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**TRABAJO FIN DE MÁSTER**

*The Use of Songs to Improve the  
Communicative Skills*

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**Note:** with the goal of facilitating the fluidity's reading of this paper, the term "he" will be used, understanding that it refers to both genders.

“Education is the most powerful weapon  
which you can use to change the world.”

(Nelson Mandela, 2003)



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## **Abstract**

The education of languages in our country has become a challenge both for teachers and learners, either by its difficulty or by the increasing lack of interest among students. Nonetheless, this perspective does not seem surprising if we observe the development of an English class in which students remain in silence conducting different tasks of the grammar book while the teacher explains in his mother tongue. The learning of a foreign language should be the contrary, being the students who speak, participate and play with English, laying aside fear and shame. For this reason, the present paper has the goal of encouraging students to become the protagonist of their own learning process and to participate using the foreign language, through an innovative tool that will attract them to engage in this process and that will rekindle their interest: the music.

**Key words:** music, learn, foreign language, motivation and interest.

## **Resumen**

La enseñanza de idiomas en nuestro país se ha convertido en un auténtico reto tanto para profesores como para alumnos, ya sea por su dificultad o por la creciente falta de interés entre los estudiantes. Sin embargo, esta visión no resulta sorprendente si nos fijamos en el desarrollo de una clase de inglés en la que los alumnos permanecen callados llevando a cabo diferentes tareas del libro de texto, mientras el profesor les explica y corrige en su lengua materna. El aprendizaje de una lengua debería ser todo lo contrario, siendo los alumnos los que hablen, participen y jueguen con el inglés, dejando a un lado los miedos y la vergüenza. Por ello, el presente trabajo tiene como objetivo animar a los alumnos a convertirse en los protagonistas de su propio aprendizaje y a intervenir utilizando la lengua extranjera, a través de una herramienta innovadora que les atraerá para formar parte de este proceso al igual que reavivará su interés: la música.

**Palabras clave:** música, aprender, lengua extranjera, motivación e interés.





## Introduction

The 26<sup>th</sup> article of the Universal Declaration of Human Rights states that everyone has the right to a free education and although, unfortunately, it is considered a privilege by a great deal of teenagers around the world, the vast majority of Spanish students can accede to it. Nevertheless, they do not see it as a right which will assist them in their full development, but they consider it an obligation that has been imposed to them. Learners cannot be blamed, neither teachers, by this conception, since it is the result of many factors that comprise the educational process.

This paper is not intended to criticize nor to change the functioning of the education system, as it is a complicated issue that does not concern us. Notwithstanding, we, as teachers, can contribute with little gestures to start changing that disregard from the beginning. It is for that reason that the present study has been performed, trying to encourage students to find their forgotten interest for learning, specifically of languages.

The election of the topic, *The Use of Songs to Improve the Communicative Skills*, derives from different reasons. In the first place, my passion for music and my steady contact with this art have led me to link my two devotions, trying to innovate in the field of education as well as I would like to make a contribution to it. Likewise, my educative experience referring to languages has not fulfilled my personal interests; therefore I would like to make an attempt to introduce a new methodology or activities to change the way in which languages are taught, in order to transmit the students both knowledge and enthusiasm. Thirdly, I consider that the combination of these two current issues, which are English and music, could result in a splendid formula that would motivate, stimulate and help students to learn in a better way.

Likewise, the accomplishment of the present study has been possible thanks to the preparation received in the Master's degree of "Teacher Training Program for Secondary School", since it has instructed and provided me the necessary acquaintance to establish the theoretical framework and the present objective. Concretely, it was the subject of "Foreign language I" which encouraged me to start investigating in this field, as we were presented with several materials that could be used to create class activities amongst which, music should be highlighted. Here, we discovered how foreign songs can be introduced into the classrooms, besides they can play a key role in the teaching-learning process, enlivening the lessons. Accordingly, having been attracted by these

innovative ideas, I decided to continue this path, both in the practicum and in the present dissertation. In this sense, through the period of internship, I was able to implement the knowledge that the Master's degree has instilled on me, at the same time that I had the opportunity to conduct a great number of activities related to the already mentioned issue of music.

In that event, two parts can be perfectly differentiated in this paper. The first one alludes to the theoretical foundations, starting with an overview of the different linguistic skills to subsequently focus on the one which concerns us: the oral production. Consecutively, it concentrates on music per se as well as on its effects on the brain and its rapport with education. The second part deals with a study case in which the theoretical principles are implemented, trying to use music to improve the linguistic skills of students, the oral ones in particular. Additionally, the activities proposed, the performance of the students and the consequent results are exposed, reaching the conclusions.

In terms of the first section, a thorough research has been conducted on the present subject to establish the theoretical underpinnings, considering various research works and authors. At the same time, it has been drawing on the different subjects and the knowledge that I acquired during this year. In respect of the study case, its implementation has been possible due to the internship that I accomplished in the Nuñez de Arce High School. During its execution, I had the opportunity to complete different tasks related to music to encourage students to lay aside their fears and insecurities in order to participate, speak and share their opinions through English. These activities were proposed for the course of 4 ESO. Two were the main reasons that led me to choose them for this academic course; firstly, I had the chance to work with two groups of this year, thus, I could obtain a greater number of results to compare and support my ideas. Besides that, according to the Real Decreto 1105/104, in this course, students should have reached the sufficient level to use the foreign language, both orally and writing, which enables them to have rich vocabulary and fundamental concepts of grammar to maintain a conversation and express their thoughts. Likewise, as it will be explained in further detail hereinafter, the oral practice tasks require a certain level of maturity, because they will have to discuss and reflect about current issues that concern them as citizens. On this basis, students of this year are supposed to be mature enough to accomplish successfully the activities.

Apart from that and, according to an study carried out by the University of Pennsylvania in 2009, not every individual learn in the same way; consequently three main groups have been established to organize the students depending on their learning nature and style: visual, kinesthetic and auditory. The first group learns better through images or videos, while the second one does it considering movement and, the third one, by listening. In this way, teachers should propose a wide range of activities that meet all the requirements of the students, to pursuit making the most of them.

With regards to the aforementioned, the objective of the present paper can be enacted as the use of music and Anglophone songs to stimulate students to engage in the lesson and start using the language orally. Although it may seem an easy task, students are reticent to participate in class, being more reluctant when it comes to speak. This fact worsens as they get older, since the oldest ones avoid any opportunity to improve their oral skills. Besides that, the adolescence is a really complicated stage in which the fear of ridicule and embarrassment conquer the students; consequently a good ambiance in the classroom and the respect of all the learners is crucial to enhance the teaching-learning process. Furthermore, another aspect that contributes to this reluctance is the lack of interest to accomplish the different English tasks as they are repetitive and monotonous; hence the importance of varying the kind of activities and innovating with works that motivate them.

For all that, the present study is intended to provide room to music in foreign language sessions at the same time to contribute with some ideas for the improvement of English lessons and the oral participation of students, in such a way that they can perform the main aim of language: communication.



## **1. Theoretical foundations**

In this chapter, the four essential language skills are going to be described as well as their importance in the acquisition of a second language. These are the foundations of language proficiency, being the four equally important for the integral development of the student. Nonetheless, the oral capacity seems to be forgotten in foreign language lessons as it is rejected both from teachers and students, in spite of being the most used in terms of communication. This is the reason why this paper is focused on the improvement of such ability, besides a chapter has been dedicated to detail the wherefore of its importance in education. Finally and, linked to the idea of enhancing this expertise, one appropriate and innovative way to favor communication and students interactions is going to be presented.

### **1.1 Language skills**

Language is considered the tool of reflection and learning, since through its skills people are able to receive information, process it and express their pansies. Therefore, it can be asserted that these linguistic abilities influence in a determinant manner the quality and excellence of the received messages, which constitute the raw material in the elaboration of people's thoughts. It is to say that clear thinking will never be possible emanated from diffuse information. In this sense, there is no doubt in establishing that the analysis and adequate development of the language skills are essential in the learning process.

Over the years, they have received different denominations such as abilities, skills or competences. Nonetheless, controversy arises among linguistics when it comes to decide which the main competences are, since a group of them consider that the use of grammar should be included. Eventually, according to Cassany (1999), four have been designed as the greatest ones, from which the rest of expertise draws: reading comprehension, writing, oral production and the listening competence.

The use of language can be executed in four different ways, depending on the role of the individual in the conversation, namely if he is the sender or the receiver of the message, and on the transmission medium, which can be oral or written. Therefore, here can be seen the four language competences and their importance in communication, as it is the implementation of language.

In the first instance, reading literacy enables the student to identify vocabulary words, besides decoding and understanding the meaning of the text. When talking about reading it has to be clarified that is not about turning pages, but it is about comprehension. If there is no understanding there is no reading, since the student has to be able to fathom and reflect about the text in issue. Furthermore, it is necessary that the individual performs it fluently, so that the mind can retain the information the sufficient time to interpret it. In terms of education, this competence allows the student to acquire knowledge and to review it. Likewise, the importance of reading is fundamental to engage the student and motivate him to continue learning, as well as it helps to develop different strategies that are crucial in learning, like concentration and reflection.

Apart from that, writing has possessed an excellent prestige over the years due to the fact that, formerly, it was the only way to communicate with individuals who were in the distance. However, as nowadays we count on various means of communication and uncountable ways of maintaining contact; the interest of this competence has been slightly downsized. Although these days society does not need letters to transmit messages or communicate, the benefits of this skill go beyond the simple transmission of information, since writing contributes, to a large extent, to the integral development of the child. Particularly, it helps to reflect and to express them in a better way because this process involves, unconsciously, a consideration of the language as well as it “enforces” the student to think about what he is going to say before producing the message. This makes the student contemplate the different ways to express and to transform his ideas and thoughts in words and expressions, enhancing his expression capacity.

Furthermore, both reading and writing are activities that favor imagination and creativity besides they help to relax. Likewise, there are a great deal of learners who present difficulties while speaking out and prefer doing it by writing as it is less “embarrassing”.

Besides that, another competence mentioned is oral production which is one of the first skills that children start developing as they listen to their parents. Since they are born, individuals are surrounded by sounds, because their parents talk to them trying to communicate. As they are growing, both their brain and vocal cords start to develop and evolve to produce their necessities. At the same time, children begin to realize that this

ensemble of sounds is organized in a determined way and contains a meaning. Progressively, they learn that, by making combinations of these words, they can express different ideas; therefore, they deepen and improve this ability naturally by listening to other people. Added to this idea, a great number of researches have been conducted to prove the efficiency of talking to their children. They resulted that the individuals who had conversed with their parents in their early ages enjoyed from a better capacity to understand and to learn, enabling them to develop their learning abilities.

The last, but not the least, linguistic skill mentioned is listening. In this point it is worth clarifying the, not very well-known, but crucial difference between hearing and listening. The first one refers to the human sense that enables him to perceive the vibrations of the sound, while the second one involves understanding, comprehension and giving meaning to the sounds. In this matter, students need to be active in order to produce a significant listen. This active listening pertains to perceive not only the direct message produced by the speaker and understand it but also to identify the feelings, ideas and intentions that are underlined in the communication.

Listening is entirely linked to the speaking ability since, as it has been stated above, humans start communicating after perceiving sounds and messages from their environment. For that reason, it can be alleged that it cannot be communication or oral production without listening first. Furthermore, the main technique to learn how to pronounce perfectly foreign words is by hearing native speakers or, at least, teachers whose pronunciation is adequate. Inasmuch as this is not always possible and not everybody possesses the opportunity to travel abroad, students have the current advantage of being able to listen to natives' speakers or real communications by merely pressing a button, thanks to internet and the television. This fact makes possible that students can hear the correct pronunciations of words as much as they need in order to pronounce them perfectly. Nowadays there are even some programs that allow people to register their voices and, then, listening to them conducive to be aware of their faults.

Likewise, the more students hear English the more natural will sound to them. In other words, it is unquestionable that the acquisition of grammar is crucial to the correct use of a language. However, trying to retain grammatical structures by learning them by heart it is not worth it in the long run, as individuals have not internalized them, so, finally, they will be forgotten. In this way, when students listen frequently to real

conversations in the foreign language, they finish by getting used to these structures and embody them naturally, just as if their mother tongue was.

Once the four capacities have been regarded, it cannot be denied the key role that all of them play in the acquisition of a second language, as one triggers the other one, complementing them and developing the students' skills. Nonetheless, in educational terms, they are not equally considered since they are not exploited in the same way. During an English lesson in a Spanish high school, grammar seems to be the principal character of the session, followed by reading and replenishment exercises. In respect of writing, there is not a general pattern followed by teachers, but students are widely asked to write one or two essays per trimester, due to the fact that a part or the exam involves writing a composition. Listening, conversely, suffers a better fate in its implementation in the lesson, because text books include various listening exercises in each chapter. Although these recordings have nothing to do with the real life, it is, at least, a way to develop this prowess. Notwithstanding, the oral skill tends to be a forgotten capacity among English lessons, despite its acknowledgement, both on the part of teachers and text books, since they do not include these kind of exercises. It is true that, as long as education and technologies are evolving, publishing houses are completely modifying the structure and methodologies of their books, giving them a modern approach, at the same time that they are paying more attention to this overlooked skill. This adaptation provides an enhancement in the lessons and the learning of the students because, as the topics are current and appealing to students, they feel more motivated to participate and learn about it. The approach to students is essential in order to make them feel involved in the process of learning, because there is no point in reading, for instances, an article or a biography about a singer that died before they were born, while it could revolve around a popular artist of their generation. It is everything about motivation and rekindling the interest of the students. However, although the modernization of educational methodologies goes in the right direction, it is still a lot to be done.

Again on the question of oral production, teachers tend to blame time constraints and the abundance of schoolchildren per classroom, impeding the practice of this competence. It is true that both aspects encumber its training, but there are different ways to squeeze the existing possibilities, in order to form integrally the students, as it will be discussed in the following chapter.



### 1.1.1 Oral production

As it has been mentioned, the lack of time and excess of students are the excuses on the part of teachers and embarrassment and fear the ones on the part of students in order not to speak in English during the lessons. This combination has as consequence that neither the instructors nor the learners want to practice it, laying aside its importance and development.

Nevertheless, it cannot be ignored because it enables humans to communicate. As we cannot imagine the idea of people walking on the streets communicating with notes or with mimics, the necessity of executing and improving oral skills is real. Oral communication is fundamental in every single language and English is not the exception and, as Hymes (1972) defined it, this skill is the ability to use grammatical competence in a variety of communicative situations. This means, for instance, that although an individual knows perfectly English grammar and performs in an excellent way all the exercises, he might not be able to express in a foreign country with natives speakers. So, here, it can be seen once again the importance of developing this skill.

Apart from that, the problem arises when students are asked to speak or to engage in an activity, appearing reluctant to perform it. Curiously, this disdain worsens as students become older, being the oldest ones the most recalcitrant to talk, although they possess the vocabulary and the maturity enough to conduct it, while the littlest ones are always willing to show their ideas. The explication to this phenomenon might be the mundanely *awkward* age known as “puberty” in which teenagers feel an utmost embarrassment while speaking in public and the idea of looking ridiculous terrorizes them, so instead of trying and improve, they prefer to rest in silence. Conversely, preteens do not have this sense of ridiculous so developed and the idea of speaking and showing their ideas motivates them. In this sense, teachers should try to make students feel comfortable and make them aware that failure is an important aspect involved in learning. Moreover, added to this matter, English exams do not include an oral examination, consequently students do not find any interest in practicing this skill. Disgracefully, the mentality that predominates among teenagers is not studying for a learning purpose, but it is for passing an exam.

