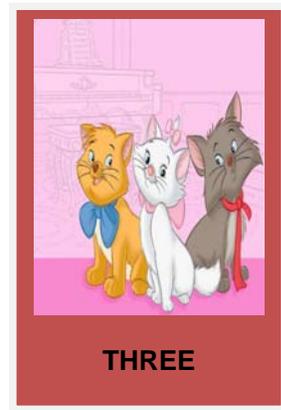
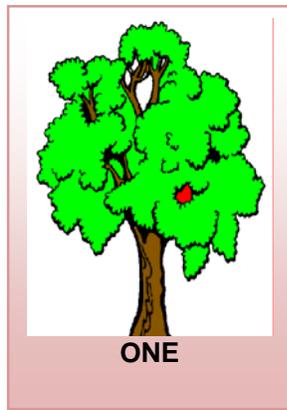
Three, three, three show me three

Three, three, three show me three...

And continue with number four and five



UNIVERSIDAD DE CUENCA



PROCEDURE:

1. Teacher tells children that they are about to listen to a song about numbers.
2. Students are asked to use their fingers to show the number that is mentioned in the song.
3. Once the students are familiar with the pronunciation of numbers, teacher shows some pictures.
4. Then students are asked questions like this: "How many apples are there in the picture?"



UNIVERSIDAD DE CUENCA

ACTIVITY 5

Skill: Listening and Speaking

Topic: Colors

Name of the Song: Butterflies colors

Teacher's role: Facilitator



Group: Class activity

Objective: To recognize colors.

Resources: Five butterflies



Materials: Color masks.



Written By A.J. Jenkins

The Butterfly Colors

Fly way little butterfly
 In the blue skies
 Red butterfly red butterfly fly fly fly
 In the blue skies
 Green butterfly green butterfly fly fly
 In the blue skies
 Yellow butterfly, yellow butterfly fy fly
 Into the sky, into the sky
 Red, green, and yellow fly fly fly
 Into the sky, into the sky
 Red, green, and yellow fly fly fly
 Fly way little butterfly

In the blue skies
 Pink butterfly, pink butterfly fly fly
 In the blue skies
 Purple butterfly, purple butterfly
 In the blue skies
 Orange butterfly, orange butterfly
 Into the sky, into the sky
 Pink, purple and orange fly fly fly
 Into the sky, into the sky
 Pink, purple and orange fly fly fly
 Fly way little butterflies...
 Fly way little butterflies...



UNIVERSIDAD DE CUENCA



Fig 4. Butterfly colors. Cecilia Avila and Mayra Bautista

PROCEDURE:

1. Teacher takes students to the yard.
2. Students listen to the song “Butterflies colors” several times.
3. Once students are familiar with colors, teacher hands out butterflies’ masks.
4. Teacher tells students that they will listen to the song again.
5. Teacher explains that everyone has to sit on the floor.
6. Once children listen to the specific color that their masks have, they have to stand up and dance.



UNIVERSIDAD DE CUENCA

ACTIVITY 6

Skill: Listening and Speaking

Topic: Members of the family

Name of the Song: Finger family



Teacher's role: Facilitator



Group: Class activity

Objective: To recognize words related to family.

Resources: Gloves with faces



Materials: Rubber glove, markers, synthetic hair, synthetic plastic eyes, pencil, eraser.

Finger Family

Written by: Raket Ortega

Daddy finger, daddy finger

Where are you? Here I am, here I am.

How do you do?

Mummy finger mummy finger

Where are you? Here I am here I am

How do you do?

Additional lyrics

3. Brother finger

4. Sister finger

5. Baby finger...



UNIVERSIDAD DE CUENCA



Fig5. Finger family.Cecilia Avila and Mayra Bautista.

PROCEDURE:

1. Students will listen to the song "Finger family"
2. Teacher hands out a "family glove" to each student
3. Teacher will play the song three times.
4. The first time students just listen to the song
5. The second time teacher starts miming using his/her fingers in order to show a family member.
6. Finally, students listen to the song again, but this time they move their fingers according to what they hear.



ACTIVITY 7

Skill: Listening and Speaking

Topic: Personal Pronouns

Name of the Song: I love you

Teacher's role: Facilitator

Group: Class activity

Objective: To express feelings.

Resources: Flashcards

Materials: Worksheet



I love you

Written by: Barney and his friends

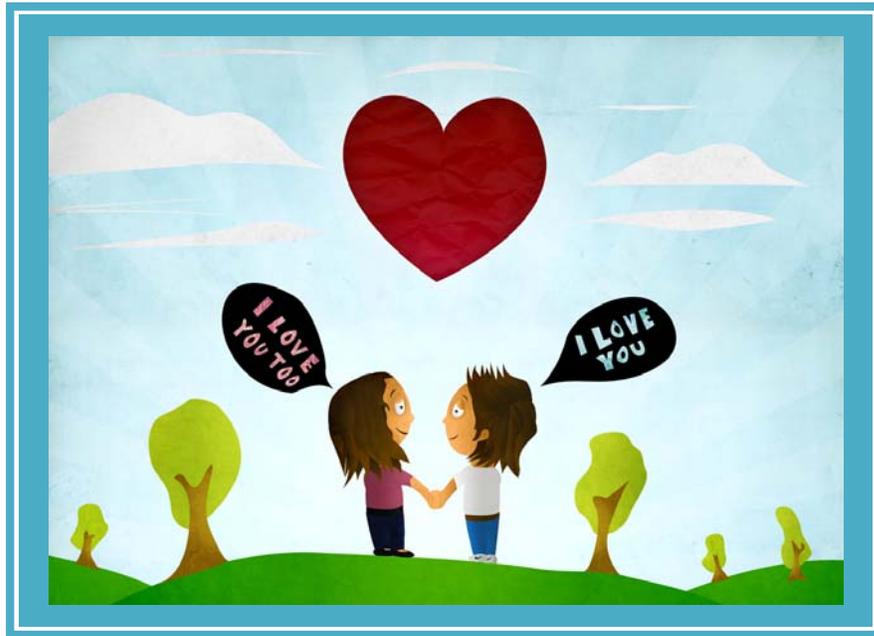
I love you
you love me
we're a happy family
with a great big hug and a kiss from me to
you
wont you say you love me too!

I love you
you love me
we're best friends as friends should be
with a great big hug and a kiss from me to
you
wont vou sav vou love me too!.





UNIVERSIDAD DE CUENCA



PROCEDURE:

1. Students will listen to the song “I love you” for several times.
2. Teacher hands out worksheets containing some pictures.
3. Students are asked to recognize the action or feeling according to what they hear.
4. Then teacher asks students to perform the actions they hear in front of the classroom.



UNIVERSIDAD DE CUENCA

CONCLUSION

The use of songs to enhance the listening skill in the context of teaching English as a foreign language is the main purpose of our project. We consider that songs are effective tools in order to improve the teaching – learning process. Nowadays, the methodology and the way we teach play an important role, since teachers are those who determine children's learning.

The method that best suits the proposed activities is the Tomatis Method, since it is adequate to develop listening skill in young children. This method is useful because it has a lot of advantages. One advantage, for instance, is that children are able to learn in an easy way, therefore improving pronunciation, and their capacity of listening for specific purposes.

Moreover, the songs and activities presented in the third chapter contribute to develop the listening skill as well as to teach English as a foreign language in an interactive way, since pupils' participation in the EFL classroom allows them to deal with new vocabulary and new expressions, related to topics which are suitable for their age and interests.



UNIVERSIDAD DE CUENCA

APPENDIX



UNIVERSIDAD DE CUENCA

FLASHCARDS

Name of the Song: Head and shoulders

HEAD

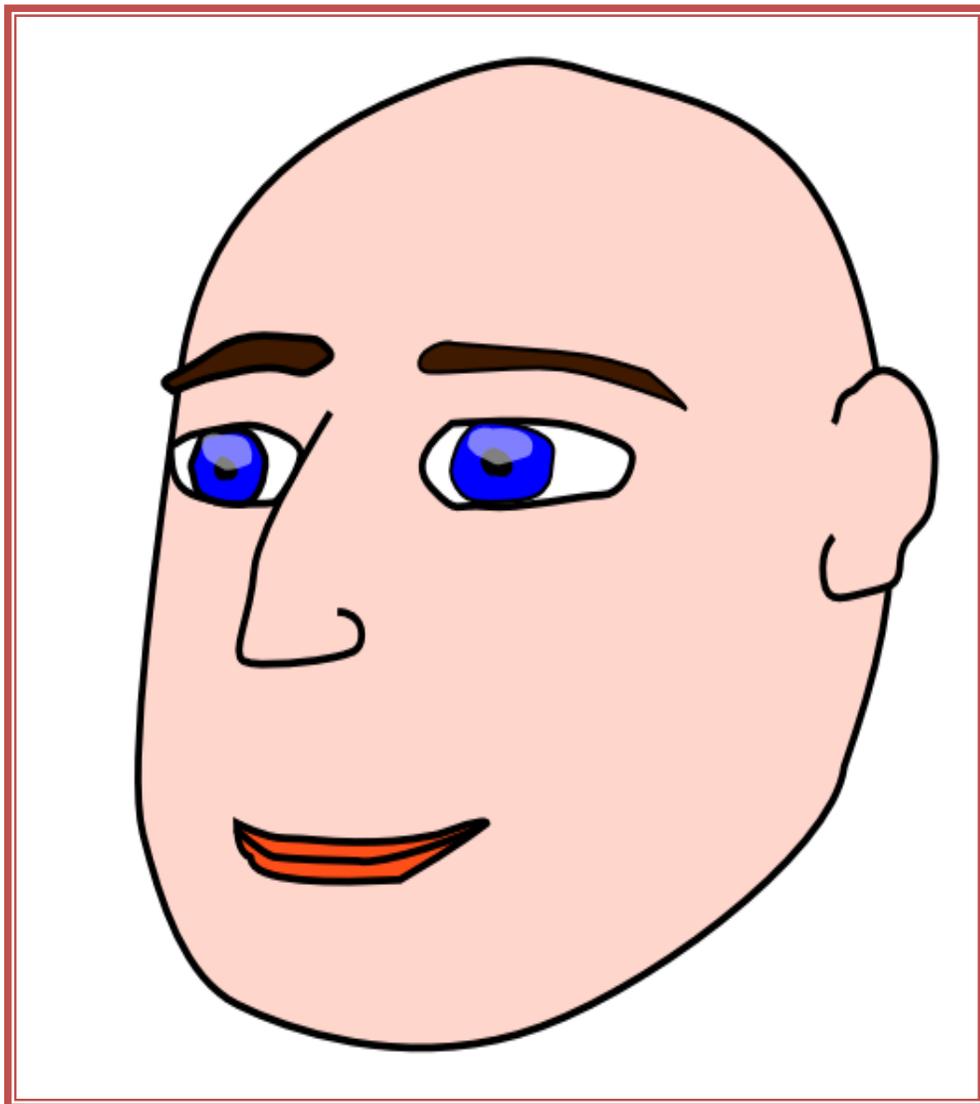


Fig 1.Head.cksinfo.com.CKSinfo.com ©, n.d. 31Oct.2011. JPEG file.



