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# **THE CONTRIBUTION OF MUSIC IN LEARNING ENGLISH**

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## **ABSTRACT**

This document intends to show the benefits of using music to learn English. To reach this point, first it is explained how a language is learned to understand the problems that the students can have in the learning process. After, it is done a review of the modern methodologies to learn English. Gradually, the essay is focused in the effects that the music produces in the learning, referencing to studies that have been made in primary schools.

To conclude, a didactic proposal is attached which contains music activities to facilitate learning and to put into practice the information exposed.

## **RESUMEN**

Este documento intenta mostrar los beneficios de utilizar la música en el aprendizaje del Inglés. Para alcanzar este punto, primero se explica cómo se aprende una lengua para comprender los problemas que pueda tener el alumno y crear así una buena educación. Después de esto, se hace un repaso por las metodologías modernas para aprender Inglés. Gradualmente, este ensayo se enfoca en los efectos que la música produce en el aprendizaje, haciendo referencia a estudios que se han realizado en escuelas de primaria.

Para concluir, se adjunta una propuesta didáctica en la que se introducen actividades para facilitar el aprendizaje y poner en práctica la información expuesta.

## **KEY WORDS:**

Learning, English, music, methodology, songs, students, language.

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# INTRODUCTION

Recent studies in the area of foreign language education note that aspects like the motivation facilitate the learning process. There are different ways to achieve this objective and improve the motivation and at the same time the effectiveness of the learning; one of these ways is the music.

Music can be a very helpful tool to accelerate and create a consistent learning; there are studies which prove that the learning and the grades of the pupils improve using music in the classroom.

There is not a specific methodology to learn English through the music, but it is possible to combine the modern methodologies and the music with a good teacher who should know how to introduce both disciplines.

In this research all the processes to learn a second language are explained. To contextualize the topic, the different perspectives of how a language is learnt are explained. After that, I expound the different methodologies to learn English. Finally, I focus on the role of the music in learning English. In this section, the reasons of why the music benefits the learning are explained.

Finally, the conclusions of an experiment done with children to demonstrate the favorable role of the music in learning English are exposed.

In supporting of all the information collected, it is shown a didactic proposal in which are introduced musical activities using different active methodologies. In this manner, it is shown that it is possible to incorporate different kinds of activities without affecting the classroom dynamic.

## OBJECTIVES

- To know how a language is learnt.
- To know more about teaching.
- To know the relation between music and language.
- To know the effects of the music in the brain.

- To be aware of the evolution in learning.
- To know the aspects that make music a powerful tool to learn English.
- To show different ways to introduce the music in the lessons meaningfully.
- To show other teaching perspectives.
- To demonstrate that the music benefits the learning.
- To show that the learning can be improved.
- To point out that teaching should change at the same time to the educational situation.

## **JUSTIFICATION OF THE PROJECT**

This topic is very important within the education area, even more nowadays, as we are witnessing a change in teaching and learning. It has never been given as much importance to learning a foreign language but now this is an essential part of the educational training.

Nowadays, it is very important to be well trained, a good education can be provided by different methodologies and tools, in this case, it will be explained one of the most entertaining and participatory ways of learning, music. We are used to live with it all the days of our lives, we know that there are catchy songs that help us to remember things but we do not know the reason.

This research attempts to clarify the reasons why the music is a useful tool in the English learning, and if it is possible, provide the keys for its effective implementation. At the same time, music is a part of the basic competences which have to be acquired by pupils, so it can be a good idea to make the music part of the other subjects for its right implementation.

This issue is also linked with the degree of primary education specialized in English. To develop a didactic proposal it is necessary to put into practice all the knowledge learnt. It is necessary to know the education laws to address the content marked achieving the established objectives and what is more to attain them through the use of the music. To

do this, it is necessary to use the methodologies learnt and take into account all the competences viewed and developed in all the subjects during these four years.

## **THE RELATIONSHIP BETWEEN DEGREE SKILLS AND END OF DEGREE PROJECT**

During these four years that I have been studying my degree, I have learnt important things not only from the academic environment but also in the personal scope. The subjects from I have learned more are the related with English and methodology aspects.