Furthermore, although it is a habit that it is being modified, a great number of English lessons are actually performed in the mother tongue, Spanish in this case, so asking the students to talk in English when even the teacher does not do it, it is pointless. This is why teachers should be seen as a role model by students since they will try to conduct the same practice as them. Another appreciation in this sense is the existing lack of habit in using the target language during the lesson on the part of students. This implies that if they have not got used to talk in English during the first years, it is going to be very difficult to make them participate in the different oral tasks. Accordingly, teachers should come to an agreement regarding the development of English lessons in order to establish some basic foundations from which each instructor could handle their own activities. By this way, at least, the fact that the students are asked to talk every year in the target language would be guaranteed.

Classroom environment plays a key role in the development of a lesson and the relationship among the students causes a great influence in the learning of the same. That is to say that a relaxed climate and cooperation among the students benefit the entire class because they work as one, helping and learning from each other. On the other hand, a separated classroom with conflicts and apathy leads to defeat, as none of them will like to be the centre of mockeries. In this case, a good idea to prevent it could be making them working in groups formed from varied students, in such a way that the laziest ones can work with the most well-behaved. Another important issue in these terms is making all the students speak. Generally, there are one or two students who contribute in the lesson with their ideas and who enjoy participating in the discussions, but teachers should try to ask for their opinions to the rest of the class, encouraging them to talk. It is essential that all the students feel valued and that their opinions are as valid as the ones of their classmates; therefore, teachers should show interest for every point of view it might be made.

Additionally, the different topics of the discussion accomplish a vital figure, since they must be interesting and appealing to them in order to motivate them and make them engage in voluntarily. Teachers should think about their students' interest as well as they should organize the lesson regarding them because, in the end, they are the main characters in the learning process. There is no point in asking them to talk about issues that are far away from their interest or which involve vocabulary that they ignore; the main idea is that they feel comfortable and that they handle the vocabulary and

expressions they would like to use. In this way, teachers should propose different discussions or debates about music, sports or leisure, which are the main interesting topics among students.

Apart from that, challenging the students with different activities motivates them the most, as they like competition. The proposed discussion or activities are based on challenging tasks conducted by groups of students in which they have to cooperate to obtain the best results. For example, as it will be shown in the study case, a debate was proposed to make them participate, feel interest and, obviously, develop their oral skills. In addition, each group of students had to represent a country to discuss and give their arguments about various current and interesting topics. For its execution, they were free to form the groups and the idea of talking on behalf a country encouraged them to work and prepare the best arguments to refute and counter the ideas of their objectors. Moreover, the role of the teacher was confined to assist them in case of necessity as well as guiding the debate and mediating, giving all the limelight to the students. In this way, they did not feel obliged to work, as they could organize themselves, achieving a very relaxed and comfortable environment to work in. Although it will be explained in further detail in the chapter dedicated to the results of the study case, it is worth mentioning that it was not necessary to ask them to use the target language neither to strive to the debate, because they were already doing it and, what it is more important, they were enjoying at the same time they were learning.

Ultimately, until the moment we do not know a magic formula to encourage students to participate and talk in English during the lessons since, as it has been stated, there are multiple factors to consider, such as the teaching methodology. Although each approach presents its advantages and disadvantages, some of them buoy students up to speak and be more active while others limit the role of the students to be passive. Analyzing and considering each methodology, the ones that adjusts better to the improvement of the oral skills is the communicative approach, as it will be described in the following chapter.

### 1.1.1.1 Communicative Approach

According to Bérard (1995) the communicative approach emerged in contrast to other methodologies, it did not eliminate the preceding ones but it is a retrofit of the principles of the same. This methodology is developed from a critic to the audio and visual approaches in teaching languages. It has the fundamental objective of establishing communication, considering the students and using real materials of the daily life for a better and quicker acquisition of the language.

In this way, students become the protagonist of their schooling; *learning* how to learn by means of communicative strategies in order to facilitate sociability, build an adequate climate of teaching and to learn, enabling motivation and communication between the student and the teacher.

This approach is based on the following aspects:

- Studying the language in its social use and the linguistic and extra linguistic factors that are involved in the communication process.
- The student becomes the protagonist of their own learning as well as he becomes more autonomous and liable in the decision-making about his development and learning process.
- Diversification of the teachers functions, he is no longer a model to teach a foreign language but he becomes an intermediary who creates adequate conditions for favoring each student's potentialities besides his opening to language learning and cultures.
- Interest for each student's concerns.

Relating all the points mentioned above, this approach is based on the foundation that learning a new language supposes enrichment as well as it lets the student acquire a new personality since, as a well-known Czech proverb says, "You live a new life for every new language you speak. If you know only one language, you live only once."

## **2. The use of songs to teach foreign languages**

As it is widely known, the traditional English lessons are far away from motivating students to learn this language, what makes this subject one of the most fearsome among them. One of the problems that triggers this disregard could be the great amount of students per class, as it makes impossible that the teacher could focus on the weaknesses of every single student or that they could participate frequently to improve their skills. Notwithstanding, this is not an issue that depends on the teaching body; therefore, they need to find different ways to make the subject attractive to the students and make the most of it.

To this effect, teachers should withdraw from the traditional language teaching methods and forget the routine of teaching a grammar point and ask the students to do three pages of exercises from their workbook. Following this approach, high schools are mass-producing students who are not able to speak a language or do not even understand a conversation, they just know how to fill gaps with vocabulary or to organize different parts of a sentence. It might be slightly exaggerated, but the fact that although teenagers have studied English for five years and cannot communicate cannot be denied.

However, it is not only a problem of students but also of teachers and the whole educative system. This is why, teachers should innovate and implement new strategies and activities that cease the monotony and that revive the motivation of students through languages. There are many ways to achieve it, since there exist some kinds of procedures which are focused on animation and expression, making students to engage in the activities and to feel the protagonists of the learning process. Music is one of them and this paper is going to concentrate on it, as it is essential due to its current importance and the benefits it provides.

Traditionally, music has been associated with fun or leisure, being completely removed from the educational framework. Nonetheless, as it is going to be shown throughout the following pages, it can be one of the most complete learning techniques to learn a language, since it empowers every linguistic competence. On the one hand, it helps to leave the sameness of the classroom and, consequently, motivate the student to pay attention and get involved in the lesson. On the other hand, it contributes to the full

development of the students, making them enjoy their learning process at the same time they acquire knowledge in an unconscious way.

Looking around, it can be observed that music is present in practically every aspect of everyday life, so it can be asserted that, like it or not, it takes part in the life of each human being. Since children are born, they start listening to lullabies to fall asleep; then, they learn the alphabet with a simple melody as well as they memorize numbers with the help of rhymes. Children start learning by the use of songs or ditties since they contribute to facilitate their apprenticeship so, at this point, that begs the question of why music is disregarded of secondary education frameworks despite its gains. The intention of the following chapters is trying to give an answer to that question, stating the benefits and the influence music exert on the process of learning.

## **2.1 The influence of music in the cognitive development**

Music provokes physiological and physiologic benefits on people, as it has shown that it lowers anxiety, heart rate, pain and blood pressure. Furthermore, music can be used as a tool to treat people who have lived through difficult moments or who present post-traumatic implications, according to the research performed by Bradt, J., Dileo C. and Potvin N. in 2013 about music interventions.

Nonetheless, setting its psychological advantages aside, music produces a huge impact on people's brain. In accordance with a research conducted by Frances Raucher, Professor at the University of Wisconsin Oshkosh, music arouses concentration and efficiency (1998). In this study, Raucher observed two groups of rats performing the same tasks; some of them were executing the activities with Mozart's songs in the background, while the others performed them in complete silence. The experiment demonstrated that the ones which worked with music completed the assignments in less time, obtaining better results. This is not an isolated experiment, since it is just an example of a great number of researches which proves that music increases intelligence.

Apart from that, Dr. Eduardo R. González, specialist and therapist of childhood behavior, emphasized in his article "La música y el desarrollo infantil" (2012) that music has been used over the years to improve children's learning as well as it has been implemented as a therapeutic method, also called "music therapy". Following these lines, he also signaled that the use of music has the objective to stimulate, improve or

regain the motor, cognitive and social development of children. Likewise, the author added that music therapy accomplishes satisfactory results in practically every problem that children present in their first years of life, especially the ones related to learning and language acquisition.

Even though this paper focuses on teenagers, it is crucial to allude to the importance of music at an early age and how the correct use of it can affect the intelligence, besides the cognitive development of children, determining, in this way, their learning process as teenagers. Therefore, the use of music in educative centers is as important as necessary, in the way that the main aim of education is to form fully developed citizens, emphasizing their intelligence.

## **2.2 Music and the brain**

This chapter should start mentioning Richard Gardner (1985) who declared that everyone presents some musical intelligence, regardless the proportion. In this sense, teachers should take benefit from this fact and implement it in their classroom, because the combination of music with a normal session enhances every kind of intelligence. Furthermore, foreign language instructors could work with this musical sense besides students' interests and likings to motivate and persuade them to study languages.

What is more, and returning to cognitive development, it is widely known that the human brain is divided into two hemispheres, the right and the left one, having each of them different functions and purposes. However, in agreement with Claudia Smith's dissertation about the effects of songs (2002), they do not work independently since they are connected with millions of nerve fibers and they both complement each other. In a general way, it can be summarized that the left side of the brain handles the linguistic functions as it expresses thoughts with words; while the right hemisphere corresponds to the control of actions, creativity, memory, problem resolution and emotions, among which musical emotion can be highlighted.

Itziar Jurío Jusué (2014) performed a research about the use of songs in primary education in which she designed a table examining the different functions of each side of the brain in relation to music:

<b>Left hemisphere</b>	<b>Right hemisphere</b>
Related to the verbal part.	Related to body language.
Rational side.	Creative side.
“Cognitive: it is operated by knowledge”	“Sensitive: it perceives emotions, feelings...”
Writing, numeration and mathematics.	Spatial orientation and perception.
Deduction.	Intuition.
Broca’s area: area which produces speaking. In charge of oral expression.	Music and art skills.
Wernicke’s area: receptive area of the speaking. In charge of understanding the language.	Recognition and faces, voices and melodies memory.

Table 1. Functions of brain hemispheres in relation to music (Jurío Jusué. 2014, p.199)

As it can be shown in the table above, each hemisphere of the brain is put into operation while listening to music, since the right hemisphere undertakes the functions related to music and its abilities whilst the left one enables the oral production. Thusly, it has been proven that music stimulates both sides of the brain making them cooperate and work simultaneously.

“When a learning activity combines both left and right hemispheres simultaneously engaged in a particular activity, an ideal learning situation is established and the most productive learning occurs,” according to Anton (1990, p.770). This process generates diverse benefits in the cognitive development since the brain operates more nimbly and efficiently, favoring the development of a great deal of cognitive skills, such as memory and mathematical perception. The implementation of this approach vital due to the fact that memory is considered one of the most important capacities in language learning and it is really difficult to develop it.

As it has already been mentioned, children learn and memorize the alphabet or the multiplication tables with songs or easy rhymes because music is an effective memory aid in the learning process. This is possible thanks to the efficiency with which information is retained and recall when it is needed. Moreover the melody of songs helps to structure the information in a logical way. This can be the explanation to the



fact that people remember better the lyrics of a song than a text they have read numerous times.

In this sense, music is an extraordinary technique that not only helps in the acquisition of knowledge but also benefits the cognitive development as well as different cognitive skills; accordingly, it can be considered a teaching tool as valuable as audiovisual materials or new technologies.

### **2.3 Why should we use songs and music for teaching purposes?**

As previously noted, music is a powerful tool that teachers should take more benefit from. This is the reason why the different advantages of its use in a foreign language classroom should be taken into consideration, as well as its various ways of employment.

On the one hand, students learn languages through music in a natural manner because of the real situations that songs render; in other words, a traditional lesson of English will reproduce a recorded audio from their books in order to enhance students' listening skills. However, these listenings have been recorded for a specific purpose, recreating forced and unreal situations and, in the majority of the cases, both the voice and the speed of speaking have been manipulated. Even though it is thought that these audios help students to acquire the appropriate listening competence; they affect them, in fact, adversely inasmuch as any native speaker will converse in such a way. Furthermore, in a real conversation there are peripheral sounds that the speakers have to circumvent to be able to follow their partner's speech. In this manner, and according to Dr. Poch (2001), students will need an adequate training that makes them used to listening and, consequently, to understand a message in a foreign language. Only in this way, they will be capable of developing perceptive strategies that will enable their listening skills to understand the foreign language as if it their mother tongue was.

Apart from that, songs count on an emotion melody component, an aspect that other learning tools fall short of, as the lyrics and the music can influence people's mood and behavior. In the same way, songs cause a great influence in emotions, sensibility and imagination, performing a crucial role in the process of learning. The research conducted by Gatbonton and Segalowitz (1998) illustrated that this fact is essential in learning a new language, since, thanks to songs, different exercises of

grammar, repetition or vocabulary can be developed in the lessons without a rejected perception from students.

By the same token, as reported by the multiple intelligence theory of Howard Gardner (1983, 1993, 2004), teachers should operate with tools that encourage every type of intelligence in such a way that all the students can succeed in an activity, making the best of them. Some learners need more visual stimulus to learn, while others require different types of stimulation such as touch, movement or listening. In this sense, thanks to music and teacher's desire to innovate, practically each kind of intelligence can be developed, favoring the entire classroom.

Likewise, the implementation of songs in English lessons accomplishes a worthwhile apprenticeship, making the student feel more comfortable, participating and interacting in the activity. As a consequence, students are no longer passive receptors of learning but they are the ones who "play" with it, assimilating and understanding it in a better way. This point is essential in the present paper, due to the fact that one of the principal purposes of it is to encourage students to participate and speak in English.

Another interesting issue related to songs that has been exploited in this research was the powerful messages that songs can transmit as well as the values they instill on people. A great deal of songs possesses meaningful values that can be inculcated on teenagers, such as respect, humility and esteem.

Furthermore, thanks to music, the four essential skills in language learning (writing, speaking, listening and reading) are developed, achieving an integral training on students. Comparatively, grammar and vocabulary can be practiced if selecting the appropriate songs' repertoire. Teachers can benefit from songs to review and reinforce a grammar point that has not been very well understood. Besides, they can teach a countless number of vocabulary words, avoiding giving students endless lists of vocabulary. Phonetics is also a particular strength that can be broadened while listening to songs, since learners can hear native speakers and they would try to imitate them singing their songs.

Following the empowerment of these abilities, the speaking one might be a challenge to work for teachers, as students feel reluctant to participate or to speak in

English. Nonetheless, with the adequate songs and suitable activities they will get involved in the lesson performing and cooperating with the teacher.

Another interesting aspect that has reached at this point is motivation. It is, probably one of the most important factors in the success of a lesson, as it encourages students to pay attention and learn in a better way. The following chapter will focus on its importance and relation to music.

### **2.3.1 The importance of motivation**

As discussed earlier, the use of songs in classrooms is not a very conventional method, so this is why their implementation breaks with the traditional progress, capturing students' attention. In this way, teachers manage to have their attention, making them feel intrigue to see how the lesson is going to be conducted. That is to say, they feel motivated to continue working.

Songs tend to present short and simple texts, so the duration and complexity of the activity is perfectly accessible to avoid being repetitive as well as to maintain their interest during the task. Moreover, students will feel involved in it according to the importance that music presents in their lives and, if the selected songs are chosen regarding the teenagers' age and interest, they would not only learn but also enjoy the lesson.

Once the students are attracted by the innovating proposal, instructors should take the maximum benefit from it and raise activities that challenge and persuade students to perform them. In this sense, songs offer a great deal of possibilities to exploit them, much more lively and attractive for students than grammar exercises. Likewise, music contains a relaxation and original factor which revive the interest of the students to learn languages at the same time that they see its utility.

There is a great number of authors who insist on the importance of motivation in the teaching and learning process. According to Gardner (1993), motivation is a set of factors including the pursuit of achieving an objective, the effort involved and the reinforcement associated to learning. Similarly, Vigotsky (1998) suggested that motivation is what encourages a person to perform an activity; that is to say that it stimulates the desire of learning. In this sense, the more motivated the student feels while carrying out the activities, the better the results he will obtain.