UNIVERSIDAD DE CUENCA

SHOULDER

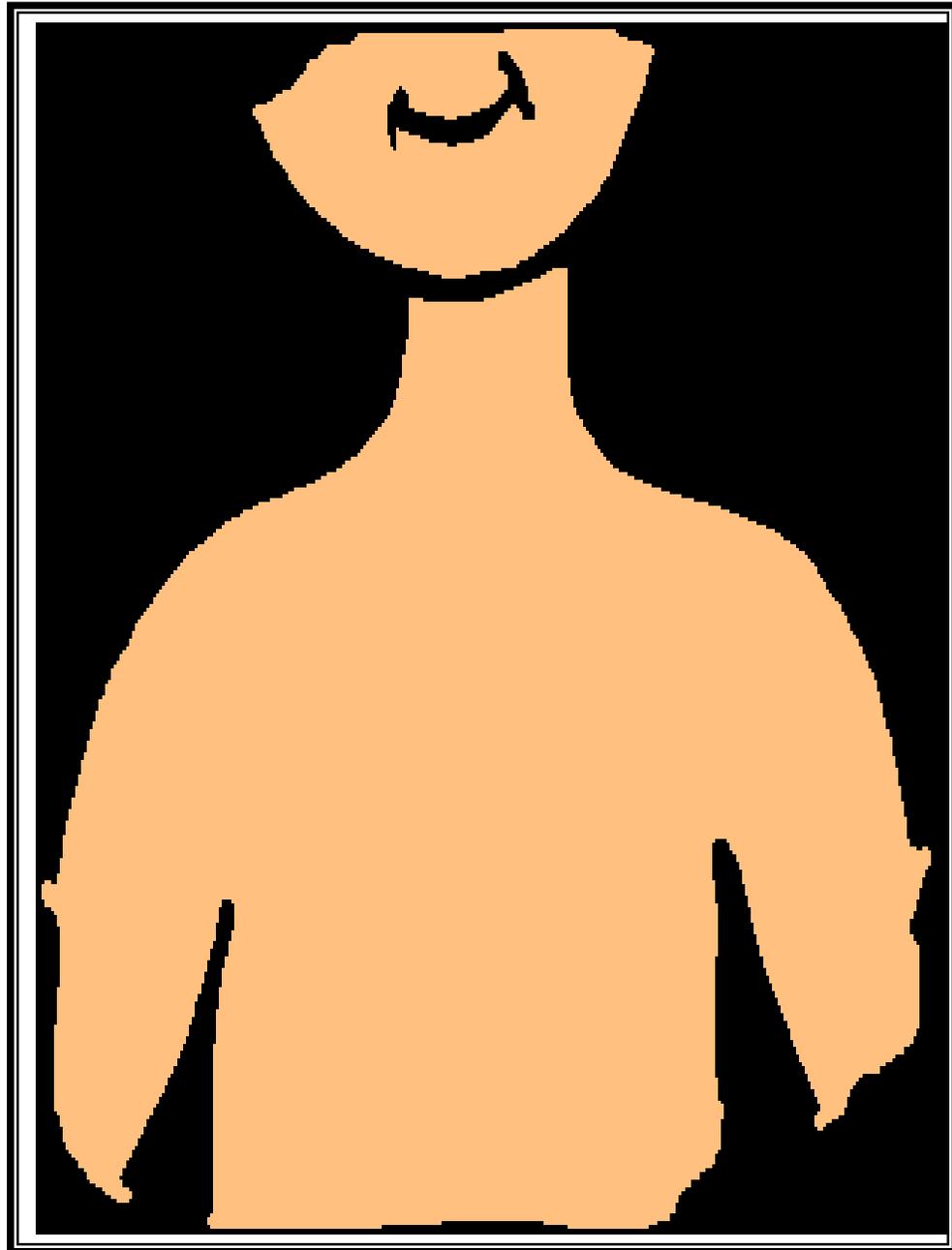


Fig 2.Shoulder.*edu.jccm.es*. n.p., n.d. 31Oct.2011. JPEG file.



UNIVERSIDAD DE CUENCA

KNEES

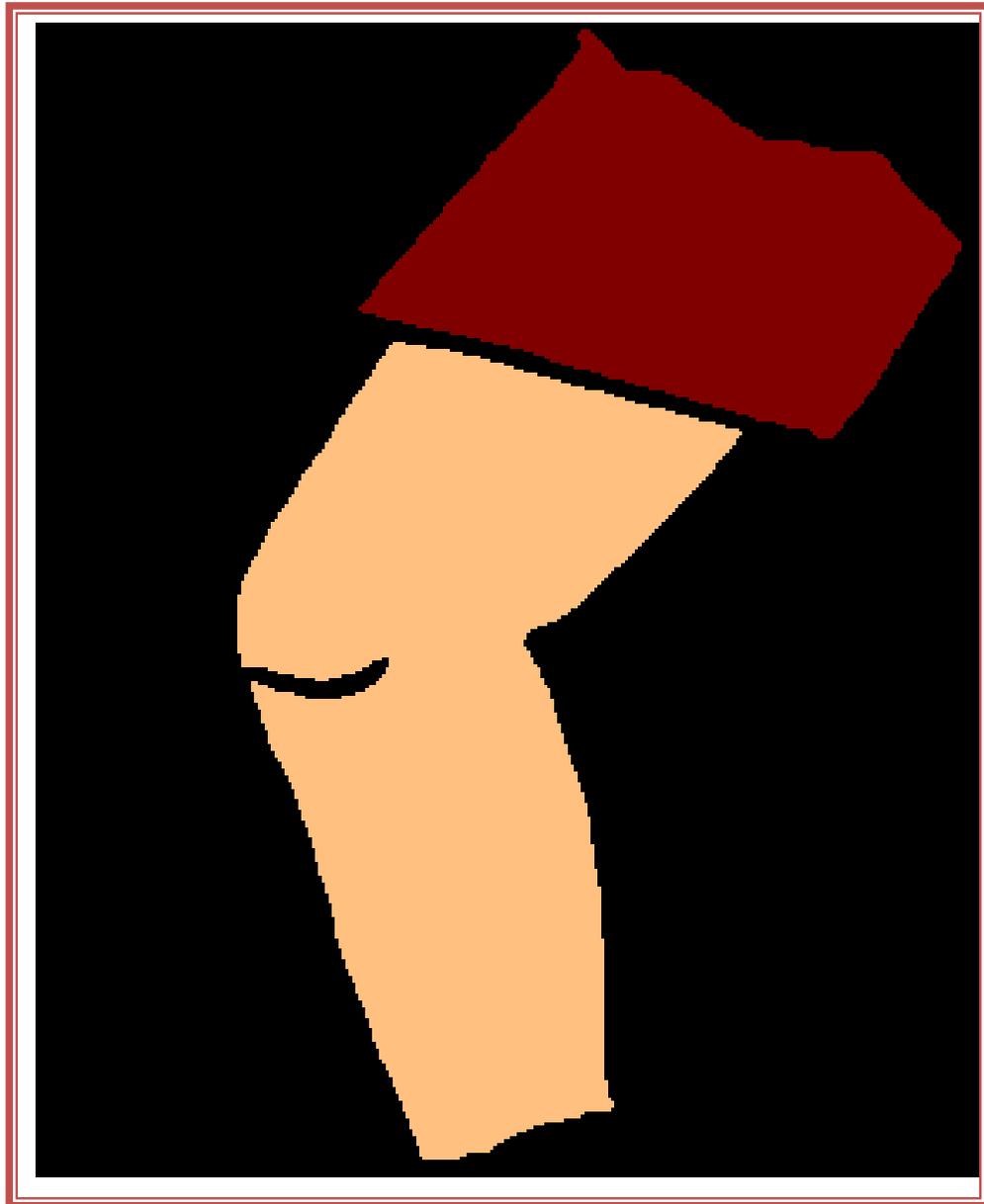


Fig 3.Knee.khs.westport.k12.ct.us. n.p.,n.d. 31Oct.2011. JPEG file.



UNIVERSIDAD DE CUENCA

TOES

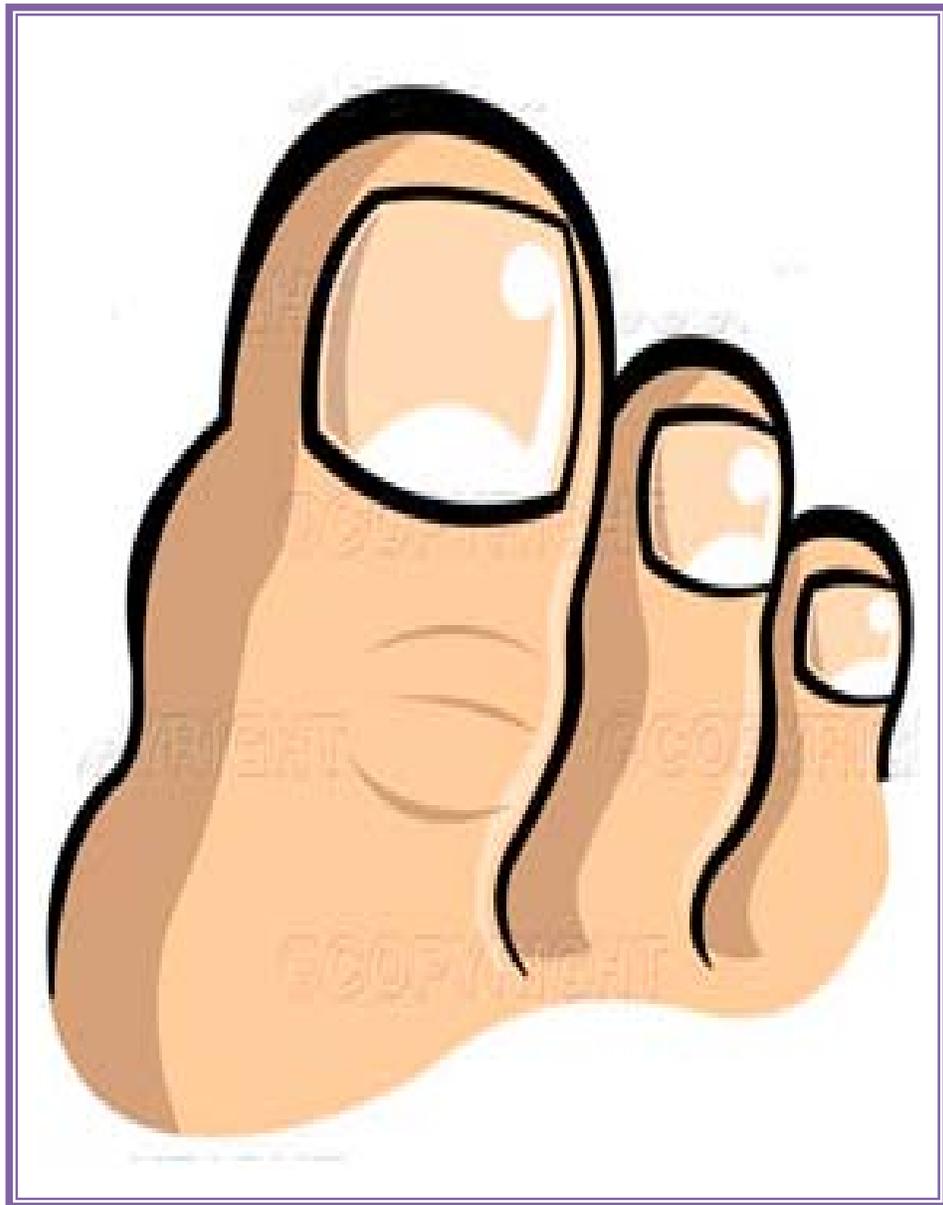


Fig4. Toes.chicostic.blogspot.com.n.p.,n.d.31Oct. 2011. JPEG file.



