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ABSTRACT

This project is about “The Use of Music in the English Classroom”. It explores the advantages of employing music in all classrooms. The investigation was carried out at Octavio Cordero Palacios High School, on a group of 21 students ranging from 15 to 17 years old. The result shows that using songs proved to be an effective way of teaching vocabulary, grammar and improving pronunciation to teenagers.

Music is an important tool in the English learning process. It provides essential benefits in the classroom, which are related to the fact that music makes the lesson more interesting and motivating because it adds variety to the classes. Also, it gives English teachers the opening to use authentic materials in the classroom, making for more effective and enjoyable learning.

Music activities are an excellent means to teach English. Students feel motivated to participate in the lessons. Through different activities, the students can develop their four skills (listening, speaking, writing, and reading). For this reason, teachers must use correct materials according to the topic that they are going to teach in the class.

KEY WORDS

Music- Motivation, types of motivation, Music in classroom, Benefits of music, Reasons for using songs, Music as Strategy, Music Improves-Learning Process, Music Activities.

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Cuenca, 14.de Noviembre del 2011

Mtr. Rafael Argudo
DIRECTOR DEL CURSO DE GRADUACIÓN DE LA ESCUELA DE LENGUA
Y LITERATURA INGLESA
Su Despacho.-

De mi consideración:

Por medio del presente, solicitamos a Usted y, por su intermedio, a la Junta Académica del Curso de Graduación de la Escuela de Lengua y Literatura Inglesa, se sirva asignar el Tribunal para la Calificación de la Tesina ““THE USE OF MUSIC IN THE ENGLISH CLASSROOM”, la misma que ha sido dirigida por Ingeniero Genner Ochoa Maldonado.

Agradecemos su atención.

Atentamente,

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DEDICATION

I dedicate this thesis to God and Nube Virgin who have been my guide during my career, to my father Gerardo who has been my inspiration and to my mother Julia, who has been a great example, showing me that in life, with hard work and dedication, everything is possible.

Nelly

I want to dedicate this work to God who has blessed me during this long journey, my family especially my mother because she has always given the best of her to help me move forward in my studies.

Alicia

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INTRODUCTION

This project explores whether songs are useful and motivating resources that provide students with advantages in their learning. Also, students are constantly exposed to English music, which may make them more interested in the English language. The objective of this project is to describe the advantages, techniques and application that English music brings into the classroom.

First, the advantages of using music in the English classes are explored. Music may improve students' learning skills, motivate them, and give teachers the opportunity to use authentic materials inside the classroom.

Second, some techniques to use songs with students are detailed. The different kinds of activities give teachers the possibility to explore during the learning process.

Finally, the theoretical background is applied to a group of students at "Octavio Cordero Palacios" High school.

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CHAPTER I

1. THEORETICAL FRAMEWORK:

1.1 Music

1.1.3 Definition

According to Philip Dorell, “music is a super-stimulus for the perception of musicality, where ‘musicality’ is actually a perceived property of speech. ‘Musicality’ refers to the property of music that determines how ‘good’ it is, how strong an emotional effect it has, and how much we enjoy listening to it.”

The theory implies that ordinary speech also has this property, in a manner which may vary as a person speaks. Music provides important information, which the listener's brain processes without conscious awareness, in order to derive some information about the internal mental state of the speaker. This information is applied to modulate the listener's emotional response to speech, and this accounts for the emotional effect of music.

Music is one the best ways of teaching a foreign language and it helps the language retention and production in students. Music is helpful in developing access to foreign language, because it develops self-confidence, gets attention, and motivates learning. English foreign-language teachers use songs for different purposes, such as opening or closing their lessons, introducing new topics, adding variety in the classes, introducing new vocabulary, and improving students' pronunciation.

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1.1.4 Motivation

Williams and Burden point out that, “motivation may be constructed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and physical effort in order to attain a previously set goal or goals” (120).

Motivation is considered the most important factor in the human beings. It is a powerful force by which humans achieve their goals. Motivation is present in every life function. For example, Education is motivated by desire for knowledge.

1.1.3 Types of motivation

- **Intrinsic motivation:** (comes from internal factors): i.e. “I love it!”, “It’s funny!” This is when a person sets his interest in the study or work, always showing improvement and personality in achieving their aims, aspirations and goals. It is defined by a pleasure and satisfaction one experiences while learning, exploring, or trying to understand something new. This is related to several constructs such as exploration, curiosity, learning objectives, intrinsic intellectuals, etc.

Intrinsic motivation refers to learning. It is the extent to which individuals focus more on process than on results achieved. Thus, doing things can be defined as the pleasure and satisfaction experienced when one attempts to make or create something. Intrinsic motivation stimulates experiences; for example, in an opera when someone performs an action in order to experience sensations (e.g. sensory pleasure, aesthetic experiences, fun and excitement.)

- **Extrinsic motivation** (comes from external factors): i.e. “speaking English will be helpful for my career”. It is when the student is

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trying to learn not so much because they like the course or career, but because of the benefits it offers. Contrary to the intrinsic motivation, extrinsic motivation pertains to a wide variety of behaviors which are means to an end, not ends in themselves.