These are only two examples among the countless arguments which uphold the use of motivational methodologies and techniques to assist students to learn better, before and more.

This chapter could be concluded by stating that the grade of motivation of the student will condition his performance in the learning process, so teachers should be aware of this fact in order to implement activities that awake their interest for the study of languages.

### **2.3.2 Second language acquisition**

A great deal of researches has been accomplished in order to find a relationship between language acquisition and the influence of music. They discovered that there seems to be a symbiotic connection regarding the mental processing while assimilating them.

It goes without saying that children acquire their mother tongue in a natural way by listening and making use of their aural senses and neuronal connections. Even though the process of learning a second language differs from the first case, the same auditory senses are involved. Thence, as listening to music sets these capacities in motion at the same time that it stimulates them, the gain that music exert in this process cannot be ignored, as Jackendoff (1994) suggested.

In consonance with it, Lowe (1995) conducted a study in his doctoral dissertation in which he wanted to demonstrate the effect of the incorporation of music into the second-language classroom. The experiment was performed in Canadian second grade French classes, in some of which music and language learning were combined. It spanned eighteen weeks and it was based on a 15-minute daily music instruction integrated in French learning. After analyzing the results, Lowe came to the conclusion that the students who were taught with the aid of tonal-rhythmic patterns and music obtained better results in French and mathematics tests than the ones following conventional lessons. Furthermore, the study revealed that these students improved their grammar, oral and reading comprehension.

In the same way, Medina (1990) accomplished an investigation about the effectiveness of music and story illustrations on children to acquire English vocabulary. Forty-eight students with a low educational level were involved in the study and divided

into four groups. One group listened to the sung version as well as the story telling while the second one only heard the lyrics. A third group was shown pictures of the vocabulary at issue and the last group listened to the vocabulary words. The results revealed that the students who worked with music and illustrations had internalized the vocabulary words in a better form.

These investigations bring to light the efficiency and benefits of music in learning a second language. Although it is not a determinant factor, the aid and influence that it exerts in its acquisition is unquestionable.

### **2.3.3 Pronunciation, grammar and vocabulary**

The vision of music as fun and entertainment should be laid aside both by teachers and students, and start viewing the use of songs as a strategy to learn, to teach vocabulary and grammar and to improve pronunciation.

The effects in the brain and its relationship with learning acquisition have already been stated, but music counts on more benefits, such as the reinforcement of the different aspects involved in the management of a language.

Regarding grammar dexterity, songs are written with a specific purpose, since they discuss experiences or recount a series of events in a sequential way. They are normally based on the past, present or future, as well as they can reflect hypothetical situation. As a result, standard grammatical structures are needed to express them coherently. In this sense, teachers can select a song to make their students practice a specific grammatical issue, instead of giving them a stack of little motivating drills. For example, while listening to a song, students can observe the real use of a particular verb tense and, what is more, they do not realize this process because of their enjoyment. When students learn in an unconscious manner they tend to assimilate better the structures, as if they were using their mother tongue, in such a way that when they speak, the grammatical form of the language comes automatically and naturally. This is exactly the appropriate form in which everyone should learn, due to the fact that when a person needs to express something, he should not have to think about the correct form of the verb which goes with that conditional or the preposition that accompany that verb, for example. Language should emerge instinctively if it has been correctly absorbed.

In addition, songs tend to follow a timeline; consequently, a number of connectors and linking words are needed to make the song meaningful. In this way, a great deal of activities can be conducted to learn how to use them as well as to order chronologically a series of events. This kind of activities shares the same purposes and level, in terms of education, than conventional exercises focused on the same aim. However, by using songs students feel more motivated and present a greater interest, obtaining better outcomes.

The same arises when dealing with vocabulary. Unlike trivial conversation, songs lean on pitches, melodies, rhymes and beats which make their memorization easier than a conventional text. This is the reason why the implementation of songs to teach vocabulary helps students to memorize it and, consequently, to bring the words back to mind in an easy manner. When looking back to the first years of English learning, children retain the vocabulary words related to body parts with the song “*head, shoulders, knees and toes*” as it occurs when learning the letters of the alphabet. The complication besides the proficiency of a language fall on the linguistic baggage the person knows, being one of the most difficult aspects of language acquisition. Memory, consistency and repetition are the three key ingredients while gaining vocabulary words, since it is necessary that the student devotes each day some minutes to review and try to use them as much as possible to avoid forgetting them. At this point, it could be mentioned that the main drawback of learning a language is that if it is not used frequently it can be gradually forgotten, so students should capitalize every single opportunity they might have to speak in English as well as listening to it.

Notwithstanding, thanks to rhythm and rhymes the memorizing process becomes easier and more effective. Who does not remember the different parts of the body thanks to the song? It is inevitable to think of them without humming the song, since they imply each other. In this sense, songs become one of the most powerful strategies to remember vocabulary.

Likewise, pronunciation and fluency are also practiced while teaching through songs. As already mentioned, the idea of making students repeat a monotonous voice that comes from a tape does not appeal to them. For this reason, real situations or contexts should be implemented conducive to make them aware of the importance of a good pronunciation. If students listen to an artist they like, they would try to imitate

their voice and his intonation and pronunciation without thinking that they are going to be evaluated or assessed, just because they find it enjoyable.

This point is extremely important because of Spanish people's strong accent while speaking a foreign language. It is generally thought that Spanish natives present more difficulties in speaking rather than other subjects. The first reason that should be mentioned is that it is not a problem of genetics or Spanish roots, but it is a matter of the educational system. English teaching methods focus on grammar or reading, leaving aside speaking and pronunciation; consequently, Spanish students present a lack in these skills. It is true that the best way to improve this element is by teaching phonetics, listening and repeating. Nonetheless, while teaching phonetics, the instructor must pay attention to each student to correct any mistake or misunderstanding, being an impossible task to be performed in big groups. Balancing the different possibilities and downsides, the best option is to decide on music to enhance all the aspects of pronunciation and oral production. In fact, "there is probably not a better nor quicker way to teach phonetics than with songs" (Leith, 1979, p.540).

It can be concluded that practically all grammar points are covered working with songs, regardless the style the students or the teacher would like to manage. Accordingly, teachers should profit from the great variety of possibilities that songs bring to improve the work environment as well as assist learners to learn more and better, being this last one the main objective of education.

#### **2.3.4 Cultural and social aspect**

Songs are written with a specific purpose and to transmit a certain message. The most popular ones among teenagers normally revolve about love stories and disenchantment anecdotes. However, there are many others that convey momentous topics that are less known than the first ones but which are worth listening. Teachers can select songs focusing on the content to deal with different cultural aspects that have been presented in class, such as historical moments, social situations or debates, among others.

On the one hand, music can be used to express values or show cultural backgrounds, so students can learn a great deal of aspects about different countries or cultures. This is really important considering minority groups that are normally ignored,

in such a way that their voice can be heard making people aware of their existence. Additionally, there are songs that cover interesting topics on which a debate can be based, so students can discuss them and give their points of view. Everybody likes music, independently which style, hence it can be stated that it is the connection point among the whole world at the same time that it is the only way in which everyone agrees. In this sense, there are many songs that have been composed with humanitarian purposes such as fund raising for the neediest ones or making a warning call. This was exactly one of the purposes of the present study. Students were shown different songs that transmitted powerful meanings to make them reflect and meditate about different situations and human actions. As it will be explained in more detail in the following pages, one of the selected songs was “*Where is the love*” from the Black Eyed Peas which was launched to make people aware of the gruesome situation in which a great number of people have to live. Another song that was proposed was the well-known anthem “*We are the world*”, although it was originally written by Africa in 1985, in which various artists participated to collect funds for the heavy damages caused by an earthquake in Haiti. For all that, songs can be a good idea to introduce different topics or to give an innovating approach in the classroom.

#### **2.4 Music selection criteria**

Although, the use of music to teach English might have attracted the attention of teachers, its implementation is not as simple as downloading a song or buying a CD and playing it during the lesson, since the selection of songs requires really specific criteria. According to Santos Asensi (1997), the selection parameters to consider can be summarized as follows:

- a) Adequacy to the teachers’ situation (students’ interests besides real levels of communicative, linguistic and cultural skills).
- b) Ease to operate with songs’ lyrics.
- c) Clarity of listening.

The first point it is not always very evident, since classrooms are the perfect reflection of heterogeneity and each student has different music preferences. For this reason, a test or a survey can be performed to ascertain their favorite artists and music styles or, simply, the teacher can ask the students what kind of songs they prefer. In this way, teachers will have a more restricted search field to seek the material and,



consequently, they will succeed with the proposed songs among the students. There is no point in selecting the song according to the teacher's preferences since, probably, they will differ from the students' ones. Moreover, the lesson is intended to move and motivate learners to participate and engage in, so they will need to feel identified with the material.

Regarding the lyrics, it is of fundamental importance that they are significant enough to operate with them. It is to say that the aim of using songs lies in the great variety of possibilities they offer to work with; so, teachers should pay attention to their election in order to select songs that enable them to design activities to improve and reinforce the students' linguistic background, because it is not just about listening to a song and enjoy it.

Similarly, a good listening is crucial in music selection, as the aim is that students can listen to the song and try to understand it; namely, the intention is not to challenge them with an incomprehensible song since they will feel frustrated. Teachers should be careful when choosing them as the great majority comes from American singers and, normally, students are taught British English. In this case, students should be informed before or shown the new vocabulary words, in order to make them aware of the varieties of English.

Finally, as Marta Gutiérrez proposes (2017) there are three negative aspects that teachers should consider and avoid electing the material, which will reduce the range of possibilities. The first one is bypassing songs that contain offensive vocabulary or slang, although the vast majority of them display some kind of vulgar language. Secondly, as artists normally sing with a young jargon, they tend to commit grammatical mistakes either by rhythmic purposes or to emphasize an aspect. Although they are English native speakers and everyone understands the meaning of their songs, it is not a good idea to get students used to any kind of grammatical error, since teachers are committed to teach flawless grammar. The third one has to do with the marginal teaching of grammatical points, which means that teachers should consider that music can be used in an English lesson as a complementary task, whether it is to reinforce a grammatical point or to lighten the course of the session. That is to say that a song cannot be the centre of subject or the main topic of the same, but it can help to complete it. Consequently, there are many aspects that should be considered while choosing songs

with academic purposes in order to motivate students, make them participate and rekindle their interest for learning foreign languages.

### 3. Case study

The main aim of this paper, as it has already been stated, is to improve the communicative skills of students by means of the use of songs. It has been necessary to combine the basis of the communicative proficiency as well as the potential of songs to attain that objective.

As it is widely known, a standard class of English among Spanish high schools focuses on grammar or vocabulary, leaving behind the rest of competences, although they count on the same importance. In addition to this, the attention to oral skills seems to have no place in the classrooms, even though it is the most relevant element in learning a language, while it allows us to communicate to others. Due to this learning imbalance, there is a deficit with regard to students when they have to speak in other language, making them avoid any opportunity to give their opinions or to express themselves. However, this is not the only consequence of just strengthening one or two abilities; it also leads to a demotivation and a lack of interest of foreign languages among teenagers. Nonetheless, this demoralization is hardly surprising since they might wonder why they should study a new language if they are not going to be able to use it.

This is the kind of negative thoughts that invades the youngest minds and that positions Spain as one of the weakest countries in speaking foreign languages. At this point, it is vital to take a sit and start considering what is not working in an adequate way and what should be improved to change the current situation.

This is exactly the objective of this research. It might be said that the 21<sup>st</sup> century is *dominated* by English. It is uncommon to see a product that does not come from an English-speaking country or that has been, at least, translated into English. Furthermore, the majority of film productions and television shows are originally in this language and, it goes without saying, the popularity that English and American singers have among young people, as well as the influence they exert on them. Even though they sometimes do not pay attention to the lyrics or they only watch dubbed movies, the fact that they are constantly surrounded and bombarded by its expressions and jargon is real. In consequence, as teachers we should benefit from this influence and make the most of it.

This is the reason why I decided to employ songs to try to motivate students and encourage them to use the language orally, thus and so that they cease seeing English as a compulsory useless subject and they start valuing it.

In the following chapters, the different ways and methods I have carried out during the practical implementation are going to be presented, as well as its consequent results and conclusions.

### **3.1 Framework**

First of all, the idea of conducting a research about a teaching method and base the results on hypothetical and imaginary situations did not attract me, since those effects do not reflect all the reality. Moreover, while dealing with people, there is always an element of surprise and it is also important to consider the unpredictability bound to human responses.

For this reason, I wanted to implement the study that I performed in a real classroom to consider authentic findings and, therefore, be able to value the veracity of it. For that purpose, I put it into practice during the internship, offered by the university, in which we were given the opportunity to attend different classes and learn, from personal experience, all the aspects involved in teaching.

In my case, I was assigned the Núñez de Arce High School, an educational public centre situated in the centre of the city, in which I had the opportunity to teach the students and learnt a great deal of aspects both from my teacher and students.

To contextualize the framework in which I performed, it is worth mentioning that the majority of students that attend this high school have a high level of culture and a good economic one. Equally important, their behavior in the classroom is appropriate and they show a great desire of learning, specially, languages, making the centre one of the best in the city.

In addition, it is a big high school as it counts on seven different groups in each level and an average of thirty students in each one. It goes without saying that making students speak in another language in such numerous groups suppose an authentic challenge to the teacher. In this way, the execution of my didactic unit was really adequate to see if the use of songs would encourage them to speak and participate.

After having regarded the different courses and analyzed which one would be more suitable to carry out the activities, I concluded by deciding that both groups of 4 of ESO were the best option. In the first place, they are 15-16 years old, so they are mature enough to be able to reflect, defend arguments and maintain a conversation, as well as their English skills should be quite good to perform them. Likewise, the possibility of acting in two different groups of the same level would provide a greater collection of results which I could work with.

Despite the fact that both groups pertain to the same course and have the same English teacher, they present a great amount of differences. On the one hand, 4<sup>th</sup> D counts on only eighteen students, which make it easier to work with, interact and propose more dynamic activities. Moreover, the work environment is really pleasant, which encourages students to participate and express themselves. They seem to have created a bond of friendship that crosses the classroom. Feeling comfortable and free is a determining issue to feel more confident and, as a result, to grow as a person and succeed. Generally, the English classes are conducted properly, where every student work and the grades are very high. The students of this group are characterized for being curious, hardworking, interesting and vibrant; in that way, the lessons are really enjoyable and every student feels confident to raise questions, correct exercises or simply comment on something.

Conversely, group 4<sup>th</sup>A presents features completely different from the other one. For a start, the group is bigger, as it has 30 students, showing diverse profiles among them. There is a great variety of interests, levels and aspirations; thus, it is highly difficult to establish a pattern that encompasses their characteristics. Some of them do not show any interest in the subject and they normally spend the session carrying out other activities or disturbing their classmates; as a consequence, the teacher needs to stop the development of the class to demand silence. A second group, the less numerous, presents a great will to work and participate in extracurricular projects, but its impeccable marks are inevitable conditioned by its shyness and lack of confidence. Similarly, there are some particular cases of students that possess special talents in music, arts, ballet and sports; this makes them to devote a great deal of time to their personal interest instead of their educational careers. In the centre of this mishmash, three students stand out on account of being bilingual, since one of their parents is an English native speaker or because they have been abroad during their childhood. However, instead of demonstrating or benefiting from this advantage, they hide it and only bring it to light to pass the exam.

Due to the dominance of the lurking group, the rest of the students show apathy as well as embarrassment when it comes to speak. Predictably, they avoid participating in case they are wrong or make a mistake; thus, they prevent being criticized or ridiculed. This is one of the most shared feelings when asking students what blocks them from participating in the classroom. Nonetheless, making them aware of the

importance of trying and making mistakes is crucial to learn, as it is an essential part of the process of learning.

