

ENGLISH

Patricia SÁNCHEZ PÉREZ

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TEACHING ENGLISH AS A  
FOREIGN LANGUAGE THROUGH  
SONGS IN PRIMARY  
EDUCATION

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Grado en Maestro de Educación  
Primaria /  
Lehen Hezkuntzako Irakasleen Gradua



**Grado en Maestro en Educación Primaria**  
**Lehen Hezkuntzako Irakasleen Gradua**

Trabajo Fin de Grado  
Gradu Bukaerako Lana

**TEACHING ENGLISH AS A FOREIGN LANGUAGE  
THROUGH SONGS IN PRIMARY EDUCATION**

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## Preámbulo

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que “estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título”.

El Grado en Maestro en Educación Primaria por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria*; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Primaria se estructuran, según la Orden ECI/3857/2007, en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psico-pedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinas y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3857/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3857/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para todos los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria.

En este trabajo, el módulo *de formación básica* permite enmarcar el proyecto en función de las necesidades y aptitudes de los niños y niñas durante esas edades. A la hora de seleccionar una canción para enseñar inglés debemos tener en cuenta ciertos aspectos como las características del grupo con el que vamos a realizar la actividad como la edad, aptitudes, motivación, etc. Además, en este módulo se desarrolla la apreciación de una obra de arte, en este caso las canciones, que nos evocan sentimientos, recuerdos con sus melodías y sus letras y todo ello puede favorecer a recordar nuevas palabras en un idioma extranjero.

El módulo *didáctico y disciplinar* ha permitido incorporar ciertos recursos para poder hacer más dinámicas las sesiones, que el alumnado lleve a cabo un aprendizaje activo a través de su participación activa en las actividades a realizar y que esas actividades entren dentro de un contexto, tengan un significado y los niños y niñas aprendan con todo ello. También, tendremos en cuenta el tipo de alumnado con el que estemos trabajando y qué queremos conseguir (objetivos) realizando esa serie de ejercicios.

Asimismo, el módulo *practicum* ha permitido conocer la realidad en las aulas y poder vivir nuevas experiencias y afrontarlas de una manera real y verdadera. Por ello, las actividades planteadas fueron realizadas conociendo el nivel de inglés del alumnado, los contenidos que habían estudiado a lo largo del curso, los que vendrían después. El trabajo fue enmarcado en un proyecto sobre “celebraciones” que realizarían en las sesiones siguientes.

Por último, el módulo *optativo* permite enmarcar todo el proyecto ya que se realiza en la asignatura de inglés teniendo en cuenta aspectos vistos y estudiados en las diferentes asignaturas del módulo. Así pues, la asignatura Pronunciación y Práctica Oral ha posibilitado que la pronunciación del inglés sea un aspecto importante dentro del proyecto y que se dé importancia a este aspecto desde los primeros momentos en los que se empieza a aprender un idioma. Por otra parte, la asignatura Nuevas Tecnologías Aplicadas a la Enseñanza del inglés ha favorecido la utilización de recursos tecnológicos que pueden ser de gran ayuda a la hora de utilizar canciones para aprender inglés, como por ejemplo vídeos, imágenes, las propias canciones y otro

muchos recursos que se pueden plantear utilizando canciones y que sirvan de ayuda en el aprendizaje del idioma al alumnado.

Por otro lado, la Orden ECI/3857/2007 establece que al finalizar el Grado, los estudiantes deben haber adquirido el nivel C1 en lengua castellana. Por ello, para demostrar esta competencia lingüística, se redactan también en esta lengua los apartados Antecedentes, objetivos y cuestiones y Conclusión, así como el preceptivo resumen que aparece en el siguiente apartado.



## **Resumen**

Este trabajo se centra en el uso de canciones en la enseñanza del inglés como lengua extranjera en Educación Primaria. Se realiza una explicación detallada sobre los aspectos del desarrollo cognitivo del alumnado como la motivación, su interacción con los demás y aspectos lingüísticos como el aprendizaje de léxico, gramática o pronunciación y su relación y mejora con el uso de canciones. También, se describe un mini-proyecto realizado en cuatro clases de Cuarto Curso de Primaria utilizando una canción en dos de ellas y en las otras dos, otros materiales que no incluyen un enfoque musical, con el fin de contrastar posteriormente los resultados. Asimismo, para realizar este mini-proyecto, se analizó el enfoque de los docentes de inglés del centro a la hora de utilizar la explotación de canciones. También, se desarrollan las competencias y contenidos propios del Currículum de Educación Primaria que se incluyen en la propuesta didáctica.

*Palabras clave:* canción; motivación; interacción; cultura; competencia comunicativa.

## **Abstract**

This Project is focused on teaching English as a foreign language through songs in Primary Education. The project explains different aspects such as children's learning development like motivation, interaction with the rest of their classmates and linguistic aspects such as lexical, grammatical and pronunciation aspects and their link and improvement by means of using songs. The project also describes a research done in four classes of Year 4 of Primary Education using a song in two of the groups and other non-musical materials and methods in the other two groups. The aim was to contrast the results and verify that the use of songs in English lessons has benefits for children's learning. Moreover, to develop this mini-project, English teachers filled in a questionnaire sharing their opinion and their approach about song exploitation. In addition, competences and contents from the Primary Education Curriculum are developed throughout the project and the research.

*Keywords:* songs; motivation; interaction; culture; communicative competence.

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## 1. ANTECEDENTES, OBJETIVOS Y CUESTIONES

### 1.1. Introducción al tema o propuesta

El aprendizaje de un nuevo idioma conlleva la interiorización y adquisición de una serie de aspectos no sólo lingüísticos sino también aspectos sociales o aspectos culturales que favorezcan, entre otros, el desarrollo de la competencia comunicativa. En el aula se deben llevar a cabo el desarrollo de toda esta serie de elementos para la adquisición de dicha competencia. Así pues, en Educación Primaria las sesiones de lengua inglesa deben incluir variedad en sus actividades desarrollando todas las destrezas, incluyendo la cultura de los lugares de habla inglesa, tradiciones, formas de vida, celebraciones, etc. Además, las sesiones deben ser adaptadas para todo tipo de alumnado para posibilitarles el desarrollo de sus capacidades. Las canciones provienen de fuentes auténticas y pueden contribuir a la adquisición de aspectos culturales dentro del proceso de aprendizaje de un idioma (Brewster, Ellis & Girard, 2012, p. 163).<sup>1</sup>

Por otra parte, cuando escuchamos música, ésta hace que se establezcan una serie de conexiones entre los dos hemisferios de nuestro cerebro influyendo en nuestras emociones, sentimientos, pensamientos e incluso en el aprendizaje, en este caso en el aprendizaje de segundas lenguas, concretamente del inglés. El ritmo, las melodías, los silencios y las letras de las canciones estimulan a nuestro cerebro a trabajar y a coordinar diferentes pensamientos. Ferrerós afirma “que la música modifica la organización cerebral de quienes la escuchan habitualmente o la practican, y estas alteraciones afectan directamente a la adquisición de determinadas habilidades cognitivas como puede ser la adquisición de más de una lengua” (2008, p.59). Por ello, la conexión que existe en las canciones entre la música (melodía, ritmo, silencios) y las letras (idioma), favorece el desarrollo de ciertas habilidades y la mejora de diferentes aspectos desde la infancia, como puede ser la memoria, la socialización e interacción con el resto del grupo, así como un incremento de la motivación, etc.

Por ello, en este proyecto se desarrollan los beneficios del uso de canciones en la enseñanza del inglés. A través de su simplicidad, su naturaleza repetitiva y la gran

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<sup>1</sup> Mi traducción. “Songs are from authentic sources and can contribute to the cultural component of a language programme”

diversidad de actividades y materiales que se pueden llevar a cabo a través de una canción, se convierte en un recurso indispensable en el aula de Educación Primaria. De acuerdo con Griffiee, las canciones poseen una estructura de repetición que resulta agradable, evitando el aburrimiento y proporcionan una participación activa en el lenguaje (1995, p.6)<sup>2</sup>.

Además, las canciones pueden ir acompañadas de coreografías o gestos, vídeos, imágenes que faciliten su comprensión y sean más atractivas para el alumnado de esta etapa.

Debido a su flexibilidad, las canciones se pueden usar en cualquier contexto, desarrollando cualquier destreza, tema o materia. Además, permite el desarrollo de competencias como la comunicativa o competencia social y ciudadana y dependiendo de la actividad que se esté realizando se pueden llegar a incluir todas las competencias. Por ello, es un recurso que permite trabajar de una manera transversal incorporando contenidos y objetivos de varias materias. Por otra parte, la canción seleccionada es un recurso real adaptado para ser usado como actividad de inmersión en la lengua. Como Griffiee asegura el lenguaje natural de las canciones, al contrario que el lenguaje artificial de la mayoría de los libros de texto, es una forma de incorporar un lenguaje informal y moderno dentro de la clase (1995, p.5)<sup>3</sup>.

El uso de canciones en el aula permite trabajar y aprender, en es este caso el inglés, siendo el alumnado partícipe de las actividades de una forma activa y siendo éstas dinámicas y entretenidas para ellos y ellas. Además, aprenden los nuevos contenidos de forma inconsciente disfrutando de los ejercicios y tareas incrementando por otra parte la socialización e interacción con el resto del grupo.

Pound & Harrison afirman que cantar en grupo permite a los niños y niñas unirse desarrollando los conocimientos previos y adquiriendo y reforzando los nuevos

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<sup>2</sup> Mi traducción. "Songs give pleasurable repetition with no boredom and provide active participation in the language".

<sup>3</sup> Mi traducción. "The natural language of songs, as opposed to the artificial language in many textbooks, is one way to incorporate modern, living language into the classroom".

interactuando con los demás en el grupo. Estas acciones y movimientos también refuerzan la memoria al aprender de esta manera el inglés (2003, p. 77-78)<sup>4</sup>.

Así pues, todo lo desarrollado anteriormente fue llevado a la práctica para demostrar los beneficios del uso de canciones en el aula de inglés y sus efectos en el alumnado. Primeramente, se realizó una encuesta al profesorado de inglés sobre el uso de canciones en la enseñanza del inglés en sus sesiones y su opinión sobre el uso de canciones en el aula de inglés desde su experiencia. Posteriormente, se realizó un estudio en cuatro clases de Cuarto de Primaria en las que en dos grupos se utilizó una canción para aprender el origen de una celebración de un país de habla inglesa como es Acción de Gracias y en otros dos grupos no se utilizó ninguna canción y se explicaron los contenidos de manera oral o a modo de comprensión lectora.

A través del análisis de los resultados de dos tests realizados en las cuatro clases se confirmó que el uso de canciones en el aula de inglés en Educación Primaria favorece el aprendizaje del idioma y otros aspectos esenciales durante esta etapa como por ejemplo, como ya se ha comentado, la motivación.

¿Por qué la elección de este tema? El inglés y la música siempre han estado muy presentes en mi vida y poder unir dos de mis aficiones en un trabajo ha sido una gran oportunidad. Todavía recuerdo muchas de las canciones en inglés que aprendí durante mis años en Primaria para aprender sobre todo vocabulario. Por otra parte, recuerdo otro tipo de canciones que aprendí siendo cantante en el coro.

Hoy en día, contando con mayores conocimientos tanto a nivel lingüístico, como musical y por supuesto con conocimientos ligados a la enseñanza, soy consciente de la influencia que han tenido a lo largo de mi vida las canciones a la hora de aprender este idioma para mejorar aspectos de léxico, gramática y sobre todo de pronunciación del mismo, así como otros aspectos cognitivos como la mejora de la memorización de conceptos, coordinación, socialización, etc. Además, las canciones aprendidas en mi

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<sup>4</sup> Mi traducción. "Group singing allows children to join in with the bits they know while the bits they do not yet know are reinforced by others in the group. Actions also support memory in this approach to learning English".

infancia me sirven de ejemplo hoy en día a la hora de enseñar nuevos conceptos a través de una forma dinámica y divertida al alumnado.

Por ello, de acuerdo con mi experiencia he decidido desarrollar y profundizar en este tema ya que en mi caso las canciones han sido un recurso esencial para mi aprendizaje del inglés.

## **1.2. Sentido y vinculación con los contenidos del grado de maestro en Primaria**

Para poder desarrollar este trabajo es indispensable su relación con los contenidos del grado de maestro en Primaria. Este proyecto tiene dos partes de contenidos bien diferenciadas que son el inglés y la música. Sin embargo, la cultura también tiene un peso importante en este proyecto.

En cuanto a la relación con la música y el arte en general se cursó “Educación Artística”, en la cual se desarrollaron diferentes habilidades como la reflexión sobre los sentimientos y emociones que podía transmitirnos una obra o entender a su autor. También, se trabajaron teorías sobre el aprendizaje de la música, se practicaron ritmos simples con percusión corporal cantando melodías simples.

