



UNIVERSIDAD DE CUENCA



UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

“Using Music to Foster Listening Comprehension in Eighth Grade Students of  
Corazón de María High School

**Trabajo Investigativo del Curso de Graduación  
previo a la obtención del Título de Licenciado en  
Ciencias de la Educación en la Especialización de  
Lengua y Literatura Inglesa.**

**Autor:** Johnny Vinicio Benalcázar Bermeo

**Tutor:** Dr. Fabián Darío Rodas Pacheco.

Cuenca- Ecuador

2013

**Autor:** Johnny Vinicio Benalcázar Bermeo



# UNIVERSIDAD DE CUENCA

## RESUMEN

Este trabajo ha sido desarrollado a fin de demostrar como la comprensión auditiva puede ser promovida por medio del uso de la música en la enseñanza del inglés como segunda lengua.

La música ha llegado a ser una herramienta importante al momento de enseñar un nuevo lenguaje, tanto para profesores como para estudiantes. Por medio de la música, todas las destrezas lingüísticas puede ser promovidas, pero de manera especial la destreza auditiva.

Este trabajo también describe todos los beneficios del uso de la música en la clase. De igual manera, proporciona algunas actividades útiles referentes a la comprensión auditiva por medio de la música las mismas que pueden ser incorporadas en nuestra metodología como profesores de un idioma extranjero. Además, a fin de complementar este proyecto, se produjeron trabajos de investigación tales como: entrevistas y cuestionarios, todo esto con la finalidad de dar un mejor entendimiento de la investigación.

En conclusión, este estudio apoya el uso de la música en la clase de inglés y demuestra como su uso hace una gran contribución para mejorar la destreza de la comprensión auditiva.

Palabras claves:

Auditivo, comprensión, Música, Octavo, Grado, Fomentar



# UNIVERSIDAD DE CUENCA

## ABSTRACT

This project has been developed in order to demonstrate how listening comprehension can be fostered through the use of music in the EFL classroom. Music has become an important tool at the moment of teaching a new language, for both teachers and learners. Through music, all the linguistic skills can be fostered, but especially the listening skill.

This work also describes all the benefits of the use of music in the classroom. In the same way, it provides some useful listening comprehension activities through music that can be incorporated in our methodology as teachers of a foreign language. Besides, in order to carry out this work, a questionnaire and an interview were conducted to give a better understanding of this research.

In conclusion, this study supports the use of music in the classroom and shows how the use of music in the classroom makes a big contribution to improving the listening comprehension skill.

## Key Words

Listening, Comprehension, Music, Eighth, Grade, Foster



**TABLE OF CONTENTS**

RESUMEN ..... 2

ABSTRACT ..... 3

TABLE OF CONTENTS ..... 4

AUTHORSHIP ..... 8

DEDICATION ..... 9

ACKNOWLEDGEMENT ..... 10

INTRODUCTION ..... 11

CHAPTER I ..... 13

“Using Music to Foster Listening Comprehension in Eight Grade Students of Corazón de María High School” ..... 13

    1.1 Description of the problem ..... 13

    1.2 Justification ..... 13

    1.3 Objectives ..... 15

CHAPTER II ..... 16

LITERATURE REVIEW ..... 16

    2.1 The importance of music in education ..... 16

    2.2 The advantages of the use of music in the EFL classroom ..... 17

    2.3 Listening stages ..... 19

        2.3.1 Receiving stage or Pre – listening stage ..... 19

        2.3.2 Understanding stage or While listening stage ..... 19

        2.3.3 Evaluating stage or Post – listening stage ..... 19

    2.4 Fostering listening comprehension through music ..... 19

        2.4.1 Listening comprehension activities through music. .... 22

CHAPTER III ..... 24



# UNIVERSIDAD DE CUENCA

METHODOLOGY.....	24
3.1 Basic methodology.....	24
3.2 Literature Review .....	24
3.3 Interview .....	25
3.4 Survey .....	26
3.5 Questionnaire .....	26
CHAPTER IV .....	27
RESULTS AND ANALYSIS.....	27
4.1 Interview .....	27
4.2 Survey .....	28
4.2.1. INTERPRETATION. ....	29
4.3 Questionnaire .....	38
4.3.1. INTERPRETACION .....	39
CHAPTER V .....	45
CONCLUSIONS AND RECOMMENDATIONS.....	45
5.1 Conclusions .....	45
5.2 Recommendations .....	46
WORKS CITED.....	48
APPENDIX.....	49
APPENDIX 1.....	49
APPENDIX 2.....	50
APPENDIX 3.....	52
APPENDIX 4.....	55
APPENDIX 5.....	56



# UNIVERSIDAD DE CUENCA



## UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Jhonny Vinicio Benalcázar Bermeo, reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Licenciado en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa. El uso que la Universidad de Cuenca hiciere de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autor.

Jhonny Vinicio Benalcázar Bermeo  
010427567-2

UNIVERSIDAD DE CUENCA  
FACULTAD DE FILOSOFIA, LETRAS  
Y CIENCIAS DE LA EDUCACION  
SECRETARIA

---

*Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999*

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316  
e-mail [cdjbv@ucuenca.edu.ec](mailto:cdjbv@ucuenca.edu.ec) casilla No. 1103  
Cuenca - Ecuador



# UNIVERSIDAD DE CUENCA



## UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, jhonny Vinicio Benalcázar Bermeo, certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor.

jhonny Vinicio Benalcázar Bermeo  
010427567-2



UNIVERSIDAD DE CUENCA  
FACULTAD DE FILOSOFIA, LETRAS  
Y CIENCIAS DE LA EDUCACION  
SECRETARIA

---

*Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999*

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316  
e-mail [cdjbv@ucuenca.edu.ec](mailto:cdjbv@ucuenca.edu.ec) casilla No. 1103  
Cuenca - Ecuador



# UNIVERSIDAD DE CUENCA

## AUTHORSHIP

All the content of this work is the exclusive responsibility of its author, Johnny Vinicio Benalcázar Bermeo.

Johnny Vinicio Benalcázar Bermeo.

I.D. 0104275672





# UNIVERSIDAD DE CUENCA

## **DEDICATION**

I dedicate this work to my all my family, especially to my parents, Juan and Rosa, for their sacrifice, patience, and good advice, I will always appreciate all you have done for me. To my wife, who has always supported me during my career in spite of the problems. To my little son, Sebastian, who has been my happiness and inspiration. All of you have helped me to achieve my goal. To them, I want to express my eternal and deep gratitude.

Johnny.



# UNIVERSIDAD DE CUENCA

## **ACKNOWLEDGEMENT**

I want to express my sincere gratitude to Magister Sandra Cabrera, Director of the Graduation Course. I also want to thank Dr. Fabián Rodas, my project tutor, who has contributed through his knowledge and guided me to carry out my work successfully.

I also want to express my thanks to all my teachers at the University of Cuenca, for their patient and help which encourages me to finish my career.



# UNIVERSIDAD DE CUENCA

## INTRODUCTION

*“Music . . . can name the unnamable and communicate the unknowable.”Leonard Bernstein.*

Music has been an essential part of human beings since the beginning. In the context of education, it has become a useful tool, especially in language learning since through music all the linguistic skills can be improved, especially the listening comprehension because it can be taught from early stages of human life. In this context the objective of this research is to show the importance and benefits of the use of music to foster listening comprehension in the EFL classroom, and the activities that we can use in order to improve this skill through the use of music.

This work is divided into four chapters. In the first chapter, there is a description of the problem, the justification, and the general and specific objectives.

The second chapter is about the literature review, it presents scientific information from different authors and different sources. Although the literature covers many theories, this review will focus on four major themes. These themes are the importance of music in education, the advantages of the use of music in the EFL classroom, listening stages, and fostering listening comprehension through music.

As teachers of a foreign language, we must incorporated music in our methodology since through music, all the linguistic skills can be improved, especially the listening skill. Listening comprehension involves a whole process where students can foster it by doing different activities, and through these



## UNIVERSIDAD DE CUENCA

activities, students start to develop certain skills of attentive listening, comprehension, describing, identifying, and evaluating. In this way they acquire a second language in a meaningful way.

In chapter three, you can find the methodology used to perform this research, and there is complete information about the different sources and resources which will support and give a better and complete understanding about the use of music to foster listening comprehension.

Chapter four is related to the results and analysis of the survey, and the interview that was applied to get more information about this topic research. In the same chapter you can find a summary of the interview.

Finally, in the last chapter, there is some specific information about the conclusions, limitations, and recommendations that were revealed by the findings of this study.



# UNIVERSIDAD DE CUENCA

## CHAPTER I

### **“Using Music to Foster Listening Comprehension in Eight Grade Students of Corazón de María High School”**

#### **1.1 Description of the problem**

According to previous experiences, we have noticed that at the moment of learning English, most of the students can be intimidated. This happens for many reasons: most of them do not feel confident, they are unmotivated in class, and most of them get bored with monotonous teachers' activities. Nowadays, music is considered an essential part of our lives. Everyday we are always in touch with music. In the context of education, music has become popular and an important tool, especially for teachers of a foreign language. This work will show the benefits of music to teach a foreign language, and it will demonstrate how listening comprehension can be fostered through the use of music.

#### **1.2 Justification**

This investigation has been carried out in order to learn how the use of music develops listening comprehension, and how the implementation of music can facilitate foreign language learning through the use of different activities.



## UNIVERSIDAD DE CUENCA

We can express emotions, feelings, and thoughts through music, so nowadays music is considered an essential part of our lives.

In the context of education, music has become very popular. Most of the textbooks contain music in order to facilitate and offer a different foreign language education. Music provides a relaxing atmosphere for students who, most of the time, do not feel secure when they speak English in class. In this way, using music to improve listening comprehension skills could be a good option in order to get and keep students' interest in class. The use of new vocabulary, idioms, and expressions are only a small part of the benefits that music offers in the teaching process.

Of course, the use of music to foster listening comprehension is not always simple. Most of the time teachers have problems with non- standard grammar which confuses students. Thus, it is important to choose appropriate songs for learners.

The use of music to foster listening comprehension has to be part of our method of teaching to help second language learners to acquire, improve, and develop the listening skill. Students should demand from their teachers engaging activities such as music to enjoy the class in a better manner. In this way, and knowing that listening comprehension is a skill which can be effectively taught in the early stages of human life, the present project shows the importance of using music in the foreign language teaching process and



# UNIVERSIDAD DE CUENCA

the activities that can be used use at the time to foster listening comprehension.

## 1.3 Objectives

### General Objective

- To determine the importance of music in the development of listening comprehension skills in eighth grade students.

