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USING SONGS TO TEACH ENGLISH TO B1 STUDENTS

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ABSTRACT

In this Undergraduate Dissertation, we will explain why songs are a valuable resource to improve English.

To support the benefits of the use of songs in a classroom, Gardner's theory of multiple intelligences and the principles of language teaching will be presented as the theoretical foundation of our proposal, the same as the relationship between EFL teaching and the use of music, and the Communicative Language Teaching Approach (CLT).

Finally, we will describe in detail a practical proposal that consists of three sessions in which the songs and other exercises that complete them will be used to see how they serve to improve pronunciation, grammar, and vocabulary.

Keywords: songs, skills, vocabulary, grammar, learning, B1 level.

RESUMEN

En este Trabajo Fin de Grado explicaremos por qué las canciones son un buen recurso para mejorar el aprendizaje del inglés.

Para respaldar los beneficios del uso de canciones en el aula, se presentará la teoría de las inteligencias múltiples de Gardner y los principios de la enseñanza de idiomas como fundamento teórico de nuestra propuesta del mismo modo que la relación entre la enseñanza del inglés como lengua extranjera y el uso de la música, y el Enfoque Comunicativo de Enseñanza del Lenguaje (CLT).

Finalmente, describiremos en detalle una propuesta práctica que consta de tres sesiones en las que se utilizarán las canciones y ejercicios que las completan para mejorar la pronunciación, la gramática y el vocabulario.

Palabras Clave: Canciones, habilidades, vocabulario, gramática, aprendizaje, nivel B1.

TABLE OF CONTENTS

1. INTRODUCTION

2. JUSTIFICATION

3. OBJECTIVES

4. THEORETICAL FRAMEWORK

4.1. THE COMMON EUROPEAN FRAMEWORK OF REFERENCES / COMPANION VOLUME (CEFR/CV) AND THE BOCYL (Boletín Oficial de Castilla y León)

4.2. GARDNER'S MULTIPLE INTELLIGENCE THEORY

4.3. PRINCIPLES OF LANGUAGE TEACHING

4.4. EFL TEACHING AND THE USE OF MUSIC

4.5. COMMUNICATIVE LANGUAGE TEACHING APPROACH

5. METHODOLOGY AND DESIGN

5.1. DESCRIPTION OF THE PROPOSAL

5.1.1 Context

5.1.2 Objectives and competences

5.1.3 Methodology

5.1.4 Contents

5.1.5. Resources and materials

5.2. CRITERIA FOR CHOOSING SONGS

5.4. DEVELOPMENT OF THE PROPOSAL

5.4.1. Pre-session: initial questionnaire

5.4.2. Session 1: "If I were a boy"

5.4.3. Session 2: "I used to be young"

5.4.4. Session 3: "The Outside"

5.4.5. Post session: final questionnaire

5.4.6 Evaluation

5.4.7. Results

6. CONCLUSIONS

7. REFERENCES

8. APPENDIX

1. INTRODUCTION

The use of songs have been selected in this project to teach English to fourth year ESO students to reach the B1 level (4°ESO). There are many reasons to consider them as a valuable resource, also taking into consideration the Communicative Language Approach (CLT) and the Common European Framework (CEFR).

Specifically, we will be talking about five reasons:

1. Improve pronunciation. The rhymes of the songs contain repetition of sounds, making the student practice them by listening the lyrics many times (Rosová V, 2007).
2. Promote the development of listening skills; at the same time learners develop their speaking skills.
3. Create a relaxed atmosphere (Rosová V, 2007). Create a comfortable environment for the teacher and the student as learning a language may not be as easy for some students as it is for others, so music helps for this purpose.
4. Enrich students with foreign culture, in this case, of the English-speaking world (Schoepp, 2001).
5. Expand notions of vocabulary and grammar. Songs are good to explain vocabulary and grammar because they also present a significant context for it (Rosová, V. 2007).

A famous quote by Hans Chrisitan Andersen can be applied very well in this context, it explains why music is so important for all aspects, including education. He declares that *“when words fail, music speaks”*. That is to say, music serves to express feelings, to communicate, but also to learn. Through music students may acquire new notions, memorize, increase communicative skills, etc. This quote will be considered and explained at the end of the dissertation.

2. JUSTIFICATION

Learning a second language today is very important, for social and educational reasons. In this case, this project is going to focus on learning English as a second language. Nowadays, English is essential because is the international language, and is the language used for a worldwide communication.

Therefore, due to the importance of this language, it is increasingly starting to be studied earlier, that is, children begin to learn English already at school which is compulsorily at the age of six. As has already been said, the language already begins to be studied in kindergarten, but since it is a long and continuous process, it is necessary to continue studying it in secondary education school which is the period we have chosen for this study.

It has been decided to choose this topic, because since learning English is something that is studied in schools and institutes, it would be best to do it in a more interactive and didactic way, and thanks to songs this is possible. With songs, the process of acquiring a language can be easier since the concepts to be studied are retained in a better way. In addition, with music you can carry out various activities to practice the four basic skills of a language. This level (4º ESO) has been chosen because is when the students have to reach a B1 level, and music is a motivational resources to achieve this.