UNIVERSIDAD DE CUENCA

NOSE

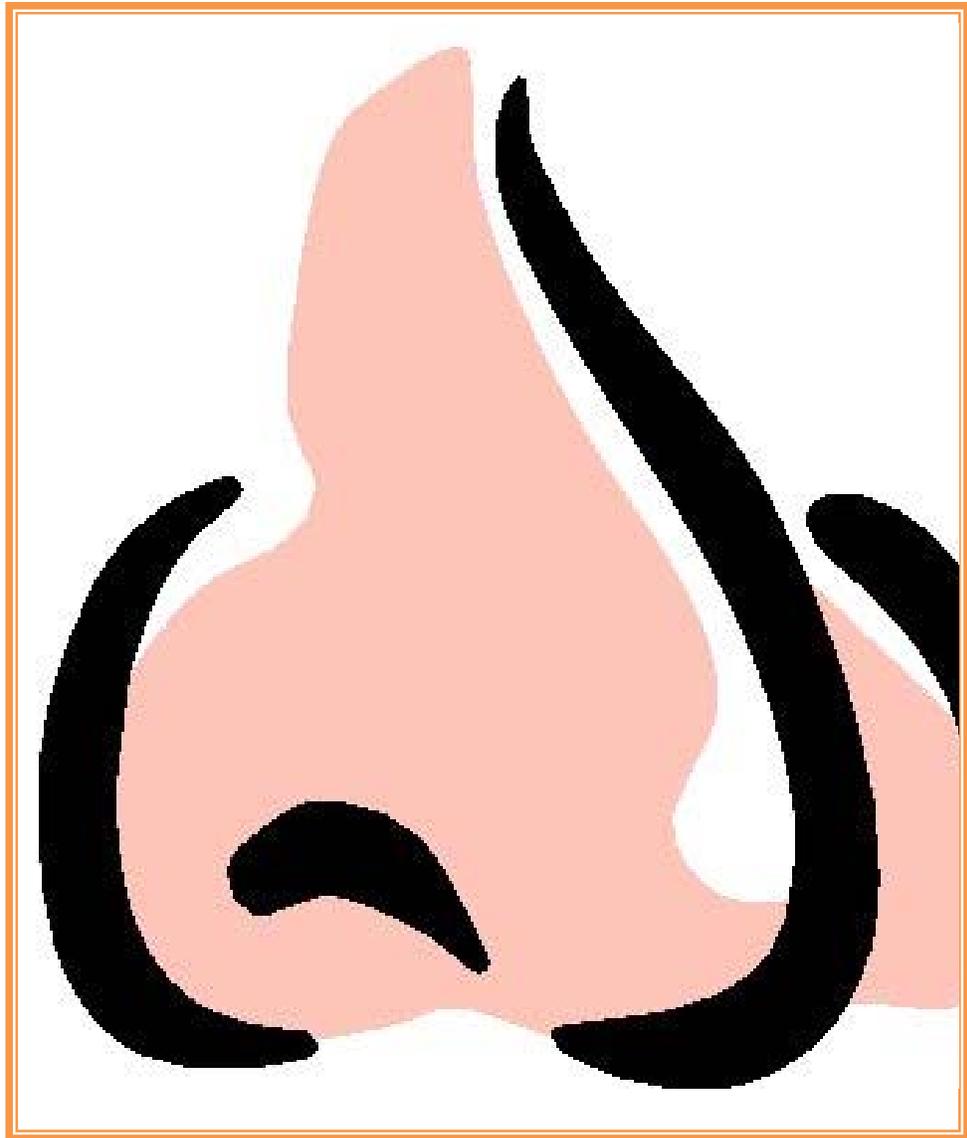


Fig 5.Nose.*boricuaencanarias.blogspot.com.n.p.,n.d.* 31Oct.2011. JPEG file.



UNIVERSIDAD DE CUENCA

EARS



Fig 6.Ears.*neoseeker.com.n.p.,n.d.* 31Oct.2011. JPEG file.



UNIVERSIDAD DE CUENCA

Name of the Song: Old MacDonald

Pig

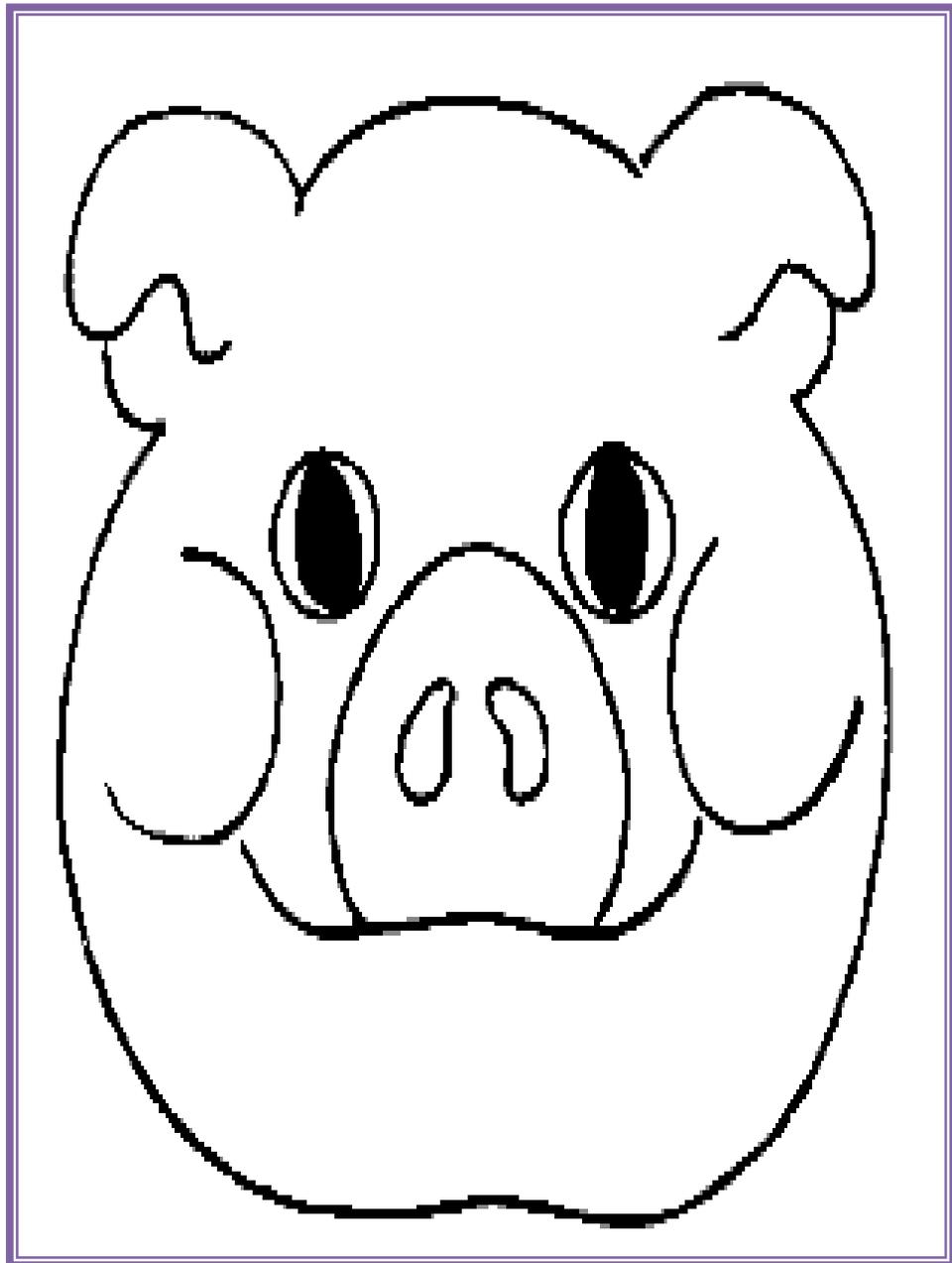


Fig 7. Pig mask. *guia-padres.com.2009* guia-padres.com©., n.d. 31Oct.2011. JPEG file.