### **GENERAL COMPETENCIES**

I am going to relate the competences acquired in an overall way:

- 1st competence: Owing the practical nature of the research, it has been acquired the knowledge needed in relation with the competences of the Primary Education Degree (English area).
- 2nd competence: Because of the application of educational terminology.
- 3rd competence: Due to be able of putting into practice educational strategies in the teaching process.
- 4th competence: on account of the use different sources of information and information resources.
- 5th competence: owing to know and understand some methodologies based on the use of music.
- 6th competence: because of developing a research which put into practice a dynamic methodology

# THEORETICAL FRAMEWORK

## PERSPECTIVES ON FOREIGN LANGUAGE ACQUISITION

There are a lot of investigations about how the music enriches the learning, but first it is necessary to know how a language is learned

There are different perspectives to explain the acquisition of a language. Below, I am going to describe five of them:

- **The behaviourist perspective:** this was an influential theory in the mid-twentieth century. One of the greatest defenders of this psychological theory was B.F. Skinner. Behaviorism hypothesized that children imitate the language produced by the environment which is around them; this action is called “positive reinforcement”. This theory attaches great importance to the environment, where the child can find everything that he/she needs to learn. This is the first contact with the language, kids who start to talk, repeating single words without sense. Later, they start to repeat things that they understand. Everything that the children hear and see is a stimulus that causes a response. The relation between stimulus and response is the base of behaviorism. This theory believes that the learning is a change in the behavior which is shaped by the environment.

B.F. Skinner (1960) affirms that:

Behaviorism assumes that a learner is essentially passive, responding to environmental stimuli. Believes that a learner starts out with a clean slate, and behavior is shaped by positive and negative reinforcement. Reinforcement, positive or negative, increases the possibility of an event happening again. Punishment, both positive and negative, decreases the possibility of an event happening again.

- **The innatist perspective:** Noam Chomsky is one of the most influential figures. “The human languages are fundamentally innate the environment makes only a basic contribution, the child’s biological endowment, will do the rest” (Noam Chomsky, 1968). A central part of his thinking is exposed by Chomsky,



he had a different perspective of the learning, he argued that children are biologically programmed to develop a language, that is, language is just another biological function.

- **Interactionist/developmental perspectives:** The most important aspect is to emphasize on the developmental aspects of language acquisition, which is one example of the child's ability to learn from experience. Developmental psychologists have been studying the interplay between the innate learning ability of children and their environment. The results of these researches show that the environment has a lot of importance; they also recognize that the human brain is a powerful mechanism, without it the learning couldn't be possible.
  
- **Cognitivist perspective:** Cognitive psychologists think that to acquire a second language, learners have to use their cognitive resources which are in their minds; in this manner they could process the information. Gradually, through the practice learners are able to access to the resources in a more automatic way. The psychologist Jean Piaget, made a great contribution with his studies based on the observation of children using their cognitive abilities. The results show that children and adults think in a different way, he proposed different stages of development and learning. For this reason, children have to be taught in a different way than the adults.
  
- **Constructivism perspective:** This theory studies how people learn through the observation. Learners construct their own knowledge when they do the things by themselves with their own experiences. When we face new situations we can fail or succeed but we always learn of the circumstances. That makes a change in our thinking because of the new information learnt. A strong learning is built through the experience, exploration, making questions. Learners have to be predisposed to learn in a creative and active way ended up in the most important part of the learning. Strong abilities are developed when pupils have internalized the knowledge through the experience.

All these perspectives say that the environment and the brain are important factors that affect the learning process. We have the keys to understand the learning of a language, but now we are going to start to focus the studio in the most used methodologies to learn English.

The environments in which first and second language acquisition take place are very different. In our classrooms we will find pupils who have already developed one language. This knowledge may be an advantage because we can start the learning in a higher step. However, it can be a handicap because learners make incorrect guesses thinking that the second language works like the first one. Younger learners have opportunities to practice their second language using songs and games in the classroom. They are exposed to the second language many hours every day. Taking into account these aspects, there have been implemented different methodologies which have been improving over time, in the next paragraphs some of them are going to be explained.

## **TEACHING ENGLISH METHODS**

**GRAMMAR-TRANSLATION METHOD:** In the twentieth century, the grammar-translation method was the most used to learn a language. Its mechanics consist on the memorization of large vocabulary lists and grammatical structures for the translation of literary texts. Attention is focused on reading and writing; little attention is paid to speaking or listening. Vocabulary selection is based on the reading texts used and the lesson is based on translating sentences to the target language.

Initially it was used for the teaching of Latin and the Greek but later it was used too to learn modern languages. But over the time many factors have changed and now we use the languages in a different way, for this reason, this method has become obsolete, and it is currently being replaced by new methodological approaches.

**THE DIRECT METHOD:** Maximilian Berlitz developed this method in the 19<sup>th</sup> century as contrasted with the Grammar-Translation method. It was called so because the meaning of the phrases should be connected directly with the target language

without translation into the learner's native language. It is believed that a foreign language can be taught without translations, the best way to learn the target language is using it actively in a direct way. This doesn't mean that the teacher doesn't explain anything, he or she simply make it in a different way, associating the meaning through actions and demonstrations. The textbook has less importance; it is replaced by activities in which pupil and teacher interact among themselves and also reading, writing and listening exercises. In this method, the grammar rules are taught through examples and demonstrations inductively and the native pronunciation is emphasized.