1.1.4 Music in English classroom.

Students are sponges that assimilate all of what they see, listen to, and touch and music helps students to retain a new language easily. Butler says “They pick it up quickly, and music makes it so much easier for them.” Just 10 minutes a day can put kids on the road to building a decent bilingual vocabulary—with no effort at all.

Music helps students to remember learning experiences and information. The music increases interest, and stimulates the students mentally, physically, and emotionally. Students increase vocabulary, grammar and improve pronunciation through music.

The use of music in English classroom makes the atmosphere improve the learning of the foreign language, especially by using the lyrics of the songs in activities. Music makes the learning process more fun and interesting.

These activities provide the students with an authentic language that improve students’ pronunciation and fluency.

1.1.5 Benefits of music in the classroom

Carolyn Phillips expresses the benefits of music in the classroom as:

- Early musical training helps develop brain areas involved in language and reasoning.

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- There is also a causal link between music and spatial intelligence (the ability to perceive the world accurately and to form mental pictures of things).
- Students who learn with music learn to think creatively and to solve problems by imagining various solutions, and rejecting outdated rules and assumptions.
- Recent studies show that students who study with music are more successful on standardized tests. They also achieve higher grades in high school.
- Music study enhances teamwork skills and discipline.
- Music provides children with a means of self-expression. Now that there is relative security in the basics of existence, the challenge is to make life meaningful and to reach for a higher stage of development.
- Music study develops skills that are necessary in the workplace. It focuses on "doing," as opposed to "observing," and teaches students how to perform anywhere in the world.
- Music performance teaches young people to conquer fear and to take risks.

1.1.6 The significance of music in education.

Mark Huy Lê describes the following to express how significant music in education is:

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- Music is international. Music is a powerful international communication which could be shared, and enjoyed by people of different linguistic and cultural backgrounds.
- Music brings people together.
- Music enables students to relax in a learning atmosphere. Music helps to create a soothing and enjoyable environment for learning. It reduces pressure and tension in the class. Students do not feel threatened.
- Music bridges the gap between teachers and students. The relationship between teachers and students is hierarchical. However, music helps to bring teachers and students closer together. They share the same interest, which is music. They participate in various academic and social activities together to pursue and promote music.
- Teachers who can sing and like to sing with students are normally very popular.
- The magic of music is that it can bring people together.
- Music makes language learning interesting, as students are taught to sing together from early grades in primary education. Songs are normally about games, description of daily activities, and moral teaching. Therefore, students in tertiary education are comfortable with singing in class, individually and in groups. They enjoy songs in English classes.

1.1.7 Reasons for using songs in an EFL classroom

Gugliemino stated that “songs have been part of the human experience for as long as we can remember. Songs have become an integral part of our language experience, and if used in coordination with a language lesson they can be of great value”.

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According to Gugliemino, there are some important reasons why teachers should use songs in English classes:

- **Affective Reasons**

The Affective Filter Hypothesis is one of five proposed hypotheses developed by Steven Krashen. Basically, it is an explanation of how the affective factors relate to language learning. It is particularly appealing to teachers because it provides an explanation to why some learners learn and others do not.

Teachers have long recognized the need for students to have a positive attitude in regard to learning. Krashen explains that for optimal learning to occur the affective filter must be weak.

A weak affective filter means that a positive attitude towards learning is present. If the affective filter is strong, the learner will not seek language input, and in turn, will not be open for language acquisition. The practical application of the Affective Filter Hypothesis is that teachers must provide a positive atmosphere conducive to language learning. Songs are one method for achieving a weak affective filter and promoting language learning.

With the affective filter weak, Saricoban and Metin have found that songs can develop the four skill areas of reading, writing, listening, and speaking.

Eken states that songs can be used and notices the following aspects:

- To present a topic, a language point, lexis, etc.
- To practice a language point, lexis, etc.
- To focus on common learner errors in a more direct way
- To encourage extensive and intensive listening

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- To stimulate discussion of attitudes and feelings
- To encourage creativity and use of imagination
- To provide a relaxed classroom atmosphere
- To bring variety and fun to learning (46).

Lo and Li offer similar suggestions, writing that songs provide a break from classroom routine, and that learning English through songs develops a non-threatening classroom atmosphere in which the four language skills can be enhanced. The enjoyment aspect of learning language through song is directly related to affective factors.

- **Cognitive Reasons**

Songs also present opportunities for developing automaticity, which is the main cognitive reason for using songs in the classroom.

Gatbonton and Segalowitz define automaticity as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses" (437).

Using songs can help automatize the language development process. Traditionally, it was believed that automatization would occur through repetitive exercises in a non-communicative environment. However, the major shift towards the communicative teaching methodology requires that automatization occur in a different manner.

Gatbonton and Segalowitz state that we must "place students in an environment in which it is appropriate to use target utterances in a genuinely communicative fashion" (476).

The nature of songs is fairly repetitive and consistent. For example, a song such as "Sailing" by Rod Stewart provides ample opportunities for students to focus on the present progressive tense.

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The repetitive style of the song lends itself to an activity in which students create their own present progressive sentences based upon their own interest. After listening to the song, students create their own lyrics following the same tune as the song. A lyric such as: "I am writing, I am writing, in my notebook with my friends," is a common examples of the type of language that students produce.