UNIVERSIDAD DE CUENCA

DOG

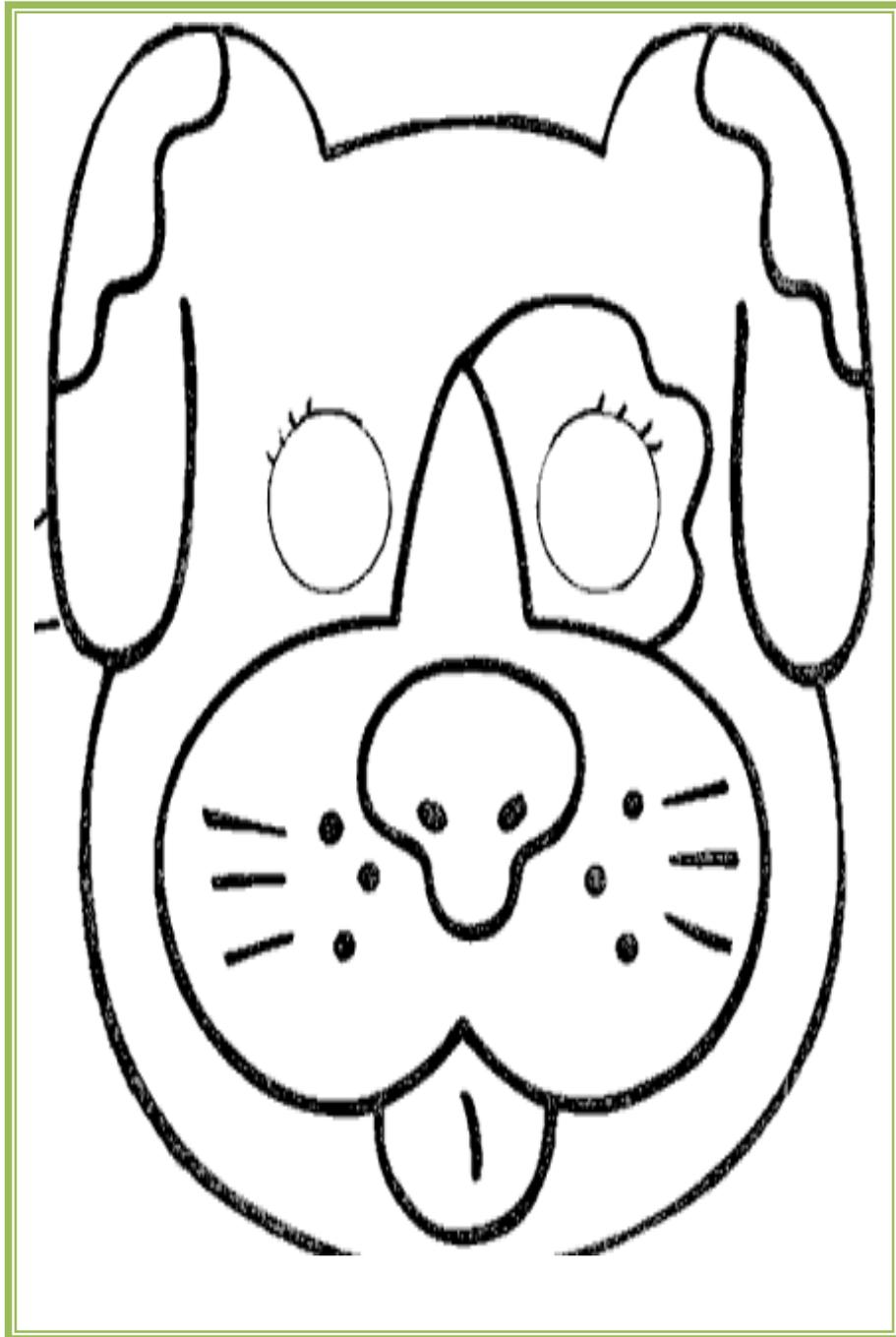


Fig 8.Dog mask.*dibujos.org*..n.p., n.d. 31Oct.2011.JPEG file.



UNIVERSIDAD DE CUENCA

DUCK

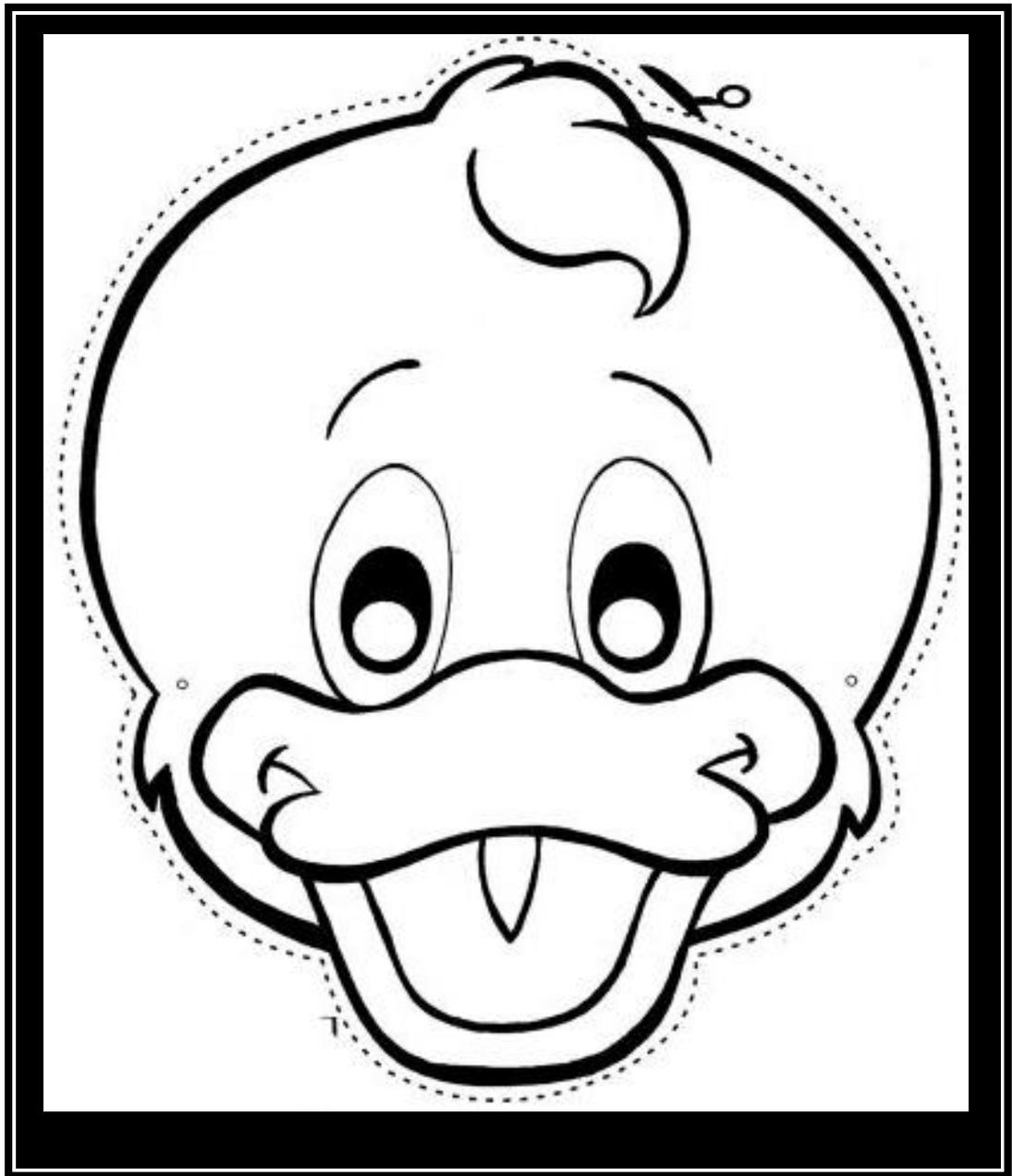


Fig 9.Duck mask. *dibujosdisney*. 2008©.,n.d. 31Oct.2011. JPEG file.



UNIVERSIDAD DE CUENCA

COW



Fig 10.Duck mask. solostocks.com.n.p.,n.d. 31Oct.2011. JPEG file.



UNIVERSIDAD DE CUENCA

Name of the song: Fruits

APPLE



Fig 11.Apple.101dibujosinfantiles.com.n.p., n.d. 31Oct.2011. JPEG file.



UNIVERSIDAD DE CUENCA

BANANA



Fig 12. Banana. *parahi5.com.n.p.,n.d.* 31Oct.2011. JPEG file.



UNIVERSIDAD DE CUENCA

CHERRY

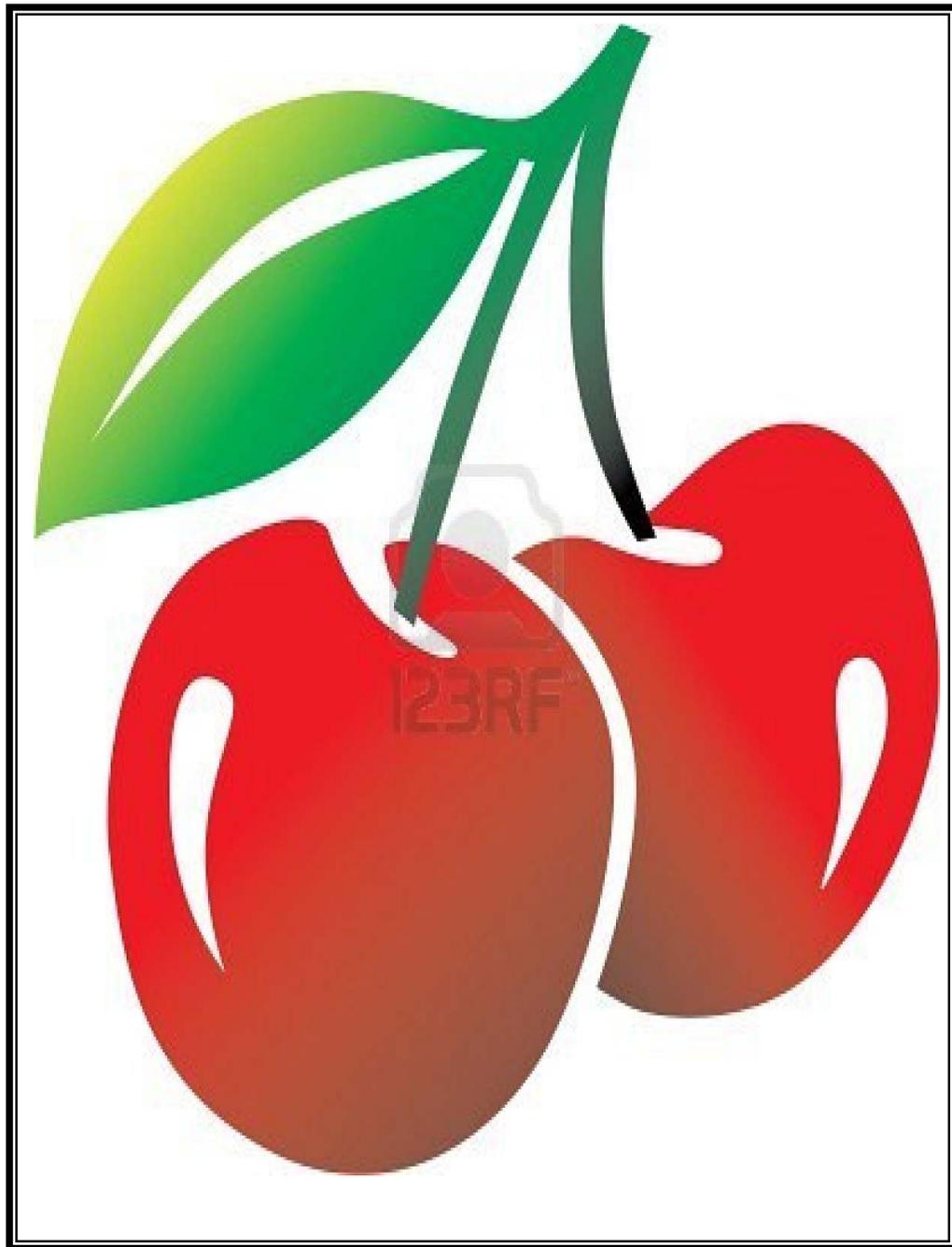


Fig 13.Cherry.es.123rf.com. 11/11/2011 123RF Limited 2006-2011©.,n.d.
31Oct.2011. JPEG file.