**TOTAL PHYSICAL RESPONSE:** It is a method which coordinates speech and action; this means that the teacher exemplifies with his or her movement what he is explaining. The use of physical actions to reach the comprehension and the learning of a foreign language has a long tradition. His creator was James Asher, a professor of psychology who continues along the path laid out for Harold and Dorothy Palmer. Asher argued that children respond to physical stimuli before they begin to produce verbal responses. For this reason he thinks that learners should recapitulate the process by which children acquire their mother tongue.

This methodology is based on that the memory is related with the physical movement. A total physical response activity must contain simple instructions because it is expected that the students carry out these instructions by performing physically the different activities. This way of teaching makes the classes more motivating and fun.

**SUGGESTOPEDIA:** This teaching method was developed by Georgi Lozanov a Bulgarian psychotherapist. His creator stated that with this method a student can learn a foreign language around three to five times as quickly as conventional learning methods. This method is based on the positive suggestion that makes the learner more receptive. "A relaxed but focused state is the optimum state for learning" (Georgi Lozanov, 1970).

It is necessary to create a comfortable and relaxed environment through the music and an almost family-like relation between the teacher and the student. There is no fixed structure to present the topics or the vocabulary, the extended dialogues combined with music, are those which introduce the grammatical rules or the vocabulary. In this

manner, pupils learn without realizing. It may be the methodology which offers more freedom to the student.

**C.L.I.L (Content and Language Integrated Learning):** In this methodology subjects are taught in a foreign language, the contents and the foreign language are learned at the same time. This term it was created by David Marsh and Anne Maljers in 1994, it is a concept based on language immersion.

This kind of approach is very important to the European Commission (1996) which expresses that:

It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings.

It has had a very fast development in Spain, it affects to subjects like history, sciences or drawing and painting, it depends on the autonomous region. CLIL offers the opportunity of use the foreign language in other areas and not only in the English class.

**S.C.L (Student Centered Learning):** It is an approach focusing on the entire elements which form the educational community. The main objective of this methodology is to worry about the student's interests. It is an individualistic education focused on the interests, abilities and learning styles of each pupil. The students choose what and how they learn and later, they also evaluate their own learning. The teacher's role is to facilitate the learning in a passive and receptive way. This approach pretends to form active and responsible students.

Maria Montessori was an important figure in this methodology; she developed a method which depends on the initiative and natural abilities of the children through the practical play. That makes that teachers can see the mistakes of their pupils directly, learning

from the personal experience. The best way to learn is one in which the students are aware of their mistakes and they are able to correct them. In this manner, it is produced a meaningful learning in which the pupil is the protagonist of his learning.

## LEARNING ENGLISH THROUGH THE MUSIC

To learn English in this way, we need to put in practice two capacities: the language and the music. Music is considered like the universal language. Both help to express feelings, situations and can have different interpretations depending on the person. To provide the meaning to our verbal productions, we must take into account the rhythm and the melody when we talk. But to learn a language through the music it is needed that both have more things in common, these are the similarities among music and language explained in the research of María Toscano Fuentes (2012):

- They share the vocal-auditive medium in where they are spreading.
- These are capacities inherent to every human being.
- They have three different forms of expression: vocal, gestural and written.
- Kids develop both at the same time spontaneously.
- Both have fixed structures and grammatical rules to form phrases or melodies.
- Pupils develop receptive skills first in both kinds of expression.

There are some researches which explain the benefits of the music in the English learning; the most of them come from the area of psychology and conclude that the music is a facilitator tool to memorize and at the same time to acquire the language. The memorization also can be maximized if the information has meaning. We can say that music and language are related in a positive way but is it correct to assert that music helps to the acquisition of a second language?

A study made by Medina (1993), persist on the strong bond built between music and language learning. He analyzed a group of forty eight pupils from second course of

primary school; there were four variables (Music/No Music- Illustrations/No Illustrations). Pupils were divided into four groups; No-music group listened to an oral story while the pupils of the Music group heard a sung version of the story. Pictures were shown to the children of the Illustration group while they were listening the story, and finally, no-illustration students group listened the story without pictures.

The result was the following; the combination of music and illustrations was more effective to the acquisition of new vocabulary. It was demonstrated that the pupils of that group acquired more knowledge. The methodologies explained above agree with this studio and these are the most used in recent times. But there are different types of music which produce different effects.

Instrumental music: The use of background instrumental music in the English class helps relaxation, concentration and also it reduces the noise of the class. Rauscher and Shaw (1998: 839) suggest that “complexly structured music, regardless of style or period, may enhance spatial-temporal task performance more readily than repetitive music.”