3. OBJECTIVES

The first objective is to raise awareness of the benefits and importance of studying a second language, and show how both languages can support each other by understanding the vocabulary using translation

The second of this project is to explain why songs can be a good resource to improve communicative skills, grammar, vocabulary, and pronunciation.

For this purpose we will design a teaching proposal for a 4° ESO class through the use of songs and exercises and show the usefulness of music to learn English through a survey.

4. THEORETICAL FRAMEWORK

4.1. THE COMMON EUROPEAN FRAMEWORK OF REFERENCES / COMPANION VOLUME (CEFR/CV) AND THE BOCYL (Boletín Oficial de Castilla y León)

The Common European Framework of References/Companion Volume is an essential document for teachers and students all over the world. It establishes, among other things, a six-point scale from A1 level to C2 level, as well as it assesses progress according to the level of the student, and last but not least, it states the learning and teaching objectives. This project is focused on students in the 4th year of ESO, who must have at least an A2, and may reach a B1. It also shows the objectives that students with a B1 level must achieve regarding pronunciation, grammar, vocabulary, and communicative skills.

Regarding grammar, the CEFR/CV states that the students should make clear what they are trying to express, although some errors may occur. It also sets that learners must have a good control of elementary vocabulary, again with some errors. Pronunciation must be intelligible, it must be understood by the people who

are listening and the person who is speaking must make correct use of it. However, sometimes mispronunciations may occur. Finally, communicative skills; it says that the student should sustain what s/he is saying offering a linear sequence of points.

In chapter 4, point 4.3.4. of the CEFR/CV it is possible to see why songs are useful when teaching English. It says that teachers should make use of aesthetic activities to learn a language. One of them is what is called singing, and here the pop songs are included.

The Secondary Education Curriculum in **BOCYL**, Friday, 30th of September 2022, that states also what fourth year ESO students must acquire in the English subject. The BOCYL gives instructions about the curriculum to be followed by teachers and students at this level of English. The contents to be taught at this stage are, among others–conditions, hypotheses and assumptions (conditionals) and the past tense (in concrete past simple and present perfect simple). And as we will see, the songs selected include all of them.

4.2. GARDNER'S MULTIPLE INTELLIGENCE THEORY

It is fundamental to speak about the theory of **multiple intelligences (MI)**, because there is a relationship between MI and language learning. The *Theory of Multiple Intelligences* was developed by Howard Gardner in 1970s and early 1980s; it helps to develop the learning of students. There are eight different types of intelligences (musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal and naturalistic) and through songs, most of intelligences are developed (Gardner, 1983, 1993, 1999, 2006b, 2006c).

First, by songs the musical intelligence is performed. Second, the lyrics are related to verbal intelligence given that the lyrics of a song are a type of text that promotes a message and its purpose is to communicate it. Third, interpersonal and intrapersonal intelligence are developed because a song allows a person to interact with others and with oneself.

Thanks to songs, teachers and students may learn and develop some intelligences that are very important in the process of language learning (Gardner, 1998). As stated before:

- Musical intelligence: ability of composing or performing, it also involves listening and recognizing musical patterns (Gardner, 1999).
- Interpersonal and intrapersonal intelligence: they are related to feelings, moods and mental states. The intrapersonal refers to oneself and the interpersonal one implies communication between several people.
- Verbal-linguistic intelligence: it includes words and language. As Gardner states, this intelligence is important because it involves spoken and written language, and thanks to this intelligence other abilities may be developed. This intelligence also includes the ability to learn a language and the capacity to use it.

4.3. PRINCIPLES OF LANGUAGE TEACHING

Using songs in a classroom covers three important principles to teach a language: cognitive principle, affective principle and linguistic principle.

The cognitive principle is related to automaticity and thanks to a song this automaticity is activated (Gatbonton and Segalowitz, 1988). That is to say, this is a very significant component of language because it makes the student to gain fluency and produce what is meant without interruptions (Gatbonton and Segalowitz, 1988). Furthermore, music and songs develop imagination and benefit the process of memorization. In a study carried out by Wallace it is possible to observe that comparing the memorization of spoken texts with texts learned through music, the remembrance was greater in those studied with music. The main reason is because music repeats constantly a lot of similar sounds, words and structures, so through that repetition notions are better recalled (Wallace, 1994). Regarding memorization, rhythm also helps to memorize concepts. People usually remember rhyme and rhythm of songs better than ordinary speech (Falioni, 1993:98). Another important characteristic is that songs serve to activate both parts of the brain: the left and the right hemisphere. In the case of the left

hemisphere, it is included the understanding, pronunciation, and rhythm. Regarding the right hemisphere, it is composed of nonverbal communication such as emotions, tone (Jolly, 1975 and Thain, 2010).