UNIVERSIDAD DE CUENCA

STRAWBERRIES

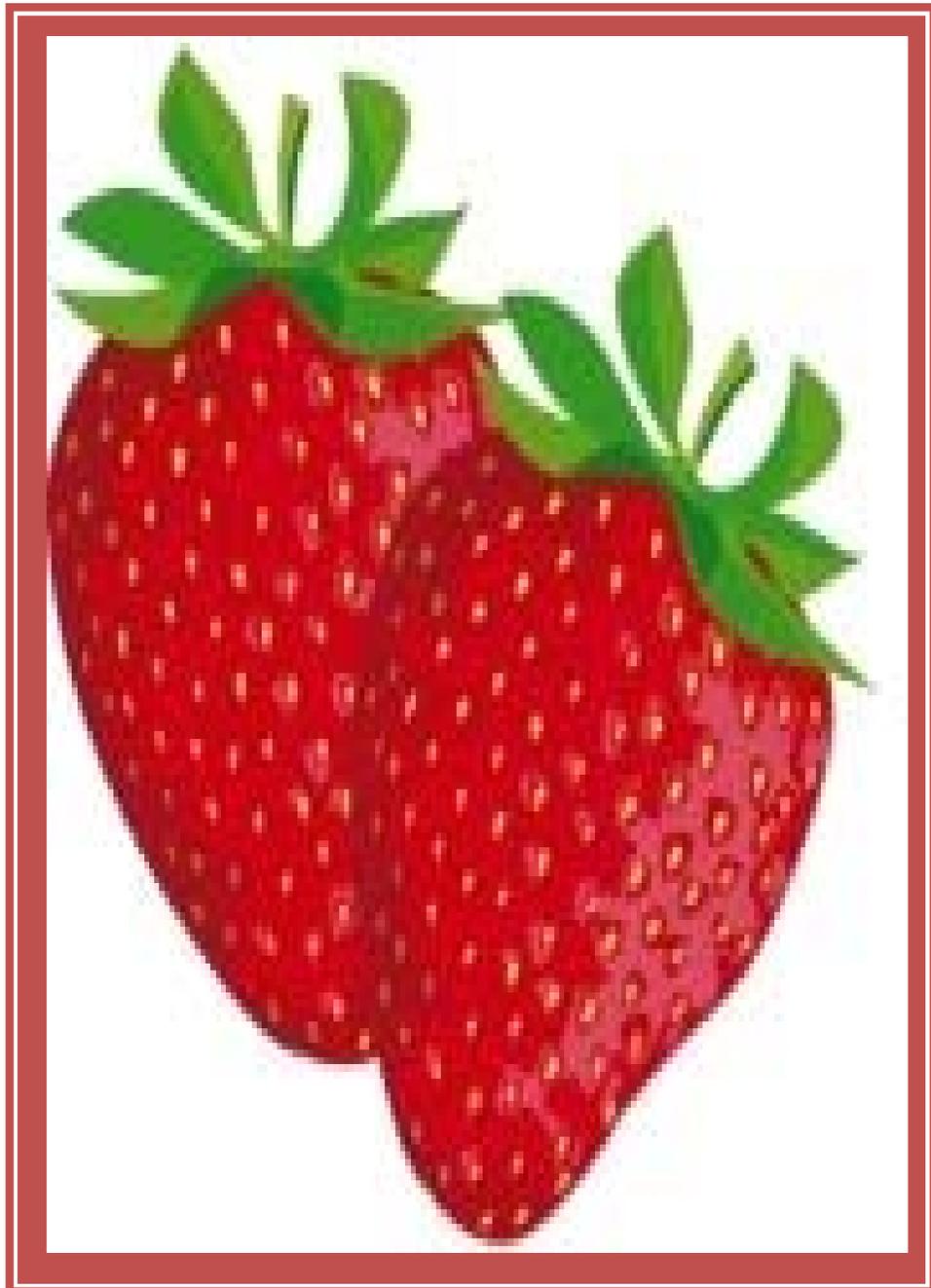


Fig 14.Strawberry.gourmetrosy.n.p.,n.d. 31Oct.2011. JPEG file.



UNIVERSIDAD DE CUENCA

Name of the song: show me one

ONE TREE

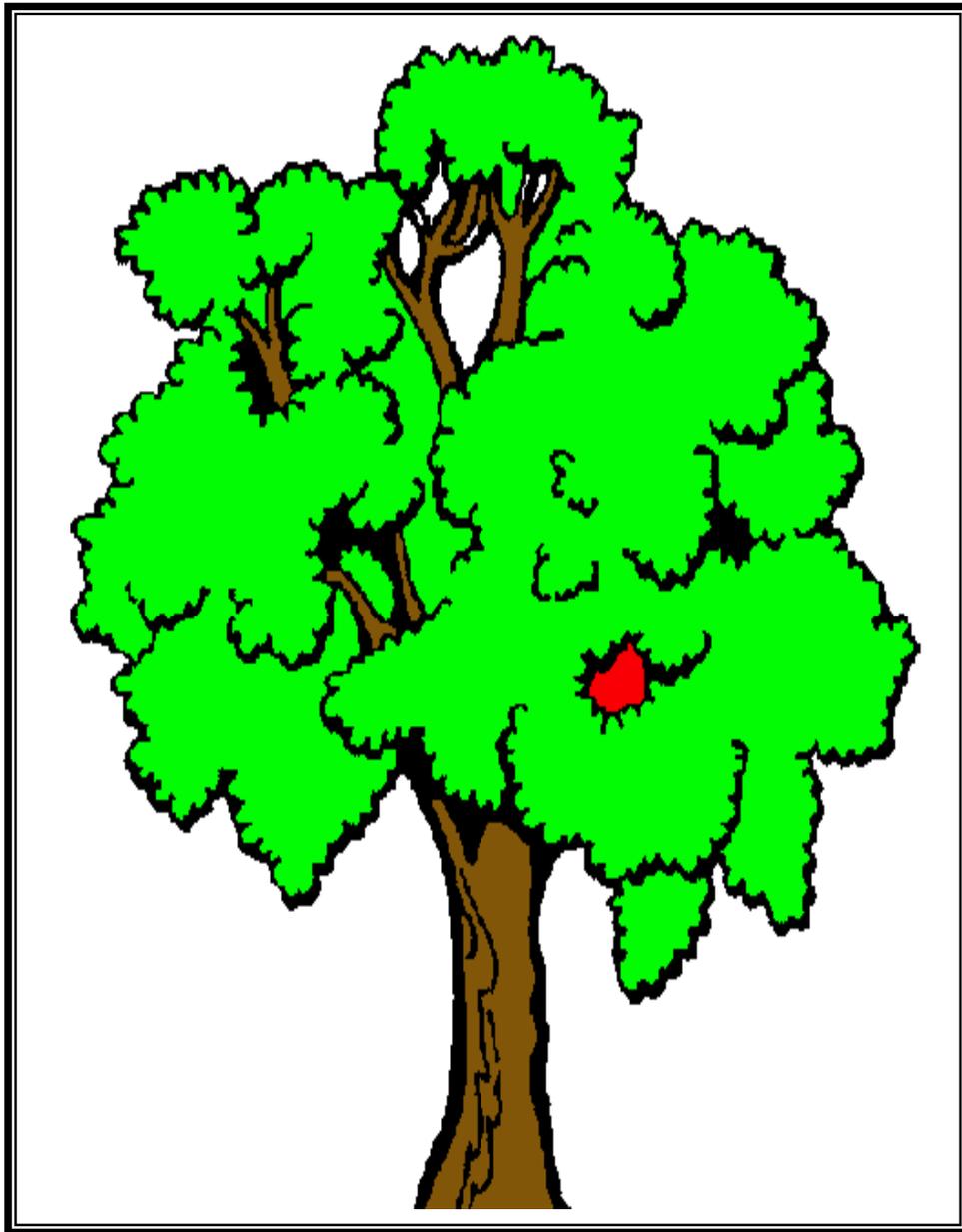


Fig 15.Tree. *galeria.dibujos.net.2011 - HispaNetwork Publicidad y Servicios, S.L@.,n.d. 31Oct.2011. JPEG file.*