It exists a study made by Routier, The “Mozart Effect” discusses the impact of Mozart’s music on the brain and learning. Her findings are very interesting for educators to achieve a higher quality of learning. Mozart's music improves reading and language skills

“Music produces vibrations which interact with the brain providing the learning. There is an increase in concentration and speech abilities” (Routier, 2010)

Vocal music: Songs activate both parts of the brain, speech; comprehension and rhythm are part of the left part of the brain while the melodic expression and the ringtone belong to the right part of the brain. Practicing both half of the brain we achieve a more effective learning.

“Music makes that our brain learn in a rapidly and meaningful way” (Daniel J. Levitin 2008).

Daniel J. Levitin makes use of the advanced neurology and he argued against the thought which says that one side of the brain is the responsible of the creativity and the other one of the language. He states that music is a common feature of the human species; Levitin relies on his data about the quality of music to develop cognitive skills. If music is a part of us, we can't separate it from activities which allegedly belong to the other hemisphere.

The effects of listening to songs: Learning through the music is funnier than reading a text over and over again; a lot of times we realize that we know the lyrics of a song unintentionally.

Ronaldo Benenzón who is a psychiatrist, musician and composer among other things, founded the degree of music therapy in the University of Salvador, Buenos Aires. He has made a lot of investigations about the music therapy and he thinks that the use of this kind of communication improving the learning and makes happier people. Music has a lot of effects in our body even though we do not notice it. Our muscle energy can change depending on the rhythm of the song and the breath accelerates disturbing the regularity. Music can stimulate changes in the metabolism and in the electric layouts of the organism, even more when the information is significant.

J.W.Failoni (1993) says that:

The use of music in the foreign language classroom offers a unique approach to enhance students' awareness of another culture, and also can aid in the practice of communication skills. Music may be a powerful motivator in the classroom. The use of music in the classroom is also justified by Gardner's educational theory of multiple intelligences, which implies that a person's intelligence in music can be utilized to achieve skills in non-musical areas such as foreign languages.

Effects that produce singing songs: Music is an activity which requires the work of the two hemispheres of the brain; combining the linguistic and musical information. That makes the strengthening of the corpus callosum which links both hemispheres. Singing

songs we also learn new vocabulary, practice pronunciation and grammatical structures. All the oral activities improve the pronunciation which is one of the most difficult things for the pupil and better way to progress is practice. There are many different types of songs and it is easy to find those that set with the level of the pupils who are learning, with simple grammar structures. Pupils will learn speech-acts almost unconsciously, in addition, the motivating role that implicitly has the song develop a good attitude and predisposition to learn. Through it is also trained the reading comprehension.

Toscano-Fuentes y Fonseca Mora (2012) conducted a studio in order to demonstrate if an educational programme, based on the music, improves the learning of English and if pupils with a high level of music intelligence are better in the learning of the second language. To conduct this investigation they create a program to teach English introducing the music in at least one activity per session.

In this studio participated forty-nine Spanish students of sixth course of a primary School during the 2008-2009 academic years. All of them started to learn English in the first course. To control the process they made a level test at the start and the end of the academic year, PLAB (Pimsleur Language Aptitude Battery) to check the auditory and linguistic capacity and an observation of the classroom.

They performed the study of these two hypotheses:

1. The students with advanced skills learn a foreign language more effectively. After study the correlation and the linear regression it is shown a significant relationship between both variables since the students with high music skills obtained best results in the learning of the English language.
2. The incorporation of a musical programme affects the learning of the English language. There is a positive development. All the students obtained final scores significantly higher than the initial ones.

As illustrated in the study explained above, music benefits the English learning. Consequently it is a good idea to relate the methodology of musical education with the methodology of the English language. To have a repertoire of songs to be sung by the



pupils to describe specific moments, like the start of the lesson it is a good idea. It makes that the pupils have more motivation, creating at the same time a habit.

A good attitude is essential to the development of the educative dynamic, at this point it is very important the figure of the teacher too. We must lay aside the obsolete lessons based on reading and writing to give way to an active role of the student. With participative learning pupils will develop among others their creative, affective and psychological capacities, personal aspects of a holistic education.

After collecting and synthesizing the information of what are the effects of music in us, there are detailed some tips to take full advantage of the benefits of music in learning:

- Music has to be adequate with the classroom to have a good acoustic.
- Songs have to be simple and linear with repetitions and using an easy verbal tense.
- We should avoid the colloquialisms, using an adequate vocabulary depending on the age of the students.
- We should support the songs with gestures to facilitate learning.

In addition of choosing the right music, it is also very important to organize and select good activities to work the different aspects to acquire the English language.