The affective principle can be associated to positive or negative emotions, in fact, learning is best captured when there is an optimistic attitude. Music may induce emotions and as some researchers have demonstrated, when feelings and learning are connected, the learning increases (Price, 1998). As Schoepp states, music is of high interest to young people (Schoepp, 2001). Songs are a good innovative resource to motivate students because we hear music almost every day and we like it and sometimes we identify with what we are listening to, so teachers may make use of it in order to motivate students to learn the second language.

The last principle that songs involve is the linguistic one. It is a well-known fact that the lyrics do not generally contain very formal language, but instead use colloquial expressions and informal language. Students can learn new vocabulary related to a more informal register that is used in any language when you communicate (Schoepp, 2001). In addition, music allows students to enrich themselves with another culture, in this case, of the English-speaking world (Schoepp, 2001). In other words, through music students may acquire new knowledge about the culture of the language they are learning because the content and style present in the song belongs to that particular culture; music acts as a cultural artifact (Griffie, 1989). Culture is an enriching aspect that should also be taken into account when learning another language since it is an interesting aspect of the language being spoken; both are interconnected. "By teaching a language... one is inevitably already teaching culture implicitly" (MacLeod, 1976).

4.4. EFL TEACHING AND THE USE OF MUSIC

Teaching English as a foreign language means achieving different learning objectives such as grammar, pronunciation, and vocabulary.

Songs make students improve pronunciation, practice and review vocabulary and also grammar. Music is valuable for teaching a language in a classroom because

of its flexibility (Murphey, 1992). Songs are a good tool to improve all of the skills previously mentioned that contribute to develop the communicative competence:

- Vocabulary

It is important to say that vocabulary is a collection of words which is used to name items and it makes communication between speakers possible (Kamil and Heibert, 2005). Vocabulary is one of the most essential aspects of language learning.

Teachers can use songs, and students will learn vocabulary in a more interactive way. The lyrics contain many repetitions of vocabulary so learners are given the chance to memorize them (Nation, 1990). They help students to remember words that will be stored in their minds (Murphey, 1992). Furthermore, little by little they will not only acquire vocabulary, but also other more complex vocabulary structures, making students gain fluency and automaticity when they have to communicate (Murphey, 1992).

- Pronunciation

This aspect of language is necessary because when someone studies a second language, their main goal is to be understood by others but also to understand the words that they express (Brno 2014). That is to say, if the message we want to communicate is not clear, communication won't be achieved.

Thanks to music, learners hear sounds unconsciously and through repetition they will automatically memorize pronunciation sounds or they will acquire new sounds thanks to this continuous reiteration (B. Ebong and M. J. Sabbadini, 2006). A combination of lyrics with melody is also useful because students may learn about stressed syllables, pronunciation, rhythm of the language, etc (B. Ebong and M. J. Sabbadini, 2006).

Pronunciation is a very important aspect when learning a language, however, it can be also a difficult part (Restrepo and Silverman, 2001). Singing, and other activities related to it, can facilitate the growth of the auditory capacity, through songs also we learn phonetics in a quicker way (Leith, 1979).

- Grammar

Grammar is also a fundamental aspect of language learning, it involves knowing the rules of a language, but it also helps individuals to communicate with others (Nunan, 2008). Grammar serves to “get things done, make choices, express ourselves as individuals, and articulate our feelings and attitudes” (Nunan, 2008).

The same happens with grammar as with vocabulary, with the lyrics of the songs students may memorize grammar and its rules because of the repetition and the rhythm that help students remember and retain information (Zyber, 2009). Moreover, songs might be useful once the grammar has been explained to correct some errors or to practice structures that have already been taught.

4.5. COMMUNICATIVE LANGUAGE TEACHING APPROACH

In this project we will follow the *Communicative Language Teaching Approach* (CLT). First of all, the origins of this approach date back to the late 1960s and early 1970s, when it was observed that students were acquiring the structures and vocabulary of the language, but they were not able to use that learning when communicating (Guochen Jin, 2008).

This approach is used in foreign or second language teaching that states that the goal of language learning is communication (Richards, 2001). Students will acquire the knowledge of how to use the language, instead of simply studying its

grammatical rules. As Campbell and Wales declare, "By far the most important linguistic ability is that of being able to produce or understand utterances which are not so much grammatical but more important, appropriate to the context in which they are made" (Campbell and Wales, 1970).

These are the main points of the CLT (Guochen Jin, 2008):

- Interaction with other people. Students become active agents, that is, they communicate and exchange information with others.
- Language is considered a tool in order to communicate.
- Development of task-based approach. This is a process that uses tasks as the main tool to learn a language; it is positive for students because they obtain feedback from teachers (Fotos and Ellis, 1991). That is, through different activities they practice the theory taught, and then the teacher corrects the errors so that they learn from them.
- Students do not have to learn the language by memorizing grammatical rules.
- The CLT covers all four skills: listening, speaking, writing and reading skills.
- Interactive activities: some activities such as songs, games, group discussions... that teaches how to use the language.
- Error corrections: errors that students may make are seen as part of the process in order to achieve the goal, which is language learning.