### Specific Objectives

- To describe theoretical aspects that support the use of music in the EFL classroom.
- To analyze the advantages of the use of music to develop listening comprehension skill.
- To provide some examples of effective songs that help students to develop the listening comprehension skill.



# UNIVERSIDAD DE CUENCA

## CHAPTER II

### LITERATURE REVIEW

The following literature review presents scientific information which will be useful and relevant to the topic, "Using Music to Foster Listening Comprehension." Although the literature covers many theories, this review will focus on four major themes. These themes are the importance of music in education, the advantages of the use of music in the EFL classroom, listening stages, and fostering listening comprehension through music. Therefore, the first topic to be analyzed is the importance of music in education.

#### **2.1 The importance of music in education**

"Music is in many ways the great integrator of different aspects of human experience. At the personal level music brings together the intellectual, physical, emotional, and social dimensions in a powerful and holistic way" (Glover & Ward).

Music is part of our culture; it is part of our daily life. We are always in contact with music at home, at school, or even at work. Through music people can tell stories, express emotions, and thoughts. For these reasons, it is easy to understand why music is considered an essential part of our lives.

Maureen Harries states that "the value of music in the education of the child is the focus of much discussion. Cross-cultural studies continue to confirm that music is universal and very much a part of what it means to be human" (2).





# UNIVERSIDAD DE CUENCA

In the context of education, it is well-known that music contributes in a great way to the teaching learning process, and the use of music in our methodology can be incorporated in all stages of human life, especially in early ones. Nowadays, it is very common to observe parents everywhere trying to expose their children to more classical music. Researchers suggest that young children have a tremendous capacity to learn from the moment they are born, and they state that musical and language processing occur in the same area of the brain. In this way the first years of life are crucial to a child's cognitive development.

In sum, music plays a favorable role in all levels of education. Music increases memory, coordination, concentration, and even through music, students learn many important and necessary values for life.

## **2.2 The advantages of the use of music in the EFL classroom**

Anne Aubrey reports that music is useful in motivating, improving, giving confidence, and increasing memory in students. The role music plays in the development of a foreign language in young English learners is that it enhances learning and increases memory (7). This means that music can transform a classroom into a pleasant and positive learning environment where students feel relaxed and more confident, and some students who do not like the language become interested in it through music. Additionally, music helps language learner to acquire vocabulary significantly and in a short period of time as well as some complex language structures are easier to remember and use because of the repetition that is involved in lyrics.



## UNIVERSIDAD DE CUENCA

“The best learning occurs in an environment of high motivation, self-confidence, and low anxiety” (Aubrey 30). According to Aubrey, the use of music not only helps foreign language learners to acquire, improve, and develop skills, music can also provide a relaxing lesson. For this reason, students should demand from their teachers engaging activities to enjoy the class in a better manner. Consequently, the use of music in the classroom provides an environment where both teachers and students have a lot of benefits. Teachers get and keep their students' interest; as a result, students have an active participation because through music, they feel more confident when they use the target language.

Aubrey also states that” . . . music provides EL students with an opportunity to participate in the class activity. The more words they learn to a song, the more confidence they build, which leads to them being more motivated to participate in music and in the classroom activities. Music is used to enhance learning” (113).

The author Mol states that “. . . Language teachers can use songs to open or close their lessons, to illustrate themes and topics, to add variety or a change of pace, present new vocabulary or recycle known language. . .”(par.1.) In other words, music improves important aspects of one’s second language development. Also, it is important to mention that modern technology has made possible access to songs and lyrics in a fast and free way. Therefore, music is an important tool, especially for teachers of a foreign language since songs can be incorporated into all language skills: listening, reading, writing, and speaking.



## **2.3 Listening stages**

In order to have a better understanding on the listening skills process of a second language, it is important to keep in mind three important stages. According to scholars, these stages are as follows: receiving stage, understanding stage, and evaluating stage.

### **2.3.1 Receiving stage or Pre – listening stage**

The first stage of the listening process is the receiving stage. It refers to hearing and attending. Most of the time students have problems understanding a listening activity. In this way, Cujkova suggests that students need to have a previous knowledge about the theme and to know some words that they will use (45). In sum, in this stage students have to work on what they are going to hear.

### **2.3.2 Understanding stage or While listening stage**

The understanding stage is the stage where the listener determines the context and the meaning of the words that are heard, and through this stage students identify how the new language sounds (Cujkova 48). In other words, this stage is referred to as the comprehension stage.

### **2.3.3 Evaluating stage or Post – listening stage**

Cujkova points out that “in this stage the listener is able to evaluate all the work related to a particular listening text” (qtd. in Underwood 74) in other words; through this stage the listener has a clear understanding of the speaker’s message

## **2.4 Fostering listening comprehension through music.**

As teachers of a foreign language, we want to develop all the skills related to the language. Incorporating music into our teaching practice must



## UNIVERSIDAD DE CUENCA

play an important role in our methodology, especially to foster listening comprehension. It is well-known that the use of songs helps second language learners acquire and develop linguistic skills, especially listening.

There is also a growing body of research confirming that songs are a useful tool in listening comprehension. First of all we have to make a difference between hearing and listening.

Hearing and listening are quite different. Hearing is a process involving nerves and muscles that reach adult efficiency by age four to five. Listening is a learned mental process that is concerned with hearing, attending, discriminating, understanding, and remembering. It can be improved with practice. Listening affects social interactions, one's level of functioning, and perhaps one's overall success in life..... (Machado 137)

According to this author, the listening skill involves a whole process where students can foster listening comprehension in an active way by doing different activities. Through these activities, students start to develop certain skills of attentive listening, comprehension, describing, identifying, and evaluating. Therefore, they acquire a second language in a meaningful and effective way.

According to my experience, most students in an English class want to be able to understand what other people say to them beyond the classroom. They also want to be able to understand the target language for different



## UNIVERSIDAD DE CUENCA

purposes. They are interested in understanding what people say on the radio, on television, at movie theatres, on tapes, CDs, etc, so we can say that the listening skill is one of the most important skills that students need to develop.

Nowadays, any syllabus designed for teaching English and most English books contain songs, chants, or rhymes. All of these materials contain varied listening activities that are very important in all the stages of the learning process. Also the use of music in the EFL classroom provides a rich source of new vocabulary from which learners start to build up their own ideas of how the foreign language works. Another important aspect about the use of songs in the EFL class is that songs can be used at the beginning or end of a chapter, to introduce a topic or new vocabulary or to consolidate what the students have already learned. This new knowledge is added to students' prior knowledge so that they can produce the target language, both in an oral and written manner.

In this globalized world, it is very common to observe how more and more people are in touch with technology, especially students. In this way, the current technology is another resource that makes the use of songs available in the EFL classroom. Through the Internet, both students and teachers can get access to different websites with useful information, activities, and resources. There are many websites that offer different kinds of English songs where learners can access them in a free way. The use of music on line offers many benefits to foster listening comprehension: for example, students can find songs according to their likes and to their level. Many websites, including You Tube,



## UNIVERSIDAD DE CUENCA

offer not only the songs, but also provide the lyrics, and teachers can find a certain song according to a specific lesson.

### **2.4.1 Listening comprehension activities through music.**

As we can see, incorporating music into our methodology brings many advantages in all the skills. However, the listening comprehension skill can be fostered in a great way through music. According to Craig, teachers have to look for new and different strategies. Craig points out that “For teachers of ESL and EFL, it is necessary to go beyond the book and use alternative activities in the classroom . . .” (par. 1).

As part of his study, Craig presents seven possible listening comprehension activities that can be used to develop the listening comprehension skill.

- ✓ Teachers can create a handout in which key words or phrases are left out from the lyrics. Based on what they hear, students are required to fill in the blanks. This is a well-known exercise. However, if you want to make it more difficult, just let students write the words they think are suitable and then play the song. Another option is to cut the text of the lyrics into strips of paper and ask the students to put them in the right order.
  
- ✓ Teachers can ask students to write down as many key words or phrases as possible while a song is playing. Later, they can work in groups to try to reconstruct the entire song.



## UNIVERSIDAD DE CUENCA

- ✓ Instead of catching single words or phrases, teachers can ask students to summarize, either verbally or in writing, the main ideas of a song. This listening exercise can even take place in the form of a quick quiz.
- ✓ If the song you are playing uses a lot of verbs, play the song for the students once without any lyrics. Every time the students recognize a verb, they have to act it out. This can be a lot of fun and gets the class relaxed.
- ✓ To introduce a song to the class, divide them into two teams. Explain that the song contains a certain grammar point that you have been studying. If someone hears that grammar point, they must raise their hand. If they identify it correctly, their team gets a point.
- ✓ If the song you are using is not related to a specific grammar point, but instead to a theme, that's okay! Play the song first without the lyrics and have students write down anything they hear that is relevant to the theme: nouns, verbs, adjectives, etc.
- ✓ After any activity, remember to take a few minutes and sing the song as a class. The students will be very happy and excited about it. Singing the song after these activities will give the students a sense of accomplishment.



# UNIVERSIDAD DE CUENCA

## CHAPTER III

### METHODOLOGY

#### 3.1 Basic methodology

This research is based on literature review and field research. In the first method, relevant and specific information from books, academic papers, journals and magazines was collected and analyzed, which supported and gave a better and complete understanding about the use of music to foster listening comprehension. On the other hand, the field research was conducted through an interview where the point of view of a professional and experienced teacher contributed with relevant information about the topic. In the same way, a questionnaire was applied to the eight grade students of Corazon de Maria High School in order to provide more information about different aspects of the use of music in class. Finally, a survey was applied to some English teachers. The objective of this survey was to find out about the resources and methodology used by teachers for listening comprehension with EFL learners.

#### 3.2 Literature Review

First, different kinds of academic resources were collected and analyzed. One of the main resources for this research was the book “The role of music in the English language development of Latino prekindergarten English learners,” by Anne Aubrey. In this book, the author examines the role of music in English language development. Other sources of data collection were library reports like journal and magazine articles. One of the articles by Larry M. Lynch “Using Pop Songs to Improve Listening Comprehension Skills” refers to some important





# UNIVERSIDAD DE CUENCA

facts at the time of choosing a right song in the EFL classroom. For example, the author recommends using popular songs, selecting songs with clear lyrics, and choosing songs with an appropriate theme. Another academic resource taken into account in this investigation was a journal article written by Kevin Schoepp, "Reasons for Using Songs in the ESL/EFL Classroom." In this article, the author refers to the importance of songs in the EFL classroom, and he does an important analysis of the reasons to use songs in the second language learning.