- **Linguistic Reasons**

Besides automatization, there is also a linguistic reason for using songs in the classroom. Some songs are excellent examples of colloquial English, that is, the language of informal conversation.

A song such as "My Best Was Never Good Enough" by Bruce Springsteen is a prime example of a song that demonstrates colloquial language. This song is full of phrases like "Every cloud has a silver lining," and "Every dog has his day." Of course, the majority of language most students will encounter is in fact informal. Using songs can prepare students for the genuine language they will be faced with.

Finally, in two studies, Domoney and Harris investigated the prevalence of pop music in the lives of students.

Both studies found that music is often the major source of English outside of the classroom. The exposure to authentic English is an important factor in promoting language learning. It relates directly to both the affective filter and automaticity. If students are exposed to songs which they enjoy, more learning is likely to occur since they may seek out the music outside of the



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classroom. The repetitive style of songs then helps to promote automatization of colloquial language.

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CHAPTER II

2. MUSIC AS A STRATEGY TO ENCOURAGE EFFECTIVE LEARNING

Music is an effective strategy of learning English to improve comprehension. For example, a teacher can give each student the lyrics to a song they like. The students can follow along as the artist sings. This way, students can practice their listening, reading and speaking skills at the same time.

Most students consider music an important part of their daily life; they enjoy music at home, while travelling, studying, or hanging out. When the teacher uses famous songs in class, it efficiently activates the interest of the students, which helps them to succeed in the English classroom.

Most teachers have recognized the powerful effects of music, and most students normally like one kind of music or another. Listening to music makes students develop their concentration and memory, which motivates them to learn the foreign language.

According to Fernanda Pereira Eleuterio, Isabella Araujo Oliveira, Mariana Santiago Silva, and Marcia Helena Venâncio Faleiros "Music has the power to keep students engaged and reduce discipline problems within the classroom". When the teacher includes music in the classroom, students feel more enthusiastic and motivated to participate in the different activities. Thus, the students have positive learning in a discipline way.

Also, music improves the students' four basic skills (speaking, reading, listening, and writing). It focuses the mind on the sound being produced and promotes learning through the interactive process. So, it is important to use music in coordination with language lessons.

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Also, most teachers use music as a resource to stimulate active attention, facilitate participation, and raise the creative work, in order to motivate.

One way to achieve the learning process would use the music as it is, encouraging group interaction while enriching the imagination, and allowing the development of overt behaviors toward learning. For the strong positive effect music can be used as a methodological strategy in the application inside and outside the classroom.

2.1 MUSIC IMPROVES THE ENGLISH LEARNING PROCESS.

Music can lift our spirits and it can make us sing for joy. It can rock the ages and move the masses. Also, music touches us all in some special way and its effects in the classroom are no less grand. Music can be used in a variety of ways and across subject areas. Music is effective in helping students embed learning concepts to master memorization and ultimately increase knowledge. For those students who have lost interest in school or have never captured the desire for learning, music can be just the incentive to show up to school with a more positive attitude. A student who gets to choose background music for the class to hear because he made the right choices in class will start to make more appropriate choices when he witnesses the positive impact of music.

2.1.1 Improves Focus and Concentration

According to New Horizon org, "Music creates a highly focused learning state and atmosphere of focus that leads students into deep concentration." That means that music improves the intensity and time of concentration in all age groups and ability levels.



2.1.2 Increases motivation

Motivation is one the most important factors in the foreign language learning process. It makes the learning more effective and interesting. The lyrics of many songs influence students to make positive changes in their classes.

When students hear a particular song, it can bring a huge smile to their face. Teachers use songs to give students renewed energy, when they are tired or bored. There is also a healing power in music that can help motivate someone when they have been dealing with loss and personal struggles. When students feel motivated, they participate better in the lessons, so it can make the classes attractive, and can lead to an improvement in grades.

2.1.3 Improves vocabulary

Vocabulary is an important part in the learning process, but many times it can be boring to learn. Some teachers have found in music an important tool to teach English vocabulary. Music provides a variety of new words that are found in the lyrics, facilitating the increase of students` vocabulary unconsciously.

2.1.4 Improves pronunciation.

Another important benefit of the use of music in the classroom is that it improves pronunciation, making it one of the methods to develop the student`s speaking abilities. Songs motivate students to learn pronunciation like a native speaker. When the students listen to and repeat the songs several times, they learn to pronounce the words correctly.

When students sing songs in English, they improve their pronunciation in an entertaining way. Students acquire the correct



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pronunciation through listening, and through the repetition of the lyrics of the songs. Students learn the correct way to pronounce the word when they sing along. Learners can focus on sounds, on words, and on connected speech.

2.1.5 Improves Creativity

This has a direct impact on creativity and imagination. Close your eyes while listening to a piece of Mozart, Chopin or Beethoven. Notice how images immediately start to flow through your mind. Input a problem or specific theme and your right, left and subconscious will all work together to give you not one, but several solutions, to a scenario.