- Filling gaps: It consists on filling the gaps of a song or a text with the help of a listening. This is a complete exercise which requires training listening, writing and comprehension. It is very useful in as much as it allows that the teacher deletes the words that he or she wants depending on the pupil's necessities.
- Where is the mistake?: In this exercise are provided to the pupil phrases with mistakes, the student has to detect and correct. In this way we can train the writing through the grammatical structures.

- Creation activities: this activity is very suitable to know the level of the pupils, since it is based on the free response.

- Rhyme exercises: In this exercise pupils have to be aware of the vocabulary that they have and use it in an artistic way, training different competences like the mathematic, linguistic or musical competences.

These are just few basic exercises which accept a lot of variations to work the aspects that we want. After explaining the best methods to learn English in an effective way, it is time to put in practice all the things learnt, designing a didactic proposal.

## **METHODOLOGY**

I have put in practice a methodology based on the bibliographic and documentary analysis, classifying the different types of texts. I made an extensive bibliography work looking for appropriate books to treat the issue. After reading all the material I decided the outline of the research and I started with the drafting of the theory supported by studies made by professionals.

Finally, I have used all the information to design the didactic proposal which is the implementation of the theory.

## **DIDACTIC PROPOSAL**

Down below it is shown a didactic proposal in which there are different kinds of activities to develop all the skills of the pupils. An important role is played by the music, it is used to improve and facilitate the learning, practicing the information developed in the research

This proposal is put into practice in a state school of Soria. The class has twenty four pupils of different nationalities but none with special needs.

**TEACHING UNIT: FOOD, DELICIOUS FOOD!**

<p><b>OBJETIVES</b></p>	<ul style="list-style-type: none"><li>-To name containers and food.</li><li>- To read and understand stories.</li><li>- To use the grammatical structure “how much” and “how many”, and quantity expressions (a lot of, much, many, few).</li><li>- To use the music like a tool for the learning.</li><li>- To practice listening, speaking, writing and comprehension.</li><li>- To improve the audio-lingual skills.</li><li>-To learn in an attractive and active way.</li><li>- To compose a piece of music.</li></ul>
<p><b>CONTENTS</b></p>	<ul style="list-style-type: none"><li>-Vocabulary of containers.</li><li>-Songs to explain the grammar and the vocabulary.</li><li>-Grammar expressions of quantities.</li></ul>

	<p>- Story of “Medieval Kitchen”, reading.</p> <p>-Final project: Let’s sing!, creation of a piece of music.</p>
<p>COMPETENCES</p>	<p>-Communicative competence. Pupils are going to express themselves orally and in writing to participate in the class.</p> <p>-Audiovisual competence. The audiovisual media will be utilized to show the lesson’s contents and to interact because pupils will do exercises in the interactive digital whiteboard.</p> <p>-Artistic competence. This competence is going to be worked during the entire unit because music is going to be present in every lesson and pupils will have freedom to express themselves, respecting the rules of the school.</p> <p>-Mathematic competence. This competence is always necessary because it is used in any action, to express quantities, to search the page of the book, to count the material....</p> <p>-Social and civic competence. This competence will be necessary to develop the lessons in a good atmosphere respecting the rules of the classroom</p>

	<p>-Autonomy and personal initiative competence. This is an important competence because having a good and active attitude in class improve the learning.</p>
<p>METHODOLOGY</p>	<p>-Total physical response.</p> <p>-Multiple intelligences.</p> <p>- Learning through the music.</p> <p>I have decided to mix these methodologies because these are complemented and using this learning will be integral because all the skills are trained. This kind of teaching is very active and this makes those pupils to be more predisposed to learn and this is easy to achieve through the music.</p>
<p>EVALUATION</p>	<p>-The pupil answers the questions with the vocabulary learnt in the lesson.</p> <p>-The pupil knows the vocabulary and the differences between the different kinds of containers.</p> <p>-The pupil knows the difference between uncountable and countable</p>

	<p>nouns.</p> <ul style="list-style-type: none"> <li>-The pupil knows when he/she has to use how much/how many/much/ many/ a lot of/any.</li> <li>-The pupil constructs meaningful sentences.</li> <li>-The pupil has a good an active attitude.</li> <li>-The pupil creates sings and uses the music.</li> <li>-The pupil improves day by day.</li> </ul>
<p>JUSTIFICATION</p>	<p>This unit is very important because the food is always present in our lives. If we want our pupils to be independent, they have to know how to explain themselves to buy in a market for example. This means to construct simple sentences, to talk, sing and create music, express their feelings. At the same time it is very important to use a properly expression and it can be facilitated thanks of the music which makes that pupils learn in an easy way.</p>