### **3.3 Interview**

In order to support this investigation and give more in-depth data collection, an interview was applied. The name of the expert that was interviewed is Diego Ortega. He is an English teacher who has experience working in primary schools, high schools and nowadays he is working as an English teacher in the English Language Department at the University of Cuenca. Mr. Diego Ortega Auquilla is a professional who contributed with relevant information about the topic "Using Music to Foster Listening Comprehension." To perform the interview, a questionnaire of six Wh-questions was used (see annex #1) in order to get more information about the topic and clarify doubts. Mr. Diego Ortega was interviewed on April 11, 2013, in the Daniel Cordova High School at 8:30 am; the interview lasted about twenty minutes.



### **3.4 Survey**

A survey was applied to twenty teachers from different high schools of Cuenca (see annex #3). The purpose of the survey was to discover how English teachers take advantage of the use of music in order to foster listening comprehension in the class and to know about the resources and methodology used by teachers in the teaching process of a foreign language. The survey consisted of multiple choice questions.

### **3.5 Questionnaire**

A questionnaire was applied to the eight grade students of Corazon de Maria High School; the students were around eleven and twelve years old. The students had to answer six questions (see annex #4). All the questions were multiple choice questions. This questionnaire was designed in order to provide more information related to the different aspects of the use of music in class and to know some students' preferences about music. The questionnaire lasted around 20 minutes.



# UNIVERSIDAD DE CUENCA

## CHAPTER IV

### RESULTS AND ANALYSIS

The results of the survey are going to be based on a quantitative analysis.

#### 4.1 Interview

The purpose of the interview was to get more information about the topic, clarify doubts, and answer the research questions.

Mr. Ortega considers the use of music in second language learning a useful and amazing tool. He states that “the use of music in the classroom transforms the learning environment.” Mr. Ortega explains that most of the time, students feel a little nervous at the moment of learning a new language, so music can transform a classroom into a pleasant and positive learning environment where students feel relaxed and more confident.

He also said that listening to music of any genre can improve listening comprehension, speaking skills, vocabulary, grammar structures, and pronunciation, so he recommends teachers to use English songs as much as possible. However, through his personal experience, he recommends keeping in mind some aspects at the time of using music in the classroom: select a song according to the students’ level and interests, try to choose a song with simple vocabulary, and also select a song that has repetition in order to help the students to learn the vocabulary faster. Before playing the song, introduce the key vocabulary, and finally, avoid songs with negative themes.

Mr. Ortega emphasizes about the benefits of the use of music in the classroom. He explains that the lyrics that are sung slowly and that repetition of



# UNIVERSIDAD DE CUENCA

vocabulary and structures give the students an opportunity to understand the second language.

In sum, this interview contributed a lot to this research because new knowledge and information was supplemented about the importance of using music to foster listening comprehension and I had the opportunity to obtain some advice in order to improve second language teaching through music.

## 4.2 Survey

The objective of this survey was to find out certain teachers' points of view about the use of music in the English class. In the same way, this survey tried to get more information about the resources and methodology used by teachers in order to foster the listening comprehension in EFL learners.

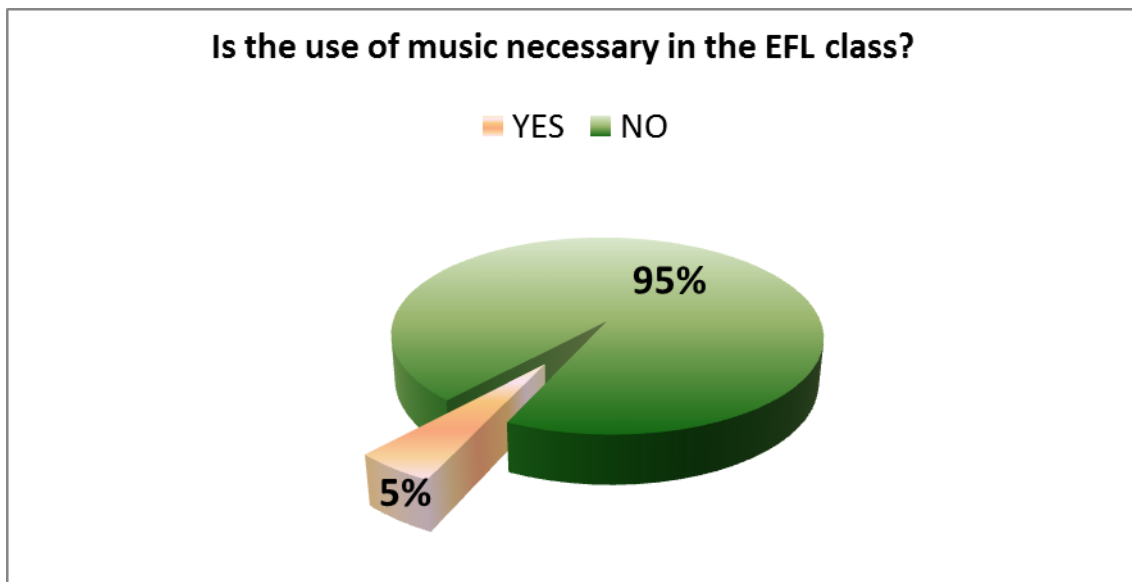
In conclusion, this survey shows that most English teachers use music as part of their methodology and believe that the use of music has become an important tool in second language teaching.



4.2.1. INTERPRETATION.

QUESTION 1

Chart 1

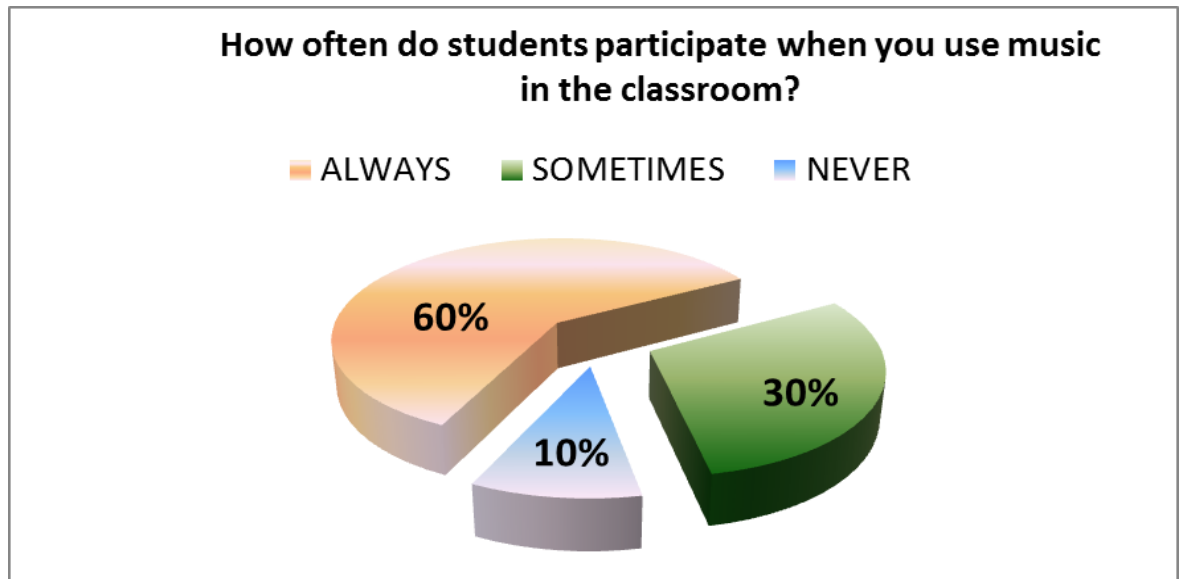


According to chart 1, we can observe the next results. In the first question, 95% of the teachers consider music necessary in the second language learning, and just 5% of them do not consider music necessary,



QUESTION 2

Chart 2

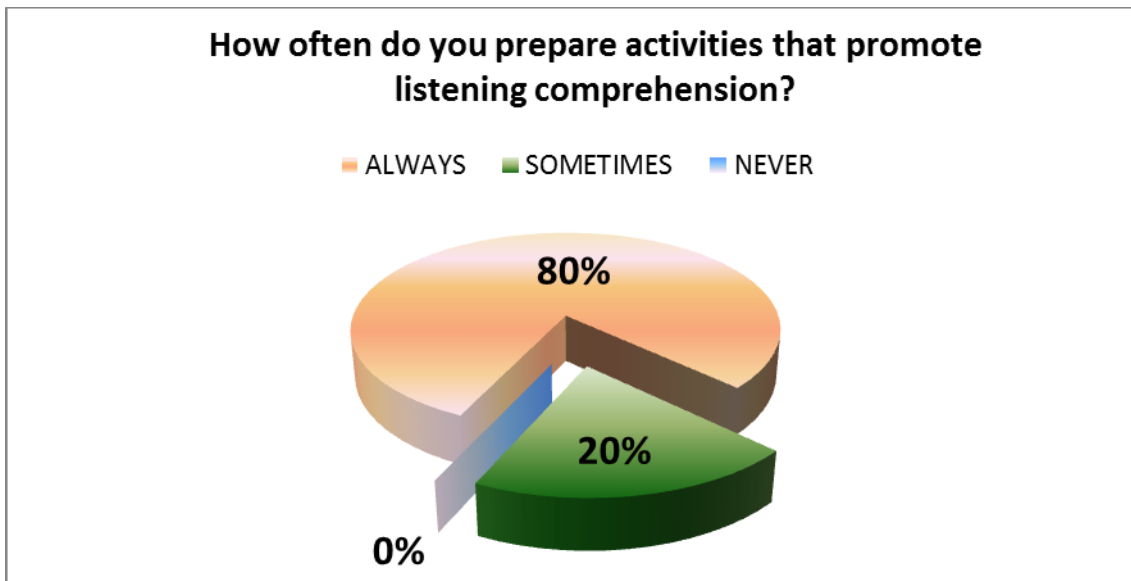


In the second question, the teachers mention that 60% of the students always participate in class when music is used, 30% of the students sometimes participate, while just 10% of the students never participate.