Enfocándonos ahora en la parte del idioma, las asignaturas de “Inglés I, II y III” sirvieron para afianzar conceptos sobre la lengua y por otra parte observar su metodología. Además durante la mención en inglés, se desarrollaron asignaturas que me han guiado a la hora de preparar la propuesta didáctica para este trabajo. La asignatura “Nuevas Tecnologías Aplicadas a la Enseñanza del inglés” es vital ya que en la explotación de canciones podemos usar gran cantidad de recursos y materiales para facilitar el aprendizaje de la lengua y su interiorización.

Otra asignatura crucial y de gran importancia en este proyecto es “Pronunciación y Práctica Oral de la lengua inglesa”. Las canciones son grandes ejercicios para aprender la pronunciación de un idioma, así como su entonación y “connected speech” y a través de esta asignatura se conocieron los aspectos más importantes de la fonética inglesa.

Por último, en la asignatura de CLIL (“Aprendizaje Integrado de Contenidos y Lengua Extranjera”) fue interesante saber cómo trabajan el inglés hoy en día en los centros escolares y cómo podemos mejorarlo, a través de este nuevo proyecto que se está implantando estos últimos años en nuestra comunidad. Como futuros maestros y maestras es importante saber cómo integrar esos contenidos en una lengua extranjera de manera que sea productivo, que complemente el aprendizaje y además su comprensión de esos contenidos y de la lengua.

Para finalizar, durante mi estancia en la Universidad de Cumbria en Carlisle (Inglaterra) desarrollé diferentes asignaturas que pueden ser ligadas a este proyecto. Además, esta experiencia me sirvió para afianzar y adquirir nuevos conocimientos del idioma.

Una de las asignaturas que más relación tiene con este proyecto fue “Modern Foreign Language”, en ella se desarrollaron actividades y formas de trabajo para desarrollar una clase en un idioma extranjero y cómo los niños y niñas lo aprendían.

Además, tuve la oportunidad de asistir a un curso de “Phonics” (fonética inglesa), aspecto muy importante dentro de la adquisición de un nuevo idioma. En él se enseñaba a los futuros docentes estrategias, métodos y recursos como canciones, textos, imágenes, para enseñar estos contenidos.

Por otra parte, asistí a clases de una asignatura llamada “Creative Arts”, en la cual cada día se realizaba una actividad diferente sobre dibujo, música o teatro. Varios días cantamos canciones utilizando diferentes instrumentos o bien con percusión corporal y actuábamos delante del resto de la clase. Esta asignatura fue de gran ayuda y algunas de las experiencias vividas en esas actividades pueden ser adaptadas o utilizadas utilizando canciones con niños y niñas.

Por último relacionando el trabajo con mi estancia en los colegios del Reino Unido, me permitió el descubrimiento de nuevos recursos, ideas y materiales para adaptarlos para una clase de inglés como segunda lengua. Se tratan de materiales reales, utilizados por el alumnado de habla inglesa y que podrán ser utilizados como actividades de inmersión lingüística del inglés.



## **2. THEORETICAL FRAMEWORK: THEORETICAL BASES AND TEACHING IMPLICATIONS**

### **2.1. Link with the Primary School Curriculum in Navarra and the Common European Framework of Reference for Languages: Learning, teaching, assessment.**

#### 2.1.1. The Primary School Curriculum in Navarra

This project has been developed in Primary Education classes so it must be linked with the Primary School Curriculum. I will describe the most important competences and subjects developed while learning through songs in this project.

- Development of competences

This project includes the development and achievement of some competences. The essential competence to develop with this project is the communicative competence.

Children will have contact with the language in many situations: speaking, listening, reading, writing, interacting with others, singing, etc. However, there are also other competences that we can develop while learning English through songs such as the cultural and artistic competence, the social and citizen competence, and learning to learn competence.

The communicative competence is the most important competence to develop while we are learning a language. It refers to the language as an instrument in different aspects: oral and written communication, representation, interpretation and self-regulation of thoughts and emotions. This competence does not involve the knowledge of the grammar, morphology, phonology and other linguistic aspects. It also includes other aspects such as social aptitudes. According to Cameron, “at the root of learning is the process of making meaning out of participation in the social world” (2011, p.241).

The social and citizen competence is based on the interaction and cooperation between people. It also includes the knowledge about the evolution, organization, improvement and progress of a society. Developing this competence, we learn how to act in different situations and contexts, make decision, understand other opinions, etc.

The cultural and artistic competence is developed while we are learning English through songs. This competence allows learners to appreciate different cultural aspects among countries culture. In addition, the artistic competence facilitates having fun with artistic materials, projects, etc. and also appreciating different artistic projects from the different arts. Moreover, this competence supposes the development of the respect for other cultures, other opinions and the importance of the intercultural dialogue.

The last competence is learning to learn. This competence includes different aspects from the personal point of view such as the awareness and control of the abilities of each person for their strategic thinking, self-evaluation and the management of resources and techniques of intellectual work that make learning experiences motivating and rewarding.

- Artistic Education and English subjects

Now, I will focus in the different subjects. In this project, songs will be present in Artistic Education and English Language. The project is developed in a cross-curricular way integrating both subjects.

Artistic Education includes four different blocks. Two of them are used while we are working with songs. Block 3 (Listening) and Block 4 (Interpretation and musical composition) focus on the musical learning and development of different aspects such as interpretation, musical abilities, selection and discrimination of melodies and finally the combination between movements and sounds. In addition, culture is integrated in this block.

The main aim of English subject is the development of the communicative competence. We participate in a great quantity of situations along our lives like giving opinions, telling and experiencing facts, feelings, abilities, aptitudes, in different social and cultural contexts such as in front of an audience, at work, at home and with friends.

The subject of English Language is divided in 4 blocks. They are divided according different aspects we have to achieve and develop with the communicative competence. These blocks are:

- Block 1: Listening and comprehension, speaking and conversation.
- Block 2: Reading and Writing.
- Block 3: Knowledge of the language.
- Block 4: Socio-cultural aspects and intercultural awareness.

All of these blocks can be used to learn English through songs but the most important one and the one that will be always present is Block 1. However, we can include all the blocks depending on the activities we prepare to do with a song. In block 1 pupils will develop their listening skills paying attention to the context and understanding the content.

In Block 2 pupils will learn reading a text individually and aloud, understanding the context by using their previous knowledge and visual aid. Finally, they will pay attention to their pronunciation and intonation while reading.

In Block 3, children will develop their awareness about the contents of the language, and their use. We can develop this section through songs and make them reflect about the different elements.

Finally, Block 4 is essential to understand this project. This block focuses on the achievement of cultural elements and aspects that there are implicit in the different exercises and activities. It makes children reflect about their own culture and the one they are learning about.

### 2.1.2. The Common European Framework of Reference for Languages: Learning, teaching, assessment.

The Common European Framework of Reference for Languages (CEFR) (2001) provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe.

The CEFR is divided in different sections in order to organise all the aspects learners need to develop during their learning process. Therefore, the main aim of the CEFR is to develop the communicative competence including these different aspects such as linguistic aspects but also cultural aspects. In addition, the CEFR wants to integrate all the competences in a natural way, using real-life resources.

The Communicative Language Competence is composed by:

- Linguistic: it includes lexical, phonological, syntactical knowledge and skills and other dimensions of language as a system.
- Sociolinguistic: it refers to the sociocultural conditions of language use (rules of politeness, norms governing relations between generations, sexes, classes and social groups).
- Pragmatic: it concerns the functional use of linguistic resources, production of language functions, speech acts, drawing on scenarios or scripts of interactional exchanges, cohesion and coherence, the identification of text types and forms, irony, and parody.

The Common European Framework (2001) asserts that knowledge of society and culture of the community in which a language is spoken is one aspect of knowledge of the world. It has different features: everyday living; living conditions; interpersonal relations; values, beliefs and attitudes; body language; social conventions and ritual behaviour. Moreover, there is another section about the interaction between the learners. During the interaction, at least two people are taking part of a conversation, and they are using different skills such as speaking and listening.

## **2.2. Current State of affairs (regarding the target topic)**

### *2.2.1. What do we feel when we listen to music? Brain: emotions and memory.*

In this section I will focus on different aspects. First, I will write about the effects of music in our brains and especially in children's brains. Second, I will write about the use of music to learn new languages. Then, I will talk about the cure of different alterations of the language. After this, I will focus on songs and finally on different aspects about songs.

Our brain is divided in two hemispheres: right hemisphere and left hemisphere. They are connected to each other by a number of nerves coming from the rest of the body. So, this link allows the right hemisphere controlling the left hemisphere and vice versa. In addition, each hemisphere attends different areas. The right side is responsible of the creative, emotional and time-space thought. However, the left side controls the rational, verbal and logical thought.

It is important to know the division of our brain and its function in each side when we are dealing with little children. Their laterality is not defined until they are three, so it is essential to stimulate both hemispheres for a good development of their mind. How can we do it? Music is one of the best examples to follow. The different connections that our brain does when we listen to a melody, a song or other piece of music stimulate both hemispheres and as a result the use of the different thoughts. So, music is a multisensory activity that affects several parts of our nervous system, from movements to emotions. Moreover, we have to pay attention and listen to the different pieces of music taking into account the musical notes, silences, rhythms, repetitions, lyrics, etc. This is an activity that influences directly into our emotions, attention, learning and thoughts. Stein suggests that music and movement:

- Nourish the brain while affecting all areas of development.
- Strengthen listening, motor skills, language, problem solving, spatial-temporal performance and literacy.
- Help develop critical listening skills.
- Create space for emotional well-being.

- Provide opportunities to practise social skills.
- Support phonemic awareness.
- Instill acts of kindness and cooperation.
- Calm and focus the mind.
- Encourage interaction. (2012)

Due to these effects, music is a good way of learning. There are many studies and investigations that confirm a better learning for example in Mathematics or learning foreign languages using music. Woodall and Ziembski state that “music connects the functions of the right and left hemispheres of the brain so that they work together and make learning quick and easy” (2012). That way children should listen to music since they are very little, to improve their connections in their brains and to make their learning easier.

Using music and songs in particular establishes and modifies our brain structures and affects directly on the acquisition of certain cognitive abilities to learn a new language, in this case English. Woodall and Ziembski assert that “oral language is an interactive and social process, and music is a natural way for children to experience rich language in a pleasurable way” (2012). Listening to music and singing songs allows children to learn in a funny, relaxing and motivating way. They will not be conscious of their learning because they will be concentrated on other aspects such as dancing the song or just singing it.

On the other hand, music can be used therapeutically. Listening to different sounds influences breathing, heartbeat, blood pressure, body temperature and it increases endorphin level. Moreover, it is used in Psychiatry and Paediatrics and also in cases of stammering, dyslexia and dysgraphia or other kind of language disorder.

Focusing on the last part of this section we will say that songs have several benefits for language learning. We can use songs as a linguistic resource, a cultural resource, a social resource and a psychological and affective resource. They combine music and lyrics, so they have a powerful content. According to Griffiee “songs are a satisfying art form: the lyrics fit the music and the music fits the lyrics and together they form a

complete unit” (1995, p.4). We can make a list of the main benefits of using songs to learn a new language and the effect they create in our minds:

- Songs motivate children to learn a new language. Papa and Iantorno assert “that singing is one of the activities which generates the greatest enthusiasm and is a pleasant and stimulating approach to the culture of foreign people” (1979, p.7). It seems to be always easier to sing a song in a foreign language than to speak in that language.
- The different aspects that songs have such as the tunes, simplicity, repetition and other aspects make them unforgettable.
- Songs generate different emotions and feelings in each person.
- They are a good source of learning new concepts by heart. According to Medina “a rhythmic presentation benefitted memorization in several studies” (2000).

In conclusion to this section, we may conclude that music and songs play an important role in our brains since we are little and help us to improve our learning. Music is a multisensory activity that stimulates our nervous system and makes our brain work and it helps it to learn, among other things. Songs are the union between music and words, so thanks to this link between rhythm, melody and language and other characteristic elements from songs like repetition or simplicity, songs can benefit the learning of a new language and also the development of other aspects such as motivation and memory. Finally, there are many investigations and studies that confirm these different theories that make songs so powerful that it is highly recommendable to use them in an EFL class.

### *2.2.2. Using music and songs with young learners.*

As I said before, songs have a strong power to join the lyrics and music altogether. Songs can be used in many different situations in a classroom. According to Griffiee “songs have a place in the classroom for helping create a friendly and co-operative atmosphere so important for language learning, but they can offer much more” (1995,

p.7). Songs can help learners to make their learning process easier and to acquire the new concepts in a way that can be simpler and more suitable for their level and age. Besides the linguistic aspect, songs can also help children to socialise with their partners in class and moreover to improve their speaking skills and their movements and drama skills. All these aspects can increase learners' motivation to attend an English lesson showing a positive attitude.

Some relevant aspects that songs can offer us as teachers and that we should bear in mind are developed next.