Even though the teaching staff could contemplate this heterogeneity as a chaotic group and, as a result, an inconvenient to teach them, it can also be seen as an opportunity to share different points of view and opinions, in such a way that both the students and the instructors could get enriched.

This is exactly what has happened while conducting the activities. Although it will be perfectly detailed in the section dedicated to analyze the results, this last group was not expected to accomplish the activities successfully because they were labeled as a nonworking class. Nevertheless and, for the amazement of many, they worked and showed an enthusiasm comparable to the other group, performing a stunning debate, where every student wanted to offer his ideas.

### **3.2 Activities proposal**

As it has been declared several times along this paper, the activities proposed had the objective of improving the oral skills of students, as well as encouraging them to reflect and participate without fear to express them through listening to songs.

Even though making teenagers talk about some songs might sound rather simple, the reality has nothing to do with it. The primary idea withdraws from a plain conversation about musical preferences and listening to songs, since there isn't any educational element engaged.

As a matter of a fact, the selected songs present a double function; on the one hand, the students listened to them, learnt vocabulary and reinforced their grammar by doing related exercises. However, on the other hand, they transmitted a powerful meaning related to contemporary events and facts. As it has been exposed above, the selection of songs has not been done randomly, since it was necessary to carry out a deep research to finally find the most suitable ones.

First of all, the activities were intended for three sessions per group, but, due to students' interest and their implication, it was extended to one more session. Both the activities and the selected songs were based on three main topics: terrorism, humanitarian problems and social media, and natural disasters. Broadly speaking, during the different sessions we talked about these issues, already introduced by a song, to discuss and make them generate an opinion and defend their stance, because the final activity was holding debate of the United Nations (UN) where they had to represent different countries to try to give a solution to all the problems discussed.

To be more specific, the first day the students were given a letter from the UN (see appendix 1, page 81) which fundamentally explained the different problems that threaten the world and invited them to attend the next UN meeting as the representatives of different countries. After having read it, they were completely intrigued and wanted to know more details about the activities. Then, the following steps that they were going to conduct were explained, as well as the final activity, in a way that they knew from the beginning what was expected from them.

Immediately after that, a discussion about their favorite music styles was hold, in which they stated their preferred songs and artists at the same time that they listened to



the preferences of their classmates. In this sense, they could relax and feel comfortable while speaking in English, since it is an everyday issue with which they are familiar and, so, the different subject matters could be linked. Continuedly, the conversation was led to a discussion about songs' lyrics: if students pay to heed them or they just listen to the rhythm, if they translate them or if they pay attention to the message it is transmitted by them. The majority of the students agreed upon just listening to the songs and ignoring the lyrics, giving more importance to the rhythm and the singer. At the same time, they tend to search for the lyrics, or at least their translation, when a song in another language is concerned, so that they can understand the topic of the song and learn new vocabulary. After that, they were discussing the importance of the lyrics and the meaning transmitted by songs, due to the fact that nowadays the most simple and empty songs can become a roaring success if they are sung by popular artists, while others, having powerful and brilliant words remain in the darkness. Added to this idea, they were commenting on *reggaeton*, a male-dominated music style, even though the majority of its listeners are women or young girls. They were discussing about this polemic and the possible effects it could exert on social life.

The first song that we proposed to the students was “*America*” by Imagine Dragons, which includes references to the dreadful attack that took place in the World Trade Center in New York the September 11<sup>th</sup>, 2001. Thus, its main topic is terrorism, which was the subject that students were working and commenting on. Moreover, this song conceals diverse symbolisms and allusions to American history and its troops which students had to decipher. This activity was a complete success, since the idea of being challenged motivated them considerably.

After that, they were reminded what happened at that milestone date and what other terrorist acts ran on Social Media. Many of the students participated and provided information, at the same time that they argued, both in groups and aloud, about what can lead a person to carry such a horrendous act.

The next session was related to humanitarian issues and what can be executed to improve the situation of the underprivileged ones. The main objective of this session was to make them reflect and consider that even if their way of living is considerably satisfying they should make an effort, however young they are, to help others who have not been so fortunate. For this reason, the song chosen was “*Where is the love*” by The

Black Eyed Peas, a song that has invaded every single radio station besides people's hearts.

Before listening to it, they were introduced to the topic through a Power Point (see Appendix 6, page 89), which displayed shocking images of presentation affairs and of the role of the Media; that is to say, the way in which we are informed or manipulated. A great deal of students gave very interesting points of view about this topic, since they are constantly bombed by news, adds and information and, as they were commenting, they think that television or other forms of media manipulate the images to make people think in a determined way and act consequently. They also believe that politics are also responsible for educating people as *machines* so they can be somehow controlled.

Another aspect that was death within this session was the influence of social networks and the use teenagers give to them. As digital natives, they knew exactly how all this networks operate, so they were deeply interested in showing their opinion and who was the student who owned the greatest number of followers in their accounts. In this case, they were mentioning that sharing pictures of, for example, Omran the Syrian boy who was dead on the beach, was just a trend, because normally do it to feel better as if they were committed to the situation. It is worth mentioning that they were very conscious and aware of people's actions, and they argued reasonably and gave powerful arguments. Moreover, they believed that people who fill their Facebook walls with posts and status about helping others, without putting them into practice, are quite hypocritical and, if fact, are not concerned to the cause.

The last point they talked about in this session was the existing inequality among countries, not only about their economic level but also in the way they are helped and ignored. In this sense, they immediately linked the ideas and thought about the movement of changing someone's profile picture in social network into the French flag, due to the terrorist attacks, in order to show commitment to them. The same phenomenon occurred when the Belgium acts happened. Both events saddened the whole world as social networks were full of messages and *hashtags* such as “#Jesuisparis” and “#PrayforBelgium”. As everybody knows, these were not the only attacks that took place in the globe, but why did they cause more effect than the ones in Turkey or Egypt? This was the key point of the discussion, in which the students were

deliberating if it was fair or not. The majority of them stated that it was not objective but, at the same time, they could not feel the same sorrow for a country located far away than others next to their houses, as if it could happen to them.

The deliberation was very pleasant as they actually enjoyed it and participated in it. There were some aspects regarding the methodology that had to be changed, as it will be set out in the section dedicated to the results and conclusions. Nonetheless, despite these modifications, the activity was led positively, the students showed their interest in the topic and, what is more, they used only English during all the debate, as well as they were delighted to participate and express themselves with no fear or shame.

By virtue of that, this first part of the session required more time than it was expected, so the next activities were reduced to be able to turn to the next topic. Afterwards, they listened to the song and accomplished exercises of vocabulary, expressions and creativity related to it, which will be more detailed in the next chapter. In this case, they did not watch the original video clip because there is another version of the song in which many celebrities participated and cooperated to make the world think and reflect. The idea of using this version resulted from the fact that many famous artists worked together with the common purpose of moving people and make them react somehow. Moreover, in this sense, it is related to the next song and topic, since it is based on different artists working as one to encourage people to help the most disadvantaged and raise funds.

Finally, and following these lines, the last song that was chosen for the debate was "*We are the world*", which was originally written by Michael Jackson but it was modified to collect funds for the Haiti tragedy, after the earthquake that nearly devastated the whole island. This song was rapidly spread through the whole world and practically all the students had already listened to it and they liked it, so they were pleased to listen to it and sing it.

In this case, the topic was "natural disasters", but the time left only permitted to listen to the song and sing it as well as to go through the lyrics and revise the vocabulary and the expressions. Equally, they mentioned the different natural disasters that they knew, in such a way that they could improve their linguistic competence. Lastly, the students discussed different ways or methods to help these people, and all conclude by stating that these kind of movements in which singers cooperate or charity

matches are the best options, since they can reach as many people as possible, raising an incredible number of benefits.

After having seen the different topics and worked on them, the students were prepared to organize the debate. First of all, they had to divide into groups to represent the country they have already chosen at one time that they needed to write a speech presenting their nation to the rest of the members in the assembly. Then, they were told the different subjects they will have to discuss in a way that they could prepare some arguments and ideas to enrich it.

They were completely motivated to prepare it and they were raising questions of vocabulary and expressions to make it more serious and real, as if they really were in the United Nations. Moreover, they only used English discussing them and they employed all the new vocabulary and expressions they were taught. Some of them brought information about their countries to share with their colleagues..

The preparation required more time than it was expected but, as they were working very hard it was decided to develop the debate in two days, in a way that it could be carried with no rush and every student could contribute to it.

To conclude the activity, the students reassembled the tables simulating a conference room and a Power Point with the different topics was displayed, so they could follow easily. Before starting, they revised the different expressions to show agreement or disagreement, because they were going to be evaluated and the use of them would be highlighted. They were free to deliver their speech and to express what they thought about the different topics, but they were reminded the importance of being respectful, always showing appreciation and consideration about others' opinions.

The resulted debate had favorable outcomes, since all the students participated and exposed very thoughtful ideas and arguments in such a way that their colleagues could learn plenty angles and views from the same issue. Moreover, they interacted among them, addressing to other countries and having to defend themselves from the allegations and critics of others.

### 3.2.1 First session

<b>Activity number: 1</b>			
<b>Title:</b> “A mysterious letter”	<b>Typology:</b> Introductory task	<b>Timing:</b> 5 minutes	<b>Classroom management:</b> The whole class works together, one volunteer.
<b>Contents:</b>			
<ul style="list-style-type: none"> <li>- Reading a letter from the UN</li> <li>- Guessing what they are going to do during the following sessions</li> </ul>			
<b>Development:</b>			
<p>For the development of this activity one student was asked to read a letter that they have received. He had to read it aloud in front of the class so that every student can hear it. The letter is from the United Nations and it says that they have been selected to hold the following meeting in which they will have to represent different countries to provide solutions for the current problems. They will be working about this topic during the whole week so they can learn vocabulary, expressions as well as they can improve their communicative skills, which is the main aim of the activities.</p>			
<b>Resources:</b>	<b>Evaluation criteria:</b>	<b>Learning standards:</b>	
<ul style="list-style-type: none"> <li>- Letter from the United Nations</li> </ul>	<ul style="list-style-type: none"> <li>- To identify the general idea and the essential information of the letter.</li> <li>- To distinguish the most relevant functions of the letter</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding the main points of the letter</li> <li>- Identifying the main current problems of the world.</li> <li>- Being aware of the current problems of the world</li> </ul>	

<p><b>Input:</b> <i>Good morning everybody. This week you are going to work with me but, before we start I need a volunteer to read a letter that I've been commanded to give to you. Now, can anyone explain me what does the letter say? As you know, there are terrible problems that affect our world every day, so we need your help to make it the place it used to be. Can you think about the different difficulties we are going through? So during the following sessions we will be talking about different topics in order to improve your cultural and vocabulary backgrounds. I encourage you to speak and participate in the activities so that you will have more ease while speaking in English and you will feel more comfortable. Finally, we will work with different songs, so I hope you learn and enjoy it!</i></p>		

<b>Activity number: 2</b>			
<b>Title:</b> Conversation about music	<b>Typology:</b> Introductory task	<b>Timing:</b> 10 minutes	<b>Classroom management:</b> Sitting in pairs/individually
<p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>- General conversation about music styles.</li> <li>- Reflection about the meaning of songs.</li> </ul>			
<p><b>Development:</b></p> <p>To make the students feel more comfortable and introduce them to the topic a conversation about their musical preferences was led. Firstly, they are asked about their musical preferences as well as their favorite artists. Then, the conversation is conducted to the importance of lyrics and the different meanings they can transmit. Finally, the</p>			

actual sexism that exists in some kind of music styles and their inconceivable success is highlighted.

<b>Resources:</b>	<b>Evaluation criteria:</b>	<b>Learning standards:</b>
	<ul style="list-style-type: none"> <li>- To produce a short message about music preferences.</li> <li>- To produce a fluent message without hesitations.</li> <li>- To show a good management of the second language.</li> <li>- To know and use specific vocabulary related to music.</li> <li>- To maintain the rhythm of the talk.</li> <li>- To clearly pronounce the different statements.</li> </ul>	<ul style="list-style-type: none"> <li>- Following a conversation about music with the teacher and classmates.</li> <li>- Providing ideas and arguments to show his/her position.</li> <li>- Being respectful with other ideas and opinions.</li> <li>- Getting on a spontaneous conversation.</li> <li>- Reflecting about the meaning of the songs and lyrics.</li> </ul>

- **Input:** *So, as you have listened, you are going to hold the next UN meeting and you must be really prepared for it, but don't worry because you are going to train and gain a lot of confidence while speaking as well as you are going to learn vocabulary to succeed during the debate. First of all, we are going to leave the conventional standards and we are going to work with different songs, because it is a way of learning English. Do you like music? What kind of music do you listen to? Do you listen to music from other languages? When you listen to music do you pay attention to the lyrics/translate the lyrics/look for the lyrics? Do you think that lyrics or the meaning of the song are important? What do you think about the lyrics of many reggaeton songs? Do you think that they are male-dominated?*

*There are many songs that aren't very famous or that aren't sung by famous*

*artists although they are very meaningful and they transmit powerful meanings. There are some songs that talk about disasters, terrorism or other problems that are present in our daily lives and they are trying to make a warning call to make us aware of the problems that are damaging our world and how it has changed. Are you aware of the current problems of the world?*

<b>Activity number: 3</b>			
<b>Title:</b> “America”	<b>Typology:</b> Reinforcement task	<b>Timing:</b> 35 minutes	<b>Classroom management:</b> In pairs
<b>Contents:</b>			
<ul style="list-style-type: none"> <li>- Listening to an English song.</li> <li>- Understanding the lyrics of a song.</li> <li>- Inferring meaning of hidden messages.</li> <li>- Refreshing historical events.</li> <li>- Talking about terrorist events.</li> <li>- Using solid arguments to defend their position.</li> <li>- Writing in English.</li> <li>- Being creative and original.</li> </ul>			
<b>Development:</b>			
<p>In this activity the students will have to listen to the song “America” by Imagine Dragons. First of all, they will listen to it without the lyrics so they will have to try to understand what they say with the help of the video clip. Then, we will comment on the subject of the song and what they have understood. After that, they will be get the lyrics with some expressions or words in bold so they have to guess what they are alluding. We will listen one more so they can highlight the words they don’t understand and in pairs they will have to identify the meaning of those expressions. Once they have commented on it, they will share their ideas and we will correct them. Afterwards, we will discuss the terrorist event that the song mention and they will have to think about other occurrences like this one and its causes and consequences. Finally, they will have</p>			



to work in pairs or groups of three and create a stanza with hidden meanings or symbolisms of a country so that they will have to read it aloud and the rest of the students will have to guess which country it is.