5. METHODOLOGY AND DESIGN

5.1. DESCRIPTION OF THE PROPOSAL

5.1.1. Context

This plan will consist of fifty minutes session and it is directed to B1 learners. The proposal will last three weeks since before carrying out this activity the theory required for the course will be explained and then the songs will be used as a complementary activity for review and new learning.

Our proposal involves three sessions with three pop songs for each one. Each session is carried out to meet a series of objectives. The general objectives of this practical proposal are the following.

5.1.2. General objectives and competences

To create an environment in which students feel comfortable by encouraging them to participate in oral and group activities. In other words, to increase their self-confidence when communicating and expressing their ideas.

- To review already learned vocabulary and acquire new one.
- To improve basic notions of pronunciation.
- To reinforce listening and comprehension with the songs they will listen to.
- To promote creativity and automaticity regarding some activities that they will have to complete.
- To practice some grammar structures.

5.1.3. Methodology

This project has used Calatrava's distinction to establish the activities of each session. There are three phases to develop exercises with songs: pre-song activities, while-song activities, and post-song activities (Calatrava, 2008). The first one is developed to present the song or the previous concepts that are going to be taught. While-song activities are utilized to practice and review the pronunciation, grammar, and vocabulary. Finally,

the third one which is used to reinforce the content worked during the course of the song and it may also be useful to improve speaking skills (Calatrava, 2008).

Once the songs have been chosen, an initial questionnaire will be carried out to see the musical preferences of the students. After the last session, the students will have also to answer a questionnaire in order to know their opinion about these types of practical sessions and get feedback from their learning.

When this proposal was made, it was thought that it could be applied to a class to see how it would work. In this case, this proposal has been applied in a class of 10 students.

The methodology was as follows. The first thing was to agree on a day, which was April 22, 2024. An email was sent to each of the students with the lyrics of the song to fill in the blanks and bring it to the class.

We started with the first session, in which the song “If I were a boy” by Beyoncé was going to be listened. In the pre-song part, the students were asked to reflect on the title, on whatever came to mind. To do this, the class was divided into two groups of three people, and one group of four. This reflection was possible since they all have a group chat and can communicate in this way. Then, we copied on a sheet of paper all the words that had come to mind in each of the groups to see the true meaning (what the artist wanted to express with the song).

We moved on to the while-song part (18 minutes) in which the artist's life and the genre to which this song belonged (pop) was explained. Then the video of the song was shared so that they could listen to it, the second time we changed the video to put another one but with lyrics and so that they could pay attention to the phrasal verbs and the grammar (second conditional). Then we went on to see the meaning of the title or what the author had expressed with the song to finish the first activity.

After that, we moved on to the last part (post-song), which lasted about 24 minutes. This activity was done individually, and the song was played a third time (without the lyrics) to see if they correctly completed the blanks with the previously studied grammar (second conditional) and the phrasal verbs. The students sent a photo of what each one had put on. Afterwards, the song was played a fourth time (this time with its corresponding lyrics) to see if they had completed it correctly and the truth is that most of them completed it correctly. The following exercise was useful for learning new phrasal verbs and reviewing those already studied. The class was divided into groups of 2 so that the students could complete this table:

PHRASAL VERB	TRANSLATION	SENTENCE
Throw on	Poner, tirar	I would like to throw on a shirt
Chase after	Perseguir, ir detrás de	Police chase after me
Stick up	Defender	My mother would stick up for me
Come back	Volver	My brother came back last Friday

Each one made a table but when we corrected it we put them all together, they all had the same translation, although different phrases. The phrases were chosen depending on whose turn it was to speak.

Finally, they were asked what they thought about the song and what advice they had gained from it. They had two minutes to think about it and each one responded in a different way. What they said was that the singer was talking about the importance of love and how some people suffered because of it.

This session lasted more or less 50 minutes, after this they completed the final survey (with the questions previously mentioned) about what they thought of this class.

5.1.4. Contents

The contents depend on the lesson, so they are divided into three. Moreover, it is important to add that each lesson tries to achieve different objectives.

- **Session 1: “If I were a boy” by Beyonce**

It is a song that contains topics about a love relationship, how the singer would treat a woman if she were a man. So, it contains phrasal verbs to learn and also the following concepts that students at this levels should know:

Issues to learn about the song	Example
Vocabulary: use of translation	Throw on
Grammar - Second conditional	“If I were a boy I think I could understand”
Translation (especially phrasal verbs or the second conditional)	Chase after
Listening skills	

The objectives of the first session are the following:

- To understand the vocabulary by the use of translation.
- To practice grammar: structures such as the second conditional (used for hypothetical situations).
- To practice translation: especially the translation of the phrasal verbs and the second conditional that will have been explained

previously (in the case of some grammatical or vocabulary complexity the meaning would be explained so that they understood it).

- To develop listening skills.
- To practice and improve-communication skills.