UNIVERSIDAD DE CUENCA

TWO CHILDREN



Fig 16.Children.es.123rf.com.n.p.,n.d. 31Oct.2011. JPEG file



UNIVERSIDAD DE CUENCA

THREE CATS

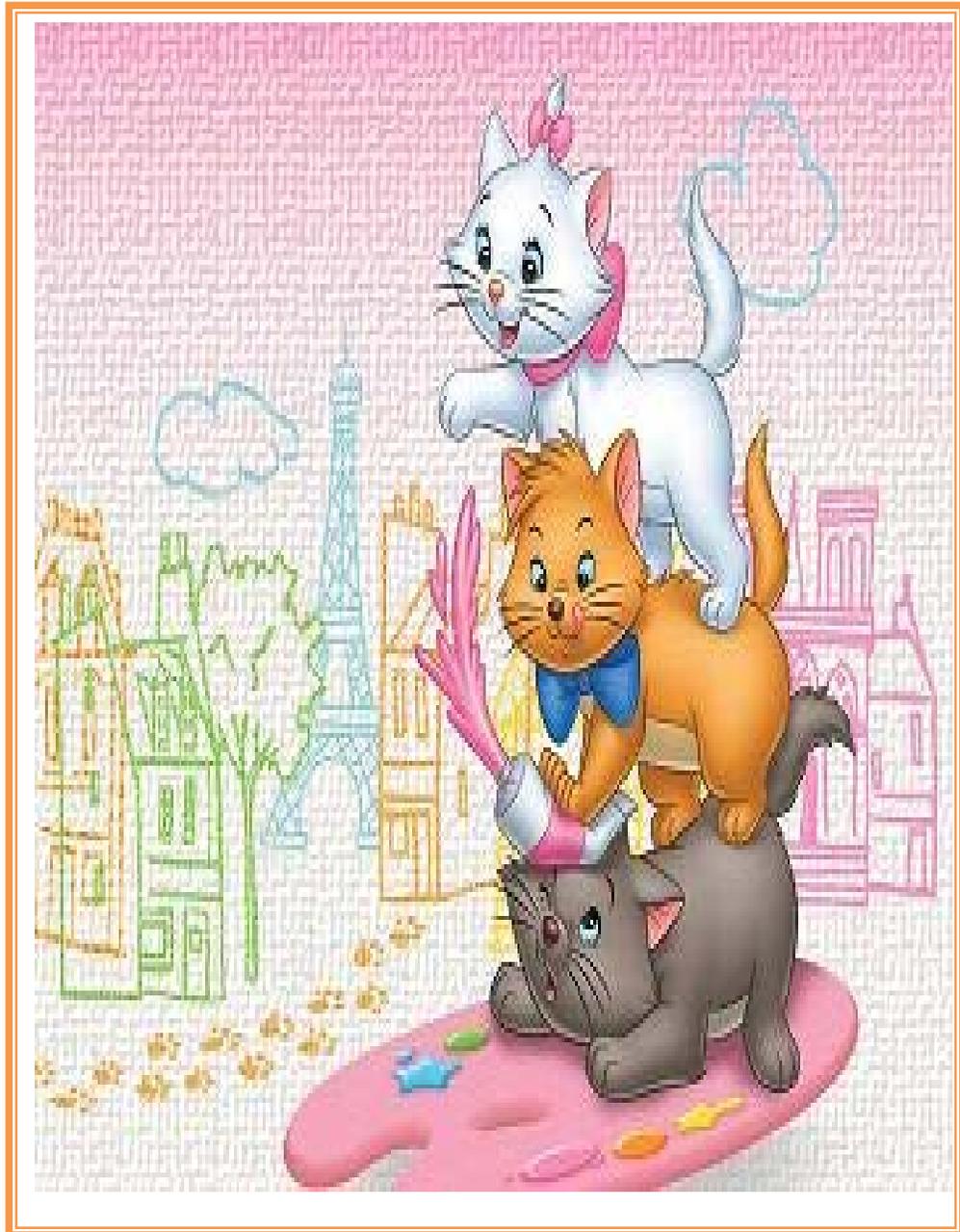


Fig 17.Cats.dibujosmix.com.n.p.,n.d. 31Oct.2011. JPEG file



UNIVERSIDAD DE CUENCA

FOUR DOGS

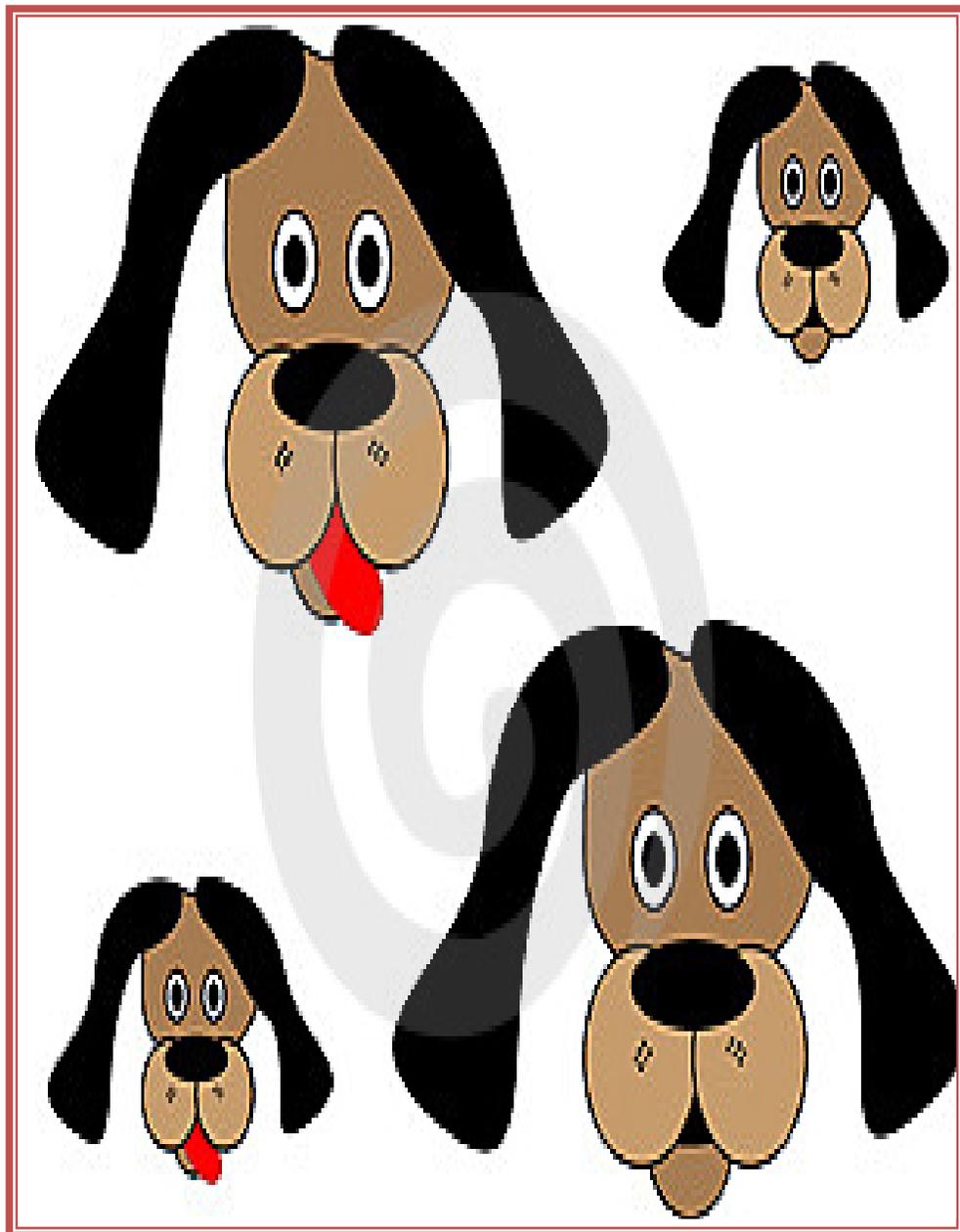


Fig 18.Dogs.*stockphotos.mx.n.p.,n.d.* 31Oct.2011. JPEG file



UNIVERSIDAD DE CUENCA

FIVE FROGS



Fig 19.Frogs.artesaniascarmin.blogspot.com.n.p.,n.d. 31Oct.2011. JPEG file



UNIVERSIDAD DE CUENCA

Name of the Song: Butterflies colors

YELLOW

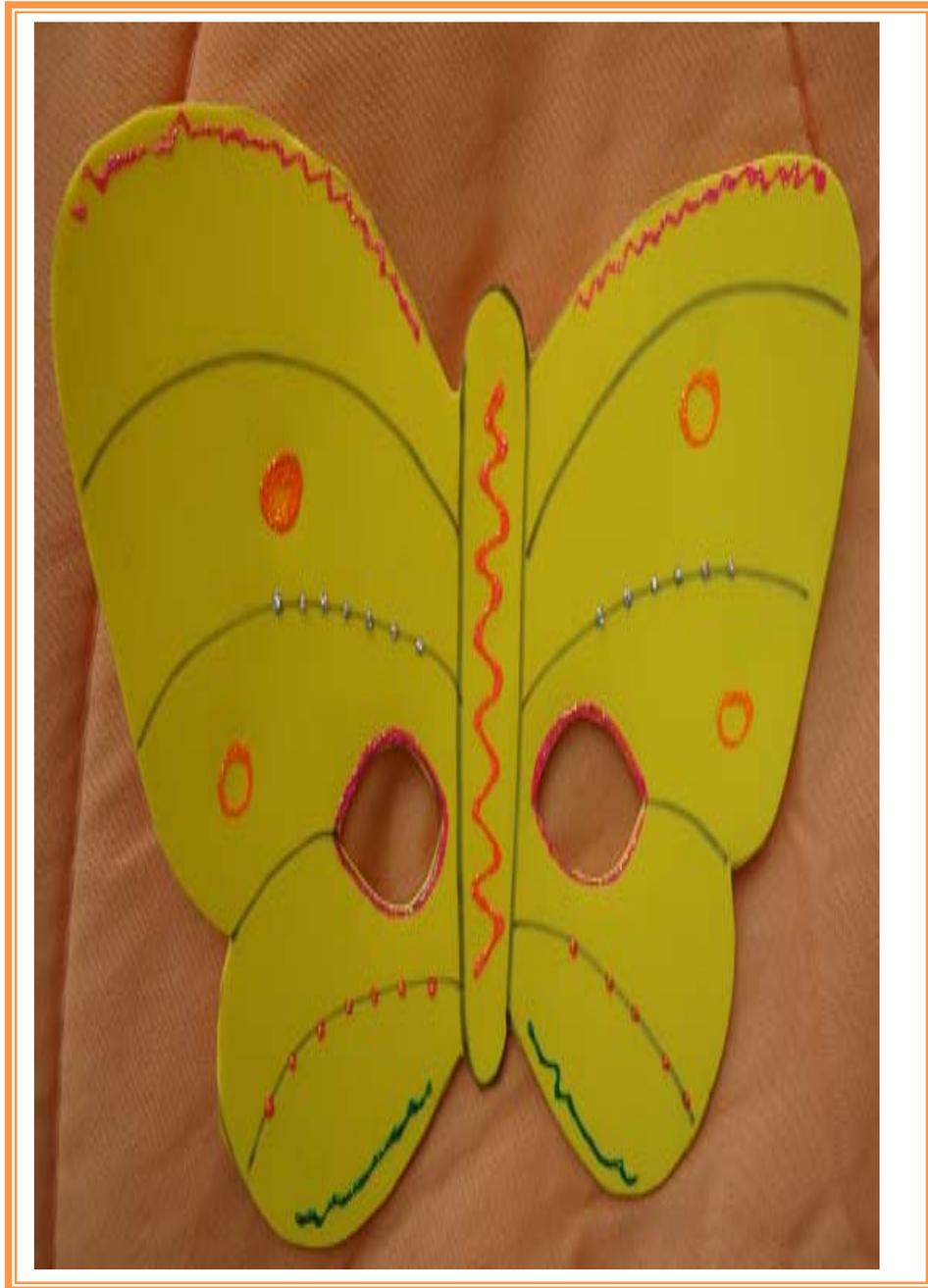


Fig 20. Yellow butterfly Cecilia Avila and Mayra Bautista.



UNIVERSIDAD DE CUENCA



Fig 21. Blue butterfly Cecilia Avila and Mayra Bautista.