QUESTION 3

Chart 3

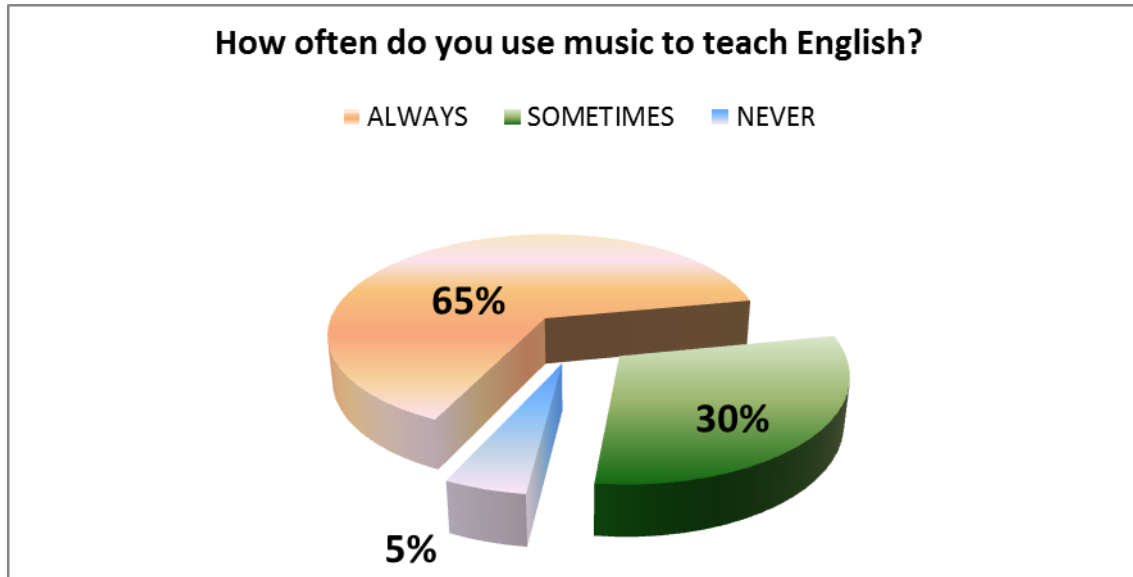


According to the results of the third question, 80% of the teachers always use activities that promote listening comprehension in their class, while 20% of the teachers sometimes use listening comprehension activities.



QUESTION 4

Chart 4



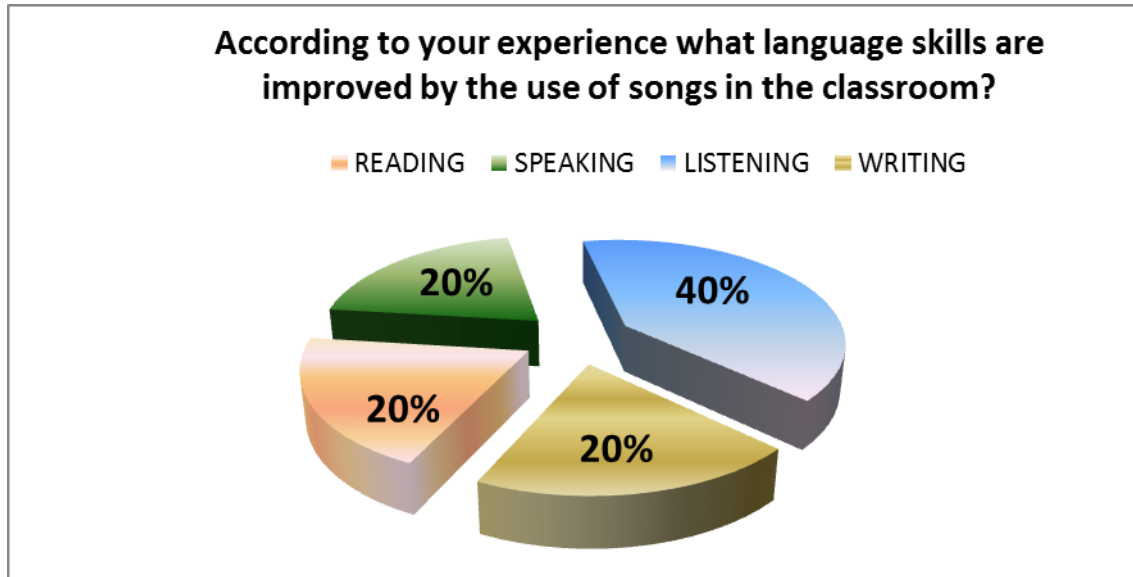
In the fourth question, we can observe that 65% of the teachers always use music in class, 30% of them sometimes use music, and just 5% of them never used music during their classes.





QUESTION 5

Chart 5

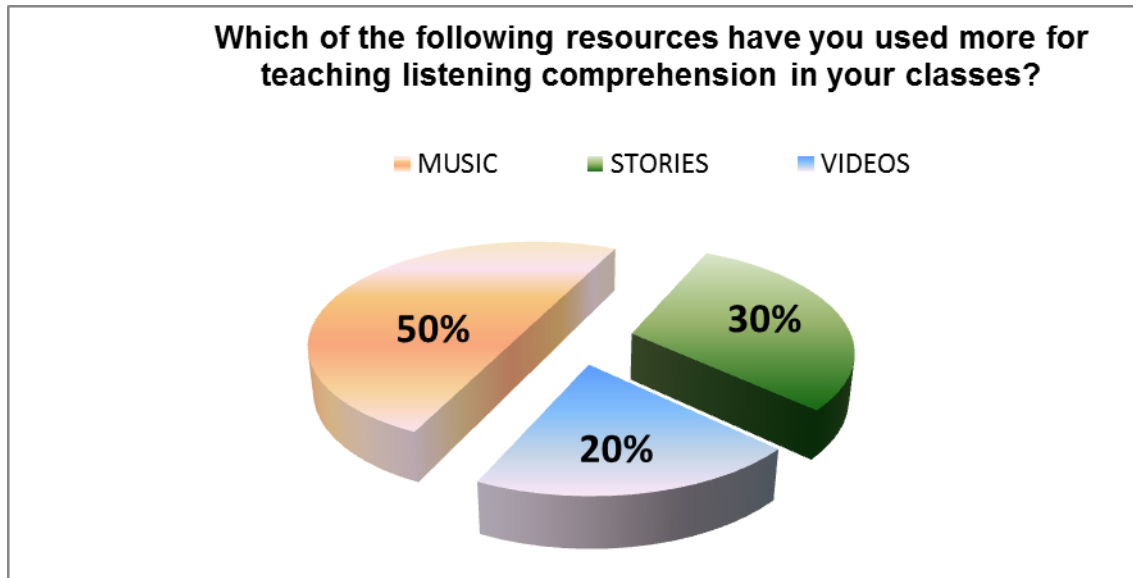


According to the fifth question, 40% of the teachers think that the use of music in class improves the listening skill, 20% of the teachers think that the reading skill is improved by songs, according to 20% of the teachers the use of music in class improves the speaking skill, and finally 20% of the teachers state that the use of songs improves the writing skill.



QUESTION 6

Chart 6

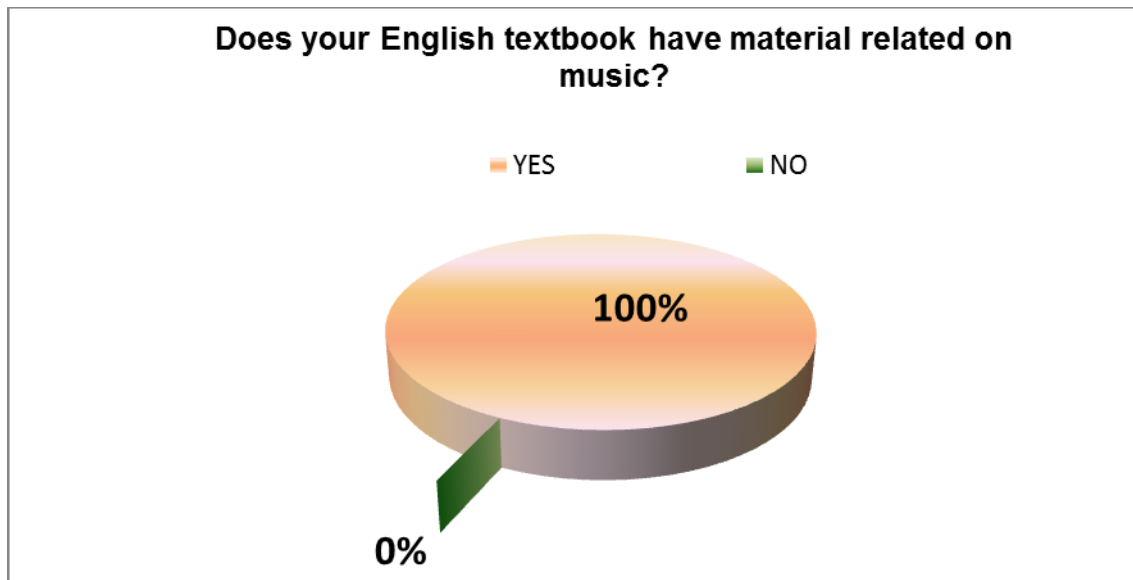


In this question, 50% of the teachers use music to foster listening comprehension in their classes, while 30% of the teachers prefer stories, and a 20% of them prefer videos.



**QUESTION 7**

**Chart 7**

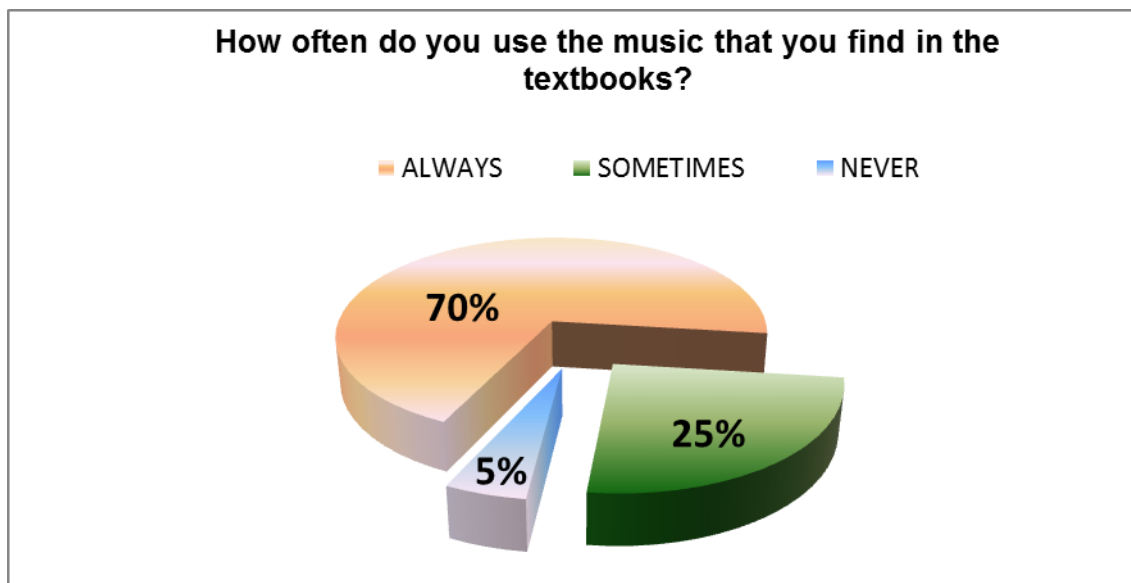


According to the seventh question, 100% of the teachers find music material in their textbook.