• **Lesson 2: “I used to be young” by Miley Cyrus**

The context of this song is about the transaction from past to present and future and encourages reflection on everything. This song contains a lot of useful material to teach, for example, the use of the structure -used to- to speak about things you did in the past and now you don't do them. However, there are more things to take into consideration:

Issues to learn about the song	Example
Listening skills	
Vocabulary: adjectives	Wild
Grammar: <ul style="list-style-type: none"> - Past simple - Present perfect simple - Used to 	<ul style="list-style-type: none"> - Left - “I have had” - “I used to be crazy”

The objectives of session 2 are:

- To develop listening skills.
- To practice grammar:
 - Past simple
 - Present perfect simple
 - Structure and use of -used to be-
- To practice and improve communication skills

- **Session 3: “The Outside” by Taylor Swift**

It is a song that is about reflecting on herself and her feelings. Therefore, it is very useful for learning some notions such as:

Issues to know about the song	Example
Listening skills	
Past tenses	Didn't know
Vocabulary	Lonely places

This last session tries to develop the following objectives:

- To develop listening skills.
- To practice and improve communication skills
- To learn new vocabulary.
- To review past tenses such as past simple or present perfect simple
- To improve pronunciation.

Thanks to these sessions, the students will improve the required specific competences of secondary education. Competence 1 states that they should expand and use personal linguistic repertoires between different languages, to improve the response to specific communicative needs. Competence 2 says that the learners should interact with other people with increasing autonomy, using cooperation strategies and employing analog and digital resources. Finally, the competence 3, that expresses that students should understand and interpret the general meaning of texts expressed clearly and in the standard language. Thanks to the songs and the content of the activities they will have to complete, they develop the three different competences because as we will see in the practical proposal, they will have to interact with others, they will have to

understand the text (in this case the lyrics of the song) and they will learn new vocabulary and grammar.

5.1.5. Resources and materials

Three songs have been selected: “If I were a boy” by Beyonce, “I used to be young” by Miley Cyrus, and “The Outside” by Taylor Swift. The reason for choosing those songs is because they all deal with topics that are familiar to the students, part of the learning required for 4º ESO students with a B1 level, and also related to the student’s suggestions when they answered the questionnaire. The songs are used to review and learn grammar, vocabulary, and communication skills; but at the same time they are useful because they can increase the student's motivation when learning the second language. In addition to what was mentioned, all three develop listening skills and pronunciation since there are many repetitions and this makes it somewhat easier. Music videos or lyrics have been taken from YouTube and this platform will be used when the songs are played for the practical session.

As it is possible to see, the three selected songs belong to the genre of pop music. As Tim Murphey states, pop songs work very well to teach English. He says that pop songs contain a lot of repetitions, and the use of first and second person pronouns. This last feature is important because the students will feel involved with the lyrics of the songs (Murphey 1990).

5.2. CRITERIA FOR CHOOSING SONGS

It is important to follow a series of criteria for teachers to choose a song to use as a complementary activity. In this dissertation we will attend to a specific criteria (Griffie, 1992):

- Age of students, since depending on your age you have some musical preferences or others and also not all the lyrics of the songs can be directed to the same audience.
- What the teacher wants or needs to teach, related to the contents that need to be studied.
- Student's musical interests. The language is best learned with activities and songs that contain your musical preferences. As Murphey says, the interest in music is a strong motivator for language learning (Murphey, 1987).

5.3. DEVELOPMENT OF THE PROPOSAL

5.3.1. pre-session: initial questionnaire

The students may have to complete an initial questionnaire in order to know their opinion and musical preferences. Some questions could be:

1. **Do you think music can be helpful when learning a language?**
2. **Would you like songs to be used in class to learn English?**
3. **Music you listen the most**
4. **Why do you listen to music?**

5.3.2. session 1: "If I were a boy"

After having done the previous questionnaire, the practical sessions will begin. This session consists of three parts:

Pre- song (5 minutes)

IF I WERE A BOY

This phrase will be written on the blackboard and we will ask them to reflect on it. This is a useful activity to work in groups and practice communication skills. The purpose of this reflection is to practice speaking skills and encourage group participation. The steps to follow are:

- Division of the class into groups of two.
- Brainstorming: each pair must write down on a piece of paper a word that comes to their mind about the title of the song. They may speak about their feelings, what they think the phrase might mean, whatever comes to mind.
- Once the second step has been carried out, the teacher will write down the words of all the groups on the blackboard and everyone will try to give a meaning with the words previously used those that have been written on the blackboard).
- After listening to the song the meaning will be explained.

While-song (18 minutes)

- We will present the song saying its title, its artist, and the students may be asked if they know anything interesting about the author or the song to again practice communication skills and encourage participation. However, until the students hear the song, we will not say what it is about. This part will last 5 minutes.
- After this brief introduction the song will be listened twice (the video is 4 minutes). The first time they will only listen to the song just to see what it is about and so that they can flow with its rhythm. The second time, a video from YouTube will be projected with the corresponding

lyrics, and they will listen to it paying attention to the phrasal verbs and the grammar that appears, which in this case is the second conditional.

- Once this part has been completed we will see the meaning of the title and the song. This is the last part of the while-song division, and it will last another five minutes.