<b>Resources:</b>	<b>Evaluation criteria:</b>	<b>Learning standards:</b>
<ul style="list-style-type: none"> <li>- Computer.</li> <li>- Lyrics of the song.</li> <li>- Projector.</li> <li>- Speakers.</li> <li>- Screen.</li> <li>- Song: <a href="https://www.youtube.com/watch?v=KiO2-R8yKjE">https://www.youtube.com/watch?v=KiO2-R8yKjE</a></li> </ul>	<ul style="list-style-type: none"> <li>- To identify the general idea and the essential information of the song.</li> <li>- To know and use the different strategies for the understanding of the song.</li> <li>- To know and use different sociolinguistic and sociocultural aspects to understand the message.</li> <li>- To produce a short message about the given topic.</li> <li>- To incorporate the sociolinguistic and sociocultural knowledge to their oral message.</li> <li>- To produce a fluent message without hesitations.</li> <li>- To show a good management of the second language.</li> <li>- To maintain the rhythm of the talk.</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about different events and giving solid arguments.</li> <li>- Understanding the audio of the song.</li> <li>- Cooperating with other classmates.</li> <li>- Sharing their knowledge about cultural aspects.</li> <li>- Producing a creative stanza.</li> <li>- Discussing about different terrorist events.</li> </ul>

**Input:**

*So, as we have commented there are many songs that transmit powerful messages even*

*though they aren't very famous. Do you know the song "America" by Imagine Dragons? I'm sure that you know the group, but this song isn't very popular. Firstly, you are going to hear it without the lyrics so try to listen carefully because we will comment on the subject it talks about. Can anyone tell me what you have understood? Okay, now I'm going to distribute the lyrics with some expressions and vocabulary in bold. They are the hidden messages that you will have to guess, so pay a lot of attention to them. Also you can highlight the vocabulary words that you don't understand. We are going to hear it once again.*

*Is there any word that you don't know? You can share with your mate the different deductions you have made before commenting them aloud. So, what do the different expressions refer to? As you have said, one of them makes a reference to the September 11, 2001 terrorist attacks. Can anyone tell us what happened? Do you know any other attack that shocked the whole world? What do you think those terrorists pretended with it? Which are the consequences?*

*Now, I want you to be creative, so you can work in pairs or small groups. You have to write a short stanza in which you describe a country using hidden messages or symbolism in such a way that the rest of the class will have to guess the country you have chosen.*

### 3.2.2 Second session

<b>Activity number: 1</b>			
<b>Title:</b> "Warming up"	<b>Typology:</b> routine task	<b>Timing:</b> 5 minutes	<b>Classroom management:</b> individually
<b>Contents:</b>			
<ul style="list-style-type: none"> <li>- Linking the activities and the ideas of the previous session with the new ones.</li> <li>- Remembering what they have done in the previous session.</li> </ul>			
<b>Development:</b>			
<p>During the first five minutes of the session, the students will be asked to summarize what they did in the previous lesson, so that they can refresh some vocabulary as well as <i>warming up</i> for the following session. As all the activities are linked, it is a way to</p>			

follow them easily.

<b>Resources:</b>	<b>Evaluation criteria:</b>  <ul style="list-style-type: none"> <li>- To remember and sum up the most important points of the previous lesson.</li> <li>- To remember expressions and vocabulary of the previous lesson.</li> </ul>	<b>Learning standards:</b>  <ul style="list-style-type: none"> <li>- Identifying the most important points of a session.</li> </ul>
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**Input:**

*Good morning everyone! How are you? Are you ready to continue with the training for the debate? So, before we move on to the next point, can any of you summarize what we saw in the previous session?*

*Perfect. As you have said, we were talking about some terrorist attacks and the impact they had on the Media.*

**Activity number: 2**

<b>Title:</b> Are we sufficiently humanitarian?	<b>Typology:</b> introduction task	<b>Timing:</b> 20 minutes	<b>Classroom management:</b> In pairs or little groups
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**Contents:**

- Reflection about the role of Media.
- Social Media manipulation.
- The use of social networks.
- Unfairness among developed countries.
- Conversation and debate about the human face.
- Listening to other classmates' opinions.

- Talking about current issues.

**Development:** In this session, the students are introduced the new topic “human face”. They are going to see a Power Point with different impressive images. First of all, they will be asked about the different social networks they use and why they use them. As it is an issue they are familiar with, they will feel very comfortable to speak. Then, the topics will be more thoughtful and they will comment in pairs or groups about them. Then they will share with the rest of the class their ideas. They will be talking about the role of the Media and how do they present the information to us, if it is manipulated, if we are influenced to think in a determinant way and so on. They will also be shown different images about the issue of refugees. They will be discussing if they are fairly treated or if we only pay attention to them when they appear on television. Other subjects are the trends of sharing photographs or slogans about unprivileged people to show commitment with them as well as the importance of the censorship in journalism and its consequences.

<b>Resources:</b>	<b>Evaluation criteria:</b>	<b>Learning standards:</b>
<ul style="list-style-type: none"> <li>- Screen</li> <li>- Projector</li> <li>- Computer</li> <li>- Power Point</li> </ul>	<ul style="list-style-type: none"> <li>- To know and use different sociolinguistic and sociocultural aspects to understand the message.</li> <li>- To produce a short message about the given topic.</li> <li>- To incorporate the sociolinguistic and sociocultural knowledge to their oral message.</li> <li>- To produce a fluent</li> </ul>	<ul style="list-style-type: none"> <li>- Being respectful with others opinions.</li> <li>- Using vocabulary and expressions to give their opinions and support their ideas.</li> <li>- Participating in the discussion.</li> <li>- Defending their ideas with powerful arguments.</li> <li>- Not being afraid of speaking aloud in English.</li> </ul>

	<p>message without hesitations.</p> <ul style="list-style-type: none"> <li>- To show a good management of the second language.</li> <li>- To maintain the rhythm of the talk.</li> <li>- To interact with the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Reflecting about the influence of the Media on us.</li> <li>- Talking about the use of Social Networks.</li> <li>- Giving arguments to support their positions.</li> </ul>
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**Input:** *So, as you have said, in the previous lesson we were talking about terrorism and the impact it had on the Media. This is exactly what we are going to talk about today. I am going to show you a Power Point with different images that will say something to you. I want you to reflect about them and to comment with your partner what they suggest to you, so you can share it with the rest of the class. I am sure that you are familiar with these social networks. Do you use them? How often? What is the point of using them? Would you say that you are addicted to them? What do you think about buying a Smartphone to a child?*

*Now, do you remember this child? Did you see this image on Facebook? There were many people sharing this photograph, do you think that people did it because it was a trend or because they were really committed with the cause? Do you think that they were hypocritical? Why?*

*Another interesting aspect is the role of the government. Do you think that they do everything is in their hands to help refugees? What do you think about accepting them in our country? What do you think it would happen if the war was hold in France or another European country? Do you think that all the countries are treated the same or that some of them are more important? Do you remember what happened in France last year? Did you feel more touched this attack than with others that happened in Africa? Why? Are those people less important than the Europeans?*

*We can also talk about censorship. If we go back to the first images; we can see a picture of the little Syrian boy. This photograph was shown in every newspaper and the news, but in other countries this image was censored because of its hardness. What do you think about this? Do you think that some censorship would be necessary in some aspects, like religion? Does this image ring a bell to you? Why did everybody change*

*their profile image? It was a terrorist attack that moved the whole world. But, do you know that there have been many other terrorist attacks that haven't been heard of? Why do you think that they are less impressive than the ones in other countries? Do you think it is fair?*

<b>Activity number: 3</b>			
<b>Title:</b> “Where is the love?”	<b>Typology:</b> Reinforcement task	<b>Timing:</b> 25 minutes	<b>Classroom management:</b> Individually or in pairs
<b>Contents:</b>			
<ul style="list-style-type: none"> <li>- Listening to the song.</li> <li>- Understand the lyrics of the song.</li> <li>- Vocabulary activities.</li> <li>- Learning new expressions.</li> </ul>			
<b>Development:</b> For the second part of the session the students will hear and watch the song “Where is the Love” by the Black Eyed Peas which shows some images of what they have been talking about. First of all, they will listen to it without the lyrics, and then, a second time with the lyrics, so they can fully understand the powerful meaning it wants to transmit. Then, they will be asked to do some activities of vocabulary and expressions related to the song. They will also have to talk about some issues mentioned in the song, such as racism and tolerance.			
<b>Resources:</b>	<b>Evaluation criteria:</b>	<b>Learning standards:</b>	
<ul style="list-style-type: none"> <li>- Computer</li> <li>- Lyrics of the song</li> <li>- Projector</li> <li>- Speakers</li> <li>- Screen</li> <li>- Song: <a href="https://www.youtube.com/watch?v=YsRMoWY">https://www.youtube.com/watch?v=YsRMoWY</a></li> </ul>	<ul style="list-style-type: none"> <li>- To infer the meaning of expressions and vocabulary with the help of the context.</li> <li>- To write sentences using modals.</li> <li>- To produce a short</li> </ul>	<ul style="list-style-type: none"> <li>- Participating in the conversation and providing ideas.</li> <li>- Executing the exercise related to the song.</li> <li>- Using the</li> </ul>	

<p><u>GLNA</u></p>	<p>message about the given topic.</p> <ul style="list-style-type: none"> <li>- To produce a fluent message without hesitations.</li> <li>- To show a good management of the second language.</li> <li>- To maintain the rhythm of the talk.</li> <li>- To interact with the rest of the class.</li> <li>- To identify the general idea and the essential information of the song.</li> <li>- To know and use the different strategies for the understanding of the song.</li> <li>- To know and use different sociolinguistic and sociocultural aspects to understand the message</li> </ul>	<p>different expressions and vocabulary they have learnt.</p> <ul style="list-style-type: none"> <li>- Cooperating with their classmates in the accomplishment of the activities.</li> <li>- Using the correct modal to write sentences about improving the world.</li> <li>- Talking about discrimination and racial problems.</li> </ul>
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**Input:** *Now you are going to listen to a song by the Black Eyed Peas that I'm sure all of you already know because it was a complete success. You are not going to watch the original video clip but another version in which many different artists participate and sing, so pay attention to the images you are going to see. First of all, you are going to*

*listen to it without the lyrics so you can focus on the image. Do you like that version?*

*Can you recognize any artist?*

*Now, I'm going to give you the lyrics. As you can see there are some expressions and vocabulary words that are in bold; pay attention to them and try to infer their meaning with the help of the context and you partner.*

*The first stanza talks about discrimination and racial conflicts. Who do you think can be discriminated or in which situations can someone feel discriminated? Have you ever felt discriminated? Have you ever felt discriminated for being Spanish? What do you think other countries think about us? Do you know any cliché about us?*

*You are going to do some activities related to the song, you can do it with the help of your partner:*

- 1. What does the sentence "Can you practice what you preach? Or would you turn the other cheek?" In which situations can you turn the other cheek?*
- 2. Can you explain in your own words what does the sentence "The truth is kept secret, it's swept under the rug" mean?*
- 3. Can you find synonyms for the following words in the song?  
a) Craziness b) carpet c) hostility*
- 4. Why do they say "I feel the weight of the world on my shoulder"?*

*Now, as the song says "Take control of your mind and meditate". You are going to write some sentences using modals of what we can do or can't do to make the world a better place. Ex: People must respect every race and treat everybody equally.*

### 3.2.3 Third session

<b>Activity number: 1</b>			
<b>Title:</b> "Warming up"	<b>Typology:</b> routine task	<b>Timing:</b> 5 minutes	<b>Classroom management:</b> individually
<b>Contents:</b> <ul style="list-style-type: none"><li>- Remembering what they have done in the previous session.</li><li>- Linking the activities and the ideas of the previous session with the new ones</li></ul>			
<b>Development:</b>			



During the five first minutes of the session, the students will be asked to summarize what they have done in the previous lesson, so that they can refresh some vocabulary as well as *warming up* for the following session. As all the activities are linked, it is a way to follow them easily.

<b>Resources:</b>	<b>Evaluation criteria:</b> <ul style="list-style-type: none"> <li>- To remember and sum up the most important points of the previous session.</li> <li>- To remember expressions and vocabulary of the previous session.</li> </ul>	<b>Learning standards:</b> <ul style="list-style-type: none"> <li>- Identifying the most important points of a session</li> </ul>
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**Input:**  
*Good morning! How are you? Today we are going to finish with the training before the debate. But before we start, can anyone tell me what did we do in the last session?*

<b>Activity number: 2</b>			
<b>Title:</b> “Natural disasters”	<b>Typology:</b> Introduction task	<b>Timing:</b> 10 minutes	<b>Classroom management:</b> individually
<b>Contents:</b> <ul style="list-style-type: none"> <li>- Recapitulation of vocabulary related to natural disasters.</li> <li>- Conversation about the most shocking events.</li> </ul>			
<b>Development:</b> <p>Before listening to the song, they are going to refresh the different vocabulary they know about natural phenomena as well as they are going to learn new vocabulary, so they will have enough lexicon to carry out the debate. They will also talk about the most important events that they can remember. One of the most shocking earthquakes was the one which stroke Haiti, so they will be asked what happened that day and if</p>			

they know any song related to it.

They will also talk about ways of collecting money for helping people who have suffered a disaster like this.

<b>Resources:</b>	<b>Evaluation criteria:</b>	<b>Learning standards:</b>
<ul style="list-style-type: none"><li>- Blackboard.</li><li>- Chalk.</li></ul>	<ul style="list-style-type: none"><li>- To produce a short message about the given topic.</li><li>- To produce a fluent message without hesitations.</li><li>- To show a good management of the second language.</li><li>- To incorporate the sociolinguistic and sociocultural knowledge to their oral message.</li></ul>	<ul style="list-style-type: none"><li>- Relating in an appropriate way what happened in Haiti, as well as mentioning other events.</li><li>- Participating providing different points of views.</li><li>- Discussing about different natural phenomena.</li></ul>

**Input:**

*Now, we are going to move on to the last subject of the debate. We are going to talk about natural disasters. Can you give me examples of these phenomena? Very well. And can you remember the most shocking or the most impressive ones? Exactly. I am sure that all of you know what happened in Haiti, because it was a tragedy that somehow touched everybody. But can anyone remember what happened?*

*Following the idea of artists cooperating for a shared objective, many singers worked together to compose a song to support and raise funds for the victims of Haiti. This song was listened around the world and it had a great impact in everybody. Do you know what song I am talking about? Do you think it is a good way to raise funds? Which other ideas can you think of?*

<b>Activity number: 3</b>			
<b>Title:</b> “We are the world”	<b>Typology:</b> Reinforcement task	<b>Timing:</b> 20 minutes	<b>Classroom management:</b> In pairs or little groups
<b>Contents:</b>			
<ul style="list-style-type: none"> <li>- Listening to an English audio.</li> <li>- Understanding the lyrics of a song.</li> <li>- Discussion about raising funds.</li> </ul>			
<b>Development:</b>			
<p>They are going to listen to the song “We are the World” that was originally written by Michael Jackson but a new version has been released to raise funds for the victims of the earthquake in Haiti. First of all, they are going to listen the speech that Jamie Foxx gave explaining why this song was released. Then, they will have to answer some questions about it. First of all they are going to listen to the song without the lyrics and, then, with the lyrics. Before having them, they will see some expressions that will help them to understand the meaning of the song, and they will have to guess what they mean. They will have to write some sentences using them to prove that they have understood their meaning. Afterwards, they will have to answer some questions related to the song.</p>			
<b>Resources:</b>	<b>Evaluation criteria:</b>	<b>Learning standards:</b>	
<ul style="list-style-type: none"> <li>- Lyrics of the song</li> <li>- Computer</li> <li>- Projector</li> <li>- Speakers</li> <li>- Screen</li> <li>- Song: <a href="https://www.youtube.com/watch?v=Glny4jSc">https://www.youtube.com/watch?v=Glny4jSc</a></li> </ul>	<ul style="list-style-type: none"> <li>- To identify the general idea and the essential information of the song.</li> <li>- To know and use the different strategies for the</li> </ul>	<ul style="list-style-type: none"> <li>- Participating in the conversation and providing ideas.</li> <li>- Executing the exercise related to the song.</li> <li>- Using the relatives.</li> <li>- Thinking of</li> </ul>	

	<p>understanding of the song.</p> <ul style="list-style-type: none"> <li>- To know and use different sociolinguistic and sociocultural aspects to understand the message.</li> <li>- To write sentences using relatives.</li> <li>- To know, choose and apply the most adequate strategies to produce a short message.</li> <li>- To incorporate the sociolinguistic and sociocultural aspects in the written message.</li> <li>- To use the orthographic and punctuation conventions.</li> </ul>	<p>interesting ideas to collect funds.</p> <ul style="list-style-type: none"> <li>- Being creative.</li> <li>- Thinking of the importance of non-material things.</li> <li>- Inferring the meaning of expressions and vocabulary with the help of the context.</li> </ul>
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**Input:**