## LESSON 1

OBJETIVES	<ul style="list-style-type: none"><li>-To name containers and food.</li><li>- To ask for things that you can buy in the different containers.</li><li>- To use the music like a tool for the learning.</li><li>- To practice listening, and speaking.</li><li>- To improve the audio-lingual skills.</li><li>-To learn in an attractive and active way.</li></ul>
CONTENTS	<ul style="list-style-type: none"><li>-Songs with the vocabulary.</li><li>-Vocabulary of containers.</li></ul>
DEVELOPMENT	<ul style="list-style-type: none"><li>-Greetings (Annex I)</li><li>-Presentation of the vocabulary with the containers that I brought to class (Annex II)</li><li>-Listening of the vocabulary, the pupils repeat each word after the audio to improve the pronunciation</li></ul>

	<p>- I start singing a song like an example and later the pupil who receives the ball launched by me, has to continue with the same song changing the name of the container among of one of the learned (Annex III)</p> <p>-Let´s sing! All the class sing the song of the unit I add gestures to help the memorization (Annex IV)</p> <p>-Let´s play! Riddle, a pupil describes a container and the rest of the class should guess it.</p> <p>-Homework.</p>
<p><b>BASIC COMPETENCES</b></p>	<p>-Competence in linguistic communication.</p> <p>- Social and civic competence.</p> <p>-Learning through the life competence.</p> <p>-Competence for autonomy.</p>
<p><b>MATERIALS</b></p>	<p>Activity book and Pupil´s book, a carton, a tin, a can, a jar, a bottle, a bath, a pot, a box, a packet, a tub, a bar, book´s CD, computer, digital whiteboard.</p>



<b>LESSON 2</b>	
<b>OBJETIVES</b>	<ul style="list-style-type: none"> <li>-To name containers and food.</li> <li>- To read and understand stories.</li> <li>- To use the vocabulary and grammar.</li> <li>- To use the music like a tool for the learning.</li> <li>- To practice listening, speaking, writing and comprehension.</li> <li>- To improve the audio-lingual skills.</li> <li>-To learn in an attractive and active way.</li> </ul>
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>-Vocabulary of containers.</li> <li>-Songs with the vocabulary.</li> <li>- Reading.</li> <li>-To sing kitchen song.</li> </ul>
<b>DEVELOPMENT</b>	-Greetings

-Let's sing! All the class sing the song of the unit

-Story of the medieval kitchen; I name four pupils to read the story as they were the characters. Later, they write questions about the story in their notebooks.

- We listen again the story with the audio meanwhile they have to answer the questions. We correct the question with the accurate grammar structure. The story introduces new vocabulary related with the cooking

- Karaoke, we practice the vocabulary learnt on the writing with a song, pupils have to sing reading the lyrics. (Annex V)

- With cards of the containers we review the vocabulary. I give one card to each pupil, ten in all. The students with the containers have to reproduce a noise with it, the rest of the class have to memorize the ten containers and their corresponding sound. All the class must close the eyes and pupils will make the noise when I touch their heads, and the class has to recognize it.

-Homework.

<b>BASIC COMPETENCES</b>	<ul style="list-style-type: none"><li>-Competence in linguistic communication.</li> <li>-Learning through life competence.</li> <li>-Competence for autonomy.</li></ul>
<b>MATERIALS</b>	Activity book, pupil's book, vocabulary cards, notebook, computer, digital whiteboard.

<b>LESSON 3</b>	
<b>OBJETIVES</b>	<ul style="list-style-type: none"> <li>-To name containers and food.</li> <li>- To measure quantities.</li> <li>- To use the vocabulary and grammar.</li> <li>- To use the music like a tool for the learning.</li> <li>- To practice listening, speaking.</li> <li>- To improve the audio-lingual skills.</li> <li>-To learn in an attractive and active way.</li> </ul>
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>-Vocabulary of containers.</li> <li>-Songs of expressions.</li> <li>-Expressions of quantities.</li> <li>-Songs with the vocabulary.</li> <li>-Grammar about questions of quantity.</li> </ul>

DEVELOPMENT	<ul style="list-style-type: none"> <li>-Greetings.</li> <li>- We correct the exercises</li> <li>- Let´s sing! All the class sings the song of the unit</li> <li>- Explanation of the differences between "How much" and "How many" with a Power Point made by me. We do exercises in the links which are attached in the document. I support the explanation with a song of how much and how many and later I give them the lyrics with some gaps to fill in at the same time that they heard the song again (Annex VI ).</li> <li>-Grammar rap of the unit, explanation of quantities (full, almost full, almost empty...).</li> <li>- Homework.</li> </ul>
BASIC COMPETENCES	<ul style="list-style-type: none"> <li>-Communicative competence.</li> <li>-Linguistic competence.</li> <li>-Audiovisual competence.</li> </ul>

	<ul style="list-style-type: none"><li>-Artistic competence.</li><li>-Mathematic competence.</li><li>-Social and civic competence.</li><li>-Autonomy and personal initiative competence.</li></ul>
MATERIALS	Activity book, Pupil's book, book's CD, digital whiteboard.