2.3 SOME ASPECTS OF THE USE OF SONGS

2.2.1 Songs integrate the Right and Left Brain Hemispheres

"The Theory of Dual Psychology" states that the brain uses each of its two hemispheres for different types of functions. Located in the right brain hemisphere are creativity, imagination, color, music and intuition. Located in the left brain hemisphere are spoken and written language, logical thinking and reasoning, numbers and some physical skills. The two brain hemispheres are connected by a structure called the Corpus Callosum. Songs have the effect of helping to integrate the two brain hemispheres for improved thinking and learning ability.

2.2.2 Songs create a positive atmosphere.

Just as we take great care in decorating our classrooms to make them warm and conducive to learning, we should think about how we are decorating our classrooms with audio. Learning a foreign language can be stressful for anyone, especially young learners. Fun, simple English songs playing as students enter the classroom help create a welcoming environment.

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2.2.3 Songs help to balance energy levels.

Some children come to class bouncing off the walls, while others are quite reserved. Starting class with an active song allows the higher energy students to “get the wiggles out” and the lower energy students to pep up a little.

2.2.4 Songs are very effective in signaling transitions.

Students often get confused, and subsequently tune out, during transitions from one activity to another. Verbal directions alone can be difficult to understand, especially when a student was focusing on a different activity. Using songs to signal changes helps students understand what is going on (and helps save the teacher’s voice, too!) Try using different songs to signal when it is time to start class, time to clean up, time to make a circle, time to take out your coursebook, etc.

2.2.5 Songs allow everyone to participate.

These days, some students come to our classes having learned English from birth, while others in the same class may be learning English for the first time. Singing is an activity that children of all levels can enjoy equally. Students with low English levels will be able to follow along with gestures and dances as they gradually learn the language in the song. More advanced students can also enjoy singing and dancing while improving their rhythm, intonation, and pronunciation, even if they already know all the words.



2.2.6 Songs allow for quick review.

It can sometimes be difficult to provide as much review as we'd like for our students. Songs are a fun, easy way to quickly re-introduce language from earlier lessons.

2.2.7 Songs are 'sticky'.

When you teach with songs, you can be assured those songs will bounce around your students' heads long after the class is over. The same can't be said for most other teaching tools.

A classroom full of songs is a warm classroom where students are getting lots of quality English input in a fun and easy-to-understand way.

2.2.8 Songs help in grammatical structure.

Songs helps students to reinforce grammatical structures, because they contain pitches, melodies, rhymes, and beats that aid in comprehending the general meaning. A wide variety of vocabulary can be found in musical texts.

The grammatical structures taught in an English class can be found in the lyrics of some songs. For this reason, the teacher must be very careful choosing a song because it must be related to the topic being taught. Furthermore, there are other advantages that the use of the music has when teacher teaches grammar. These advantages are the following:

- Students do not get lost in class
- Students and teachers are less likely to become discouraged or frustrated
- It saves time

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- It is easier to explain grammar in English
- It is more comfortable for students
- Students do not have to work so hard to pay attention
- Teachers who are not confident of their skills in the target language can still teach.

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CHAPTER III

3. MUSIC ACTIVITIES

Songs are often used for listening activities in an EFL classroom. They add variety to lessons by giving students the opportunity to listen to an unfamiliar voice. This helps them improve their listening skills, but it is important to find songs that are slow enough for students to catch individual words or else they may become frustrated. As an English teacher, you probably speak at a slower-than-normal speed during your lessons, which is great when students are learning new material but could hinder their ability to communicate effectively in real life situations. Using songs will give them some practice and a fun challenge. Songs can also be used for pronunciation practice. but usually only young learners can be encouraged to sing along.

3.2 ACTIVITIES TO TEACH ENGLISH THROUGH SONGS

3.1.1 MUSIC ACTIVITY 1: Fill in the Blanks

This is the most familiar and popular activity, and for that reason is probably overused. However, there are many important things to bear in mind, and there are many different ways to utilize this activity.

- Have a point, vocabulary or prepositions, etc.
- For lower levels: give the first letter of miss out word endings, give dashes for letters, or give a glossary.
- Give vocabulary clues or synonyms for the missing words.
- Get students to work in pairs to predict words before you play the tape.
- Insert extra words which students then cross out as they listen.
- Change the words, as in "Careful Shouts" or "Countless Whisky."
- Close unstressed, then stressed words in the same song, and have students discuss why one is easier than the other.

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- Close several words in a row and Ss have to guess (adj., adv., n., vb, and prep.)
- This is an example of a part of a song “The Black Eyed Peas”, to complete with the prepositions in the box:

up, out, off, down

I gotta* feeling that tonight's gonna be a good night
That tonight's gonna* be a good night
That tonight's gonna be a good good night (x3)
Tonight's the night night
Let's live it _____
I got my money
Let's spend it _____
Go _____and smash it
Like Oh My God
Jump _____that sofa
Let's get get _____
I know that we'll have a ball
If we get _____
And go _____

3.1.2MUSIC ACTIVITY 2: Where`s the mistake?

In this exercise, the teacher changes some words in the lyrics and the students have to discover where the mistakes are. This is an example of a song:

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“Human” by The Killers

I did my best to notice
When the call came down the line
Up to the platform of surrender
I was brought but I was kind
And sometimes I get nervous
When I see an open door
Close your eyes
Clear your heart...
Cut the cord

Are we human?
Or are we dancer?
My sign is vital

3.1.3 MUSIC ACTIVITY 3: Correct the mistakes

Will your computer be alright
When you dream of house tonight?
There is no village we're speaking
Let me know is your soul still dancing

CHORUS

You've gotta let me know

CHORUS

Are we human?
Or are we dancer?
Are we human?
Or are we dancer?