*Now we are going to listen to the song. At the beginning you are going to hear Jamie Foxx talking about the purpose of the song, so I want you to listen to it carefully because then you will have to explain what he has said. So, did you understand it or do you need to hear it once again? What does he say? Do you know who wrote the original song? What is the common commitment?*

*Before listening to the song, I would like to show you the following expressions and I want you to comment with your partner what can they mean and try to use them in a*

*sentence, because they will help you to understand the song: To lend a hand , to be in vain, what's your will to live? Very well, you have understood them. So, what are your wills to live? Do you think that they differ from other teenagers like you from the other side of the world? Why?*

*Let's listen to the song! You can sing if you want. Now I'm going to give you the lyrics of the song so you can understand it better, you can highlight the words that you don't know as well as sing it.*

*Do you think that this is a good idea to raise funds? Why? Do you think that singers move more people than others? What other ways of raising funds can you think of?*

*In the chorus, there is a sentence that it is repeated along the song: "We are the ones who make a brighter day". What kind of sentence is it? Following this structure you are going to work in pairs and you are going to write some sentences using a relative, like this:*

*Student A: These are the ones who planted the bombs*

*Student B: We, the soldiers who have invaded your country*

*Student A: These are the ones who are praying for peace*

*Student B: We, the humans who are singing this song*

*And now, what would you do to make a brighter day? How will you help your partner if he had a bad day?*

*For you, which are the most important things in life? What makes you really happy? Do you think that they are just things?*

<b>Activity number: 4</b>			
<b>Title:</b> “Preparing the debate”	<b>Typology:</b> Introduction task	<b>Timing:</b> 15	<b>Classroom management:</b> Groups of 4/5
<b>Contents:</b>			
<ul style="list-style-type: none"> <li>- Organization of the groups.</li> <li>- The use of the new vocabulary.</li> <li>- Cooperation and team work.</li> <li>- Preparation of the speech.</li> </ul>			
<b>Development:</b>			
<p>During the last ten minutes of the lesson, the students will have to divide into groups of 4 or 5 people and will have to decide which country they would like to represent. The countries they decide cannot match with the ones of their classmates. Furthermore, they will have to choose a speaker as well as they will have to write a little speech presenting their country and the members of the group.</p> <p>In the same way, they are going to see the different topics that will be discussed during the debate, so they can prepare some arguments and ideas to support their positions, in order to avoid their minds going blank.</p>			
<b>Resources:</b>	<b>Evaluation criteria:</b>	<b>Learning standards:</b>	
<ul style="list-style-type: none"> <li>- Blackboard.</li> <li>- Chalk.</li> </ul>	<ul style="list-style-type: none"> <li>- To organize the groups in which there are going to work.</li> <li>- To cooperate with the rest of the members of the group.</li> <li>- To make a proper use of the time.</li> <li>- To know, choose and apply the most adequate strategies to produce a short message.</li> </ul>	<ul style="list-style-type: none"> <li>- Speaking English among the different groups.</li> <li>- Making agreements of what they are going to say.</li> <li>- Elaborating a prepared and significant speech.</li> <li>- Organizing themselves into groups.</li> </ul>	

	<ul style="list-style-type: none"> <li>- To incorporate the sociolinguistic and sociocultural aspects in the written message.</li> </ul>	
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**Input:**

*As you know, in the following session you are going to hold the debate and I think that you are prepared enough to carry it out. But before performing it I want you to organize yourselves as well as your ideas. For the debate, you will have to create groups of four or five and you will need to choose the country you would like to represent. Try to select a different country from your classmates in order to avoid repeat repetitions. Furthermore, you will have to write a little speech about your country in which you will have to present yourselves besides giving some information about your country, where it is situated, the population, etc. You can search more information about it at home, so you can make a substantial speech. Moreover, you will need to choose a speaker to give the speech, you will all participate during the debate, but it would be ideal to have a speaker.*

*Now, I am going to write on the blackboard the different topics we will be talking about during the debate, so you can start thinking about ideas or arguments you will be defending. You can take notes and write them so you won't forget them. Try to use as many vocabulary words as possible because you will be assessed on its use. You can ask me questions about vocabulary and you can also use the dictionaries.*

*It is essential that all the members cooperate and listen to your partners because I am sure that all of you have wonderful ideas that will be very interesting to share.*

### 3.2.4 Last session

<b>Activity number: 1</b>			
<b>Title:</b> “Pre-debate”	<b>Typology:</b> Introduction task	<b>Timing:</b> 10 minutes	<b>Classroom management:</b> In groups of 4/5
<b>Contents:</b>			
<ul style="list-style-type: none"> <li>- Expressions to show agreement or disagreement.</li> <li>- Ways to talk during the debate.</li> <li>- Rules of behavior during the debate.</li> </ul>			
<b>Development:</b> Before starting the debate, they will need to sit down in their small groups and write the name of their country in a paper so everybody could see which one they represent. They will have 2 minutes to organize their ideas and get down to business.  Furthermore, they will be asked to say different phrases to express agreement, disagreement, to interrupt someone or to add new ideas. They will be written in the blackboard so they can use them during the debate. Finally, some rules will be established that will be crucial during the debate: using only English and respect other ideas.			
<b>Resources:</b>	<b>Evaluation criteria:</b>	<b>Learning standards:</b>	
<ul style="list-style-type: none"> <li>- Chalk.</li> <li>- Blackboard.</li> </ul>	<ul style="list-style-type: none"> <li>- To remember the different expressions they can use in the debate.</li> <li>- To organize themselves.</li> <li>- To have the speech and the ideas prepared and organized.</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperating actively in their groups</li> <li>- Participating in the brainstorming of expressions</li> <li>- Using only English during the debate</li> <li>- Respecting other ideas</li> </ul>	
<b>Input:</b>			
<i>Good morning everyone! Today is the big day! I hope you are ready to solve the current problems of the world with your brilliant ideas! Before we start, can you organize</i>			



*yourselves in groups? Can you sit down around the class so we can all see each other? Now, I want you to write in a piece paper the country you are representing and putting it in front of you.*

*During the debate you are going to discuss and defend your ideas so you will need to use different expressions that I am sure you already know. How can you express your agreement? And disagreement? What would you say to add something new? And to interrupt another person?*

*Try to use these expressions since they taken into account in the evaluation and, also, try to make a discussion instead of just answering questions. I want you to interact and try to convince others that what you are saying is the correct way.*

*I am only going to ask you two things for the activity. The first one is that you can only use English and, the other one, is that you must respect the points of view of your classmates. I am sure that you are not going to think all in the same way, so listen carefully to others ideas because you will learn a lot many things. Remember that there are no wrong answers and that diversity makes us richer.*

<b>Activity number: 2</b>			
<b>Title:</b> “The debate”	<b>Typology:</b> Reinforcement task	<b>Timing:</b> 45 minutes	<b>Classroom management:</b> in groups of 4/5
<b>Contents:</b>			
<ul style="list-style-type: none"> <li>- Discussion about the topics they have prepared.</li> <li>- Contrast of ideas and points of views.</li> <li>- Sharing opinions.</li> </ul>			
<b>Development:</b> They are going to see a Power Point with the different topics they are going to discuss. They will have to state their position towards them giving their ideas and arguments to change the situation. They can ask for the opinion of other countries and they can refute others ideas and question them.			

They will move from one point to another as they get to a conclusion.

<b>Resources:</b>	<b>Evaluation criteria:</b>	<b>Learning standards:</b>
<ul style="list-style-type: none"> <li>- Power Point.</li> <li>- Computer.</li> <li>- Screen.</li> <li>- Projector.</li> </ul>	<ul style="list-style-type: none"> <li>- To know, choose and apply the most adequate strategies to produce a short message.</li> <li>- To incorporate the sociolinguistic and sociocultural aspects in the written message.</li> <li>- To produce a short message about the given topic.</li> <li>- To produce a fluent message without hesitations.</li> <li>- To show a good management of the second language.</li> <li>- To incorporate the sociolinguistic and sociocultural knowledge to their oral message.</li> </ul>	<ul style="list-style-type: none"> <li>- Speaking in English.</li> <li>- Providing different ideas and arguments.</li> <li>- Participating actively.</li> <li>- Using the vocabulary and the expressions included in the songs and learnt in the previous sessions.</li> <li>- Respecting others ideas and arguments.</li> <li>- Listening carefully to others.</li> <li>- Participating in the debate.</li> <li>- Speaking in an appropriate way.</li> <li>- Being mature enough to talk about these issues.</li> <li>- Showing commitment with these problems.</li> <li>- Interacting with other countries.</li> </ul>

**Input:** *I am going to show you a Power Point with the different topics that you have been preparing so you can follow the debate without problems. Try to interact with your classmates and be respectful. Let's start:*

1. *As we have seen, there are many acts of terrorism that constantly attack our world. How would you punish or what measures would you apply to finally eradicate these actions?*
2. *What measures would you conduct to stop hunger in the 3<sup>rd</sup> World?*
3. *Imagine that there has been a great tsunami that has devastated Hawaii. How will you help them? How will you raise money for them?*
4. *What would you do to stop racism in the high schools of your country? What would you do to make people understand that we are all equal?*
5. *Imagine that a great number of refugees try to enter to your country because they have had to leave their own country. How would you help them?*
6. *What are the ways people use nowadays to express dissatisfaction or express their protest? Do you think that social networks really show reality or they tend to magnify what is really happening?*
7. *Think of mottos and banners you will use in a hypothetical demonstration in The Main Square against domestic violence.*
8. *Do you think that people like you have a bleak future? Justify your answer.*
9. *Imagine that there is a Martian attack in our planet. What would you do?*

**Activity number: 3**

**Title:** “Survey”

**Typology:**

Relaxation task

**Timing:**

5 minutes

**Classroom**

**management**

:

Individually

**Contents:**

- Listening to the song “Imagine”.
- Watching a video of the television series “The Simpsons”.
- Recapitulation of all the activities.
- Reflection about what they have learnt.
- Reflection about their speaking improvement.
- Reflection about their feelings towards the activities.

**Development:**

To conclude the activity with a touch of humor, they are going to watch a video of the series “The Simpsons” in which they are simulating a debate in their high school. Furthermore, they are going to be asked to fill an anonymous survey about the activities they have performed. While they are executing it, they are going to listen to the song “Imagine” by John Lennon.

<b>Resources:</b>	<b>Evaluation criteria:</b>	<b>Learning standards:</b>
<ul style="list-style-type: none"> <li>- Survey.</li> <li>- Computer.</li> <li>- Screen.</li> <li>- Speakers.</li> <li>- Projector.</li> <li>- Song: <a href="https://www.youtube.com/watch?v=RwUGSYDKUxU">https://www.youtube.com/watch?v=RwUGSYDKUxU</a></li> <li>- Video: <a href="https://www.youtube.com/watch?v=YGtPPkmvW_0">https://www.youtube.com/watch?v=YGtPPkmvW_0</a></li> </ul>	<ul style="list-style-type: none"> <li>- To identify the general idea and the essential information of the video.</li> <li>- To produce a short message.</li> <li>- To make an objective reflection of the activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing the answers to the survey in English.</li> <li>- Understanding the video of the series “The Simpson”.</li> <li>- Answering the survey in a mature and pleaded way.</li> <li>- Reflecting about the activities.</li> <li>- Considering their improvements.</li> </ul>

**Input:**

*Finally, I would like to finish the activity with this video of the series “The Simpsons” that I am sure all of you already know. At the beginning I thought that you were going to perform they debate like them and that you were going to argue and shout, but, in fact, I am delighted with the wonderful job that you have done. Congratulations.*

*Now, I am going to ask you a favor. Could you fill the following survey? It is about the activities that we have done these days. It is anonymous so you don’t have to write your name. I am going to play the song “Imagine” with the lyrics while you are writing it, to close the sessions. You can sing it if you want. I hope you liked the activities, that you have learnt and that you have enjoyed the project.*

### **3.3 Assessment of the results**

While students were accomplishing the different activities, their disposition and attitude towards them were analyzed and observed, obtaining the following appreciations.

First of all, it is worth mentioning that the students had a great cultural background and they were apprised of the latest news in such a manner that they could perfectly follow and participate in the conversations and discussions. This advantage enabled them to be more motivated and interested because if they had had no notions about the present issues, they would have felt lost and, therefore, they would not have paid attention to them. In this way, it is remarkable that teenagers are interested about the news and what is happening around the world, so it could be inferred that their parents are committed with their children's' education and had instilled cultural values on them. It could be said that this has been a benefit and has also contributed to the success of the activities.

Secondly, motivation has played a key role along the sessions, since from the very beginning the students demonstrated an incredible enthusiasm to the activities. The letter awoke their interest as well as their intrigue; in such a way that they were expectant to hear what they would have to do. In addition to this encouragement, the idea of listening to songs in class was a challenge, as it was an innovative idea and a new way to learn English. In this sense, it could be said that innovation is a decisive aspect in teaching in order to avoid monotony and lack of interest on the part of students. For that reason, it is necessary to change the kind of exercises from time to time. Similarly, both the songs and the topics corresponded to their age, so they felt identified and engaged to it. Having found the perfect formula to make them listen and work, the activities were developed perfectly and with no objection, at the same time that the students enjoyed them.

Furthermore, and following the previous idea, it can be asserted that the objective presented in this paper has been achieved as the students have participated, conversed in English and, even more important, they have improved their communicative competence, as it has been shown in their appreciations.

Talking about their communicative skills and their improvement, a distinction has to be made with regard to the two classes. As it has been stated above, there were significant differences between them; 4 D was supposed to perform the task impeccably since they tend to work very hard, as well as the teacher staff had expressed the enjoyment of teaching them. In fact, they were not mistaken. They were prepared to work from the first moment and to cooperate, because they answered and gave their opinions on the different topics, showing very interesting points of view and arguments. Moreover, as some of them had joined a school exchange to France, which is organized by the High School, they had experiences to share about discrimination or how they felt being foreigners, so we could benefit from this adventure. By the same token, during the second session, the device which required the greatest involvement on the part of the students, the computer projector, did not work, so they could not see the Power Point or listen to the song. However, instead of seeing this fact as a way to waste time, they tried to fix it because they were delighted to continue working on the topic. Unfortunately, it did not work, so the session was held with no images or sound, since the images played the key role on the activity. Nonetheless, that inconvenient did not stop the students to contribute in the discussion, providing their stance and opinions about the use of social networks or the existing inequity.

In respect to the debate, they brought several data and information about their countries to elaborate more substantial speeches. They chose countries such as the Ivory Coast and North Korea. Additionally, they got involved in the cultural aspects of the countries, making a cheerful and entertaining debate where everybody enjoyed. Equally, they were really original in terms of ideas and innovations and, it has to be said, that they did not need a person to control it or lead it, as they conducted it raising questions to other *countries* and trying to convince them of their position. It is true that they were in advantage because of the reduced number of students, which permits a better performance and a closer treatment.

Conversely, group 4 A has nearly double the number of students and teachers do not have a very positive opinion of their performances. The question is that as long as the students know that teachers do not expect a big deal from them, they will not do anything to change it and feel like a hopeless case. Having arrived to this point, the “Pygmalion Effect” that has been advanced, should be named. This phenomenon describes the belief that one person can influence in the performance of other one.

Translated into education, Rosenthal and Jacobson (1971) showed that if students were expected to lead bad performances, then the students' results would be similarly bad; and vice versa. In this way, they carried out a study in which this experience was proven, trying to make teachers aware of their influence. Although this theory has been criticized, during the period of observation in the internship, I observed that this theory could be trusted, since those students did not work and showed no intention of learning. Nevertheless, this theory can be refuted considering how these *dreaded* learners reacted and performed during my intervention, because they were the ones who worked and contributed the most.