<b>LESSON 4</b>	
<b>OBJETIVES</b>	<ul style="list-style-type: none"> <li>-To be able to talk in English without help.</li> <li>- To use the vocabulary and grammar.</li> <li>- To use the music like a tool for the learning.</li> <li>- To practice listening, speaking.</li> <li>- To improve the audio-lingual skills.</li> <li>-To learn in an attractive and active way.</li> </ul>
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>-Vocabulary of containers.</li> <li>- Song of the unit.</li> <li>-Grammar about questions of quantity.</li> <li>-Oral exam, to put in practice the information learn through the songs.</li> </ul>
<b>DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>-Greetings</li> <li>-We correct the exercises (I put emphasis on the difference between</li> </ul>

	<p>how much and how many)</p> <ul style="list-style-type: none"> <li>- I give the pupils time to learn and practice the dialog of the book seen the day before.</li> <li>- Oral exam, they have to go to the board to have the dialog without the book.</li> <li>- We sing the song of “how much” and “how many” together and they paste the lyrics in their notebooks since it is the theory.</li> <li>-Homework.</li> </ul>
<p><b>BASIC COMPETENCES</b></p>	<ul style="list-style-type: none"> <li>-Communicative competence.</li> <li>-Linguistic competence.</li> <li>-Audiovisual competence.</li> <li>-Artistic competence.</li> <li>-Social and civic competence.</li> <li>-Autonomy and personal initiative competence.</li> </ul>



MATERIALS	Pupil's book, activity book, notebook, digital whiteboard.
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<b>LESSON 5</b>	
OBJETIVES	<ul style="list-style-type: none"> <li>-To name containers and food.</li> <li>- To listen, order and say orders to cook.</li> <li>-To write a recipe.</li> <li>- To measure quantities. - To use the music like a tool for the learning.</li> <li>- To practice listening, speaking, writing and comprehension.</li> <li>- To improve the audio-lingual skills.</li> <li>-To learn in an attractive and active way.</li> <li>- To use the vocabulary and grammar.</li> </ul>
CONTENTS	<ul style="list-style-type: none"> <li>-Vocabulary of containers.</li> <li>-Expressions of quantities.</li> </ul>

	<p>-Grammar about questions of quantity.</p> <p>-Recipes.</p>
DEVELOPMENT	<p>-Greetings</p> <p>-We correct the exercises.</p> <p>-Explanation with the Power Point of grams and milligrams.</p> <p>- I explain in advance the activity to end the lesson because it requires preparation. This activity consists on being part of a music contest; "Let´s sing". All the students will have to do a song with the instrument that they want with a topic studied during the lesson, they also can dance.</p> <p>-They copy the final project explained above in their notebook and they start to talk about what they are going to do.</p> <p>-Exercise to recycle, we sing the song. Exercise in Power Point, pupils have to classify the containers depending on the material which they are made of. This exercise is useful to develop their environmental awareness.</p>

	-Homework.
<b>BASIC COMPETENCES</b>	-Communicative competence.  -Linguistic competence.  - Mathematic competence.  -Social and civic competence.  -Autonomy and personal initiative competence.  -Artistic competence.
<b>MATERIALS</b>	Notebook, pupils book, activity book.

<b>LESSON 6</b>	
<b>OBJETIVES</b>	<ul style="list-style-type: none"> <li>-To name containers and food.</li> <li>- To listen, order and say orders to cook.</li> <li>-To write a recipe.</li> <li>- To measure quantities.</li> <li>- To use the music like a tool for the learning.</li> <li>- To practice listening, speaking, writing and comprehension.</li> <li>- To improve the audio-lingual skills.</li> <li>-To learn in an attractive and active way.</li> <li>- To use the vocabulary and grammar.</li> </ul>
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>-Vocabulary of containers.</li> <li>-Expressions of quantities.</li> <li>-Grammar about questions of quantity.</li> </ul>

	-Recipes.
DEVELOPMENT	<p>-Greetings</p> <p>Greetings</p> <p>- Let's sing!</p> <p>-It's the day of the music contest. They have to bring all kinds of containers and use it like instruments. The class is divided in four groups and after the explanation of the activity they start to act. They perform their songs, their instrumental music. Finally, they explain how they have made the music and the instruments. Doing this, the pupils put in practice all the content learnt during the unit.</p> <p>-Farewell song</p>
BASIC COMPETENCES	<p>-Communicative competence.</p> <p>-Linguistic competence.</p> <p>-Mathematic competence.</p> <p>-Social and civic competence.</p>

	-Autonomy and personal initiative competence.
<b>MATERIALS</b>	Pupils book, Power point, notebook.