QUESTION 8

Chart 8

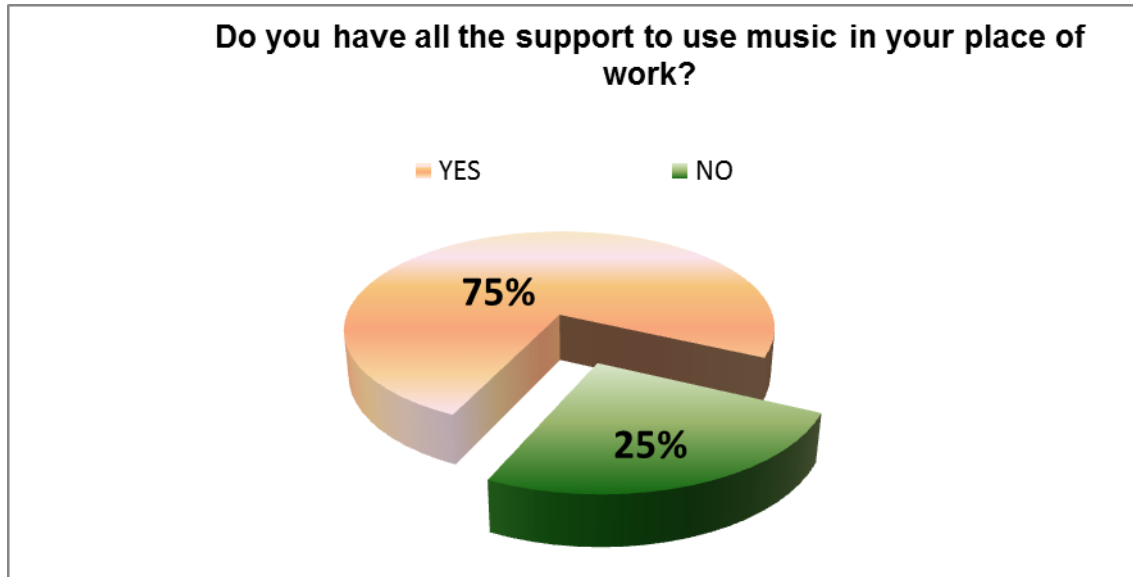


According to the eighth question, 70% of the teachers always use the music material that the textbooks offer while 25% of them sometimes use this material, and just 5% of the teachers never use it.



QUESTION 9

Chart 9



Finally, in the tenth question, 75% of the teachers state that they can find the support to use music in their places of work, while 25% of the teachers state that they cannot find all the facilities in order to use music in their EFL classroom.



## 4.3 Questionnaire

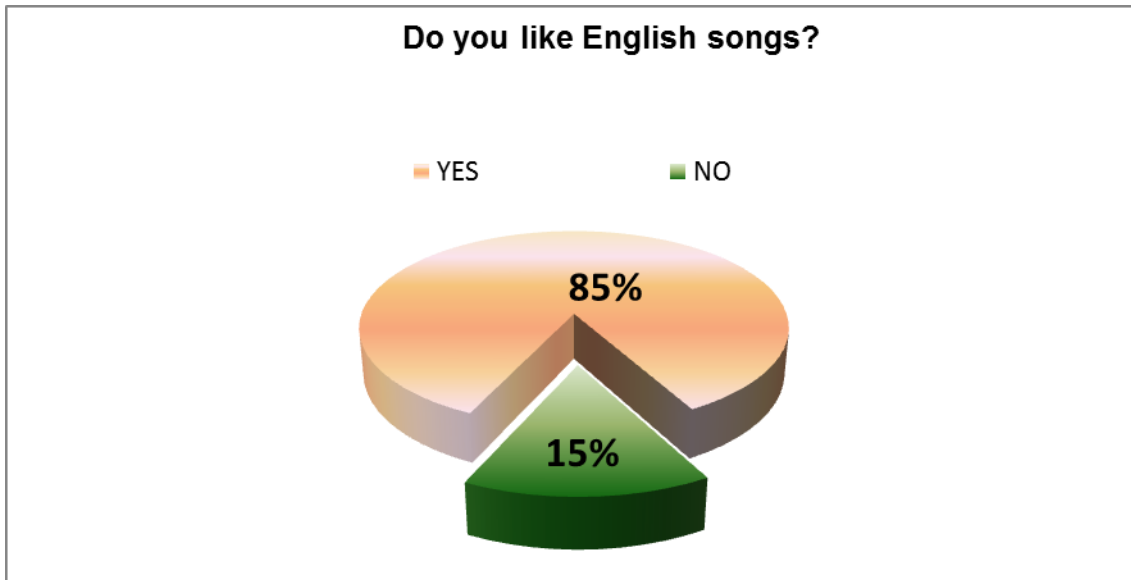
The main objective of this survey was to point out some students' interests and opinions related to the use of music in the class. In this way, this questionnaire was elaborated in order to support the use of music in class and to know some students' preferences about music.

As a conclusion, this questionnaire reveals that most students love the use of music in class. In addition, it shows that most of them enjoy English songs, and they think that learning through music is a fun and creative way to learn a new language.



4.3.1. INTERPRETACION  
QUESTION 1

Chart 1

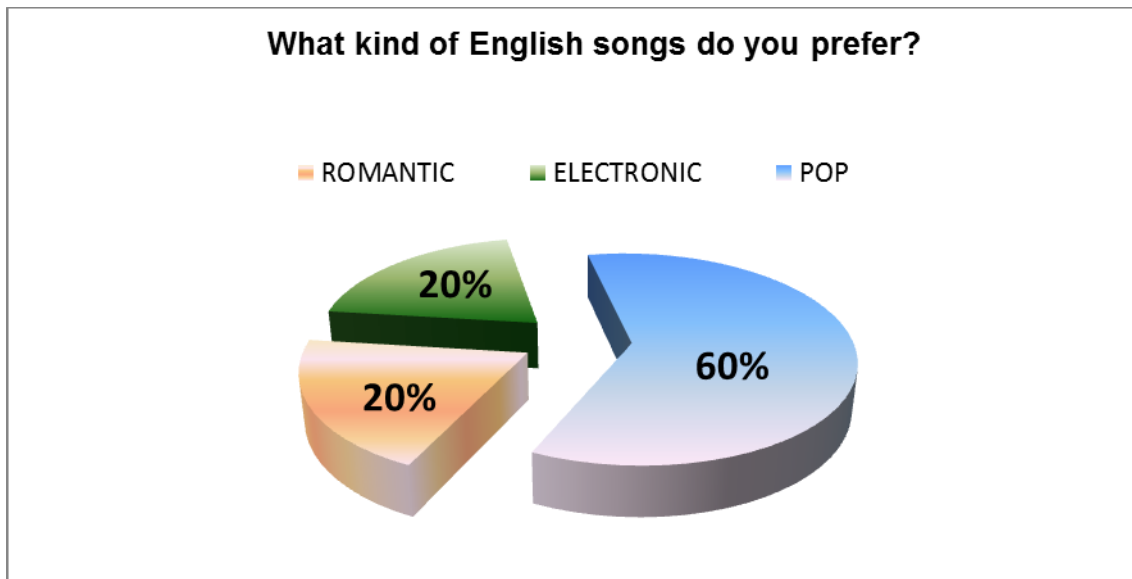


According to chart 1, we can observe the next results. In the first question, 85% of the students like English songs and just 15% of them do not like English music.



QUESTION 2

Chart 2



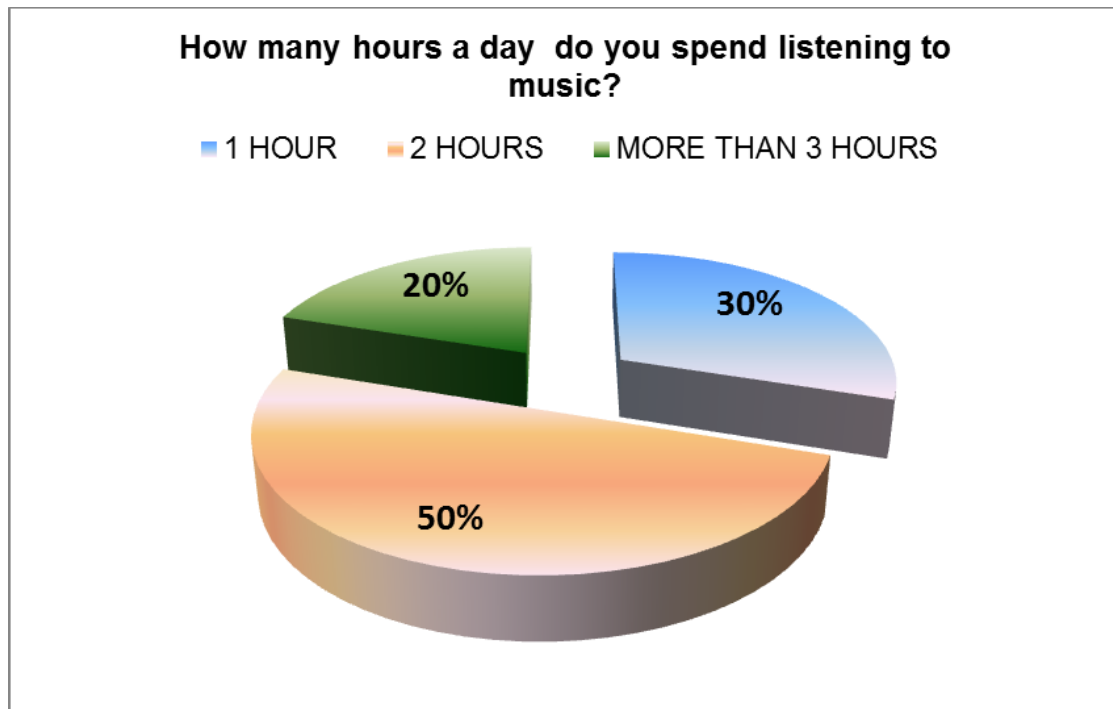
In the second question, 60% of the students prefer pop English music, 20% of them prefer electronic music and 20% of them choose English romantic music as their favorite option.