#### 2.2.2.1. Multiple intelligences

Howard Gardner's investigation about Multiple Intelligences describes how people demonstrate different skills and talents when they are learning. Gardner suggests that:

intelligence as pluralistic grew out of his observation that individuals who demonstrated substantial talent in domains as diverse as chess, music, athletics, politics, and entrepreneurship possessed capacities in these domains that should be accounted for in conceptualizing intelligence (1993, p.47).

There are eight different multiple intelligences: musical–rhythmic, visual–spatial, verbal–linguistic, logical–mathematical, bodily–kinaesthetic, interpersonal, intrapersonal, and naturalistic. Therefore, there will be students that will learn easier and more effectively depending on the kind of activities they do using different methods and materials.

Focusing on learning English through songs, we can link these intelligences depending on what kind of activity we want to do. First, the musical- rhythmic intelligence. This intelligence is about sensitivity to sounds, rhythms and tones. It is the ability to produce, remember and make meaning of different patterns of sound.



Then, the verbal-linguistic intelligence is the one where people with high verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words.

In addition, depending on the activity we are doing with a song, we can link also the bodily-kinaesthetic intelligence. It is the intelligence where people are good at physical activities: sports, dancing, acting, making things and playing music. Learning with songs we can use extra resources such as dances or choreographies where children will use their bodies to improve their learning along the other multiple intelligences that I mentioned before.

Another intelligence that we can use when we are learning through songs is the interpersonal intelligence. This area is about the interaction with others. It is the intelligence where people are characterized by their sensitivity to others, feelings, temperaments, motivation and they are able to work in groups in a good environment. The use of these different intelligences can help children from a group to learn new concepts using each of them the intelligence more appropriate for them. These people work usually better in group than individually. When we are working with songs, the socialization with their partners is important to achieve good results if they are working in groups or they have to act, dance or just sing the song altogether.

Visual-spatial intelligence is the area that deals with the ability to visualize with the mind's eye, to recognise and manipulate large-scale and fine-grained spatial images. Children with high visual-spatial intelligence will learn better using songs with extra resources as pictures during the song, so they can recognise new concepts with those pictures.

Logical-mathematical intelligence is about logic, abstractions, reasoning, numbers and critical thinking. This intelligence can be very important learning through songs, where children can make their own links while they are singing to think about the lyrics, to understand the new words or just if they are singing a song in Maths with numbers to recognise the numbers and other operations.

In addition, we find the intrapersonal intelligence. This area deals with introspective and self-reflective capacities. People with high intrapersonal intelligence are able to know their strengths or weaknesses and to know their reactions or emotions. Learning through songs can help students to have different emotions or reactions about the music or the lyrics and it enables the students to know themselves better.

Finally, the naturalistic intelligence is the one that is about classifying natural forms like plants, animals or rocks. This intelligence can also be worked during the use of songs to learn a new language. If we are working a topic on nature with a song, this intelligence will be present in this activity. Therefore, according to Gardner, "classrooms must provide different approaches to meet an individual student's areas of strength in order to be more successful" (1985, p.93). There are students that learn better using songs because of their rhythm, intonation, repetition, melody, lyrics, movements, choreography, etc. So they will feel motivated and they will pay more attention to those new concepts.

#### 2.2.2.2. Learning styles

Learning English through songs facilitates studying different subjects across the curriculum such as Music, Language, Geography, History, etc. Moreover, singing, listening, reading, dancing songs involve the use of different senses. Harris suggests that the more senses we use, the deeper and broader the degree of learning. Teachers are encouraged to use auditory, visual, kinaesthetic and tactile modes to supplement the learning experience (2012). Using songs with different aims and using different strategies will help a group of children to learn those new concepts and the song itself in the most proper way for them. The auditory feature will be always present while learning English through songs. Using visual and kinaesthetic resources will complement the students' learning. We can use visual aid such as a video or pictures to help children to connect the new words with the meaning. Furthermore, kinaesthetic modes are also a good idea for example if we decide to do a dance, a choreography or acting a scene from the song. Using movements will help each child to learn more productively than using only one of these learning styles.

As a conclusion to this section, I may claim that using different kinds of resources from different learning styles and linking all of them altogether we will achieve better results in a group of children because each of them will learn better with one of these styles or using all of them. As teachers we must take into account these aspects to prepare a combination of activities and to promote children's meaningful learning.

#### 2.2.2.3. Interaction and socialization

During Primary Education socialization and interaction with the rest of their classmates is essential for a child to develop himself/ herself as a person. Learning English through songs encourages this interaction with the rest of the group. Depending on the kind of activity that we want to do with a song, children can work in pairs, in small groups or as a whole class. In addition, we can organise the groups as we want or they can group themselves. According to Brewster, Ellis and Girard:

- Songs are motivating and fun and help develop positive attitudes towards the target language.
- Songs are non-threatening and the more inhibited child will feel secure when singing as a class or in groups.
- Singing together is a shared social experience and it helps to develop a class and group identity (2012, p. 162).

If children feel motivated and relaxed during this kind of activities they will feel more confident with themselves and they will pay more attention at the activity so their learning will be more successful.

On the other hand, working with people who are different from their friends (other schoolmates) makes children socialise and meet new and different people. This situation can help in their learning but most of all in their personal development as I said before. In addition, children can work with their friends and have a stronger relation with them having fun, singing, dancing, acting but also learning English. As I said above, motivation is essential when we are learning something new. When

children see their classmates having fun, paying attention and feeling motivated with an activity, their motivation increases and their effort is higher because they are sharing an experience they like with their classmates and friends.

Teachers must know what kinds of activities prepare for each topic or aim, they have to know how to group their children to be successful with that song, and to achieve all the aims and ensure children's learning.

#### 2.2.2.4. Meaningful learning

As I mentioned before, learning English through songs can have different aims, we can work different aspects and topics, etc. However, there is a vital aspect common in each song and in its activities: an intention, an objective. Each song has to be worked with a list of objectives and a purpose. Harris asserts that:

Music can create and activate "prior knowledge". We learn most effectively when we already know something about a subject. Prior knowledge provides "hooks" on which students can attach new material. When students are able to link new information to the old one, they show increased interest in a subject. They can learn with a sense of purpose (2012).

For that reason, teachers must have clear aims and know about what they want to work with each song and what children need to learn and to do to integrate those new concepts. The methodology will depend on the kind of songs and the topic we will work with. It will depend on whether we want children to learn new vocabulary or new structures or if we want them to learn some pronunciation rules or if we want them to memorise and dance or act some parts of the song. Nevertheless, as we can see, we always have to work with a purpose and an aim for our children's learning.

### 2.2.3. *How to teach songs*

#### 2.2.3.1. Integration of language skills through song exploitation

As I commented on above, learning English through songs does not mean working exclusively one skill, but it is true that the listening skill is the main skill that we work when we are using songs. As Rosová argues, the principal condition of working with songs lies and depends on listening, which represents there the main medium of receiving information. A lesson with a song is based closely on listening (2007, p.23). However, listening can help to the improvement of the rest of skills. Rosová asserts that “progress in listening will provide a basis for development of other language skills (p.24).

First, I will focus on listening providing many strategies and steps that we can follow while using this skill. Rosová claims that listening consists of:

- Discriminating between sounds.
- Recognising words.
- Identifying grammatical groupings of words.
- Identifying “pragmatic units”- expressions and sets of utterances which function as whole units to create meaning.
- Connecting linguistic cues to paralinguistic cues (intonation, stress) and to nonlinguistic cues (gestures) in order to construct meaning.
- Using background knowledge and context to predict and then to confirm meaning.
- Recalling important words and ideas. (p.24)

While we practise listening we are integrating new concepts to our brain but not only linguistic aspects. The main one is that we are acquiring the language subconsciously. Moreover, when we listen we learn to differentiate accents, so this will be helpful to learn more about the culture and to distinguish different a greater variety of oral sources apart from our teacher’s voice.

Speaking is another skill that we can improve using songs. It is very connected to listening, while we are interacting with another person or just singing alone we have to make an effort to listen in order to answer in a proper and logical way.

Writing and Reading are also good skills to work through songs. So, the use of the four skills can help children's learning and it makes it easier to integrate those new concepts and other kinds of knowledge, as I said before to distinguish the different accents.

The next list shows us different tasks to develop in a lesson based on the exploitation of a song and practising the four skills (some of them will integrate more than one skill):

1. Listening:

- Practising Listening Comprehension
- Watching videos
- Doing role-plays
- Performances
- Dictation of a song

2. Reading

- Performances
- Dictation of a song
- Performances
- Conversations and dialogues using the lyrics
- Reading the lyrics
- Reading about the group or the singer
- Translating songs

3. Speaking

- Singing
- Conversations and dialogues using the lyrics.
- Doing role-plays.
- Performances
- Dictation of a song

4. Writing

- Writing about the music, the lyrics, the group or the singer.
- Writing the lyrics for a song
- Writing articles
- Writing dialogues using the lyrics
- Dictation of a song
- Performances (writing the plot)
- Prepare conversation and dialogues

As we can see, we can prepare different activities with a song developing the four skills in a dynamic and enjoyable way for children while they are learning English. According to Brewster, Ellis and Girard, “songs can be used to develop all skills in an integrated way” (2012).

#### 2.2.3.2. Methodological suggestions in song exploitation in EFL:

Teaching and developing any kind of lesson requires using some kind of methodology. Next, some strategies are developed while we are teaching English through songs. Using these kinds of methods allows making a dynamic, active and enjoyable lesson for children while they are integrating new concepts in English.

##### 2.2.3.2.1. Repetition

Repetition is one of the most useful strategies we can use with songs. When we talk about it, we can distinguish two different methods of repetition. Firstly, we can use repetitive patterns of the melody and the lyrics to have a pace while we are singing or listening to a song. Repetition is an inherent element in songs in general where the chorus for example is repeated in a regular pattern.

Secondly, we can use repetition to sing, listen, read the same song or part of a song to learn it several times. Children will learn a song listening to it many times. With this action they will improve in their pronunciation and they will also integrate new concepts memorizing them. As Woodall and Ziembroski claim, “when emergent readers see printed words in the text again and again, they come to identify those words and phrases by their similarities and configurations” (2012). The same happens with songs, we can listen to them several times and help us with the lyrics to associate the different new words or structures, so children have different resources to make their learning easier: they have visual aid (lyrics, usually with pictures) and they listen to the song. Brewster, Ellis and Girard argue that: “repetition enables children to predict what comes next and to consolidate language items” (2012, p.163). Moreover,

it helps to develop concentration, memory and coordination. Accompanying actions or gestures help to reinforce meaning.

Thinking about working with songs in different subjects, we have a clear example in Maths. Usually children learn the “times tables” with a song and they usually learn each times table repeating the same rhythm or beat and the same structure in the lyrics. So, this kind of exercise can help them to remember this content. The same thing happens in Language or Foreign Languages when children can learn “The Alphabet Song”. It has a very simple and repetitive melody and it is usually used as a routine song (again a repetitive activity) to make children learn the alphabet in a dynamic way. In addition, this kind of repetitive structures can be use in Geography or History to teach for example the European countries.

The rhythm, the simple lyrics and the repetition of all these characteristics make songs a useful resource to use in any lesson at school. Woodall and Ziembroski state that: “musical learning is connected to song and movement. Children instinctively listen to music and try to identify familiar melodies and rhythms” (2012).

On the other hand, repetitive movements can also promote children’s learning and help them to understand better what they are doing. Using listening, singing, dancing and watching ( a video) repetitive structures altogether will help our group of children to interiorise the song, its meaning and its unknown words, and besides, improving their memory, and other linguistic aspects such as pronunciation and intonation.

Moreover, Woodall and Ziembroski suggest that teachers using repetitive texts can easily model and exaggerate the repetition, rhyme, and rhythm of a story, thereby encouraging the children to join in (2012). This kind of repetition can influence children while they are listening to and observing the same patterns, but using different pitches and voices, so it can attract their attention more and make them feel more motivated and thus, join in the actions.



#### 2.2.3.2.2. Dramatization

As I said above, songs can be used in several situations achieving different aims developing all kind of skills. Performing a song make children carry out these different aspects, and besides, social aspects like interaction with their classmates. Brewster, Ellis and Girard claim that “songs can be used as the basis for a performance or show” (2012, p. 163).

On the other hand, this kind of activity enables children to represent the song as a real life situation. So, its meaning will be clearer. Medina affirms that “the purpose of dramatizing the song’s lyrics is to make the meaning of its lyrics clear to the learner. This activity will make the meaning of key vocabulary comprehensible to learners, thereby supporting second language acquisition” (2000).

In addition, dramatizing a song entails other secondary activities as well as the development of other skills development. Children will use their imagination and creativity to represent the song, using different clothes, different intonation depending on the character they represent, thinking about the scene, etc. Furthermore, their body language and their voice will be different when they are in front of an audience. So, the involvement of children in these different aspects as well as in the representation will lead them to understand its meaning and to integrate the new concepts better, learning as well other aspects that will help them in the development of other activities and situations. Moreover, there will also be an interaction with their peers while the representation and their motivation will increase doing a dynamic, active activity in which they can take part.