PURPLE

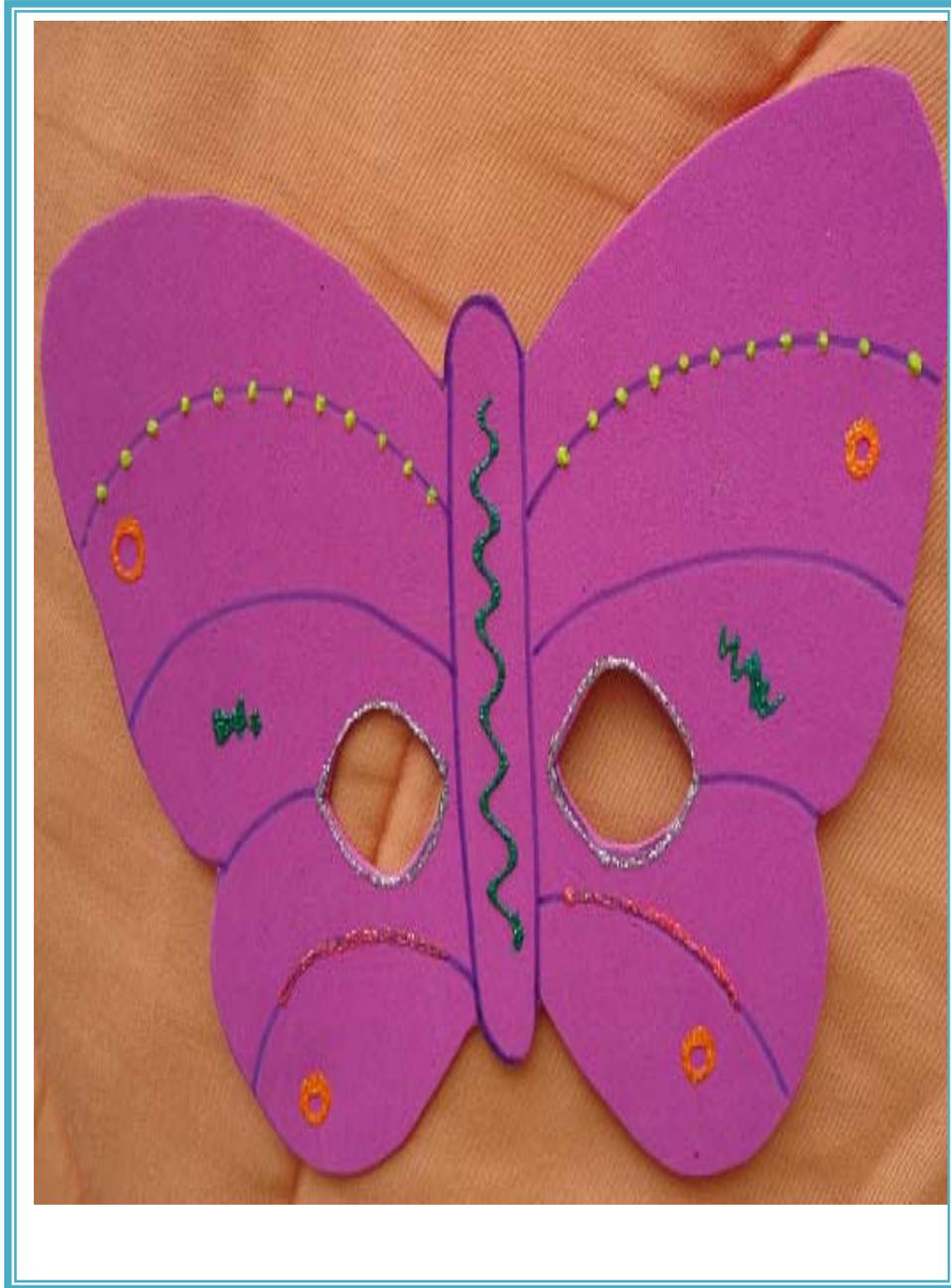


Fig 22.Purple butterflyCecilia Avila and Mayra Bautista.



RED



Fig 23.Red butterfly Cecilia Avila and Mayra Bautista.



Name of the song: Finger Family

FAMILY FINGER



Fig 24.Finger Family Cecilia Avila and Mayra Bautista.



FAMILY TREE

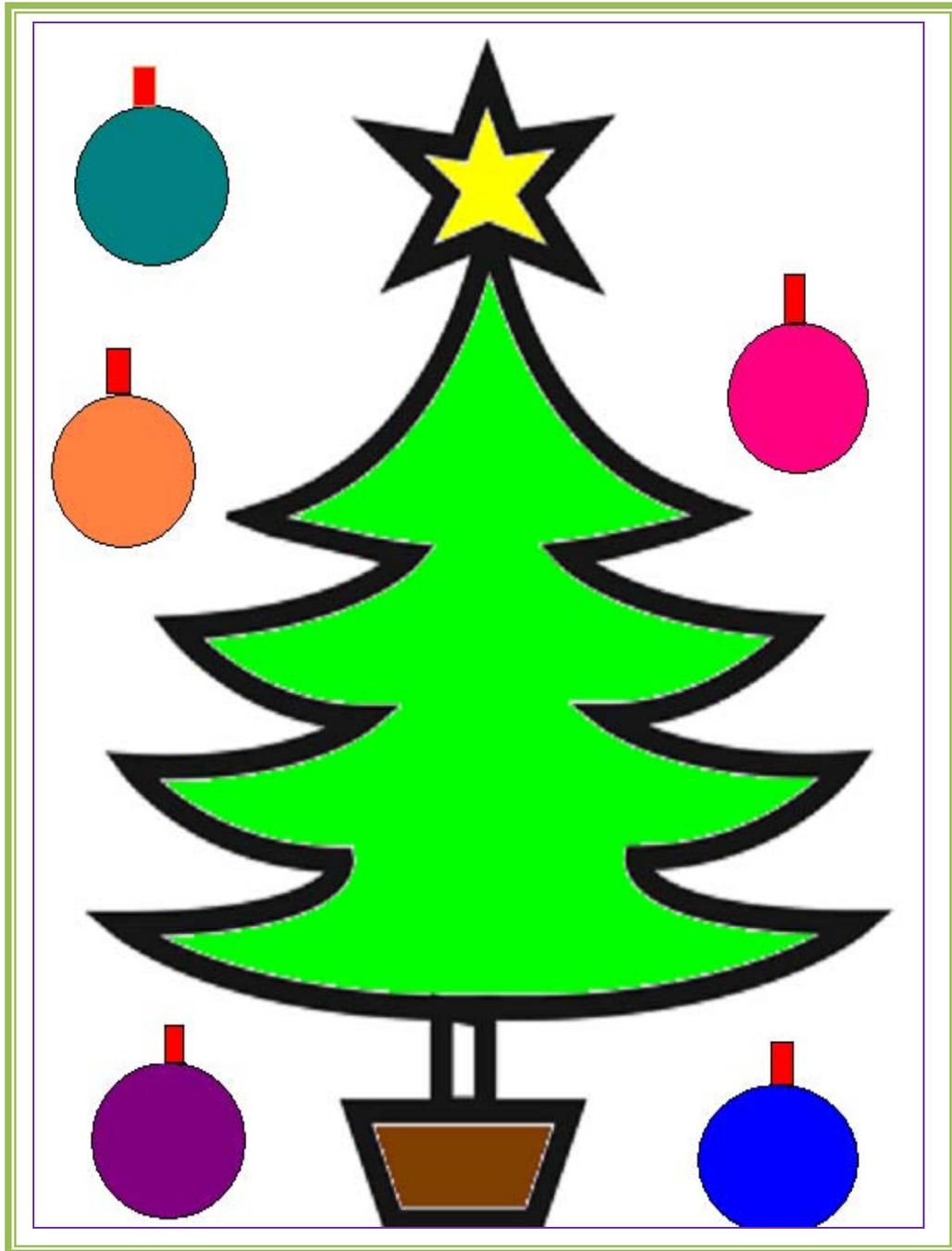


Fig 25. Family tree. *kiffo.com.2011 kiffo©., n.d.31Oct.2011. JPEG file*



MEMBERS OF THE FAMILY

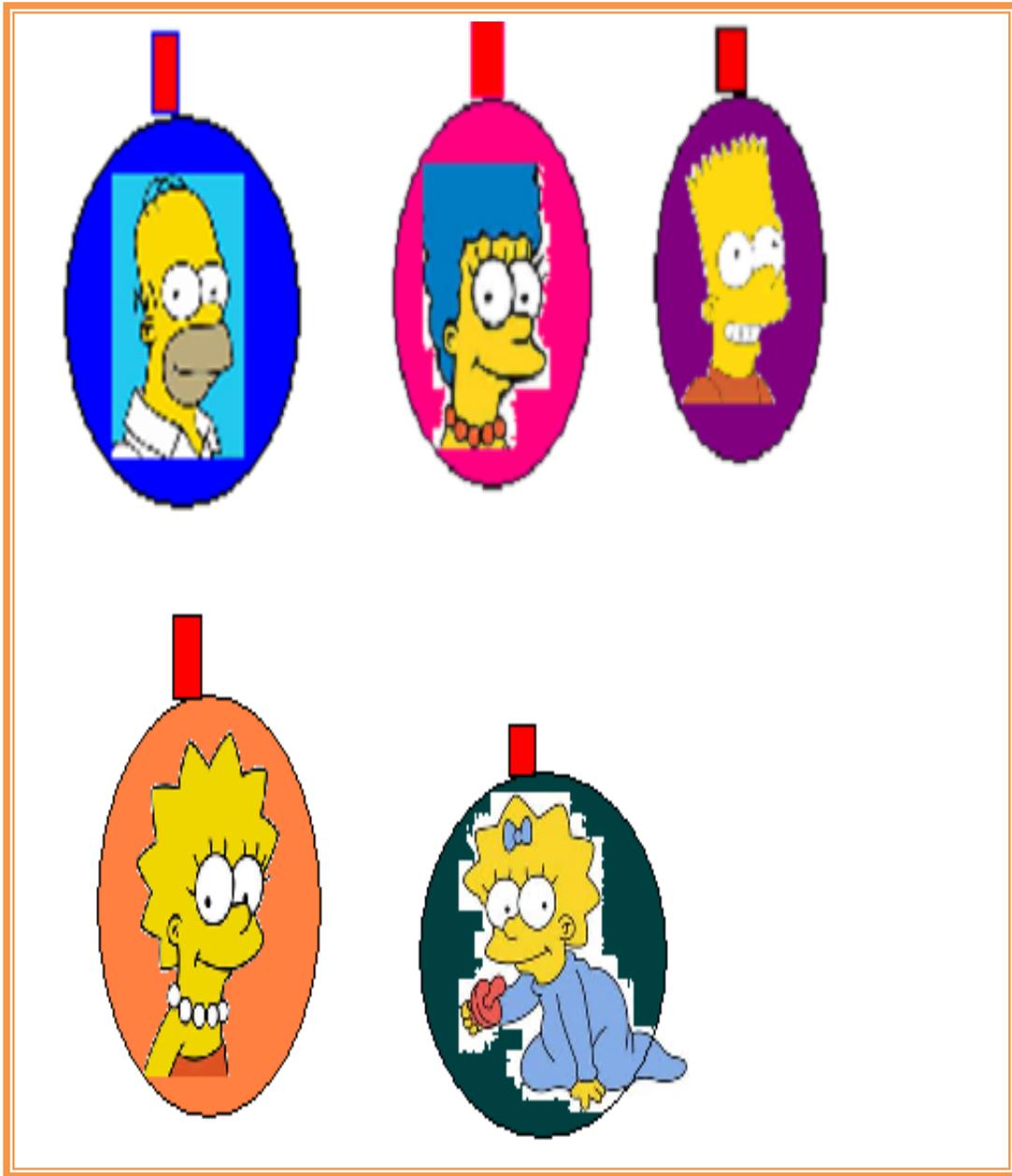


Fig 26.,Members of the Family.*delealo.wordpress.com.n.p.,n.d.31Oct.2011.*
JPEG file