QUESTION 3

Chart 3

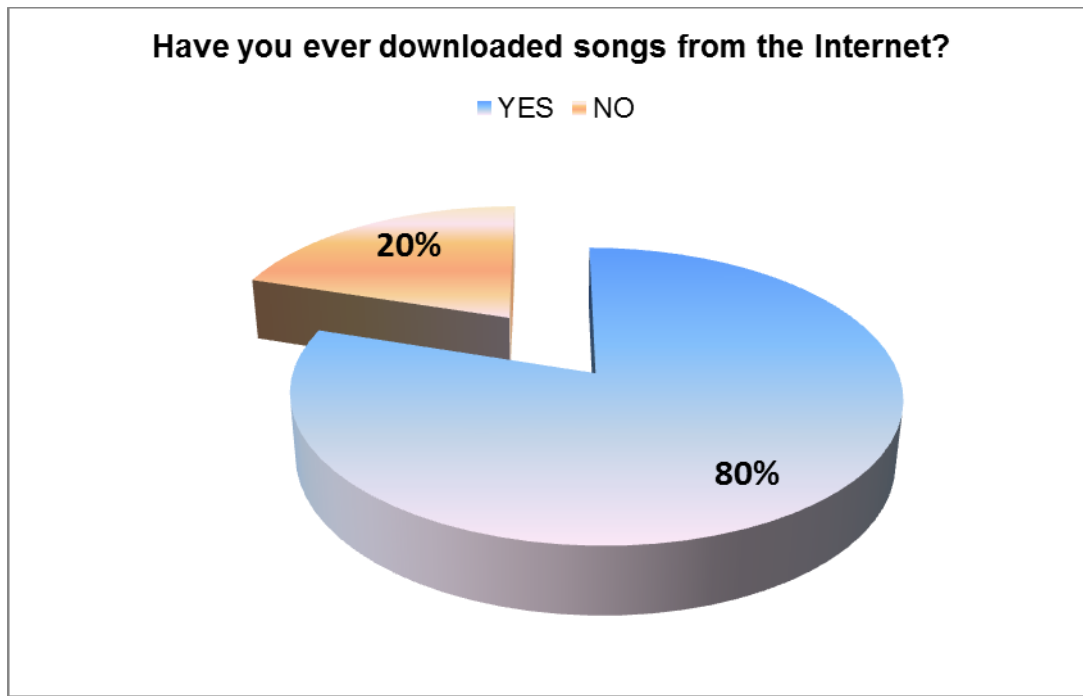


According to the results of the third question, 50% of the students spend 2 hours a day listening to music, 30% of them 1 hour, and 20% of the students spend more than 3 hours listening to music.



QUESTION 4

Chart 4

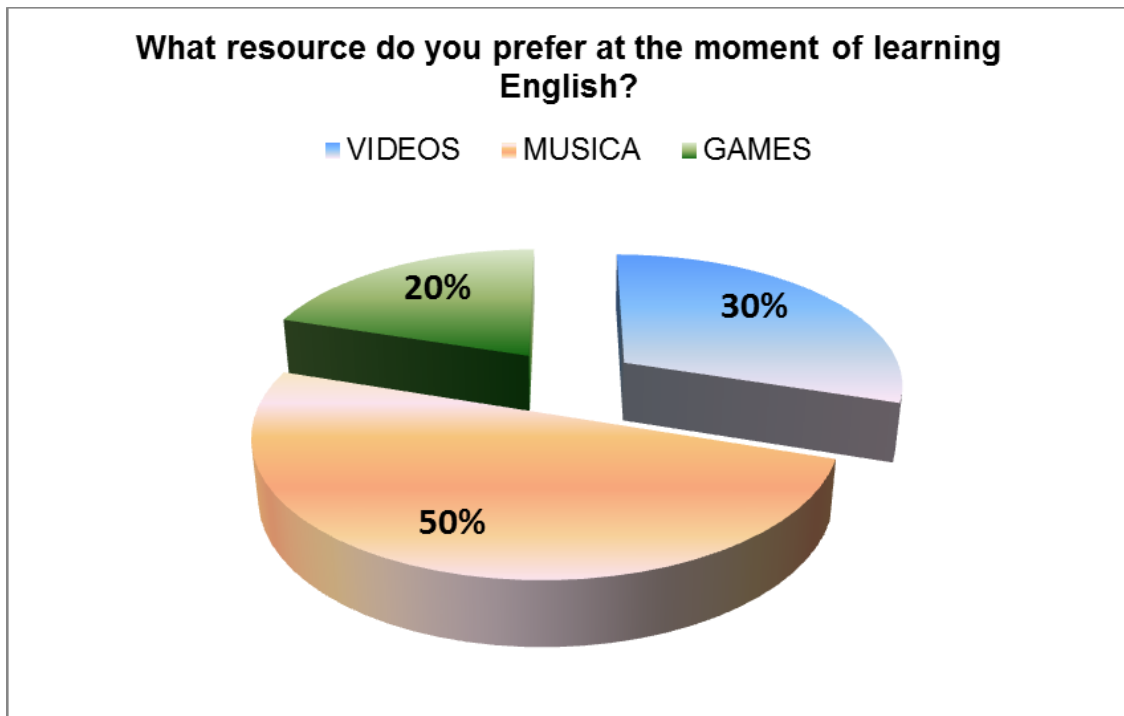


In the fourth question, we can observe that 80% of the students have downloaded songs from the Internet, while 20% of them have never downloaded music.



QUESTION 5

Chart 5

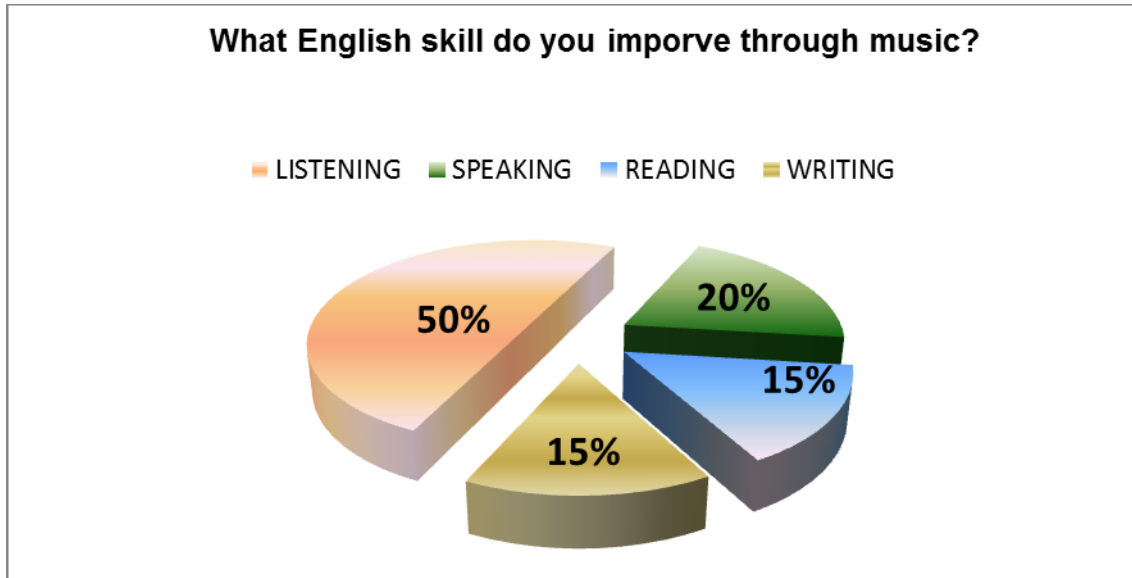


In the sixth question, 50% of the students prefer music at the moment of learning English, while 30% of them prefer videos, and a 20% of them prefer games.



QUESTION 6

Chart 6



According to the fifth question 50% of the students think that the use of music in class improves the listening skill, 20% of them think that the speaking skill is improved by songs, according to 15% of the students the use of music in class improves the reading skill, and finally 15% of them state that the use of songs improves writing skill.



# UNIVERSIDAD DE CUENCA

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter provides conclusions and recommendations about how the use of music fosters listening comprehension and how the implementation of music can facilitate the second language learning process. In the same way, it provides useful findings about the research objectives, and describes suggestions that will help to future research.

#### 5.1 Conclusions

This study was set up in order to demonstrate the importance of music to foster listening comprehension in eighth grade students, and to show the benefits and advantages that the use of music brings to the EFL classroom. The study also provides some useful activities that can be incorporated in the teachers' methodology by means of using music.

The findings of this research have shown that the use of music has become an important tool to learn and teach a new language for both educators and learners. According to the literature review, music provides a relaxed atmosphere, keeps the students' attention and encourages participation; music also helps students to feel more secure and confident at the time of using the new language.

Findings have also shown that through music, all the linguistic skills can be improved. However, the listening comprehension skill can be fostered in a better way. This is because the listening skill can be taught from the early



# UNIVERSIDAD DE CUENCA

stages of human life, and according to the investigation, it involves a complete process where students acquire a second language in a meaningful way.

In addition, the current technology is another resource that makes the use of songs available in the EFL class. Through the Internet, both teachers and learners can have a free access to websites that offer different kinds of songs according to their needs. In addition, according to the survey, most of the teachers used music as a part of their methodology, since all the course books offer activities related to music.

Therefore, English teachers should use music in their classes in order to foster listening comprehension, to improve linguistic skills and to accomplish a better teaching learning process.

## 5.2 Recommendations

After having collected and analyzed all the information, it is important to keep in mind some useful advice in order to get the best of the use of music in the classroom. First of all, teachers must use all the material related to music from the textbooks. Most of the time, teachers do not have all the facilities to use music in their place of work, or sometimes there is not enough time to do it. However, music has become a very useful tool for both teachers and students, so it should be used as a part of the teachers' methodology.

Teachers should also take into account some important aspects at the time of using music in the class; teachers must select appropriate music according to the students' interests, level, and of course, according to the topic.



## UNIVERSIDAD DE CUENCA

Also, it is important to avoid songs with negative themes. In this way, students will be able to understand what they are learning.

Finally, it is important to work side by side with the current technology since it offers a variety of music. The Internet has become an important tool where both teachers and students can get access to free web pages that offer different kinds of music according to the students' and teachers' needs.