So, dramatizing a song encompasses several aspects that we can work with our children to let them learn the lyrics of the song, introduce to the topic of the song, develop their social and creative skills as well as their linguistic skills and of course, they will learn the content of the song integrating it in their knowledge.

#### 2.2.3.2.3. Extralinguistic support: visual aid, movements: TPR Activities, dancing (choreography), clapping, instruments

Learning English through songs is more efficient if we use different kinds of resources besides the speaking and verbal way. According to Medina, “extralinguistic support refers to non-verbal means of communicating a word’s meaning (e.g. pictures, photos, and actions)” (2003). This kind of resources helps children to make associations with the new concepts and allows them to understand and reinforce their learning.

As teachers, we can resort to different complementary resources. On the one hand, we can use visual aid, such as a PowerPoint with the lyrics and pictures to help children understand new structures or new words. In addition, we can prepare flashcards telling the song or just showing some words from the song. Depending on the song we are using and the objective we want our children to achieve we will prepare the most suitable materials. On the other hand, we can use videos from the Internet, CDs, DVDs or homemade videos to reinforce that learning. These videos can integrate a choreography or just pictures or photos illustrating the contents of the story. Children will feel motivated while they watch the video and they will want to participate.

Total Physical Response (TPR) activities will help children to integrate new structures and new words. This kind of activities consists in carrying out with movement different actions or order from the teacher or in this case from the song’s lyrics. For example: touch your nose. Pupils will point, touch, imitate a sound, a movement, etc. teachers can use this type of activities to check and evaluate children’s understanding and learning.

Choreographies are also a good idea to develop with a song. Children pay attention to the movements they make while they are integrating the new concepts in a visual, auditory and kinaesthetic activity. They are also interacting with the rest of their schoolmates.

Finally, we can use different musical instruments or just clapping to sing a song. According to Brewster, Ellis and Girard:

Encouraging children to clap the beat as they go along or say rhymes will help to develop a sense of rhythm in English. Percussion instruments and clapping are a good idea to use when we are learning English through songs because setting the beat of the music helps children to memorize the song, remember it better and to guide them to learn about pronunciation in English (2012, p. 164).

In addition, they concentrate on the rhythm while they are singing. This action helps children to improve their coordination, memory, concentration and to know their body better. Thus, Brewster, Ellis and Girard suggest that songs sensitize children to rhyming clues as aids to meaning (2012, p.163). They also feel motivated and they show an active learning.

#### 2.2.3.2.4. Contextualization: Understanding words and concepts from the context.

When we select a song we have to bear in mind whether it suits what we are working with the children or what we want to work with them. In addition, there will be some new words for them but they will be able to discover some of them from the context. Medina suggests that learners should be able to easily infer the meaning of key vocabulary words on the basis of the context (2003).

Moreover, this context must be adapted, accessible and understandable to pupils for help them to figure out what they do not understand. According to Brewster, Ellis and Girard, songs present a familiar language in new and exciting forms and in a rich, imaginative context (2012, p.162). Teachers must take into account this aspect when they select the song, and check whether it is appropriate for their pupils.

On the other hand, context can be also set before working with the song, in order to help children to understand it better and to associate the new concepts in a proper way, avoiding misconceptions and complicating the learning process.

### 2.2.3.3. Linguistic aspects that learners improve through songs in English: as a tool for content Subject Learning

#### 2.2.3.3.1. Lexical and grammatical aspects

It is very common to learn new vocabulary and grammar through songs. Teachers can prepare a long list of activities to work the new vocabulary and structures from a song.

There are many activities to develop to learn vocabulary and grammar. One of the most famous ones is the classical “fill-in-the-gaps”. In this activity, learners have to take from a box or just writing the word they listen in the correct gap of the text. With this activity children are practising listening but also the integration and learning of new structures. Another good exercise is “spot the mistakes” where children will have to correct some mistakes in the lyrics. There are many other activities we can plan to practise vocabulary and grammar like translation, order the verses or other kind of activity we think can be suitable for the topic we want to teach and suitable for our pupils.

Depending on the age or the level of our pupils we can make this kind of activities more complex, using a more difficult song, selecting the parts that could be more difficult for them or new or checking the extension of the lyrics.

#### 2.2.3.3.2. Pronunciation:

Songs are also very useful for practising pronunciation. From the simplest structure that is an individual sound to the more complex one that is connected speech, as well as suprasegmental features like stress, rhythm and intonation. Listening to songs provides learners with a real contact with the language and gives them the opportunity to look at different accents, not only the teacher’s accent.

In the next paragraphs, I will develop some suggested steps of English pronunciation, from individual sounds to connected speech.

- Pronunciation of Individual sounds

As Rosová puts it, “sounds are the smallest unit from which words are formed and can be categorised as vowels and consonants” (2007, p.18). Learning the different sounds of a language is essential to pronounce later a whole speech and to communicate with others. It is important to integrate sounds and to make children distinguish the ones that can be similar in order not to confuse them.

In addition, songs are very useful to learn this aspect of the language because of their simple lyrics and because of their rhythm. Moreover, while we repeat the song and we sing it we are interiorizing these new sounds subconsciously. Rosová suggests that:

songs can help learners because “the rhymes in songs provide listeners with repetition of similar sounds, and when students choose to listen to songs time and again, they are indirectly exposing themselves to these sounds, repeating them, getting better at recognizing them, and finally producing them (2007, p. 18).

- Pronunciation of words

The next step on pronunciation is the word. Words are the combination of sounds and they have a meaning. However, learning words can create some problems. Children can know the pronunciation of the different sounds, but words have an intonation and stress, so songs can help them to notice where the stress is. Rosová asserts that “words in songs fit the music, helping learners associate the number of syllables / stress in these words, with memorable rhythms” (2007, p.19).

Therefore, teachers have to bear in mind the teaching of pronunciation of words and children’s possible problems as regarding stresses and intonation. If they take into account all these aspects, connected speech could be easier for the pupils to develop.

- Connected speech (linking words) and intonation

As Rosová argues, “connected speech is the natural way we speak, linking together and emphasising certain words, rather than each word standing alone” (2007, p.19). Learners are used to hearing a very slow speech. Teachers usually speak word by word to make their language understandable. However, this is not a “real” contact with the language, pupils need to know what it is really like. Rosová asserts that “the problem is that learners normally learn words individually and, especially at lower levels, they tend to pronounce each word separately” (p.19).

Teachers need to avoid this situation. Depending on the age of the pupils they will speak more slowly, otherwise they will not understand. However, they have to be able to integrate connected speech during their learning, so pupils can get used to it as soon as possible. Songs can be a good resource to practise this aspect of the language. Thanks to rhythm and tune, the reading of the lyrics can help children to get the right intonation of the sentences and to develop the connected speech in an enjoyable way for them while they are singing. As Rosová claims, “music further emphasises the “flow” of the words” (2007, p.20).

#### 2.2.3.3.3. Informal style and spoken English

As we know, the language we learn in class is not always the same language spoken by native speakers. Rosová suggests that: “learners of English should not be taught only formal speech, and informal speech should be involved in their learning, as well” (2007, p.27). Songs are a good way to bring this language closer to pupils. To practise this aspect, we can work with traditional songs from those English speaking countries and, at the same time, we learn about its culture either we can also use pop songs. Griffée asserts that: “songs contain examples of colloquial speech and it is an effective way to incorporate modern, living language into the classroom” (1995, p.5).

Children can learn many aspects from informal and spoken English language such as the use of phrasal verbs, contractions, clippings, acronyms or other great quantity of types of words. As Rosová claims, “songs can serve as a very good and inexhaustible

source full of informal spoken language that is commonly used in everyday English” (p.27).

In addition, learning about informal style and spoken English allows children to learn about different cultural aspects such as traditions, idiomatic expressions from each country and also to recognise different accents.

#### 2.2.4. *Songs' taxonomy*

There are many kinds of songs. We can use traditional songs from English spoken countries in order to work with native materials and to work on a cultural aspect. In addition, we can work with pop songs where children can sing to improve their pronunciation and they will show a positive and active attitude because they will already know that song, so it is a good way to active their motivation. Finally, there are songs from the English book. They are usually about the topic of the unit, so they are in a very concrete context and they usually not show a purpose, they focus on the one aspect, generally the vocabulary and not on the rest of aspects.

- Traditional songs for kids: nursery rhymes and jazz chants

Using traditional songs to learn English contributes working in a cross curricular way. We can look at different aspects: linguistic aspects such as lexical and grammatical structures, tenses, prepositions, etc., pronunciation, accents and we can look as well at cultural aspects like historical facts, traditions, celebrations... according to Griffiee (1995) songs can be used as a way of looking at a culture and comparing it with other cultures.

Nursery rhymes and chants are a very good example of these songs. They are simple, repetitive and they are in a cultural context because of their own musical and idiomatic (lyrics) characteristics. In addition, they are songs that native children learn when they are little and they use them in their daily routines such as playing in the playground, in class, with their family and friends and in other many activities.

According to Brewster, Ellis and Girard, “many rhymes are traditionally used by children to perform actions in groups, to clap together in pairs or when skipping” (2012, p.165). So, it is a good idea to work this kind of songs with English learners to integrate them in the culture but especially in their age cultural level.

In addition, nursery rhymes allow children to know more about the culture from English countries because they are used in daily life activities such as skipping, counting, bedtime, alphabet and many other topics. So, depending on the context and the activity we are doing we can also work with one of this popular and traditional songs in order to show children typical aspects from that culture. Nursery rhymes have a typical well-known melody, as we can see in the next example for bedtime:

Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.

Chants are one of the best kinds of songs to work with little children or to work a cultural aspect. A chant is a rhythmic group recitation; it involves the whole class singing it. Its main characteristics are repetition and rhythm. They can be used to practise pronunciation, stress an intonation of the speech. Rosová suggests that: “chants are also rich in musical qualities. You can reinforce the beat of chants not only by using the body as a “beat box” but by introducing simple musical instruments” (2007, p.17).

In conclusion to this section, thanks to their repetitive and simple structure and their content nursery rhymes and chants promote learning different aspects of the language such as cultural and linguistic aspects: vocabulary, grammar, pronunciation, and they can be worked using extralinguistic support such as a choreography or some gestures. It can be a very complete activity.



- Pop songs

Pop songs are the best example to present children informal and spoken English. Rosová asserts that songs connect the school with life. Using songs in language teaching is a great opportunity for applying it (2007, p.17).

In these songs we can also expose learners the differences between the different accents, contractions, and as I said before to the informal structure we usually do not learn in class. In addition, they are a good idea to look at the connected speech of English and to learn how to link all the words and not speak word by word.

Sometimes they can be complex for children, so teachers must be aware of this and select a suitable song for students' level.

- ESL songs for children: songs from textbooks

Songs from textbooks are created exclusively for that unit using the vocabulary and grammar that children will learn along it. Repetition is very usual in these songs and their rhythm and melody are very catchy to help children memorise the lyrics. Extralinguistic support is also very present in these songs: we can see pictures in the book helping the understanding or many times these songs come with a video with movements that children love to sing and dance.

They are a good idea to introduce children to new vocabulary or grammar structures in the context of the topic they are working in that unit. Therefore, they can lead children to integrate these new concepts in a contextualized situation because of the theme from the book.

### **3. MY DIDACTIC PROPOSAL**

#### **3.1. Contextualization of my project**

I had the opportunity to do a research during my last placement period to link the theory with the practise I have been learning all along the teacher Training degree and real life. The project I developed, as we already know, was focused on learning English as a Foreign Language through songs in Primary Education. I was in Santa María la Real- Hermanos Maristas School, in Sarriguren (Navarra). The study was developed in each of the four classes of 4<sup>th</sup> year of Primary Education. I decided to do it in this year because I was teaching some sessions every week in all the groups, so I already knew them and I knew their pace of work and study by them.

In three of the classes, there were 27 pupils and in the last one, there were 28. The characteristics of each group and their level of English were very similar. In each class, there were pupils who needed more help than the others and other children were good at English. Therefore, teachers had to prepare and to develop their lessons taking into account this different level in children.

English is a very important aspect in this school. They study many subjects in English such as Science, Music, Physical Education and Arts and Crafts as well as English Language. In addition, they did a lot of the extra activities in English. For example, they went to the theatre in February. The play was “Doctor Livingstone, I suppose”. They had been working with a booklet from this play and they were learning some songs and the plot of the story some days before, so this helped them to understand it better when they watched. Moreover, a few weeks earlier most of the pupils went to Lumbier (Navarra) to participate in the “English Week”. It was an English camp where they had English lessons every morning and activities and games in the afternoon. During this week, children listened English almost all the time and they were encouraged to speak in English with the teachers but also with their friends.

In addition, if the first subject they had in the morning was English, they always used an English song to pray. They also prayed the Lord’s Prayer in English reading it on the interactive board.

Talking about technologies, each class had its own whiteboard and chalkboard. The first kind of board allowed teachers to use many resources for their English classes such as songs, videos, listenings, readings, etc.