Name of the song: I love you

WORKSHEET





We are happy

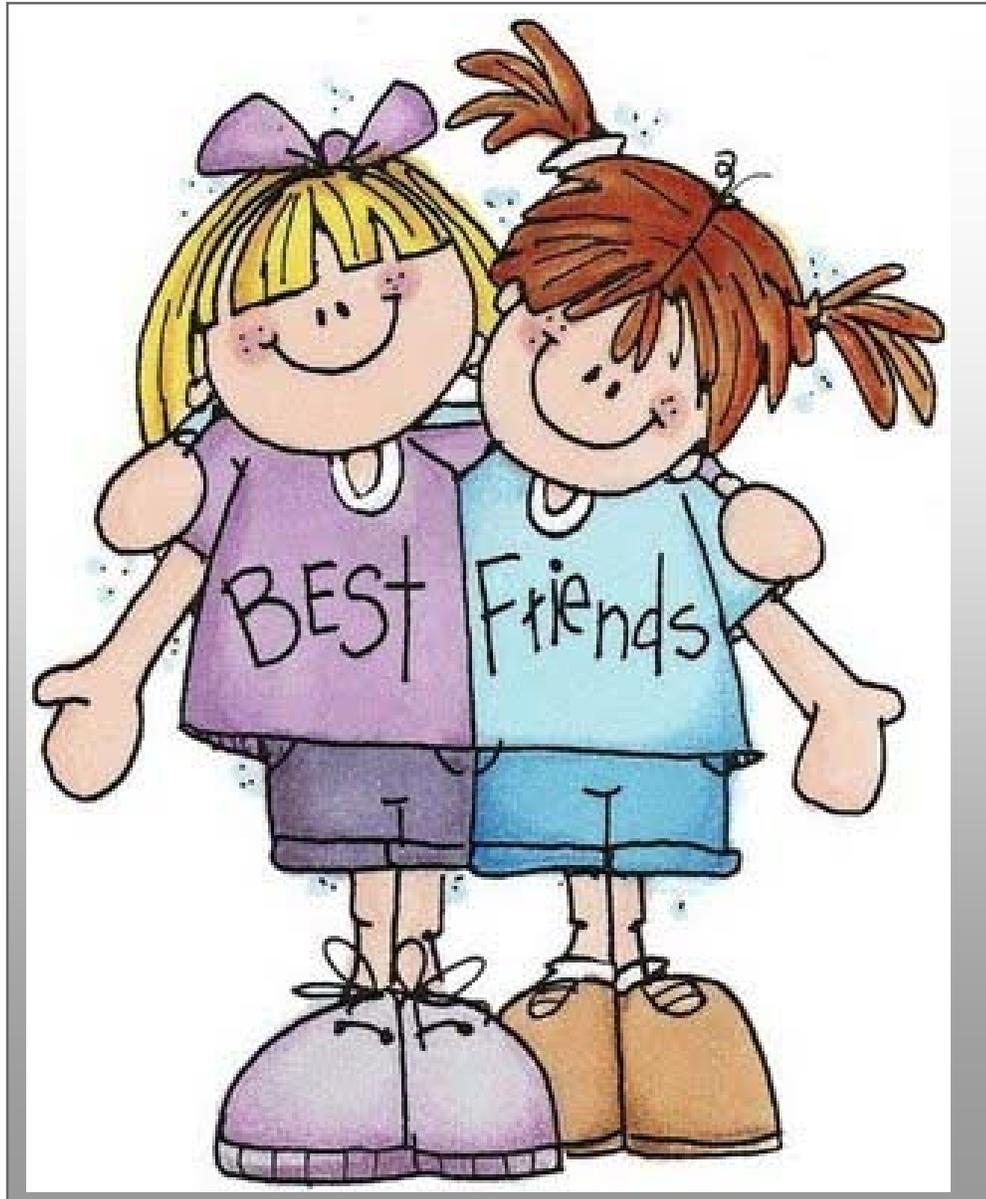


Fig 27. Best friends. *englishexercises.org.n.p.*, n.d. 31Oct.2011. JPEG file



I hate you



Fig 28. Hate. *leopalabrasmaspalabrasmenos.blogspot.com.n.p.*, n.d.
31Oct.2011. JPEG file



I love you

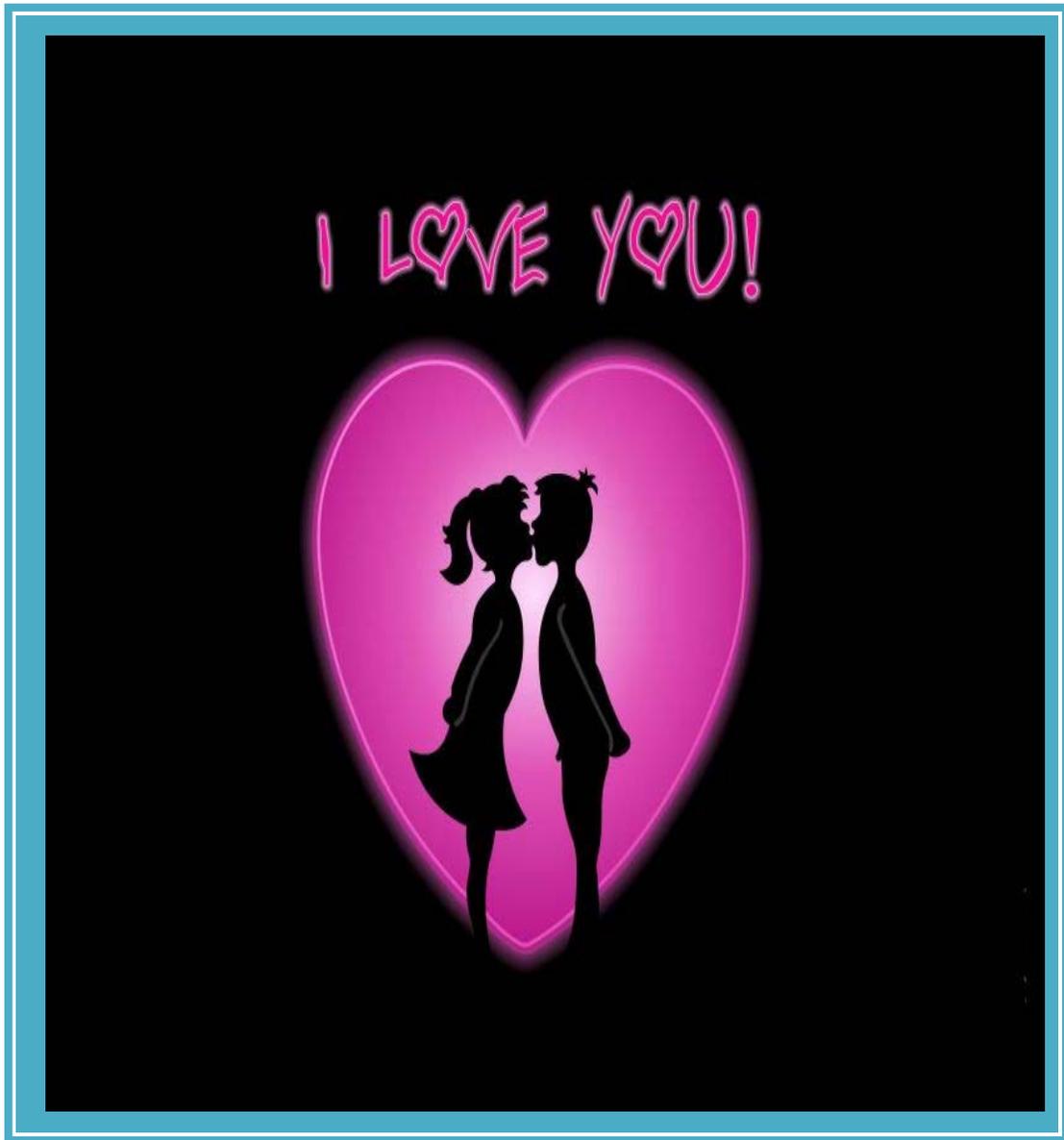


Fig 29. I love you. *fondolove.com. 2009 FondoLove.COM©* .,n.d. 31Oct.2011.

JPEG file



REFERENCES

- Barney, *I love you*. n.d. *stlyrics.com*.2002. Web.10 Oct.2011.
- Brumfit Christopher, Moon Jane and Tongue Ray.*Teaching English to Children*.NY: Longman, 1800.Print.
- “Busy teacher.”*Busyteacher.org*. n.p, n.d. Web.31 Ag. 2011
- Dejean, Valerie. *Valeriedejean.org*. n.p. n.d. web. 31 Oct. 2011.
- Hancock, Mark. *Singing Grammar*.United Kingdom: Cambridge UP, 1998. Print.
- Harmer, Jeremy. *The Practice of English Language Teaching*.London and New York: Longman, 1991 third Edition. Print.
- Huy Le, Mark “The Role of Music in Second Language Learning: A Vietnamese Perspective.”*Aare.Edu.au*. n.p, n.d. Web.31 Ag. 2011.
- James, Pollard “Improving Teaching and Learning in Schools.”*tlrp.org*. n.p, March 2006. *PDF file*.
- Jenkins, A.J. *The Butterflies Colors*. n.d. *youtube.com*. Web. 10 Oct. 2011.
- “Linked in” *Linkedin.co.n.p*, n.d. Web.31 Ag. 2011.
- “Listening Comprehension.”*Highreach.com*. n.p, n.d. Web.31 Ag. 2011.
- “Montessori Method.”*Montessoriplayroom.com*. n.p,n.d. Web.29 Sep. 2011.
- “Multiple Intelligence.”*Tranquility.net*. n.p.,n.d. web. 31 Oct. 2011.
- Nancy and John Cassidy, *Head and Shoulder*. n.d. *Kididdles.org*. 1998. Web. 10 Oct 2011.



Nicoloff, Françoise. "Tomatis." *Tomatis.com*. n.p., n.d. Web. 31 Oct. 2011.

Old MacDonal. n.d. *Kididdles.org*. 1998. Web. 10 Oct. 2011.

Smith, Mark "infed" *infed.org*.n.p, n.d. Web. 31 Oct. 2011.