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3.1.4 MUSIC ACTIVITY 4: Answer the Questions

Write up a set of questions around the topic. Have students ask each other the questions. Then split the class into two teams. Have each group listen to their part and make up questions. The group that answers more questions is the winner. Finally, the teacher gives a happy face to the group winner. For example:

Read the following texts and answer the questions below.

The Killers are an American post-punk revival band from Las Vegas, Nevada, formed in 2002. The band consists of Brandon Flowers (vocals, keyboards), Dave Keuning (guitar, vocals), Mark Stoermer (bass guitar, vocals) and Ronnie Vannucci Jr. (percussion, drums).

Part of the post-punk revival movement, The Killers draw their influences from music styles of the 1980s. The group's debut album, *Hot Fuss* (2004) brought the band mainstream success. The Killers' second album, *Sam's Town*, was released in 2006, and the compilation album *Sawdust*, containing B-sides, rarities, and new material, was released in 2007. Their third studio album, *Day & Age*, produced by Stuart Price, was released in November 2008.

Reading Comprehension

1. Where does the band "The Killers" come from?
2. What is the name of the lead singer?
3. Who plays the drums?
4. How many musicians play in the band?
5. Which decade were they influenced by?
6. How many albums does the band have?
7. What is the name of their first album?
8. Can you explain what B-sides are?
9. What is the name of their last album?
10. Who produced it?

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3.1.5 MUSIC ACTIVITY 5: Comic Strips

The songs that tell a story are ideal for the students. They can make comic strips about them. Example:

Listen the following song **“Welcome To My Life” by Simple Plan**

Do you ever feel like breaking down?
Do you ever feel out of place?
Like somehow you just don't belong
And no one understands you
Do you ever wanna run away?
Do you lock yourself in your room?
With the radio on turned up so loud
That no one hears you screaming

No you don't know what it's like
When nothing feels all right
You don't know what it's like
To be like me

CHORUS:

To be hurt
To feel lost
To be left out in the dark
To be kicked when you're down
To feel like you've been pushed around
To be on the edge of breaking down
And no one's there to save you
No you don't know what it's like
Welcome to my life

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Do you wanna be somebody else?
 Are you sick of feeling so left out?
 Are you desperate to find something more?
 Before your life is over

Activity: Now imagine that a friend of yours feels like the guy singing this song. Write him/her a cheering letter to make him/her feel less sad.

3.1.6 MUSIC ACTIVITY 6: Order the words

The song is divided in verses and the teacher doesn't give the words in order. The students have to order them while they are listening to the song.

Cross out and order the words

There was a girl I used to know
 She was oh so beautiful
 But she's not here anymore
 She had a college degree
 Smart as anyone could be
 She had so much to live for
 But she fell in love
 With the wrong kind of man
 He deceived.....

her love and treated her so bad
 There was not enough education in her school.....
 That could save the life of this little girl

3.1.7 MUSIC ACTIVITY 7: Debate club

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Some songs give an opportunity to debate topics among the students. The teacher can use a song to introduce a subject, and the students can present a debate. Example:

Read the following verses, and write if you agree or disagree that boys and girls feel and behave in a different way. Do you think the message of the song is sexist?

But you are just a boy
You don't understand
How it feels to love a girl
Someday you'll wish you were a better man
You don't listen to her
You don't care how it's hurts
Until you lose the one you wanted
Cause you taken her for granted
And everything that you had got destroyed
But you are just a boy

3.1.8 MUSIC ACTIVITY 8: Why don't you continue?

The teacher plays a song for the students and they have to complete the song while they are listening.

3.1.9 MUSIC ACTIVITY 9: Underline the correct word

Organize students in pairs. Give each pair a sheet with the lyric of the song. Play the song three times. Choose the correct answer. After that, students underline the correct answer. Students compare their answers with the other pairs. For each correct answer, the teacher assigns a point and the pair with the most correct answers is the winner. For example:

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Listen to the following part and underline the verbs. Which of them express movement? Use the dictionary if you need it to check the meaning.

Work it out now

work it, work it out now

do the mumbo

shake it all around now

everybody on the floor

let me see you clap your hands

I wanna see you work

I wanna see you move your body in turn

I wanna see you shake your hips and learn

I wanna see you work it, work it, work it now

One can do lots of things with song lyrics: Fill in the blanks; Ask and answer questions about the lyrics; Write a letter to one of them; Send an answer to the person referred to in the song; Rewrite it as a story; Write a story which began before the story in the song and led to it; Write a story which will continue after the song; Change words (adjectives, adverbs, names, places, feelings, etc.), Invent new lyrics for the melody; Write the different stanzas; And of course enjoy listening to it or singing it.

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CHAPTER IV

4. APPLICATION OF THE MUSIC ACTIVITIES

This experiment took place in “Octavio Cordero Palacios” High School. The course involved in this experiment was the eighth level, with thirty students. The participants were between 15 and 17 years old. The students were taught 5 classes.