Trying to give an answer to this unusual behavior, it could be said that they might have never given the opportunity to speak or to engage in the activities, as they are branded as conflictive students. Another assumption could be that they have never felt motivated before by the exercises and proposed activities, because it is not a problem of having a low English level; in fact they presented a high level; being one of them bilingual. In this case and according to Gardner (1993) the "multiple intelligences" should be mentioned, which showcase that not every student reacts in the same way to the same activities, presenting each of them one skill more developed than the others. This means that while some learners acquire knowledge better by listening, others obtain it better by writing or drawing, for example. Consequently, different types of exercises should be proposed in order to exploit each potential. For this reason, I tried to include a great variety of activities so that each learner could enhance their capabilities and derive their maximum benefit. In this sense, the most artistic and creative ones could stand out and share their perks with the rest of their classmates at the moment of accomplishing murals and banners, performing them successfully, as some of them can be seen in the appendixes (Appendix 7, page 100).

Going backwards, this group seemed to be a challenge seeing that they benefit any occasion to start speaking and misbehaving. However, in our case it was exactly the contrary. The idea of working in groups with songs and being free to interact and express themselves attracted them from the very beginning. They organized freely the groups, in which they worked, operating effectively. During the explanations they paid attention and they were really creative and hardworking while performing the activities. Nevertheless, some modifications regarding the methodology were needed during the second session. As it has been mentioned in numerous occasions, this part was the most

demanding as regards the oral performance, since they had to lead a conversation about different issues. After seeing the first image and being informed of the first topic, they were expected to give an immediate answer, but they required time to reflect their opinions. Considering that they did not participate as much as the other day, it was thought that they were not enjoying the activity. However, simultaneously, they were paying great attention to what they were told as well as they seemed impressed about the images, because I watched the students commenting on them. Something wrong was occurring and a change had to be done. Then, instead of asking them directly and expect an instant response, they would have time to reflect about the issue and discuss it into their groups. Once they have considered and written some ideas, it would be easier for them to talk aloud and share different opinions. The consequences of this change were highly positive, because after having thought about it for some minutes, they felt more confident and their hands started to rise to show their beliefs, encouraging the rest of the students to participate. This was a very interesting point to be considered for the following interventions, since it could be slightly embarrassing for them to engage in the conversation without having enough time to reflect about it. On account of the shocking images and topics, they needed some minutes to evaluate them, which improved the deliberation and enriched their arguments.

It can be claimed that, as the sessions were conducted and the activities were accomplished, different aspects of education methodology can be assessed. Furthermore, the various ways in which students reacted to the activities have been stated. Consequently, we cannot assume that the prepared activities would be performed perfectly, because students are, in some ways, unpredictable and can react conversely as it was expected. Thereupon, teachers should count that a magic formula in education does not exist and that the correct way to satisfy students' needs could be being an open teacher to listen others' advices and accept his errors.

According to the debate and, as it was not expected, this group conducted a stunning perform where they did not only worked hard and provided powerful ideas, but also they interacted among them, simulating an authentic debate. In this case, it can also be highlighted the intervention of the apathetic ones in view of how interested they were and how much they wanted to speak. Moreover, it was not necessary to ask them to get into the debate considering that they were intervening in every occasion besides addressing to their colleagues to know their points of view. The atmosphere was very



relaxed and pleasant in such a way that all the students felt confident and feel to speak without the fear of being criticized. In addition, this group counts on three foreigner students which provided very interested perceptions of the world, as well as they enhanced the debate with their experiences.

In this case, it can be said that their heterogeneity played a key role and became an advantage during the debate, since they endowed it with different cultural richness and, as they disagreed in some points, they exposed their arguments trying to convince the rest of their position. Furthermore, every intervention was respectful, considering and appraising everyone's intercession.

Another interesting aspect that contributed to encourage them to speak was the fact of working in groups. Normally, they are not supposed to work in groups or pairs as they can disturb or benefit the situation to chat with their partners. However, these kind of assumptions are somehow inappropriate since they might not work with every student, because each of them is different, reacting in diverse ways. It is better to try and let them work in groups in order to see how they operate. In fact, the whole class appreciated this opportunity and exploited it, achieving really interesting results. Accordingly, working in groups let them hear different opinions and deal with situations that, in the future, will appeared, so it is a good way to start developing cooperative skills and learning to listen to others. Not only are these the reasons to make them work in groups, but also they prefer it and enjoy it, motivating with each other, which, as a result, pays off for everyone.

In addition to this, the students used only the target language during the course of the activities, not only when they had to speak aloud but also in their groups to prepare the activities and discuss different topics. It seems that they are concerned about the importance of using a language as well as its usefulness aside from the high school. It results in an improvement of the English level among Spanish students just as they feel more motivated to study it.

### **3.4 Survey results**

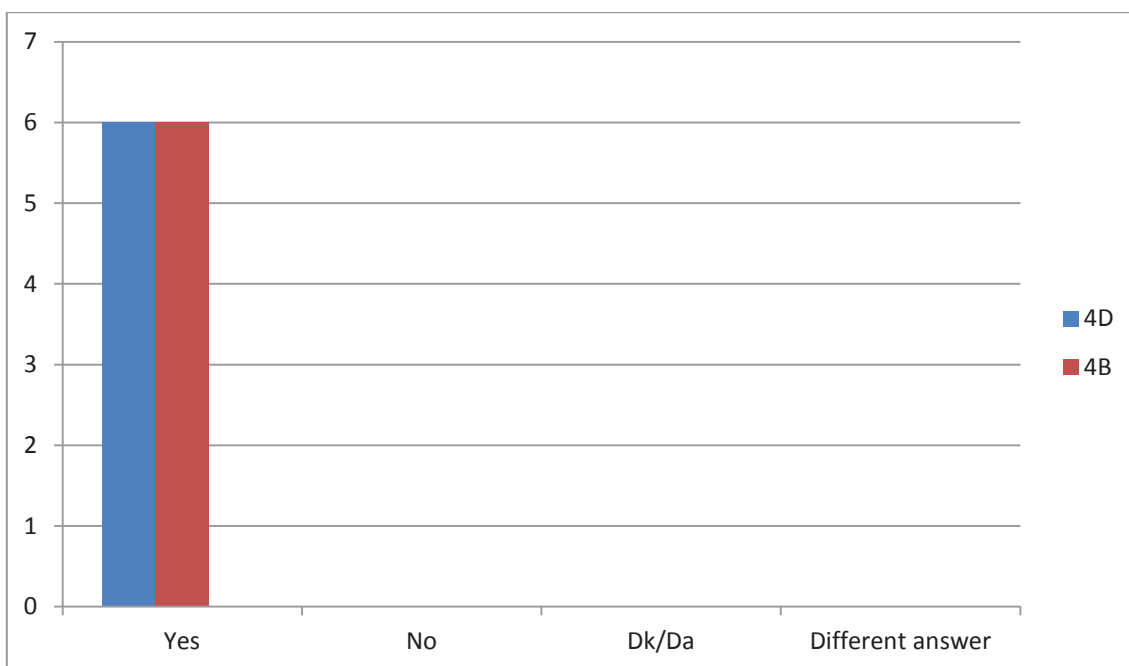
Despite the fact that along the execution of the different activities a great deal of observations were made, at the same time that many appreciations were noted; the efficiency and the results of the same will be more objective and accurate if we could know exactly the thoughts and impressions of the students.

For this reason, during the last minutes of the fourth session, the students were given an anonymous survey where they had to answer the following questions:

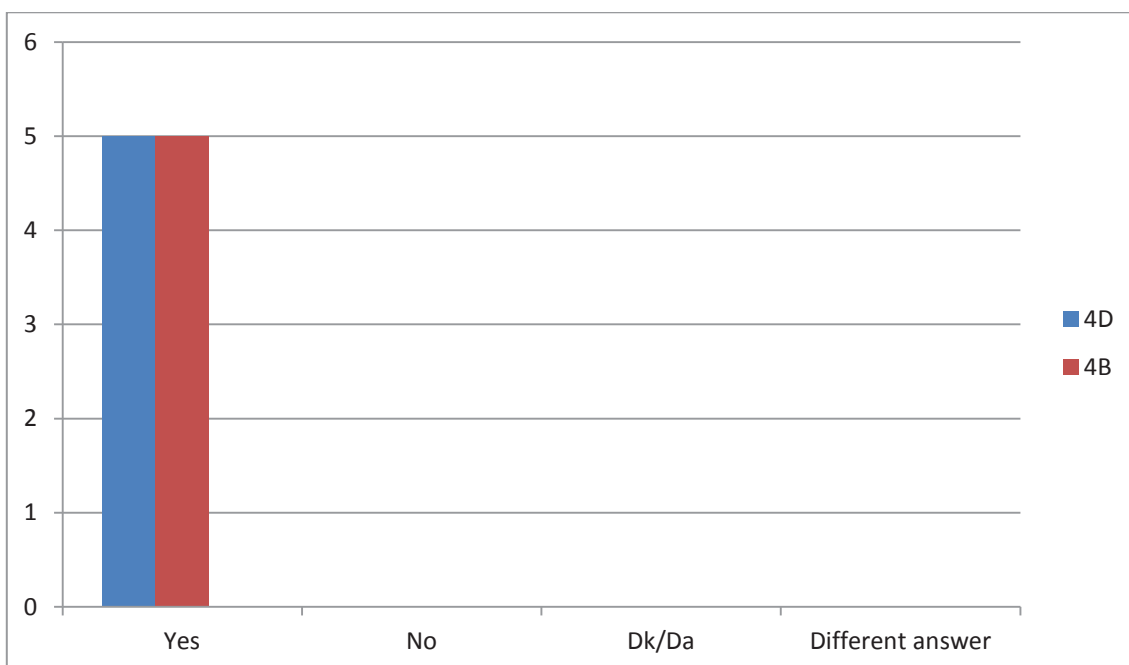
1. Did you like the activity?
2. Do you think that songs can help students to learn a language?
3. Do you think that you have improved your speaking skills?
4. What is the thing that you liked the most about the activity and what would you change?

By doing so, students can express themselves freely and comment on every aspect related to the activities that they would like. This fact will help us not only to know the effects of the activities and if the aim of helping them to improve their speaking skills has been achieved, but also to uncover what features have attracted them the most and which ones should be considered to improve. The results were analyzed and compared and, as the first instance, the opinions did not differ to a large extent from one group to the other, being the answers really similar to each other in which they expressed an overall satisfaction about the activities. A compendium of them was made in order to represent them in a visual and easy form, as the following graphics are going to reflect.

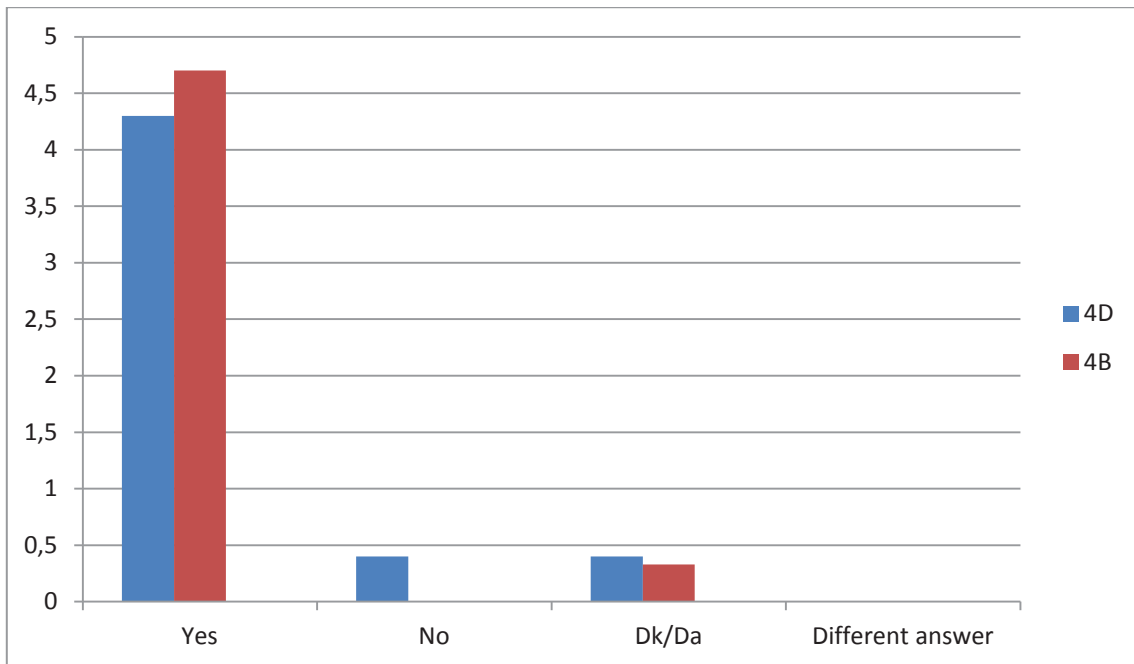
1. Did you like the activity?



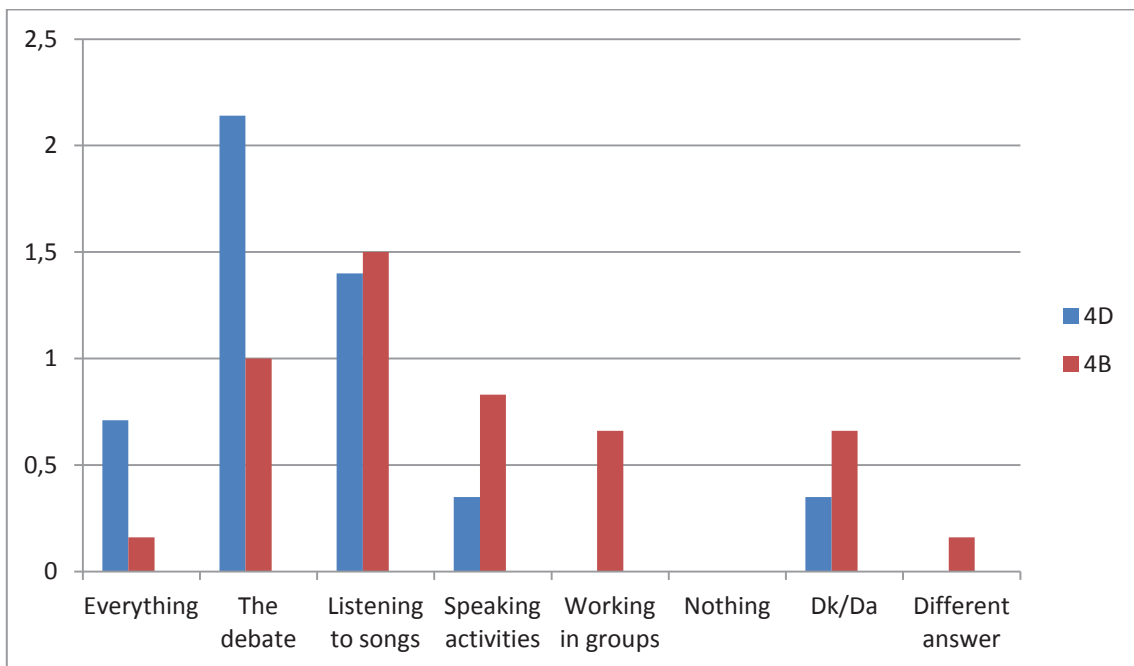
2. Do you think that songs can help students to learn a language?