Moreover, in English they did not use the textbook a lot. They usually worked in projects linking other subjects. So, they were used to working in a cross curricular way. I could make an analysis of the English textbook and talk with the teachers about their teaching methods and materials. They told me that they tried not to use the books whenever it was possible. In addition, they hardly ever used songs from the book. They did not use them because they did not make much sense, they were contextualised on the unit of the book. However, they used songs almost everyday in their classes, as I said before to pray, or just current songs children were used to listening on the radio. They watched the videos, they sang the song and they read the lyrics. The main objective of this activity was to work the pronunciation: intonation, connected speech, and also its lexical contents.

From the analysis of the book (House, Susan & Scott Katherine (2007) *Sprint 4*. Richmond), I could see what teachers told me. The songs were very simple and they focused too much on the book and the vocabulary the children were going to learn in that unit. In addition, the only task carried out by the students was “filling-the-gaps” exercises and they had pictures or the written words to complete the spaces. Teachers used to look for songs that could be more complex but with a sense or telling something: they were in a context and they could be meaningful for children.

In this school, they also studied Music in English. The Music book (Pascual Mejía, Pilar (2012) *Tarantella*. Pearson Alhambra) was in English and the songs and activities were in English as well. The songs from the book were not in a context and they had been created to be played with a recorder. They had very simple lyrics and they were very short in order to play them. Therefore, linguistic aspects in English in the Music lesson were not important. In this case, English was the language that they used to learn musical aspects but not so much to reinforce English ones.

They used to sing the songs but it was more important to play them with the recorder correctly and after the teacher allowed children to sing them while she played de

piano or she played the track on the computer because the pupils wanted to sing. Therefore, pupils could practise English in many subjects but the English language aspects were not worked like in the English language lesson, where teachers bare in mind pronunciation or the acquisition of vocabulary and grammar.

As I will explain later, they were going to work on a project about “Celebrations around the world” and they gave me the opportunity to develop my project during three sessions before they started with it. Therefore, I decided to look for a song about any celebration from an English-speaking country. I found the story of Thanksgiving and I selected it to work in class because of its simple and repetitive structure, the lyrics explained the story and how it is celebrated nowadays. Therefore, with all these elements it allowed to work in a cross curricular way, adding contents from different subjects and it also allowed the development of the competences and other aspects from children’s development such as interaction.

### **3.2. Objectives of my project**

When I decided to do this research at school, I pursued some objectives. My main aim with this project was to examine how songs help children to learn English. To verify that songs are a good resource to learn English I prepared four different activities to do in each class. In two of the groups, I used a song and in the rest, I did not use any musical aid.

Another objective I wanted to explore was how extralinguistic support improves children’s learning when using songs. To develop this point, in one of the two classes, I used a song, I made a PowerPoint with pictures and the lyrics and I invented a choreography to dance with gestures while the children were singing the song. On the contrary, in the other class I just used the lyrics of the songs with little pictures to make the handout more motivating and interesting for them.

Another important aspect I wanted to focus on, was the motivation in children. I wanted to check how songs affect children’s motivation and if they also affect their learning. In addition, I also looked at them while they were using the song to interact

with their partners and friends. For example, in the class where I used the song's lyrics but not the choreography, the children made their own choreography adding new dancing steps looking at and copying their partners. On the other hand, the groups where I did not use the song showed a more individual work. So, this aim was focused on how songs help children's development of social skills.

There was another aspect I wanted to have as an objective: memory. I wanted to check if songs are a good resource to improve children's memory and so their memory of new words. I prepared three kinds of tests and I planned to do one of them as a post-test some days after the learning of the song and the new concepts. Therefore, I could contrast the results among all the groups.

Furthermore, I also wanted to focus on the linguistic aspects about English as a second language. I wanted to check how songs improve and affect vocabulary and grammar learning. Because of their repetition and rhythm, songs can help learners to remember new words or structures, and that is what I wanted to look at.

All these objectives dealt with how songs affect children's learning process and other aspects in their development. However, teachers have a very important role in class. They have to plan the lessons, choose the materials and carry out the class, motivating the children and making them learn and interiorise the new concepts and contents. So, I focus on some objectives about teachers. First, I wanted to know how often they used songs in class and what their aim was when using them. In addition, as they study more than one subject in English I wanted to know what they thought about using songs to learn new concepts in those subjects within the CLIL approach. Knowing these aspects about the teachers' methods and thoughts could be easier to prepare the activities I needed to do in class with the children. Therefore, as it was a new activity, I did not change the pace of the lesson and tried to develop the lesson in a similar way to the one their English teachers did.

Now, following the created activities, children had to reach certain aims during the development of the main activity and its post-test a few days after. Each class did different main activities because I wanted to contrast the results at the end, so not all

the groups achieved all the objectives I laid down. Moreover, there were other specific objectives to the groups where the song was listened.

So, the general objectives for all the groups were (4<sup>th</sup>A, 4<sup>th</sup>B, 4<sup>th</sup>C, 4<sup>th</sup>D):

1. To learn where and when Thanksgiving is celebrated.
2. To learn the story of Thanksgiving.
3. To be able to tell how people celebrate this celebration (food, people and celebration) nowadays.
4. To acquire new vocabulary and key words from Thanksgiving.
5. To be able to tell the story of Thanksgiving with their own words.
6. To be able to pronounce the new vocabulary properly.
7. To be able to remember how to write and say the contents of the topic a few days later.

Next, the specific objectives for children who listened the song (4<sup>th</sup> C):

1. To learn the song and sing it.
2. To be able to listen to the song and complete the gaps using the words from the box.

Moreover, the children who listened to the song and made the choreography had other objectives to achieve (4<sup>th</sup> A):

1. To learn the song and sing it.
2. To be able to dance the choreography linking the lyrics with the gestures.

This project contained different kinds of activities, so it also had different aims to achieve depending on the type of exercise. The groups where they learnt the song had more objectives to reach because they were the groups where I focused on for my project and I needed to know and to analyse every detail and aspect that could make a contrast with the rest of the groups.

### **3.3 Project design**

In this section, I will develop my project. Firstly, I will focus on the first part of my project, the questionnaire for teachers. Secondly, I will describe the project I developed with the pupils. This last section, it will be divided into different parts such as the contents that children learn and there will be a detailed description about the materials I prepared to work with them in each class.

#### *3.3.1. Teachers' questionnaire*

The first part of the project is focused on teachers and their opinion, experience and work with songs in class. This research consisted of a questionnaire that the three English teachers of Year 4 have done (Appendix 1). There were simple questions and they had to answer them from their experience. Each one had to answer their own questionnaire, giving also their opinions about the questions they had to answer and reasoning their answers.

The second section is about the activities I had the opportunity to carry out at school, in the four groups of Year 4. It was a very enriching experience, developing a research and having the chance to examine and contrast the results at the end.

I will focus now on the teachers' questionnaire. As I said before, it included simple questions to answer from 1 to 5 (1 was the lowest punctuation and 5 the highest). In other questions, they had to write their opinion giving reasons and in the last question, they could say other aspects or opinions about the topic in order to help me to develop the lessons with the different groups.

The questionnaire had different aims. On the one hand, knowing the opinion of the teachers and looking at their way of teaching English helped me to prepare the activities I wanted to develop in order not to change the pace and the steps the teacher used to carry out the lesson in a dynamic and active way for children. On the other hand, this questionnaire shows how they work with songs to learn English at Maristas School. Teachers wrote about their opinion on using songs to learn English but they also wrote about how they used songs in class, what aspects of the language

and culture they used to teach with songs as well as other reinforced aspects such as children's motivation or interaction.

### *3.3.2. Tests and activities about Thanksgiving*

- Song selection

The second part of the research consisted in the mini-project I developed at school about Thanksgiving. I only had three days to prepare everything: selecting the song, preparing the tests and preparing the different activities I was going to do with each class. I used three sessions of English and teachers adapted their timetables to make it possible to do the four classes on the same day.

They were going to work on a project about "Celebrations" and I decided to select a song about a celebration in an English-speaking country. I selected a song about Saint Patrick's Day because it was March and I did the research the next week after that celebration but I did not like it too much because it was very long and it did not suit my project. Finally, I chose a song about "Thanksgiving" from YouTube (<http://www.youtube.com/watch?v=AFI5egZfDqk>) and I prepared four kinds of activities. It was a simple song with two verses and a chorus that is repeated at the beginning of the song, between the verses and at the end. It was a catchy song and easy to remember and to learn. I also decided to select it because it told the story of Thanksgiving and how people celebrate it nowadays.

When I had to choose the song, I wanted a song from a celebration from an English-speaking country. I thought it was a good idea to start their "Celebrations Project" with one song like this. The song had to tell the story of that celebration, so children would learn it from the lyrics of the song and they learnt about the culture of that country. So, including music, English and culture I was working as well in a cross curricular way.

In addition, the selection of the activity that each class was going to do was made out random between three of the four classes. In one of the classes, I decided not to use



the song because their behaviour was not very good and the teachers advised me not to use a song there because it would be very difficult to carry out the activity.

- Advantages of using a song

Learning about Thanksgiving through a song will make children remember the story of the song and the new vocabulary better because of the rhythm and repetitive structures of the song. Moreover, pronunciation has a very important role in this activity. Children will improve their connected speech and their intonation by reading or singing the lyrics, so they will improve also their communicative competence with all these aspects in a dynamic, active and funny way for them.

- Materials:

The four groups worked with different materials. Some photocopies were the same in each class in order to check the results at the end. Two of the classes had a photocopy with the lyrics and some pictures in order to help them to understand the song better and to catch their attention (see Appendix 2), another one had the lyrics but with some gaps, they had to fill while they were listening to the song and the last group did not have any written material. Then, each group have one photocopy with exercises about the song or the “text” they read.

Children also had to do a test in each of the three sessions. These tests were the same in the four classes. During the first session, they did a pre-test to check their previous knowledge about the topic. It lasted 10 minutes and it included multiple-choice questions, other simple questions and in the last question they had to write extra information if they knew it (see Appendix 3). The second test was done in the second lesson where the main activity was done (see Appendix 4). Finally, one week later they had to do a post-test showing what they remembered (see Appendix 5).

All the tests were very similar. The questions did not change a lot. For example, in the pre-test most of these questions were multiple-choice. In the test, most of them were short answers and in the post-test, there was a mix between short and multiple-choice questions. I made some changes on the pattern of the test and post-test because when they did the test all the information they had was very recent in their minds, so short

answers were the correct option to make them think about what they had just learnt. However, 8 days later, they could forget some of the information and looking at different options, they could remember the correct one.

During the three lessons, I followed the same methodology and the same steps during the lesson in each group in order not to benefit or damaging one group or another giving more information. Therefore, in each class, I explained with the pictures where and when Thanksgiving was celebrated, I tried to orientate children on the plot of the song and I asked the same questions in each class. Moreover, I did not answer any question during the tests or while they were doing the activities.

- Main activities in each class

The main activity in each class was different. However, the aims were the same for all the classes: to learn about a celebration, to learn new vocabulary and to bear in mind the pronunciation of the words in the text.

- 4<sup>th</sup> A: song + PowerPoint+ choreography

The pupils from 4<sup>th</sup>A learnt the song with extralinguistic support. They had a photocopy with the lyrics and I prepared a PowerPoint with the lyrics and pictures helping them to understand the meaning (see Appendix 6). In addition, I prepared a choreography to follow while they were singing the song. They listened to the song three times before representing it. The first time, they just listened to it and looked at the interactive board. The second time they started singing, I told them to sing only the chorus but there were pupils who sang all the song. The third time they sang and danced. After these times, they sang in groups: half of the class one verse, the other another verse and altogether the chorus. On the other side of the photocopy, they had some pictures where they had to write the words. These were the new words they had learnt from the song. It was an activity to reinforce their learning memorising those new words.

– 4<sup>th</sup> C: song+ lyrics

In 4<sup>th</sup> C, they sang the song and they had to fill in some gaps on the photocopy, the words were in a box (see Appendix 7). This group heard the song once without writing anything, they had to listen and read the lyrics. Then, the second time they listened the song and they had to write in the blanks. I did not stop the music because the exercise was not very difficult. They had the words in the box and they were easy to understand during the song. The third time they listened I stopped after each word and we corrected the exercise. During this last time and two more times after that they listened to it, the pupils sang the whole song and they made up their own choreography.

– 4<sup>th</sup> D: Reading Comprehension

In 4<sup>th</sup> D did not hear any song. The lyrics of the song were presented as a reading comprehension text. I followed the same steps as when I used the song. First, they looked at the pictures of the photocopy and they found where and when Thanksgiving was celebrated and new words that appeared in the text. First, they read the text individually. Then, we read it altogether, one by one, paying attention to the pronunciation and solving questions, most of them about new vocabulary. Then, I prepared some questions about the reading but they did not do them written. Once they had read the text aloud, I asked them some questions and they answered them orally. The text was not too long and it was easy to remember the new concepts.