These are the activities we put into practice.

1. MUSIC ACTIVITY 1: Fill in the blank spaces.

“Un-break My Heart” by Toni Braxton (activity focused on vocabulary building)

2. MUSIC ACTIVITY 2: Choose the correct answers.

“Take me to your Heart” by Michel Learn (activity focused on grammar and vocabulary)

3. MUSIC ACTIVITY 3: Answer the questions.

“Where is the love?” by Black Eyed Peas (activity focused on speaking skill)

4.1. METHODOLOGICAL STRATEGIES FOLLOWED

4.1.1MUSIC ACTIVITY 1: FILL IN THE BLANKS

For this activity we use the song “Un-break My Heart” by Toni Braxton.

- Language level: low intermediate
- Age: 15-17

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- Main skill: vocabulary building skill
- Integrated skill: listening and speaking
- Objective: students increase vocabulary
- Type of game: listening for specific information
- Human resources: individual
- Timing: 20 minutes
- Phase of class: starting activity
- General focus: introduce vocabulary
- Grammar focus: prefix
- Vocabulary status: Active and passive
- Main topic of the lesson: Suffixes and Prefixes
- Competence: Strategic
- Multiple intelligences: body – kinesthetic and verbal-linguistic
- Setting: Inside the class

Lyrics:

Unbreak My Heart Lyrics

By Toni Braxton

Don't leave me in all this pain Don't leave me out in the rain
Come back and bring back my smile Come and take these tears away
I need your arms to hold me now The nights are so unkind
Bring back those nights when I held you beside me

1-Un-break my heart Say you'll love me again Un-do this hurt you caused
When you walked out the door And walked outta my life Un-cry these tears
I cried so many nights Un-break my heart, my heart

Take back that sad word good-bye Bring back the joy to

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my life Don't leave me here with these tears Come and kiss this pain away I can't forget the day you left Time is so unkind And life is so cruel without you here beside me (repeat 1)

Ohh, oh Don't leave me in all this pain Don't leave me out in the rain Bring back the nights when I held you beside me (rpt 1)

Un-break my Un-break my heart, oh baby Come back and say you love me Un-break my heart Sweet darlin' Without you I just can't go on Can't go on.

Taken from <http://www.esl-galaxy.com/music.htm>

Procedure:

The students were asked to follow these instructions:

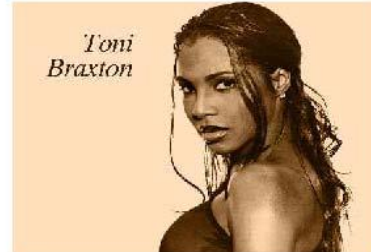
1. Sit down in a circle.
2. Don't talk while the song is playing.
3. Get a sheet with the incomplete song
4. Listen to the song three times.
5. Complete the song.
6. Compare their answers with a classmate.
7. Sing the complete song.

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Activity

- **Listen to the song and fill in the missing words.**



Un-break My Heart lyrics By Toni Bra

Don't leave me in all this _____ don't leave me out in the
_____ Come back and bring back my _____ Come and take these _____
away I need your arms to hold me now

The nights are so unkind Bring back those _____ when I held you
beside me

1-Un-break my heart Say you'll _____ Un-do this hurt

When you walked _____ And walked outta my _____ Un-cry
these I so many _____ Un-break my heart, my heart

Take back that sad word _____ Bring back the joy to my
_____ Don't leave me here with these _____ Come and _____ this pain
away I can't forget the day you left _____ is so unkind And life is so cruel
without you here beside me (repeat 1)

Oh, oh Don't leave me in all this _____ Don't leave me out in the
_____ Bring back the nights when I held you beside me (Rpt 1)

Un-break my Un-break my heart, oh _____ Come back and say you
love me Un-break my heart Sweet darlin' Without you I just can't go on Can't
go on

Taken from <http://www.esl-galaxy.com/music.htm>

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4.1.2 MUSIC ACTIVITY 2: Choose the correct words

For this activity we use the song “Take me to your Heart” by Michel Learns.

- Language level: low intermediate
- Age: 15-17
- Main skill: Listening
- Integrated skill/Sub-skill: speaking / Vocabulary
- Objective: to help students identify the adjectives
- Type of game: Deep thinking
- Human resources: Pairs
- Timing: 20 minutes
- Phase of class: Closing activity
- General focus: reinforce grammatical points.
- Grammar focus: adjectives
- Vocabulary status: Active and passive
- Main topic of the lesson: Adjective
- Competence: Grammar strategy
- Multiple intelligences: bodily – kinesthetic, verbal linguistic, interpersonal.
- Setting: Inside the classroom.



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Lyrics

Take me to your heart by Michael Learns to rock

Hiding from the rain and snow Trying to forget but I won't let
go Looking at a crowded street Listening to my own heart beat

So many people all around the world Tell me where do I find
someone like you girl

(Chorus) Take me to your heart take me to your soul Give
me your hand before I'm old Show me what love is - haven't got a
clue Show me that wonders can be true

They say nothing lasts forever We're only here today Love is
now or never Bring me far away

Take me to your heart take me to your soul Give me your
hand and hold me Show me what love is _be my guiding star It's
easy take me to your heart

Standing on a mountain high Looking at the moon through a
clear blue sky I should go and see some friends But they don't really
comprehend

Don't need too much talking without saying anything All I
need is someone who makes me wanna sing (Chorus)

Taken from <http://www.esl-galaxy.com/music.htm>

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Procedure

The teacher:

1. Organized students in pair.
2. Gave each pair a sheet of the lyrics of the song.
3. Asked the students not talk while the song played.
4. Played to the song three times.
5. Asked them chose the correct answer.
6. Compared their answers.
7. Assigned a point in each correct answer.