Post-song (24 minutes)

- **Activity 1 (8 minutes):** Fill in the blanks

Students will have to fill in the blanks by listening to the song a third time and without the lyrics. These gaps correspond to the grammar already studied, the second conditional. Once it has been done, we will correct it through a fourth listening and at this moment with the corresponding lyrics. Each student will say what they have put in the corresponding spaces and the song will be stopped to see if it is correct or not.

An example of this type of activity with this song would be the following:

_____, *even just for a day*

_____ *outta bed in the mornin'*

And _____ *what I wanted, then go*

Drink beer with the guys

And _____ *girls*

I'd kick it with who I wanted

And I'd never get confronted for it

'Cause they'd _____ for me

- **Activity 2 (10 minutes):** Phrasal Verbs

- Once the previous exercise has been corrected, the class will be divided again into groups of two.
- They will have to select the phrasal verbs that appear on the song, translate its meaning in a table and make a sentence with each of the phrasal verbs.
- Correction of the activity.

This is a very good activity to observe if they review the meaning of phrasal verbs because they have to translate it and also use them properly in a sentence.

PHRASAL VERBS	TRANSLATION	SENTENCE

- **Activity 3 (5 minutes):** Reflection

Finally, they will have to reflect on some questions such as What did you think of the song? What advice do you get from it? Has it been useful to you to review vocabulary and grammar? These questions will be answered by some students individually and loudly.

5.3.3. Session 2: “I used to be young”

Pre-song: group discussion (5 minutes)

This activity will be done before listening to the song. It is a good activity to encourage participation and open the class.

- Division into groups of four.
- 5 minute group reflection to talk about what they did when they were children, what they liked (since the title is “I used to be young”), their routines or habits.

They must use past simple, present perfect simple and used to.

While-song (8 minutes)

- Presentation of the song with its title, author and a brief description of what it is about.
- After the introduction, the song will be listened twice. The first time it is only necessary that they listen to it paying little attention to the pronunciation of the verbs in the past, and the second time paying importance to it. At that moment, the lyrics of the song will be projected on YouTube.

Post- song

- **Activity 1 (15 minutes):** adjectives

In this exercise students will have to make a table with some of the adjectives that appear in the song, then they will have to give an antonym for each adjective and convert them into comparative or superlative form. This is very useful to review or learn vocabulary related to adjectives because they will learn or review its meaning but also they will have to practice how superlatives and comparatives have to be formed.

ADJECTIVES IN THE SONG	ANTONYM	SUPERLATIVE	COMPARATIVE
Crazy			
Fun			
Good			
Wild			

This is the table that they will have to complete or create.

- **Activity 2 (25 minutes): correction of mistakes**

The students will be given a paper with the lyrics of the song (only certain parts), however there are errors. These errors will be errors regarding grammatical structures such as past simple, used to be and past perfect simple. What they should do is to find those errors and correct them. This activity will be corrected by putting the song and lyrics again. This part will last 10 minutes. Some errors to correct could be:

*I know I **use** to be crazy*

*I know I **use** **being** fun*

*You say I **used** to be wild*

*I say I **use** to be young*

*You tell me time has **did** changed me*

- **Activity 3: transformation**

- Division of the class in groups of three or four.
- The students will have to choose a verse of the song they want and they will have to change the version through the use of antonyms and synonyms and through the correct use of grammatical structures.

Once they have done it, they will have to read it out loud. One member of each group will read what they have written and say why they have decided to give it that meaning. We will complete this activity in 15 minutes.

5.3.4. Session 3: “The Outside”

Pre-song (10 minutes)

We will divide the class into pairs, one person from each pair will know the title of the song, the other has to guess it. The person in charge of describing the title of the song must use words in English related to the title so that the other person can guess it.

It is important that the person in charge of the explanation doesn't say the word in the title or the words -out- and -side-.

It is a good to start the class since it promotes participation and is something innovative to begin with and for students to show interest. It is also a way to practice communication skills and gain fluency as well as show knowledge of certain vocabulary.

While- song (10 minutes)

- Presentation of the song with its title, author and a brief description of what it is about.
- After the introduction, we will listen to the song twice with subtitles in order to observe the tenses already explained.

Post-song

- **Activity 1: pronunciation**

Pronunciation is something very important when learning a language, since it makes others understand us. The students with this level could be taught some basic notions of sounds like the consonant b, in order to differentiate this sound from the sound of the consonant v. The letter of this song contains some words with the consonant b, so the students may practice it.

*I didn't read **between** the lines*

*And, **baby**, I've got nowhere to go*

*I tried to take the road less traveled **by***

*So how can I ever try to **be better**?*

Nobody ever lets me in

*And I can still see you, this ain't the **best** view*

Before practicing pronunciation, we will explain them a brief notion of how to produce this sound.

These are steps we will be follow:

- The words that have the letter b will be said following the steps explained above.
They will be pronounced one by one, correcting the pronunciation out loud and then listening to it in the song.
- Once all the words have been said, the lyrics of the song and the music will be played and they will try to sing it paying attention to the sound b.
- It will be repeated as many times as necessary.

- **Activity 2: presentation (20 minutes)**

This activity will be used to promote participation and practice communication skills. The activity will be developed in these stages:

- Division of the class in pairs.