– 4<sup>th</sup> B: No musical or written resources

Finally, in 4<sup>th</sup>B I decided not to use any musical and written material, they just did the three written tests. As the main activity, I explained to them what Thanksgiving was basing the concepts on the lyrics of the song, so the contents were the same as in the rest of the classes. I decided not to use a song in this class because the teachers advised me not to work with a song doing different exercises. The behaviour of this group was not very good and they needed to focus on an activity to develop the lesson and their learning in a successful way. Therefore, speaking to them, telling them the story of Thanksgiving and asking them questions while I was explaining it, made them

pay attention and be focused on what I was telling them about. After telling the story, I copied the new words they learnt in English and they had to translate them into Spanish in a sheet of paper, so they reinforced the learning of the new words as well as in the other groups.

### **3.4. Results and Discussion of my project**

When all the groups did all the tests and the activities about the song, I analysed and compared the results. To contrast the different tests results in an objective way, I focused on the results of the test and the post-test. The pre-test was done to look at the previous knowledge of the pupils and nobody had any information about this celebration, so all the contents they knew at the end of this project were learnt during it. Therefore, from the pre-test we know that all the pupils started this project with the same knowledge about Thanksgiving.

#### *3.4.1. Results of the Teachers' Questionnaire*

The questionnaire helped me to focus on the groups I was going to develop the project with. I wanted to know the opinion of the English teachers in order to lead the activities in the correct direction, trying to adapt my methodology to that of their teachers. Therefore, the questionnaire interrogated about their use of songs during their English lessons and their opinion about exploiting them. All of them explained their point of view and the results were similar. The three of them thought that the use of songs was useful in the English class. In addition, all of them used songs at least twice a week in their lessons. They used them at the beginning of the lesson and at the end in routine activities. Sometimes, as a way to introduce or reinforce grammar, vocabulary and pronunciation aspects as well. However, a teacher's reply nearly had the lowest punctuation when they had to answer if songs were a good idea to teach new concepts in other subjects such as Science. She thought that songs were useful to reinforce those contents but not to learn them listening to a song.

Moreover, all of them agreed on the increase not also in motivation but also in interaction among pupils. They commented that children felt more comfortable, they did not feel the pressure of a standard lesson, they could develop the four English skills, they paid more attention and they could learn new structures.

As a conclusion to this questionnaire, I had the opportunity to analyse the use of songs at school knowing in advance their teachers' opinion and how they usually worked with songs. Most of the objectives of my project are confirmed. In addition, it helped me to design more accurately and thoroughly the activities for the development of my project and I could have a reliable idea of their way of working in the English classroom before teaching the different groups.

#### *3.4.2. Results of the Tests*

- Motivation and interaction

Now, I will focus on the behaviour of each group during the activities. It is vital to know this information, these different aspects are one of the aims of this project: to check if songs increase children's motivation to learn and their interaction with their classmates.

- 4<sup>th</sup> A: Song+ PowerPoint + Choreography

In this group, pupils learnt the song looking at a PowerPoint with the lyrics and with different pictures helping the comprehension of the new words and its learning associating the picture with the word. In addition, the choreography also helped with gestures to establish that association between a picture and a word.

The children felt motivated and interested when they listened to the song. After that, when they had to sing the song, they showed a positive attitude. Some of them were more reticent at the beginning. However, when they saw their classmates singing and having fun, they joined the rest. On the other hand, the class was divided into two groups to sing the verses and after this activity, they talked to each other and they decided to do it in other two groups: boys and girls in front of the class.

– 4<sup>th</sup> C: Song+ Lyrics

In this group, they learnt the song without any extralinguistic resource. Since the beginning, they exposed their interest in the activity. However, when they first listened to the song they got more active and they wanted to sing it. The second time they listened to the song they started singing. In addition, I have to mention that a little group began to dance and they created their own choreography of the song. Each child added a new step and little by little, the whole class joined in the action. As in the other group, some pupils did not want to sing at the beginning. Nevertheless, eventually all of them sang and enjoyed the song and the activity.

– 4<sup>th</sup> D: Reading Comprehension

In this group, the attitude varied. Initially, they showed a positive attitude and they were motivated with the activity they were going to do. However, they gradually lost their interest in the lesson. Firstly, they had to read the text individually. Secondly, we read it aloud explaining the meaning of the new words and Thanksgiving's story.

The interaction with their schoolmates also differed. During the entire lesson, they worked in an individual way. When I asked them about the new words or their comprehension about Thanksgiving's story, they answered directly on their own. I could observe a level of rivalry among the children. They wanted to answer before all their classmates and be the first one to respond. They participated reading aloud the text but they did not pay attention to the rest of the children, they focused on their own individual responses. However, in the other two groups they looked at each other and interacted with the rest.

– 4<sup>th</sup> B: No musical or written resources

In this group, they just listened to the story of Thanksgiving. They did not hold any kind of resource. As in 4<sup>th</sup> D, they were concentrated at the beginning. Nevertheless, this concentration decreased during the lesson. They were not interested in the activity and they did not have any resource that could help them to focus on the activity.

During the explanation of Thanksgiving, they simulated to pay attention. After this, we reviewed what they had learnt and I could observe that most of the children did not remember most of the story. When they had to translate the new words from the story as a written activity, it was difficult for them to fill it in. The rest of the groups had visual aid with the pictures next to the lyrics. However, this group did not use any extra help.

Their interaction with the rest of the classmates was non-existent. They completed their activities in an individual and competitive way.

Once all the results about the attitude of each group have been analysed, we can conclude and affirm that depending on the activities they carried out in class, in the English class in this case, the exploitation of songs increases pupils' motivation and interaction within their group. In addition, the pace of the class and the environment is different and more beneficial for children and teachers. Moreover, all the pupils participate in the same way and they feel comfortable doing those kinds of activities.

- Results of the test and the post-test
  - Characteristics of the test and the post-test

Now, I will comment on the results of the different tests I carried out during the lessons and I will contrast these results among the different classes.

The results were very similar in all the groups. The project was not very ambitious when I developed it in class. The main reason for this was that, lamentably, I had insufficient previous time to select the song, to design the materials and to develop them at school. Therefore, I could not make changes to avoid similar results and the possibility to confirm the benefits of songs in English lessons with more contrast.

Both tests had similar questions. The test included questions to answer with short sentences and some of them were multiple-choice questions. However, the post-test had more multiple-choice questions than short answer questions. All the groups obtained more punctuation with the multiple-choice questions, they had different options and they could select the one that could sound familiar to them.

4<sup>th</sup>A and 4<sup>th</sup>C obtained the best results in the short answers and in the activity where they had to translate the new words. This difference was very clear when they completed that exercise during the post-test eight days after the main activity. These two groups answered all the words considerably well. However, the other two groups answered moderately well during the test and they only answered a few of them correctly during the post-test. This happened because they did not remember the information they learnt during the main activity but thanks to the song, the children could remember that information better.

- My prediction: an Expected Hypothetical classification

Depending on the activity each group was going to develop, all of them had to fill in the test and the post-test. Therefore, I carried out, from my point of view and according to the theory, a hypothetical classification of the results from the four groups.

**Table 1.** Previous classification

<b>Position</b>	<b>Group and activity</b>
1 <sup>st</sup>	<b>4<sup>th</sup>A:</b> Song + PowerPoint + Choreography
2 <sup>nd</sup>	<b>4<sup>th</sup>C:</b> Song + Lyrics
3 <sup>rd</sup>	<b>4<sup>th</sup>D:</b> Reading Comprehension
4 <sup>th</sup>	<b>4<sup>th</sup>B:</b> No musical or written resource

Therefore, 4<sup>th</sup>A had to be the group with the best results. It was the group where the project was focused on: using a song to learn new contents, increasing interaction and motivation on children, developing an interest of another culture, using extralinguistic resources and developing linguistic aspects such as lexical and grammatical or pronunciation aspects.



In the second position would be 4<sup>th</sup>C. It had to be in this position because there were elements I did not apply with the song, like the PowerPoint and the choreography. The aim was to contrast the different results at the end.

In the next position would be 4<sup>th</sup>D. They did not listen to the song but they had the text with pictures that helped them to understand the meaning of the new words and the content. Finally, 4<sup>th</sup>B would be in the last position. They did not have any kind of resource to help their comprehension of the celebration and the new words.

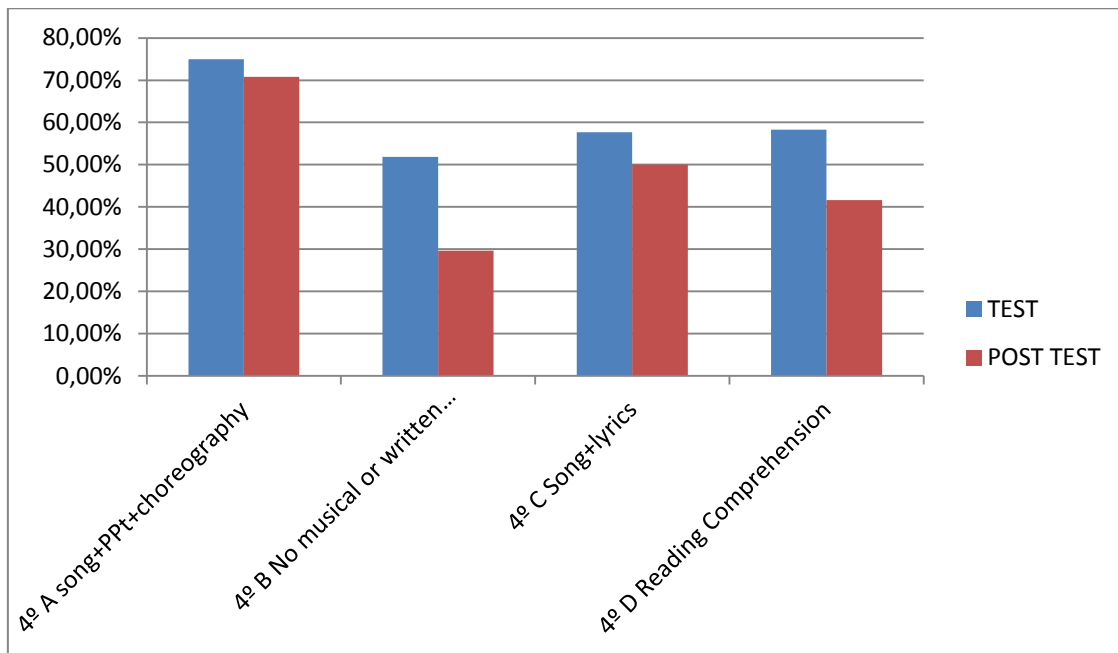
– Real attained results

To contrast the real results, I created a data table. I decided that the children who got less than a 7,5 out of 10 would not pass the test and the post-test. This decision was made because the exercises they had to complete were not very hard to follow and it was really easy to get more than 5.

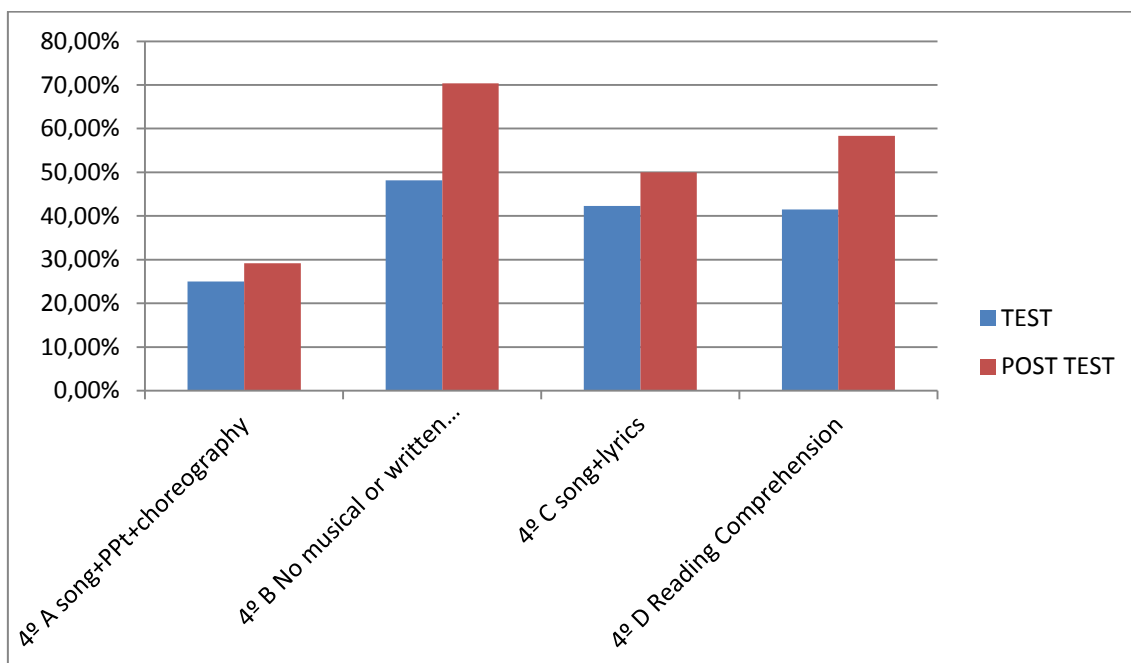
The final results have the same classification as the one I created before doing the activities at school. However, they did not differ a lot from one group to another (see Appendix 8 and Appendix 9), probably because the tasks were not as difficult or challenging as they could have been. The 75% of the children in 4<sup>th</sup>A passed their test and it was the best result. However, within the group with the lowest results in the test 51,85% of the children passed.