# UNIVERSIDAD DE CUENCA

## WORKS CITED

- Aubrey, Anne. "The role of music in the English language development of Latino prekindergarten English learners". Libraries, University of Southern California, 2007. Web. 1 July. 2013.
- Craig, Peterson. "7 ways to use Songs and Music in the ESL-EFL Classroom." *ESL TEACHERS BOARD*, n.d. Web. 6 July. 2013.
- Cujkove, Hana. How to Organize Listening in ELT classroom." Musarykova University. N.p. (2007): 1-99. Web. 5 Aug. 2013
- Glover, Joanna, and Ward, Stephen. "Teaching Music in the Primary School." New York: N.p. 1993. Web. 2 Aug. 2013.
- Harris, Maureen. "Music and the Young Mind: Enhancing Brain Development and Engaging Learning." Maryland: MENC, 2009. Web. 5 Aug. 2013.
- Lynch Larry M. "Using Pop Songs to Improve Listening Comprehension Skills." *eZineArticles.com*. 30 Nov. 2005. Web. 10 Apr. 2013.
- Machado, Jeanne. "Early childhood Experience in Language Arts" WADSWORTH CENGAGE learning, (2008): 137 Web. 1 Aug. 2013.
- Mol, Hans. "Grammar for Young Learners." OUP. (2009): n.p. Web. 5 Aug. 2013.
- Ortega, Diego. Personal Interview. 11 Apr, 2013.
- Schoepp, Kevin. "Reasons for Using Songs in the ESL/EFL Classroom." *The Internet TESL Journal*. Vol. VII, No. 2, February 200. Web. 10 Apr. 2013.





# UNIVERSIDAD DE CUENCA

## APPENDIX

### APPENDIX 1

#### QUESTIONS FOR THE INTERVIEW

**The following questions were made in order to get valuable information for my research work.**

1. What do you think about using music in the classroom?
2. How can be listening comprehension improved by songs?
3. What are some of the benefits of use music in the classroom?
4. What problems can you find at the moment of applying music in the classroom?
5. As an English teacher, how is your experience using music in the classroom?
6. What aspects do you have to keep in mind at the moment of selecting a song in the classroom?



# UNIVERSIDAD DE CUENCA

**THANK YOU VERY MUCH!**

## **APPENDIX 2**

### **“Using Music to Foster Listening Comprehension”**

Dear Teachers:

The objective of this survey is to find out about the resources and methodology used by teachers for listening comprehension by means of music in EFL learners. Its results will be used in my final research project.

Underline.

#### **1. Is the use of music necessary in the EFL class?**

Yes

No

#### **2. How often do students participate when you use music in the classroom?**

Always

sometimes

never

#### **3. How often do you prepare activities that promote listening comprehension?**

Always

sometimes

never

#### **4. How often do you use music to teach English?**

Always

sometimes

never



# UNIVERSIDAD DE CUENCA

**5. According to your experience, what language skills are improved by the use of songs in the classroom?**

Reading

speaking

Listening

Writing

**6. Which of the following resources have you used more for teaching listening comprehension in your classes?**

Music

Stories

Videos

**7. Does your English textbook have material related on music?**

Yes

No

**8. How often do you use the music that you find in the textbooks?**

Always

Sometimes

Never

**9. Do you have all the support to use music in your place of work?**

Yes

No

**Thank you for your cooperation!**



# UNIVERSIDAD DE CUENCA

## APPENDIX 3 INTERVIEW TRANSCRIPTION

**I:** Good morning! What is your name?

**T:** Good morning! My name is Diego Ortega

### **1. - What do you think about using music in the classroom?**

Music is an amazing tool for teaching languages in general, especially for young learners. Young learners can get vocabulary, grammatical structures and idioms, in a fun way. In addition, the use of music in the classroom transforms the learning environment. Most of the time to learn English can be intimidating for people of any age. However, music provides positive effects especially for young learners. In other words, music can really help to make your classroom warm and inviting.

### **2. - How can be listening comprehension improved by songs?**

I can personally say through my experience as an English teacher that listening to music of any gender is a fun way to improve your listening comprehension. Of course, it is important to select an appropriate song according to the different listening ability levels of the learners. In this way, I recommend to my students to listen to English songs at least a little bit every single day to improve speaking skills and of course listening comprehension. In sum, song's lyrics can be a great listening exercise; you can improve your



## UNIVERSIDAD DE CUENCA

comprehension and pronunciation, and also learn a couple of new words and structures.

### **3. - What are some of the benefits of using music in the classroom?**

There are a lot of benefits of using music in the classroom. For example, if you want to introduce an exercise, using music is a great way to activate vocabulary. Through music you can teach pronunciation and intonation. The lyrics are often sung in a slow way, words are spoken with more pauses, and there is repetition of vocabulary and structures. These factors allow learners to understand the language in a better manner.

### **4. - What problems can you find at the moment of applying music in the classroom?**

Of course, the use of music to improve listening comprehension is not always is simple. Most of the time teachers have problems with the non-standard grammar which confuses the students, so it is important to choose appropriate songs for learners. In addition, most English songs have too many words as they are written for native speakers, so young ESL beginners are not able to sing along. Finally, some songs have inappropriate content for the classroom.

### **5. - As an English teacher how is your experience using music in the classroom?**

Through my personal experience as an English teacher, I could see that music reinforces the students' interest in learning English. Music helps to



## UNIVERSIDAD DE CUENCA

expand the vocabulary significantly in a short period of time, and grammar patterns are easier to remember and use them. Music can transform a classroom into a pleasant and positive learning environment where students feel relaxed and more confident.

### **6. - What aspects do you have keep in mind at the moment of selecting a song in the classroom?**

First, you need songs that are specific for ESL. It is important that students be able to sing along so you need something with simple words and which is repetitive. Second, always try to start by teaching the key vocabulary in the song. A good option could be through flashcards. Third, try to use popular songs according to the learners' age. Select songs with clear lyrics and songs should have an appropriate theme. Songs with any type of negative theme should be avoided.



# UNIVERSIDAD DE CUENCA

## APPENDIX 4 QUESTIONNAIRE

### Underline

1. **Do you like English songs?**

Yes

No

2. **What kind of English songs do you prefer?**

Romantic

Electronic

Pop

3. **How many hours do you spend listening to music in a day?**

1 hour

2 hours

Morethan3 hours

4. **Have you ever download songs from the internet?**

Yes

Not

5. **What resource do you prefer at the moment of learn English?**

Videos

music

games

6. **What English skill do you improve through music?**

Listening

Speaking

Reading

Writing?

**Thank you for your cooperation!**



UNIVERSIDAD DE CUENCA

APPENDIX 5  
BOOKLET

# Booklet

**“Using Music to Foster Listening Comprehension  
in Eight Grade Students of Corazón de María  
High School”**





# UNIVERSIDAD DE CUENCA

## TABLE OF CONTENTS

INTRODUCTION.....	1
MADE IN THE USA – DEMI LOVATO .....	2 – 3
. SHE WILL BE LOVE –MAROON FIVE.....	4 – 5
LET HER GO – PASSENGER .....	6
GONE, GONE, GONE – PHILLIP PHILLIPS.....	7 – 8
ETERNAL FLAME – BANGLES .....	9
NEVER SAY NEVER – JUSTIN BIEBER.....	10 – 11
WHAT MAKES YOU BEAUTIFUL - ONE DIRECTION .....	12 – 13
IMAGINE – JOHN LENNON.....	14



# UNIVERSIDAD DE CUENCA

## INTRODUCTION

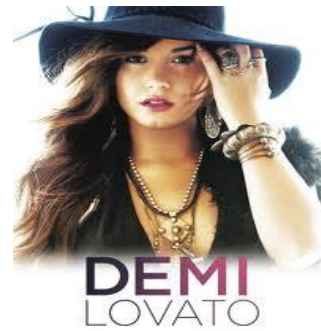
Incorporating music to our methodology brings many advantages in all the linguistic skills. However, the listening comprehension skill can be fostered in a great way through music. Teachers have to look for new and different strategies, and use alternative activities in the classroom.

As part of this work I present this booklet which contains some useful songs in order to foster listening comprehension in eighth grade students. The songs were selected according to the students' interests and level. The booklet includes the CD.

After any activity, remember to take a few minutes and sing the song as a class. The students will be very happy and excited about it. Singing the song after these activities will give the students a sense of accomplishment.



## Made in the USA – Demi Lovato



Teachers can create a worksheet in which the students are asked to choose the correct word based on what they hear and complete the phrases with the words. This is a well-known exercise.

### Listen to the song and choose the correct word

Our love runs deep like a Chevy  
If you fall I'll fall with you **baby / heavy**  
Cause that's the way we like to do it  
That's the way we **like/ find**

You run around open **doors/dogs** like a gentleman  
Tell me girl every day of my **everything / anything**  
Cause that's the way you like to do it  
That's the way you like

Just a little **east/west** coast, and a bit of sunshine  
Hair blowing in the **wig/ wind**, losing time to time  
Just you and I, just you and I  
Woah, woah

No matter how **fat/ far** we go, I want the whole world to know  
I want you bad, and I won't have it any other way  
No matter what the people say,  
I know that we'll never break  
Cause our love was made, made in the USA  
Made in the USA, yeah



# UNIVERSIDAD DE CUENCA

**Complete with the following words: *better, cold, best, apart***

You always reading my mind like a .....  
When I'm ....., you're there like a sweater  
Cause that's the way we like to do it  
That's the way we like  
And never ever let the world get the ..... of you  
Every night we're ....., I'm so next to you  
Cause that's the way I like to do it  
That's the way I like

We touch down on the east coast  
Dinner in the sky rise, winter is the best time for walking in the city lights  
You and I, you and I  
Woah woah



## She will be love –Maroon five



Teachers can create a worksheet in which the students are asked to choose the correct word based on what they hear. This is a well-known exercise.

Beauty queen of only **eighteen/fourteen** she  
Had some trouble with **herself/ myself**  
He was always there to help her, she  
Always belonged to **anyone/someone** else

I drove for miles and **miles/smiles** and wound up  
At your door  
I've had you so many times but somehow I want **more/door**

I don't mind spending **everywhere/ everyday**  
Out on your corner in the pourin' rain  
Look for the girl with the broken smile  
Ask her if she wants to **stay/stand** awhile  
And she will be loved, and she will be loved

Tap on my window, **knock/know** on my door, I  
Want to make you feel beautiful  
I know I tend to get so **insecure/secure**  
It doesn't matter anymore

It's not always rainbows and butterflies



## UNIVERSIDAD DE CUENCA

It's **compromise/promise** that moves us along yeah  
My heart is full, and my door's always open  
You can come anytime you want yeah

I don't mind spending **everywhere/ everyday**  
Out on your corner in the pourin' rain  
Look for the girl with the broken smile  
Ask her if she wants to **stay/stand** awhile  
And she will be loved, and she will be loved  
And she will be loved, and she will be loved

I know where you **hide/ride** alone in your car  
Know all of the things that make you who you are  
I know that **goodbye/goodnight** means nothing at all  
Comes back and makes me catch her every time she  
Falls

Yeah, tap on my window, knock on my door, I  
Want to make you feel beautiful

I don't mind spending **everywhere/ everyday**  
Out on your corner in the pourin' rain oh  
Look for the girl with the broken smile  
Ask her if she wants to **stay/stand** awhile  
And she will be loved, and she will be loved  
And she will be loved, and she will be loved

Please don't try so hard to say good-bye  
I don't mind spendin' everyday, out on your corner in the pourin' rain  
Please don't try so hard to say good-bye



Let her go – Passenger



This is a useful worksheet with the song 'Let Her Go' performed by the British band 'Passenger.' Students are asked to listen to the song and then fill in the gaps. This is a well- known exercise.