- Once they have listened to the song, they will have to create a brief presentation about two minutes. In this presentation, they will have to summarize the song, speak about what they think is the message the artist tries to convey (their own interpretation) and include something they would change about the song. Moreover, they must have to choose their favorite musician in order to speak a little bit about him/her.
- They will have to present it to the rest of the class, the more innovative the presentation, the better. It is possible to include images or videos.

5.3.5. Post-session (5 minutes)

This part is the last, in this case it is also a questionnaire. Students will have to answer a series of questions about the practical sessions carried out over 3 weeks. It will be done

at the end of session number 3, or in the next class day.

The questions will be the following:

- 1. Now that the practical sessions have been carried out, would you say that they are a useful activity for learning the language? Explain why.**
- 2. What aspect did you like the most?**
- 3. What aspect would you change or improve?**
- 4. Do you think grammar and vocabulary are better retained with song activities?**
- 5. What is the aspect of the language that you think you have improved the most or that is improved with the use of these activities?**

EVALUATION

5.4.6. Evaluation

By carrying out this practical proposal to the group of 10 students, the aim for them is to practice grammar, vocabulary and pronunciation. In addition, students will realize their mistakes and in this way they will learn to improve them. It is also useful to observe if the activity is valid for improving English learning.

These sessions will be evaluated in order to include them in the course grade (continuous evaluation), although the main purpose is for students to learn, practice the theoretical aspects already learned, and enjoy these more interactive sessions. The three practices will count 15 percent of the grade, each of them 5 percent. Group work and speaking skills will be evaluated when there are activities in which it is necessary to speak out loud. In addition, it will be seen if the students have reviewed the vocabulary and grammar already learned with the songs and exercises. Listening skills will also be developed and evaluated since there are activities in which you have to fill in gaps while listening to the song.

Each sessions consists of three parts: pre-song, while-song and post-song. The exercises to be evaluated will be those of the post-song part.

The exercises of filling in gaps or completing tables will be evaluated according to the correctness that the students have had when filling in the gaps, the tables, or the correction of mistakes they will have to do (since the papers with the activities will be returned for the teacher to review). In the case of speaking activities such as a presentation, a rubric will be created by the teacher. The students will see on the rubric that the time for the oral presentation will be 2-3 minutes, no more than those minutes may be spent. Furthermore, on the rubric they will see that they will have to create a brief presentation with few information. The evaluation will be done based on whether they have remained in the required minutes, if they have spoken fluently, if they have stuck to the topic and if they have made few or many errors during the hour of intervention. The other activity is about pronunciation. Each student will have to pronounce a word with b that

appears in the song and will be evaluated according to their progress, if they have improved their pronunciation compared to the beginning of the activity.

On the other hand, students will have to complete the final questionnaire already presented, in order to improve the proposal for new implementations.

5.4.7. Results

10 respuestas

And the answers were the following:

Now that the practical sessions have been carried out, would you say that they are a useful activity for learning the language? Explain why

10 respuestas

Yes, because I can use it for my professional and future

Yes, because English is an important language and is so useful for the future and work

Yes, because we can practice a lot of grammar with them

Yes, because with songs it is possible to practice most skills

Yes, because it is very useful to learn or review vocabulary

Yes, because with songs we review grammar and vocabulary (for me it is very important)

Because we can see how with songs you can practice many things

yes to improve in the language because it is very important for the future

Yes,they're very useful for learning the language because they allow you to practice what you've learned in real situations,which makes you learn more effectively and faster.

Yes, because the lyrics contains a lot of vocabulary and grammar to practice. With songs it is possible also to do activities to practice vocabulary and grammar.

What aspect did you like the most?

10 respuestas

What I liked the most was the musical genre

I enjoyed the exercises of grammar because it is the more difficult aspect for me

That grammar and vocabulary concepts are more easily practiced

I am shy so I think that speaking and vocabulary

Fill in the gaps or correct exercises to improve listening and my understanding of vocabulary

All

Vocabulary and group work

the activities

The practice of phrasal verbs.Because they help you speak English more naturally and understand conversations and texts better.

The vocabulary part

What aspect would you change or improve?

10 respuestas

None

I would use Eurovision's songs

I think she can add more types of music

Maybe I would add another song

More grammar exercises

More exercises with vocabulary

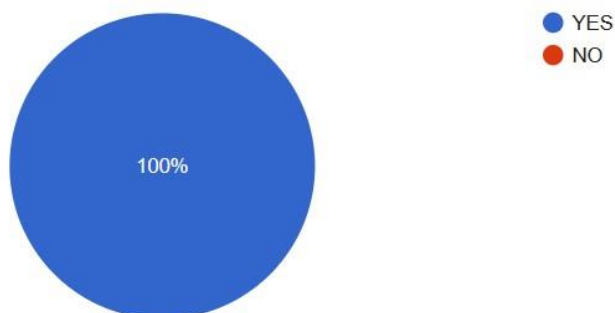
make them a little more interactive

If these activities are carried out more frequently,it could enhance fluency and confidence in using phrasal verbs.It would also facilitate understanding and communication in day to day situations.