In addition, the results of the test and post-test in each group do not vary considerably. For example, in 4<sup>th</sup>A passed 75% of the children in the test and 70,83% of the children in the post-test. In addition, the group obtained the highest marks in both tests.

In the next figure, we can observe the differences between the results in the test and in the post-test.



**Figure 1.** "Pass" percentages in the test and post-test



**Figure 2.** "Fail" percentages in the test and post-test

The groups who listened to the song varied very little their results (4<sup>th</sup>A and 4<sup>th</sup>C). However, the other groups decreased their “pass” percentages in the post-test. We can observe that in the results of the test all the groups obtained similar results, between 75% and 51,85%.

Therefore, in 4<sup>th</sup>A passed 70,83% of the pupils and in 4<sup>th</sup>C 50%. The post-test was done eight days after the test. It could have been better to do it some days later but that was during Easter Holidays and after these holidays, they had to focus on their project at school about “Celebrations”.

The post-test results are very similar to those in the test but we can comment some aspects. Firstly, 4<sup>th</sup>A kept good results and good marks during both tests. 4<sup>th</sup>C varied its results slightly but children who obtained less than a 7,5 are near this mark in their post-test.

However, in the post-test, the results of 4<sup>th</sup>D and 4<sup>th</sup>B differ from the other classes. In 4<sup>th</sup>B and 4<sup>th</sup>D the results changed considerably. 28,62% of children passed the post-test in 4<sup>th</sup>B and 41,66% of children passed the post-test in 4<sup>th</sup>D. Therefore, 4<sup>th</sup>D was in third position and 4<sup>th</sup>B in the last position.

In conclusion, looking at these results, tables and figures we can confirm that the use of songs in English as a Second Language lessons benefits pupils’ learning of the language but also other aspects such as memory, motivation and interaction. In spite of these similar results, we can observe that the more supporting resources we use with songs, the more children will learn both linguistic and non-linguistic aspects. We can observe this looking at the tables of results. It is clear that the classes where songs were used achieved better results in both tests (75% in 4<sup>th</sup> A and 57,69% in 4<sup>th</sup>C during the test, and 70,83% and 50% respectively). However, in the groups where they did other kind of activity, the results differ in the test and in the post-test- during the test were considerably good results ( 51,85% in 4<sup>th</sup> B and 58,33% in 4<sup>th</sup>D) but the results of the post-test were notoriously lower, only 29,62% of the children passed in 4<sup>th</sup>B and 41,66% of the children passed in 4<sup>th</sup>D.

## 4. CONCLUSIÓN

Una vez desarrollada la parte teórica y tras aplicarla a la parte práctica de este TFG, se puede confirmar que la enseñanza del inglés a través de canciones favorece el aprendizaje del alumnado de una forma más activa, dinámica y eficiente. La teoría desarrollada durante este trabajo ha servido para basar en ella la práctica llevada a cabo en el aula.

El uso de canciones también permite mejorar tanto aspectos lingüísticos de la lengua como otros no lingüísticos. Por otra parte, permite trabajar de manera transversal varias materias, dependiendo del tema que se trabaje. Por ejemplo, en este caso se han incluido contenidos y competencias propios de las materias de Educación Artística correspondiente a la parte de Música, Lengua Extranjera: inglés y Conocimiento del Medio. Dentro del contexto que cuenta el origen de una celebración originaria de Estados Unidos y Canadá, como es Acción de Gracias, se han trabajado contenidos propios de la materia de inglés a través de una canción utilizando su melodía y su letra.

Así pues, a través de este proyecto hemos podido observar el papel que puede desempeñar la música en el aprendizaje del alumnado y sus letras utilizadas para trabajar diferentes aspectos de una segunda lengua y de su cultura y tradiciones.

La música ejerce un papel importante en el desarrollo de los niños y niñas. Ésta estimula ambos hemisferios del cerebro y hace que se activen todas sus partes. Además, la música también influye en nuestras emociones, pensamientos y sentimientos. Al evocar estas sensaciones hace que las melodías, ritmos y letras de las canciones puedan recordarse con más facilidad que por ejemplo un texto que hayamos leído. De acuerdo con Rosová, las canciones pueden ser una herramienta que podemos utilizar para estimular y facilitar la adquisición del aprendizaje del idioma.<sup>5</sup>

Por otra parte, el uso de canciones en el aula es más eficiente si se utilizan otros recursos visuales o corporales como imágenes, gestos o coreografías (TPR activities), vídeos que faciliten la deducción de nuevas palabras o estructuras gramaticales así

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<sup>5</sup> Mi traducción. "Songs can become a tool which we can use to animate and facilitate language learning acquisition" (2007, p.62)

como la comprensión del contenido de la canción. Como Medina asegura, la música si está acompañada de apoyo extralingüístico (por ejemplo imágenes), es un instrumento viable para la adquisición de la lengua (2000)<sup>6</sup>.

Además, como ya sabemos, la utilización de estos recursos puede favorecer el aprendizaje a niños y niñas que tengan más facilidad para aprender utilizando más la vista, el oído o su cuerpo por ejemplo (learning styles).

En cuanto a los aspectos lingüísticos del idioma, las canciones permiten la adquisición de nuevo vocabulario o estructuras gramaticales. También, favorece la mejora de la pronunciación de palabras o del discurso y su entonación. A través de la repetición de la canción varias veces, los niños y niñas imitan lo que oyen en la canción y van adquiriendo aspectos y conocimientos sobre la pronunciación del idioma.

También podemos utilizar las canciones como recursos para enseñar tradiciones, aspectos de otras culturas, etc. En este caso se trabajó Acción de Gracias y a través del contenido de las canciones se aprendió el origen y su celebración actualmente. Aprender aspectos culturales sobre otros países permite valorar y respetar otras culturas y aprender más aspectos sobre la lengua que se está aprendiendo. A la hora de enseñar o aprender una lengua no hay que centrarse en aprender sólo los aspectos lingüísticos, hay que conocer todo tipo de aspectos para poder desarrollar la competencia comunicativa. Rosová afirma que las canciones tienen un importante significado cultural, como también pueden ser una importante fuente de materiales para practicar la pronunciación, gramática, vocabulario, y también las cuatro destrezas del inglés (2007, p.22)<sup>7</sup>.

Por último, el trabajar con canciones en el aula nos permite trabajar de una manera muy dinámica y poder plantear y preparar actividades en las que se trabajen todas las destrezas de manera integrada, no sólo "listening". A partir de una canción, podemos preparar ejercicios utilizando "Reading", "Writing", "Listening" y "Speaking" de manera combinada con diferentes objetivos cada uno de ellos. Así pues, las sesiones también

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<sup>6</sup> Mi traducción. "Music, particularly if accompanied by extralinguistic support (e.g. illustrations), may be a viable vehicle for language acquisition".

<sup>7</sup> Mi traducción. "Songs have considerable cultural significance, as well as they present an inexhaustible source of materials practising pronunciation, grammar, vocabulary plus all of the four skills.

pueden ser más entretenidas y dinámicas. Paquette & Rieg aseguran que las clases de un idioma en las que se imparte gramática, lectura, y escritura, entre algunas de las destrezas del idioma, pueden ser mejoradas a través de la música (2008, p.228)<sup>8</sup>.

Por ello, en la propuesta didáctica realizada en Cuarto de Primaria se trabajaron todos estos aspectos y se pusieron en práctica en algunas aulas, observando posteriormente los resultados con los grupos en los que no se habían llevado a cabo para confirmar que el uso de canciones en la enseñanza del inglés es beneficioso tanto para enseñar desarrollar aspectos lingüísticos, sociales, culturales, etc.

Por otra parte, la encuesta realizada al profesorado me permitió conocer la realidad de las clases de inglés y su desarrollo en las aulas, así como la opinión que tenían los profesores y profesoras del uso de las canciones en las clases de inglés desde su experiencia.

A modo de conclusión, diré que este proyecto ha servido para verificar que la enseñanza del inglés a través de las canciones es beneficiosa y permite el aprendizaje de la lengua de forma positiva, incluyendo tanto aspectos lingüísticos como no lingüísticos. Para ello, hace falta un gran esfuerzo por parte del profesorado para preparar los materiales correspondientes y contextualizarlos en el tema que se esté impartiendo y tener en cuenta toda serie de aspectos para poder potenciar y posibilitar el desarrollo de la competencia comunicativa en la lengua inglesa de una manera satisfactoria y enmarcada dentro de los contenidos de las sesiones de la asignatura de inglés como segunda lengua.

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<sup>8</sup> Mi traducción. "Language lessons addressing grammar, reading fluency, and writing, among other literacy skills, can be enhanced through the medium of music".

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# APPENDIX 1

FOR ENGLISH TEACHERS

## TEACHING ENGLISH THROUGH SONGS

QUESTIONNAIRE (1 is the lowest punctuation and 5 is the highest)

QUESTIONS	1	2	3	4	5
1. Is the use of songs useful in the English Class?					X
2. Teaching English with songs facilitates children's learning and they can remember new concepts better and faster.			X		
3. Do you use songs in your English lessons?				X	
<p>If your answer was a yes please answer the following questions:</p> <p>a) How often do you use songs in class?</p> <p>b) What kind of songs? (Songs from the book, pop songs, traditional songs, Internet, etc.)</p> <p>c) What kind of rules or guidelines do you bear in mind when you choose a song to work in class?</p>					
4. Is it a good idea to use songs to teach new contents and concepts for other subjects apart from English? Ex: Science.		X			
<p>5. Does the use of songs (to learn or to reinforce any new content) affect the different groups of children in the same way? Name the aspects that you think are the most important ones bearing in mind when teaching a song regarding the group differences. E.g.: low attention span.</p> <p>Not all the groups like the songs in the same way. Some groups for some reason are more opened to sing and more active than others.</p>					
<p>6. Which aspects do you think songs can help in our children's learning? (Linguistic, social...)</p> <p>Songs can help them to feel more open, they don't feel shy when singing and it's a way also to contact with other students.</p> <p>On the other hand, they also can move and don't feel the pressure of an "standard class".</p>					

twice a week

Pop songs

If they like it.  
good lyrics  
No "adult" vocabulary

7. What do you use songs for? (Introducing a topic, reinforcing concepts, finishing a class, etc.)

I use them for the Pray in the morning.  
In the English class for reinforce pronunciation. It is a way to introduce new sounds and they like singing songs.

8. Do you do any extra-activity with songs or just listen to them and sing? (For fun, motivation, etc.)

• We don't do extra activities. Just we sing for fun, and sometimes to motivate them, as in the mornings.

9. Observations. Write down anything you want to share about this topic and you did not mention in the other questions.

- listening and singing songs in the classroom it's a fun way to practice some vocabulary, learn structures and practice pronunciation.

Eventhough we don't use it as a way to learn new concepts it's an easy way to memorize some vocabulary and understand some grammar structures.

THANK YOU FOR YOUR HELP!

## TEACHING ENGLISH THROUGH SONGS

QUESTIONNAIRE (1 is the lowest punctuation and 5 is the highest)

QUESTIONS	1	2	3	4	5
1. Is the use of songs useful in the English Class?					X
2. Teaching English with songs facilitates children's learning and they can remember new concepts better and faster.					X
3. Do you use songs in your English lessons?					X
<p>If your answer was a yes please answer the following questions:</p> <p>a) How often do you use songs in class?  <i>Three times a week.</i></p> <p>b) What kind of songs? (Songs from the book, pop songs, traditional songs, Internet, etc.)  <i>From the book, pop songs (musical videos most of them)</i></p> <p>c) What kind of rules or guidelines do you bear in mind when you choose a song to work in class?  <i>Vocabulary, structure and if they like it</i></p>					
4. Is it a good idea to use songs to teach new contents and concepts for other subjects apart from English? Ex: Science.				X	
<p><i>Because they do not have to learn the language but they have to learn the new concepts.</i></p>					
<p>5. Does the use of songs (to learn or to reinforce any new content) affect the different groups of children in the same way? Name the aspects that you think are the most important ones bearing in mind when teaching a song regarding the group differences. E.g.: low attention span.</p> <p><i>No.</i></p> <ul style="list-style-type: none"> <li>- Children with Attention deficit Hyperactivity disorder (ADHD)</li> <li>- Difficulty of the song.</li> <li>- Speed of the song.</li> <li>- Behaviour of children.</li> <li>- Level of students.</li> </ul>					
<p>6. Which aspects do you think songs can help in our children's learning? (Linguistic, social...)</p> <p><i>Linguistic and in a communicative way learning new structures in English.</i></p>					

**7. What do you use songs for? (Introducing a topic, reinforcing concepts, finishing a class, etc.)**

We divide the classes (English) in four parts:

1st: Hello / Review / Objective -

2nd: Presentation (a new, a friend...) Time to think or musical videos

3rd: Main Activity (Book) -

4th: Homework / Review / Bye -

Songs are in musical videos and in the main activity. In the musical videos they enjoy through English language and in the main activity they reinforce concepts.