Well you only need the light when it's burning low  
Only miss the sun when it starts to snow  
Only know you love her when you let her go  
Only know you've been high when you're feeling .....  
Only hate the road when you're missing .....  
Only know you love her when you let her go  
and you let her go

Staring at the bottom of your .....  
Hoping one ..... You'll make a dream last  
But dreams come slow and they go so fast  
You see her when you close your .....  
Maybe one day you'll understand .....  
..... you touch surely dies

But you only need the light when it's burning low  
Only miss the sun when it starts to snow  
Only know you love her when you let her go  
Only know you've been high when you're feeling .....  
Only hate the road when you're missing .....

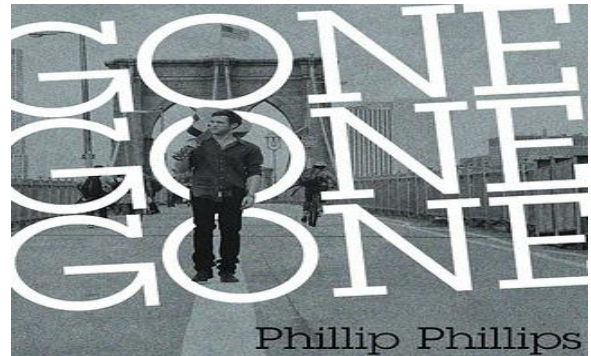


# UNIVERSIDAD DE CUENCA

Only know you love her when you let her go

Staring at the ..... in the dark  
Same old empty feeling in your .....  
'Cause love comes slow and it goes so fast  
Well you see her when you fall asleep  
But never to touch and never to keep  
'Cause you loved her too much and you dive too .....

## Gone, gone, gone – Phillip Phillips



This is another worksheet with fill in the blanks exercise. However, it is easier because the student has to choose the correct words from a list.

**Help / never / tonight / make / baby / put/ need / what /always / stop / back / sleep**

When life leaves you high and dry  
I'll be at your door ..... if you need help, if you need help

I'll shut down the city lights,  
I'll lie, cheat, I'll beg and bribe to make you well, to make you well  
When enemies are at your door I'll carry you away from war  
If you need help, if you need .....  
Your hope dangling by a string  
I'll share in your suffering to make you well, to ..... you well

Give me reasons to believe that you would do the same for me

And I would do it for you, for you  
..... I'm not moving on  
I'll love you long after you're gone





## UNIVERSIDAD DE CUENCA

For you, for you  
You will ..... sleep alone  
I'll love you long after you're gone  
And long after you're gone, gone, gone

When you fall like a statue  
I'm gone' be there to catch you  
..... you on your feet, you on your feet  
And if your well is empty  
Not a thing will prevent me  
Tell me ..... you need, what do you .....

I surrender honestly  
You've always done the same for me

So I would do it for you, for you  
Baby I'm not moving on  
I'll love you long after you're gone  
For you, for you  
You would never ..... alone  
I'll love you long after you're gone  
And long after you're gone, gone, gone

You're my ..... bone, you're my cornerstone  
You're my crutch when my legs stop moving  
You're my head starts, you're my rugged heart  
You're the pulse that I've ..... needed  
Like a drum baby don't ..... beating **(3x)**  
Like a drum baby don't stop beating  
never stops beating

For you, for you  
Baby I'm not moving on  
I'll love you long after you're gone **(2x)**

Like a drum baby don't stop beating **(3x)**  
And long after you're gone, gone, gone  
I love you long after you're gone, gone, gone



**Eternal Flame – Bangles**



Teachers can create a handout in which the phrases are not in the correct order. Based on what the students hear, students are required to put the phrases in correct order.

- ( ) Do you feel the same?
- ( ) Do you understand?
- ( ) Am I only dreaming?
- ( ) Is this burning an eternal flame?
- ( ) Close your eyes, give me your hand, darling
- ( ) Do you feel my heart beating?

- ( ) Or is this burning an eternal flame?
- ( ) I believe it's meant to be, darling
- ( ) Do you feel the same?
- ( ) You belong with me
- ( ) Am I only dreaming?
- ( ) I watch you when you are sleeping

**(chorus)**

- ( ) A whole life so lonely



## UNIVERSIDAD DE CUENCA

- ( ) Say my name, sun shines through the rain
- ( ) I don't want to lose this feeling ...ooooohhhh....
- ( ) And then you come and ease the pain

### Never say never – Justin Bieber



This is a very well – known song by the students. Teachers can ask students to write down as many key words or phrases as possible while a song is playing. Later, they can work in groups to try to reconstruct the entire song.

Never say never  
Never ever, never, never ever,  
never ever

See I never thought that I could walk  
through fire  
I never thought that I could take the  
burn  
I never had the strength to take it  
higher  
Until I reached the point of no return

And there's just no turning back  
When your heart's under attack  
Gonna give everything I have  
It's my destiny

I will never say never  
I will fight  
I will fight 'til forever  
To make it right

Whenever you knock me down  
I will not stay on the ground  
Pick it up, pick it up, pick it up, pick it  
up, up, up  
And never say never

Ne-never say never  
Ne-never say never  
Ne-never say never  
Never say it, never, never say it

I never thought I could feel this  
power



## UNIVERSIDAD DE CUENCA

I never thought that I could feel this  
free

I'm strong enough to climb the  
highest tower  
And I'm fast enough to run across  
the sea

And there's just no turning back  
When your heart's under attack  
Gonna give everything I have  
'Cause this is my destiny

I will never say never  
I will fight  
I will fight 'til forever  
To make it right

Whenever you knock me down  
I will not stay on the ground  
Pick it up, pick it up, pick it up, pick it  
up, up, up, up  
And never say never

Here we go, guess who?  
J Smith and JB  
I gotcha lil bro, I can handle him  
Hold up, aight? I can handle him

Now he's bigger than me, taller than  
me  
And he's older than me and stronger  
than me  
And his arm's a little bit longer than  
me  
But he ain't on a JB song with me

I be tryna chill  
They be trying to side with the thrill  
No pun intended  
Was raised by the power of Will

Like Luke with the Force  
If push comes to shove

Like Kobe in the fourth  
Ice water in blood

I gotta be the best, and yes we're  
the fliest  
Like David and Goliath, I conquered  
the giant

So now I got the world in my hand  
I was born from two stars, so the  
moon's where I land

I will never say never  
I will fight  
I will fight 'til forever  
To make it right

Whenever you knock me down  
I will not stay on the ground  
Pick it up, pick it up, pick it up, pick it  
up, up, up, up  
And never say never

I will never say never  
I will fight  
I will fight 'til forever  
To make it right

Whenever you knock me down  
I will not stay on the ground  
Pick it up, pick it up, pick it up, pick it  
up, up, up, up  
And never say never



## What makes you beautiful - One Direction

In this exercise students have to draw, then listen to the song to check the options given.



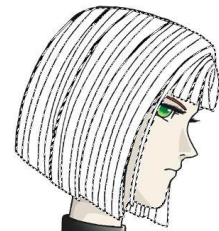
You're insecure  
Don't know what for  
You turning heads when you walk through 1.....  
Don't need make up to cover up  
Being the way that you **am/ are** is enough  
Everyone else in the room can see **it/she**  
Everyone else but **your/you**  
**(chorus)**



Baby you light up my 2 ..... like nobody else  
The way that you flip your 3 ..... gets me overwhelmed  
But when you 4 ..... at the ground it ain't hard to tell  
You don't know  
You don't **know / understand** you're beautiful



If only you saw what **my/I** can see  
You'll understand why I want you so desperately  
Right now I'm looking at you and I can't believe  
You don't know  
You don't know you're beautiful  
That's **what/ where** makes you beautiful



So come on  
You got **this/it** wrong  
To prove I'm right I put it in **an/a** song  
I don't know why  
You're being shy  
And turn away when I look into your 5.....



Everyone else in the room can see **it /she**  
Everyone else but **your/ you**



# UNIVERSIDAD DE CUENCA

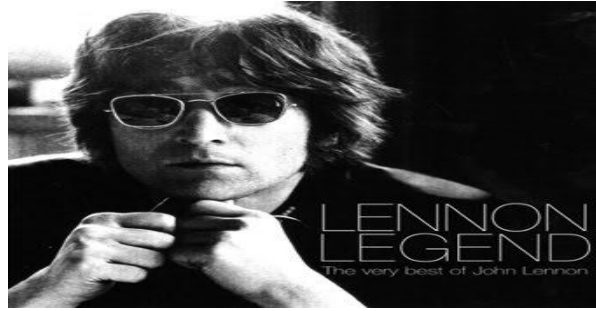
## (Chorus)

Baby you light up my 2 ..... like nobody else  
The way that you flip your 3 ..... gets me overwhelmed  
But when you 4 ..... at the ground it ain't hard to tell  
You don't know  
You don't know / understand you're beautiful.





## Imagine – John Lennon



In this exercise students have to match the halves according to the song.

In addition the song has a nice message about peace and love.

Imagine  
It's easy  
No hell  
Above us  
Imagine all  
Living for  
Imagine there's  
It isn't hard  
Nothing to kill  
And no  
Imagine all  
Living life

there's no heaven  
today ...  
no countries  
only sky  
the people  
if you try  
below us  
in peace ...  
or die for  
religion too  
the people  
to do

You may say  
But I'm not  
I hope someday  
And the world

the only  
I'm a dreamer  
will be as one  
you'll join us

Imagine no  
I wonder  
No need for  
A brotherhood  
Imagine all  
Sharing all

the world  
of man  
greed or hunger  
if you can  
the people  
possessions

You may say  
But I'm not  
I hope someday  
And the world

the only  
I'm a dreamer  
will be as one  
you'll join us