Maybe more vocabulary

Do you think grammar and vocabulary are better retained with song activities?

10 respuestas



What is the aspect of the language that you think you have improved the most or what is improved with the use of these activities?

10 respuestas

The pronunciation and learning through group cooperation

I improved my vocabulary and it can be useful for the future for example on voyages

Grammar, because it is the most boring part and with songs is better

Speaking skills and vocabulary

My vocabulary and listening skills

The vocabulary since in the songs there is a lot of new vocabulary and some that we have seen

I have better understood the meaning and use of phrasal verbs

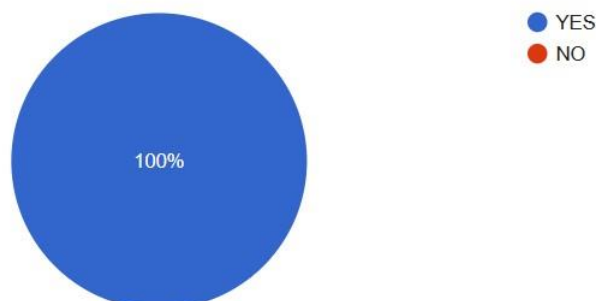
pronunciation writing understanding the language more fluently and naturally

I believe I've greatly improved my fluency and confidence in speaking, as well as my listening comprehension through these activities.

Vocabulary, because I have learned new words and phrasal verbs

Would you do this type of exercises again?

10 respuestas



The results obtained with this final survey are the following:

- Regarding the first question, all the students answered “yes”. Most said that songs are useful because it is possible to practice all skills, specially vocabulary and grammar.
- Almost everyone agreed that what they liked most was vocabulary, because thanks to it, it is possible to review previously acquired vocabulary, and also to learn new one.
- The third question was raised in order to know what aspects could be changed or improved about the practical proposal. The responses were varied, some students said that we could practice more vocabulary, another answer was that we could do more sessions and not just three, in order to review each new unit.
- In the following issue they answered that grammar and vocabulary were acquired more easily with this type of activities.
- In the last question they had to explain what aspect of the language they thought they have improved with these activities. The majority of responses were grammar and vocabulary, many others said they had also improved their speaking skills or pronunciation.

6. CONCLUSIONS

With this project we wanted to show the importance of songs as a resource to improve grammar, pronunciation, vocabulary and speaking skills. As it can be observed with the results of the survey, all students think that songs should be used to practice and review the language. According to the results, all skills can be improved thanks to songs, but particularly grammar, vocabulary and pronunciation since these skills are better retained in this way.

We have seen the benefits that songs possess to teach a second language. They help to practice the four basic skills. Regarding vocabulary and grammar, songs help learners to remember some concepts and patterns easily due to the repetition they contain. Pronunciation is also improved, and also songs serve to practice speaking skills because with songs we can prepare a lot of activities to practice it. Not only that, but also music is useful to learn new things about the culture of the language we are studying. In other words, music offers many positive advantages not only in linguistic nature, but also related to cognitive principles and affective, since thanks to songs students are motivated and they gain confidence.

The famous quote by Hans Christian Andersen summarizes all very well. “*When words fail, music speaks*”. Music is not only useful for listening and reflecting on ourselves with its lyrics, music speaks. With music you can teach since, as has been observed, thanks to this resource you can practice and improve certain skills of a language. Music contains lyrics that are used to learn and review vocabulary and grammatical structures, to improve our pronunciation, and to gain fluency. Furthermore, thanks to it, students are motivated to learn this language and will improve other facets of the language that are not only related to linguistic aspects.

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8. APPENDIX

Gap filling activity session 1

_____, *even just for a day*

_____ *outta bed in the mornin'*

And _____ *what I wanted, then go*

Drink beer with the guys

And _____ *girls*

I'd kick it with who I wanted

And I'd never get confronted for it

'Cause they'd _____ for me

I think _____

How it feels to love a girl

I swear _____ a better man

- Correction of mistakes, session 2

Left my living fast somewhere in the past

'Cause that's for chasing cars

Turns out open bars lead to broken hearts

And going way too far

*I know I **use** to be crazy*

*I know I **use being** fun*

You say I used to be wild

*I say I **use** to be young*

*You tell me time has **did** changed me*

That's fine, I've have a good run

*I know I used **being** crazy*

*That's 'cause I used **being** young*

- Pronunciation of the b sound

I didn't know what I would find

When I went lookin' for a reason I know

*I didn't read **between** the lines*

*And, **baby**, I've got nowhere to go*

*I tried to take the road less traveled **by***

But nothin' seems to work the first few times

Am I right?

*So how can I ever try to **be better**?*

Nobody ever lets me in

*And I can still see you, this ain't the **best** view*

On the outside, lookin' in

I've been a lot of lonely places

I've never been on the outside

- Lyrics

- “If I were a boy” – Beyonce



- “I used to be young” – Miley Cyrus



- “The Outside” – Taylor Swift