## CONCLUSION

Even though there are not specific methodologies to introduce the music in the classroom, there are a lot of possibilities to learn through the music. There is no need to spend a lot of money on it, the important thing is to know how take full advantage to the music.

I think that it is a good method to teach because it's more attractive and active; the real learning is one that the pupil constructs by himself. Having a good time in the class does not mean that pupils work less, it means learn without realizing.

It is important to take into account that we can't expose pupils to huge information, for this reason it is better to repeat content during all the lessons to create a habit and making that they memorize without realizing. Songs are funny and pupils need to keep moving because if they are for a long time in the same position and with a passive attitude, the learning will not be significant.

In my opinion, as a future teacher and current pupil, I would have wished to have had a teacher who would have let us freedom to commit mistakes and learn in a more autonomic way. I would have wished a teacher who sung with us getting closer with the students. As soon as I have the chance of teaching, I want to put in practice everything that I have learned and many of those things are in this project. During this period I have learnt new approaches, new methodologies, new information about the learning and I am sure that, in the future this learning will help me a lot.

It is necessary to update the methodologies and adapt them to the new educational reality. As it is shown above there are studies which show that the fact of the music benefits the learning it is truth.

We should be part of the change which is taking place in teaching. We have to support new approaches as long as they are beneficial.

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## **ANNEX I: WELCOMING AND FAREWELL SONGS**

### Welcoming song

Good morning, good morning, good morning

good morning, good morning, good morning

good morning, good morning, good morning

good morning, good morning, good morning

clap your hands, clap, clap, clap

stamp your feet, stamp, stamp, stamp

spin around, spin, spin, spin

Good morning, good morning, good morning

good morning, good morning, good morning

good morning, good morning, good morning

good morning, good morning, good morning

wash your hands, wash, wash, wash

shake your hands, shake, shake, shake

brush your teeth, brush, brush, brush

### Games chant

Who wants to play?

Who wants to play?

Hands up! Hands up!

Who wants to play?

ANNEXII



### ANNEX III

2 bottles of water on the wall, 2 bottles of water  
take one down, pass it around,

1 bottle of water on the wall.

After that I launch the ball to one of the pupil and he or she have to continue with  
another container for example:

2 baths of jam on the wall, 2 baths of jam on the wall

take one down, pass it around,

1 bath of jam on the wall.

## ANNEX IV

Audio.

If you need milk, or if you need bread  
then there is a place, where you should heard  
at the supermarket, you can buy everything  
when you do your shopping  
you can buy vegetables, you can buy fruit  
you can buy cans, at the supermarket  
you can buy everything, when you do your shopping  
you can buy flour if you like to bake  
or you can buy readymade, cookies and cakes  
you can buy ice-cream and frozen peas  
you can buy yoghurt and you can buy cheese  
at the supermarket, you can buy everything  
when you do your shopping  
you can buy oil and you can buy rice  
you can buy noodles that taste very nice  
at the supermarket, you can buy everything  
when you do your shopping  
you can buy fish and you can buy meat  
you can buy chicken that´s ready to eat

Fuente: Youtube

ANNEX V

Audio.

Do you know the muffin man, the muffin man, the muffin man

do you know the muffin man, who lives in Drudy Lane?

yes I know the muffin man, the muffin man, the muffin man

yes I know the muffin man, who lives in Drudy Lane

do you know the muffin man, the muffin man, the muffin man

do you know the muffin man, who lives in Drudy Lane?

yes we know the muffin man, the muffin man, the muffin man

yes we know the muffin man, who lives in Drudy Lane

Fuente: Youtube

## ANNEX VI

### HOW MUCH- HOW MANY



### HOW MUCH VS HOW MANY

- **HOW MUCH** means “cuánto/a”. It is used for **uncountable nouns** like “milk, water, money, cheese...”. You can't write uncountable nouns in plural.
- **HOW MANY** means “cuántos/as”. It is used for **countable nouns** like “ball, tomato, boy, glass...”. You can write countable nouns in plural. E.g. “two balls, seven boys”.



How \_\_\_\_ hats can you see, one, two, three

how \_\_\_\_ books can you see, one, two, three

that is you can count it one, two, \_\_\_\_

so you end up asking how \_\_\_\_?

can you count \_\_\_\_?

can you \_\_\_\_ sugar?

can you count \_\_\_\_?

can you \_\_\_\_ honey?

I heard you saying: No, I can't

so you make a question with How much?

\_\_\_\_ love you feel

how much \_\_\_\_ do you put

\_\_\_\_ honey do you eat

\_\_\_\_ money do you spent

and questions that depend that's the way this lesson ends.