Activity

Choose the correct words in bold.



Take me to your heart

Hiding from the rain and
snow/slow Trying to forget but *I won't* let
go Looking at a **crowded/clouded** street
Listening to my own heart beat

So many people all around the world Tell me where do I find
someone like you girl

(Chorus) **Take/make** me to your heart **take/make** me to your soul
Give me your **hand/heart** before I'm **old/cold** Show me what love is -
haven't got a **clue/crew** Show me that wonders can be **true/through**

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They say **nothing/something** lasts forever We're only here today
Love is now or never

Bring me far away

Take me to your heart take me to your soul Give me your
hand/heart and hold me Show me what love is be my guiding star It's
easy take me to your heart

Standing on a mountain high Looking at the moon through a clear
blue sky I should go and see some friends But they don't **really/ready**
comprehend

Don't need too much **talking/walking** without saying anything All I
need is

someone/no one who **makes/takes** me wanna **sing/think**

(Chorus)

Taken from <http://www.esl-galaxy.com/music.htm>

4.1.4 MUSIC ACTIVITY 3: Answer the questions

For this activity we used the song "Where is the love?" by Black Eyed Peas.

- Language level: low intermediate
- Age: 15-17
- Main skill: speaking
- Integrated skill: writing and speaking
- Objective: to improve students' speaking skill
- Type of game: Deep thinking
- Human resources: groups
- Timing: 20 minutes

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- Phase of class: all the hour
- General focus: Interaction and competence
- Grammar focus: conditional
- Vocabulary status: Active and passive
- Main topic of the lesson: Racism in the world
- Competence: Strategic
- Multiple intelligences: body – kinesthetic, verbal-linguistic and interpersonal.
- Setting: Inside the classes.

Lyrics

Where Is The Love?

What's wrong with the world, mama People livin' like they ain't got no mamas I think the whole world addicted to the drama Only attracted to things that'll bring you trauma Overseas, yeah, we try to stop terrorism But we still got terrorists here livin' In the USA, the big CIA The Bloods and The Crips and the KKK But if you only have love for your own race Then you only leave space to discriminate And to discriminate only generates hate And when you hate then you're bound to get irate, yeah Madness is what you demonstrate And that's exactly how anger works and operates Man, you gotta have love just to set it straight Take control of your mind and meditate Let your soul gravitate to the love, y'all, y'all

CHORUS

People killin', people dyin' Children hurt and you hear them cryin' Can you practice what you preach And would you turn the other cheek Father, Father, Father help us Send some guidance from above 'Cause people got me, got me questionin' Where is the love (Love) Where is the love (The love) Where is the love (The love) Where is the love The love,

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the love It just ain't the same, always unchanged
New days are strange, is the world insane
If love and peace is so strong

Why are there pieces of love that don't belong
Nations droppin' bombs
Chemical gasses fillin' lungs of little ones
With ongoin' sufferin' as the youth die young
So ask yourself is the lovin' really gone
So I could ask myself really what is goin' wrong
In this world that we livin' in people keep on givin' in
Makin' wrong decisions, only visions of them dividends
Not respectin' each other, deny thy brother
A war is goin' on but the reason's undercover
The truth is kept secret, it's swept under the rug
If you never know truth then you never know

Taken from <http://www.esl-galaxy.com/music.htm>

Procedure

The teacher asked students to do the following:

1. Divide the class in two groups (the same number of students in each group)
2. Get each group the cards with the same questions
3. Listen to the song
4. Play the song three times
5. Listen to the questions
6. Answer the questions
7. The group that answers first is the winner.

Activity

“Where is the love?” by The Black Eyed Peas

Listen to the chorus and answer the questions.

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- 1 What is happening to the people and the children?
- 2 Who are the terrorists?
- 3 Who must help us?
- 4 Where is the love?

Taken from <http://www.esl-galaxy.com/music.htm>

CHAPTER V

5. RESULTS ON MUSIC ACTIVITY EXPERIMENTATION

- **Listen to the song and fill in the missing words.**

Un-break My Heart lyrics By Toni Braxton

Don't leave me in all this _____ don't leave me out in the
_____ Come back and bring back my _____ Come and take these _____
away I need your arms to hold me now

The nights are so unkind Bring back those _____ when I held you
beside me

1-Un-break my heart Say you'll _____ Un-do this
hurt _____

When you walked _____ And walked outta my Un-
cry these I so many Un-break my heart, my heart

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Take back that sad word _____ Bring back the joy to my
_____ Don't leave me here with these _____ Come and _____ this pain
away I can't forget the day you left _____ is so unkind And life is so cruel
without you here beside me (repeat 1)

Oh, oh Don't leave me in all this _____ Don't leave me out in the
_____ Bring back the nights when I held you beside me (Rpt 1)

Un-break my Un-break my heart, oh _____ Come back and say
you love me Un-break my heart Sweet darlin' Without you I just can't go on
Can't go on

Taken from <http://www.esl-galaxy.com/music.htm>

5.4 MUSIC ACTIVITY 1: Fill in the blanks

This was used as a starting activity to introduce new vocabulary. It has some words like; pain, rain, nights, love, caused ,out, good-bye, life, tears, kiss, time were considered active vocabulary because the students already knew their meanings. But, other words such as; unkind and un-break was considered passive vocabulary. The students didn't know their meaning so we introduced the new words to them by using different techniques, such as antonymous, realia, or simply by translating them into Spanish.