**8. Do you do any extra-activity with songs or just listen to them and sing? (For fun, motivation, etc.)**

- We sing a carol in Christmas festival.

- We sometimes learn <sup>music</sup> dance.

- We do energizers to change activities.

- We learn songs in English to pray.

**9. Observations. Write down anything you want to share about this topic and you did not mention in the other questions.**

Learning through songs is a very fun way of learning. They never forget what they learn singing. But if the objective is to learn new concepts for example Science if you use the songs, they are learning vocabulary and concepts in English but not the content of the subject. Anyway, they also enjoy it.

## TEACHING ENGLISH THROUGH SONGS

QUESTIONNAIRE (1 is the lowest punctuation and 5 is the highest)

QUESTIONS	1	2	3	4	5
1. Is the use of songs useful in the English Class?				X	
2. Teaching English with songs facilitates children's learning and they can remember new concepts better and faster.				X	
3. Do you use songs in your English lessons?				X	
If your answer was a yes please answer the following questions:					
a) How often do you use songs in class? <i>I try to use them when it is suitable, at least twice a week.</i>					
b) What kind of songs? (Songs from the book, pop songs, traditional songs, Internet, etc.) <i>I use songs from the book, current songs, songs searched on the Internet, etc.</i>					
c) What kind of rules or guidelines do you bear in mind when you choose a song to work in class? <i>The aim is making them learn the vocabulary and grammar from the songs. We listen to them twice and we work on them. Finally, we sing together.</i>					
4. Is it a good idea to use songs to teach new contents and concepts for other subjects apart from English? Ex: Science.				X	
5. Does the use of songs (to learn or to reinforce any new content) affect the different groups of children in the same way? Name the aspects that you think are the most important ones bearing in mind when teaching a song regarding the group differences. E.g.: low attention span. <i>I do think that songs make each pupil show their abilities using their English language and their body and singing abilities or skills. I consider that it is important to strength and focus on musical, bodily and visual intelligences when working on songs. Aspects to bear in mind are: to draw the line at singing and moving the body, make it clear that it is an activity to have fun but to learn at the same time ...</i>					
6. Which aspects do you think songs can help in our children's learning? (Linguistic, social...) <i>• It gives them more confidence in themselves. • Music develops listening skills. • Music helps children remember. • Music helps children speak clearly and pay attention. • Music makes transitions in the classroom smoother.</i>					

7. What do you use songs for? (Introducing a topic, reinforcing concepts, finishing class, etc.)

I use songs for:

- Beginning and ending a lesson because it makes them feel more
- Introducing grammar points, vocabulary, reinforcing or strengthening key aspects of the topic.
- Singing improves a child's memory and teaches him how to rhyme, aids his reading, enhancing his vocabulary and it can teach him about history and culture.

8. Do you do any extra-activity with songs or just listen to them and sing? (For motivation, etc.)

- Pupils can also gain singing with movement or visual aids that they enjoy.
- We try to fill songs with people, objects, daily rituals especially those that are important for them and encourage children and boost their confidence.
- Music supports self-expression, cooperative play, creativity, emotional development, and development of social, cognitive, communication, and motor skills.

9. Observations. Write down anything you want to share about this topic and you do not mention in the other questions.

Singing helps a child develop his language and communication skills.

By singing, a child speaks more clearly and it helps to build their vocabulary.

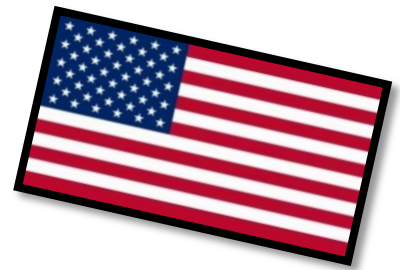
It also encourages creativity and self-expression as well as it helps to build a child's memory, develop his concentration skills and teach him how to listen.

Music helps many children break information down into easily remembered pieces and songs can be fun and valuable.

THANK YOU FOR YOUR HELP!



# THANKSGIVING SONG



Thank-you, thank-you, thank-you  
 Let's all say thank-you  
 We will all say thank-you  
 On this special day  
 Thank-you, thank -you, thank-you  
 Let's all say thank-you  
 Together we'll say thank-you  
 On Thanksgiving Day!

CHORUS



Many, many years ago,  
 When pilgrims first arrived,  
 Crops were small, this made it all  
 A challenge to survive.  
 In honor of their hard work  
 They all gathered 'round and dined  
 And gave their thanks at harvest time.



CHORUS

We celebrate this holiday  
 With friends and family,  
 And thank the Lord for all our gifts  
 This joyful jubilee.  
 There's turkey, stuffing, pumpkin pie,  
 Enough for everyone.  
 Let's eat and drink and have some fun.



PRE-TEST

CHORUS

# THANKSGIVING

GROUP: \_\_\_\_\_

NUMBER: \_\_\_\_\_

Answer these questions:

1. What is Thanksgiving?

- a. A celebration to say thank you for the harvest.
- b. A celebration to have no school for one day.
- c. A party at school.

2. Where is Thanksgiving celebrated?

- a. Spain
- b. USA and Canada
- c. United Kingdom

3. What do people have for dinner on Thanksgiving Day?

- a. Sweets and chocolate
- b. Tea
- c. Turkey

4. When is Thanksgiving Day?

- a. Spring
- b. Summer
- c. Autumn

5. Thanksgiving is a celebration to share with:

- a. Animals
- b. At school
- c. Family and friends

6. Thanksgiving is a time to be:

- a. Angry



- b. Sad
- c. Happy

7. Do you know anything else about this celebration?  
Write down your ideas.

---

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---

---

APPENDIX 4

TEST

# THANKSGIVING

Answer these questions

GROUP: \_\_\_\_\_

NUMBER: \_\_\_\_\_

1. What is Thanksgiving?

---

2. Where is Thanksgiving celebrated?

---

3. When is Thanksgiving Day? Say the season.

---

4. Was life easy for the pilgrims?

a. Yes, it was very easy.

b. No, it wasn't. It was a challenge for them to survive.

c. We don't know.

5. How were crops at the beginning?

---

6. Did pilgrims work hard?

---

7. In honor to their hard work they:

a. Danced and sang.

b. Gathered and had dinner.

c. Went to school.

8. When did pilgrims say thank you?

- a. At Christmas time
- b. At Harvest time
- c. On Halloween Day

9. Who do people celebrate Thanksgiving Day with?

---

10. What do people have for dinner on Thanksgiving Day?

---

11. Translate these words: (0,2p each)

- a. Pilgrim: \_\_\_\_\_
- b. Crops: \_\_\_\_\_
- c. Harvest time: \_\_\_\_\_
- d. Turkey: \_\_\_\_\_
- e. Pumpkin pie: \_\_\_\_\_

APPENDIX 5

POST-TEST

## THANKSGIVING



Let's remember what we learnt last week! Answer the questions.

1. What is Thanksgiving?

---

2. Thanksgiving is a: (you can choose more than one option)

- a. Holiday
- b. Celebration
- c. Month
- d. School

3. Where is Thanksgiving celebrated?

---

4. When is Thanksgiving Day? Say the season.

---

5. Who were the pilgrims?

- a. Animals.
- b. People who arrived and began a new life in a new land.
- c. Plants.

6. Can you describe crops at the beginning?

---

7. Why did pilgrims celebrate Thanksgiving Day?

- a. To say thank you for the harvest.
- b. To celebrate their birthdays.
- c. To celebrate Christmas.

8. Who do people celebrate Thanksgiving Day with?

---

9. What do people have for dinner on Thanksgiving Day?

---

10. True or false: (0.2p each sentence)

- a. Thanksgiving is a special day in the countries where it is celebrated.
- b. On Thanksgiving Day people are sad.
- c. On Thanksgiving Day people say thank you to their teachers at school.
- d. Pilgrim life was very easy at the beginning.
- e. On Thanksgiving Day pilgrims went to the swimming pool.

11. Do you remember the meaning of these words? (0,2p each word)

- a. Crops: \_\_\_\_\_
- b. Pilgrim: \_\_\_\_\_
- c. Turkey: \_\_\_\_\_
- d. Pumpkin pie: \_\_\_\_\_
- e. Harvest time: \_\_\_\_\_



Thank-you, thank-you, thank-you  
Let's all say thank-you  
We will all say thank-you  
On this special day



Thank-you, thank -you, thank-you  
Let's all say thank-you  
Together we'll say thank-you  
On Thanksgiving Day!



Many, many years ago,  
When pilgrims first  
arrived,  
Crops were small,  
this made it all  
A challenge to survive.  
In honor of their hard  
work  
They all gathered  
'round and dined  
And gave their thanks  
at harvest time.



Thank-you, thank-you, thank-you  
Let's all say thank-you  
We will all say thank-you  
On this special day



Thank-you, thank -you, thank-you  
Let's all say thank-you  
Together we'll say thank-you  
On Thanksgiving Day!



We celebrate this holiday  
With friends and family,  
And thank the Lord for all  
our gifts  
This joyful jubilee.



There's turkey, stuffing,  
pumpkin pie,  
Enough for everyone.  
Let's eat and drink and  
have some fun.



Thank-you, thank-you, thank-you  
Let's all say thank-you  
We will all say thank-you  
On this special day



Thank-you, thank -you, thank-you  
Let's all say thank-you  
Together we'll say thank-you  
On Thanksgiving Day!



# THE END





# THANKSGIVING



Complete the song with the words from the box:

Thank-you, thank-you, thank-you  
 Let's all say   
 We will all say thank-you  
 On this special   
 Thank-you, thank -you, thank-you  
 Let's all say   
 Together we'll say thank-you  
 On Thanksgiving Day!

CHORUS

Thank-you	holiday
small	drink fun
Family	time
day	work Thank-you

Many, many years ago,  
 When pilgrims first arrived,  
 Crops were , this made it all  
 A challenge to survive.  
 In honor of their hard   
 They all gathered 'round and dined  
 And gave their thanks at harvest

CHORUS

We celebrate this   
 With friends and   
 And thank the Lord for all our gifts  
 This joyful jubilee.  
 There's turkey, stuffing, pumpkin pie,  
 Enough for everyone.

Let's eat and  and have some





APPENDIX 8

TEST

	4 <sup>th</sup> A (24) song+ Ppt+ choreography	4 <sup>th</sup> B (27) No musical or written resources	4 <sup>th</sup> C (26) Song+lyrics	4 <sup>th</sup> D (24) Reading Comprehension
12				
11,9-11,6			1	
11,5-11,00	4	1	1	3
10,9-10,6	1		2	
10,5-10,00	4	2		1
9,9-9,6	1		4	1
9,5-9,00	3	1	2	4
8,9-8,6	1	1	1	
8,5-8,00	1	1	1	
7,9-7,6	3	2	2	2
7,5-7,00		4	1	2
6,9-6,6		3	1	2
6,5-6,00	1	2	5	2
5,9-5,6	1	3		1
5,5-5,00	1	4	1	2
4,9-4,6		2		2
4,5-4,00	1	2	1	2
3,9-3,6	1			
3,5-3,00	1		1	
2,9-2,6		1		
2,5-2,00			1	
1,9-1,6				
1,5-1,00			1	

18  
75%

14  
51,85%

15  
57,69%

14  
58,33%

6  
25%

13  
48,14%

11  
42,30%

10  
41,46%

APPENDIX 9

POST- TEST

	4 <sup>th</sup> A (24) song+ Ppt+ choreography	4 <sup>th</sup> B (27) No musical or written resources	4 <sup>th</sup> C (26) Song+lyrics	4 <sup>th</sup> D (24) Reading Comprehension
12				
11,9-11,6	1		2	
11,5-11,00	1	1		1
10,9-10,6	1		1	
10,5-10,00	3	1	3	2
9,9-9,6	2		3	4
9,5-9,00	2	1	2	1
8,9-8,6		3		1
8,5-8,00	4	1	1	1
7,9-7,6	3	1	1	
7,5-7,00	1		3	3
6,9-6,6	1	4	3	2
6,5-6,00		2	1	3
5,9-5,6	1	3		1
5,5,-5,00	1	3	2	3
4,9-4,6		1	2	1
4,5-4,00	2	3	1	1
3,9-3,6	1	1		
3,5-3,00		2		
2,9-2,6			1	
2,5-2,00				
1,9-1,6				
1,5-1,00				

17  
70,83%

8  
29,62%

13  
50%

10  
41,66%

7  
29,16%

19  
70,37%

13  
50%

14  
58,33%