The results were the followings: 14 out of 21 (66, 66 %) students completed the lyrics of the song correctly. For the students that had difficult to complete the song, we had to explain them the meaning and correct pronunciation of the words.

In brief, this activity was useful to increase vocabulary in the students because the majority of them were able to complete the lyric correctly.

5.5 MUSIC ACTIVITY 2: Choose the correct words

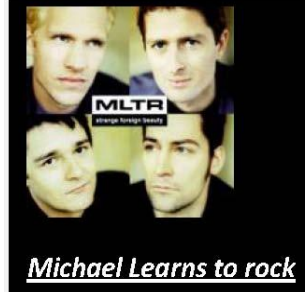
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Choose the correct words in bold.

Take me to your heart

Hiding from the rain and
snow/slow Trying to forget but *I won't*
let go Looking at a **crowded/clouded**
street Listening to my own heart beat



So many people all around the world Tell me where do I find
someone like you girl

(Chorus) **Take/make** me to your heart **take/make** me to your
soul Give me your **hand/heart** before I'm **old/cold** Show me what love
is - haven't got a **clue/crew** Show me that wonders can be
true/through

They say **nothing/something** lasts forever We're only here
today Love is now or never
Bring me far away

Take me to your heart take me to your soul Give me your
hand/heart and hold me Show me what love is be my guiding star It's
easy take me to your heart

Standing on a mountain high Looking at the moon through a
clear blue sky I should go and see some friends But they don't
really/ready comprehend

Don't need too much **talking/walking** without saying anything
All I need is **someone/no one** who **makes/takes** me wanna **sing/think**
(Chorus)

Taken from <http://www.esl-galaxy.com/music.htm>



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This activity was used as a closing activity. The vocabulary used was active and passive.

For this activity, we organized students in pairs. Each pair had a sheet with the lyrics of the song. They had to listen to the song three times. They had to choose the correct answer. After that, we checked the answers with them. With each correct answer, they were assigned a point. The pair with more correct answers was the winner. The reward was two chocolates.

During the activity the students were very active and competitive. They improved their pronunciation and learned the words.

The results were acceptable. 12 out of 21 (57%) students did an excellent job.

5.6 MUSIC ACTIVITY 3: Answer the questions

“Where is the love?” by The Black Eyed Peas

Listen to the chorus and answer the questions.

- 5 What is happening to the people and the children?
- 6 Who are the terrorists?
- 7 Who must help us?
- 8 Where is the love?

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The main objective of this music activity is to improve students' speaking and grammar.

We divided the class in two groups, and gave each group cards with four questions: "What is happening to the people and the children? Who are the terrorists? Who must help us? Where is the love?" Next, we explained them that we were going to play a song and they had to listen to the song and then answer the questions using logical sentences or phrases. The group which had the answer first has a point. When the game was over, the group with more right answers was the winner.

The results were satisfactory because 16 out of 21 (62%) students were able to answer the questions using complete sentences correctly.

This music activity was excellent to get the students' oral participation while the class was being taught.

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CONCLUSIONS

In conclusion, the use of music as an instructional strategy motivates students, arouses curiosity, holds the attention and reduces anxiety, producing positive effects.

Music accompanied by relaxation methods is a strategy used to develop the concentration of students. It also stimulates learning and makes for a pleasant environment that promotes teaching and learning.

Using music as a strategy helps students overcome difficulties with anxiety to develop content. It helps reading comprehension, writing and speaking.

Music is important in the teaching - learning process, and is a resource for effective learning. Using music and relaxation becomes a channel to reduce anxiety, while facilitating the assimilation of the content and allowing for socialization.

Use of instructional resources including music is a strategy that contributes to the development of thought and the receipt of information. It stimulates intelligence and generates communication.

The planned objectives with ambient music and relaxation techniques will succeed in obtaining effective results to see that students' academic performance improves.

Students love to learn English using music, as was demonstrated with students of Octavio Cordero Palacios High school. We saw how students felt self-confidence and motivation to learn English. They learned vocabulary that American people use in their daily life. Also, we saw

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evidence that students improved their pronunciation by listening and repeating the song.

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RECOMMENDATIONS

- Teachers should use appropriate songs to teach English in the classroom. They should select appropriate songs according to the topic.
- Teachers should very carefully follow the recommended steps. They should establish clear aims and give clear instructions about the activity that they are going to perform during the class.
- Songs should be used to teach vocabulary even when they can also be used to teach other grammatical aspects, as it was shown before.

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