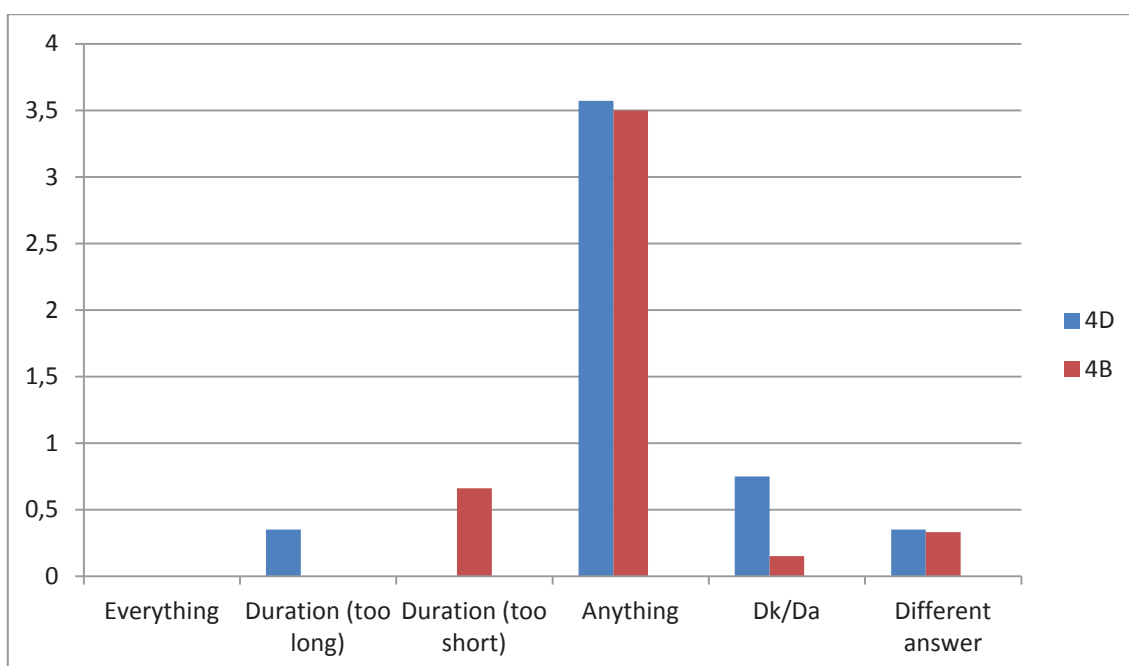
3. Do you think that you have improved your speaking skills?



4. What is the thing you like the most about the activity?



## 5. What would you change?



For the first question, the hundred percent of the respondent showed their pleasure and satisfaction for the activities. The students noted that the use of songs for teaching purposes was a brilliant idea at the same time that they did not notice how many words and expressions were learning; they just flowed unconsciously. Furthermore, it was also highlighted how well the topics, songs and tasks were connected, making the tracking of the lesson really easy. By comparison, some students indicated a preference for the written and creative activities while the vast majority expressed that they preferred the talkative ones. Nonetheless, regardless of these inclinations, they all agreed that one of the best parts of the sessions was simulating a debate and listening to songs.

For the second one, they concurred that the use of songs is a much appropriated way to learn a language because, on the one hand, it quits the routine, motivating thus the students. On the other hand, it is a method that helps to improve their listening skills plus it increases their vocabulary repertoire, as they added. Moreover, they commented that thanks to songs they learnt different expressions that could be very useful in conversations, since they had practically any problem to speak out during the debate.

In connection with that, the majority agreed on the third question answering that they had improved, to some extent, their speaking skills. Added to this statement, they continued arguing that as they counted on more vocabulary related to the topic, it was easier to express themselves and be able to follow the conversation. Furthermore, the pleasant atmosphere and the working climate make them feel really comfortable during the sessions, besides it encouraged them to participate and show their points of view and the exercises they have performed.

Moving on to the next point, the students elaborated further commentaries in this point. As it has been marked above, the part they enjoyed the most was the debate and representing a country. In this subject it deserves also mentioning that a great part of the students highlighted how much they have appreciated been asked about their opinions and concerns. It might sound obvious that students have to participate and talk in languages courses, but the largest part of the time they are just asked to correct the exercises or read a text, no matter what do they think. For this reason, making assumptions about the way students' prefer to work, normally based on the preceding years, would lead teachers to a constant struggle with their students, something that could be easily avoid it asking them how they would like to perform the sessions. It does not mean that teachers have to submit to their learners' desires, but listening to them and trying to find a methodology that convey everyone, where the docent feels comfortable to teach as well as the students are motivated to learn. Returning to their thoughts, they felt absolutely valued when they were asked to perform a debate, albeit being a simulation, where they would have to give solutions or ideas to enhance the problematic situations of nowadays. Furthermore, they also emphasized that they appreciated listening to other's beliefs in order to compare them, so they could contemplate how much diversity there were in only one classroom. They added that this was a very interesting task to learn how to respect other people ideas as well as it helped them to be more upfront.

Other interesting aspect mentioned was the fact that the whole class worked as one and everybody seemed to be committed to accomplish all the activities. This last appreciation was more popular among the students of the group B where, normally, a part of the students tends to disturb, impeding the rest to concentrate and work. In this way, it has been proving that having a good working atmosphere helps all the students to operate, obtaining in this way better results.

#### **4. Final conclusions**

Throughout the present paper different issues have been raised that I have tried to analyze and demonstrate, both by implementing all the knowledge that I have acquired along the Master's degree and by considering and evaluating the results of the accomplishment during the internship. In this manner, and following the performance thereof, the following conclusions can be driven.

Firstly, as it has been stated, the four language skills count with the same importance regarding the process of learning a foreign language, since each of them serves as a way to practice both grammar and vocabulary. Consequently, teachers should suggest activities that involve the four of them in order to develop all the linguistic abilities of the students. In addition, as the educational system tends to emphasize the grammatical aspect, teachers should take advantage of their level and encourage them to speak and play with the language to communicate and produce messages orally, since the final aim of learning a new language is to break the communication barriers.

Apart from that, different studies have been performed to show the operation of the brain while listening to music and its similarity in learning a foreign language. Besides the great benefits that music causes in our brains and state of minds, it helps us to memorize and obtain information in a better way. In spite of these advantages, the most remarkable feature of the application of music in English lessons is the motivation it triggers among the students, stimulating them to participate and to engage in the course of the session and, rekindling so, their interest for learning English. Albeit, the success of the activities and learners' reactions will depend on the kind of songs, since they must be close to the students and fulfill their interests. Therefore, the selection criteria of them should be considered.

All these conducted us to the most important point of the dissertation, the study case. As it has been showed in the section of the results, students reacted positively to the proposed activities, since the idea of working with songs and deviating from conventional lessons attracted them from the beginning. Similarly, they learnt a great number of vocabulary and useful expressions without being aware of it, what makes them acquire a foreign language naturally, enjoying and appreciating it. What is more, the idea of working in groups motivated them, because they can help each other at the

same time that they learn from their classmates. Inasmuch as these facts drive to the importance of making students feel motivated and comfortable during the lessons, since they will animate them to work actively as well as participate. As it has been exposed in the results, all the students showed interest for the activities and contributed with their opinions and thoughts, even though it required the oral use of English, which was the main aim of the study.

That said, given that they were dealing with difficult and reflective topics, they needed some time to think and consider what they wanted to say or, at least, commented on it with their partner. In this sense, it can be assumed that if the teacher wants an elaborated and reflected answer it will be better to give them some time to conceive it and share their opinions, instead of expecting a rapid response. By doing so, students will feel more confident and will intend to show their points of view and stances. In consequence, students had to speak and use the foreign language orally, noticing that they were able enough to maintain a conversation and discuss about different topics in a debate. Thus, they could detect their mistakes and improve them, encouraging them to participate in future occasions.

By the same token, learners need to feel that they are the protagonists of the learning process and that teachers dwell on them, preparing the lessons focusing on their interests and needs. Besides that, another interesting aspect that was revealed in the results and that should be regarded by all the teachers is the fact of listening to students' worries and concerns. Although it might seem quite obvious, students appreciate that teachers consider their opinions and that value their beliefs, since their fresh and juvenile points of view are as worth it as ours.

All things considered, we can see how music can be implemented in English lessons, whether it is to improve their grammar skills or the oral ones, as in the case here. Nonetheless, it cannot be said that the positive results and that the involvement of the students have been the result of only one facet, but many have been the aspects that have made it possible, such as motivation, the selected songs and the approach to the students.



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## 6. Appendixes

### Appendix 1 – Letter from the United Nations



Dear students,

As the president of the United Nations, I have the pleasure to communicate you that you have been selected to hold the next meeting of our commission.

As you know, we are going through bad times in several parts of the world. There are many problems threatening us, such as wars, terrorism, poverty, hunger and natural disasters, so we need to react very quickly before this problematic situation reaches a non-return point. This is why we are addressing you. We need all your possible solutions in order to improve the situation and make our planet the perfect home it used to be.

By this I do not want you to panic. I know that it is a very important mission and you may think that you are not ready but I am completely sure you are. You are going to get instructions during the following two days so you can acquire all the knowledge and competences you need to succeed in the debate.

Finally, I hope that you enjoy this journey and you seize this opportunity.

Yours faithfully,

A handwritten signature in black ink that reads "Peter Thomson". The signature is written in a cursive style with a horizontal line underneath.

Peter Thomson  
The president of the UN

## Appendix 2 – Students’ lyrics of “America”

Is this just an illusion  
That I made inside my head to get me by?  
20 years in debt  
20 years in the government  
20 years can never get me by

Then I feel you close  
Feel you close like you wanted me to  
Feel you close like you wanted me to  
Believe in you

Rise to the top of the world, America  
America, don't you cry  
Lift me up  
Give me strength to press on  
Rise to the top of the world, America  
America, don't you cry  
Lift me up  
Give me strength to press on

From farmers in the fields  
To the tallest of the towers that fall and rise  
1-7-7-6  
The names upon the list  
For all the ones that gave until they died  
Don't you hold back  
I can see in your mind, and your mind will set you free

And I feel you close  
Feel you close like you wanted me to  
Feel you close like you wanted me to  
Believe in you

Rise to the top of the world, America  
America, don't you cry  
Lift me up  
Give me strength to press on  
Rise to the top of the world, America  
America, don't you cry  
Lift me up  
Give me strength to press on

Rise to the top of the world, America  
America, don't you cry  
Lift me up  
Give me strength to press on  
Rise to the top of the world, America  
America, don't you cry  
Lift me up  
Give me strength to press on

### Appendix 3 – Students' lyrics of "Where is the love"

What's wrong with the world, mama  
People livin' like they ain't got no mamas  
I think the whole world addicted to the drama  
Only attracted to things that'll bring you trauma

Overseas, yeah, we try to stop terrorism  
But we still got terrorists here livin'  
In the USA, the big CIA  
The Bloods and The Crips and the KKK

But if you only have love for your own race  
Then you only leave space to discriminate  
And to discriminate only generates hate  
And when you hate then you're bound to get irate, yeah

Madness is what you demonstrate  
And that's exactly how anger works and operates  
Man, you gotta have love just to set it straight  
Take control of your mind and meditate  
Let your soul gravitate to the love, y'all, y'all

People killin', people dyin'  
Children hurt and you hear them cryin'  
Can you practice what you preach?  
Or would you turn the other cheek?

Father, Father, Father help us  
Send some guidance from above  
'Cause people got me, got me questionin'  
Where is the love (Love)

Where is the love (The love) [2x]  
Where is the love, the love, the love



It just ain't the same, old ways have changed  
New days are strange, is the world insane?  
If love and peace are so strong  
Why are there pieces of love that don't belong?

Nations droppin' bombs  
Chemical gasses fillin' lungs of little ones  
With ongoin' sufferin' as the youth die young  
So ask yourself is the lovin' really gone

So I could ask myself really what is goin' wrong  
In this world that we livin' in people keep on givin' in  
Makin' wrong decisions, only visions of them dividends  
Not respectin' each other, deny thy brother  
A war is goin' on but the reason's undercover

The truth is kept secret, it's swept under the rug  
If you never know truth then you never know love  
Where's the love, y'all, come on (I don't know)  
Where's the truth, y'all, come on (I don't know)  
Where's the love, y'all

People killin', people dyin'  
Children hurt and you hear them cryin'  
Can you practice what you preach?  
Or would you turn the other cheek?

Father, Father, Father help us  
Send some guidance from above  
'Cause people got me, got me questionin'  
Where is the love (Love)

Where is the love (The love)? [6x]  
Where is the love, the love, the love?

I feel the weight of the world on my shoulder  
As I'm gettin' older, y'all, people gets colder  
Most of us only care about money makin'  
Selfishness got us followin' the wrong direction

Wrong information always shown by the media  
Negative images is the main criteria  
Infecting the young minds faster than bacteria  
Kids wanna act like what they see in the cinema

Yo', whatever happened to the values of humanity  
Whatever happened to the fairness and equality  
Instead of spreading love we're spreading animosity  
Lack of understanding, leading us away from unity

That's the reason why sometimes I'm feelin' under  
That's the reason why sometimes I'm feelin' down  
There's no wonder why sometimes I'm feelin' under  
Gotta keep my faith alive 'til love is found  
Now ask yourself

Where is the love? [4x]

Father, Father, Father, help us  
Send some guidance from above  
'Cause people got me, got me questionin'  
Where is the love?

Sing with me y'all:

One world, one world (We only got)  
One world, one world (That's all we got)  
One world, one world  
And something's wrong with it (Yeah)  
Something's wrong with it (Yeah)  
Something's wrong with the wo-wo-world, yeah  
We only got

(One world, one world)

That's all we got

(One world, one world)

#### **Appendix 4 – Students’ lyrics “We are the world”**

[Verse 1: Justin Bieber, Nicole Scherzinger, Jennifer Hudson, Jennifer Nettles,  
Josh Groban, Tony Bennett, and Mary J. Blige]

There comes a time  
When we heed a certain call  
When the world must come together as one  
There are people dying  
And it's time to lend a hand to life  
The greatest gift of all  
We can't go on  
Pretending day by day  
That someone, somehow will soon make a change  
We are all a part of  
God's great big family  
And the truth, you know love is all we need

[Hook: Michael Jackson & Janet Jackson, Barbra Streisand]

We are the world  
We are the children  
We are the ones who make a brighter day  
So let's start giving  
There's a choice we're making  
We're saving our own lives  
It's true we'll make a better day  
Just you and me

[Verse 2: Miley Cyrus, Enrique Iglesias, Nicole Scherzinger, Jamie Foxx, Wyclef Jean,  
Adam Levine, Pink, BeBe Winans]

Well  
Send them your heart  
So they'll know that someone cares  
So their cries for help  
Will not be in vain

We can't let them suffer  
No we cannot turn away  
Right now they need a helping hand  
Nou sé mond la  
We are the Children  
We are the ones who make a brighter day  
So let's start giving  
There's a choice we're making  
We're saving our own lives  
It's true we'll make a better day  
Just you and me

[Bridge: Michael Jackson, Usher, Celine Dion, Fergie]

When you're down and out  
There seems no hope at all  
But if you just believe  
There's no way we can fall  
Well, well, well, let us realize  
That a change can only come  
When we stand together as one

[Hook: All (+ Nick Jonas, Toni Braxton, Mary Mary, Tony Bennett, Isaac Slade)]

We are the world  
We are the children  
We are the ones who make a brighter day  
So let's start giving  
Got to start giving  
There's a choice we're making  
We're saving our own lives  
It's true we'll make a better day  
Just you and me  
We are the world  
We are the children  
It's for the children

We are the ones who make a brighter day  
So let's start giving

[Bridge: Lil Wayne]

There's a choice we're making  
We're saving our own lives  
It's true we'll make a better day  
Just you and me

[Hook: All (+ Akon)]

We are the world  
We are the children  
We are the ones who make a brighter day  
So let's start giving  
There's a choice we're making  
We're saving our own lives  
It's true we make a better day  
Just you and me

[T-Pain]

We are the world  
We are the children  
We are the ones who make a brighter day  
So let's start giving

[Jamie Foxx imitating Ray Charles]

Choice were making  
Saving our own lives  
It's true we'll make a better day  
Just you and me

[Rapping: LL Cool J, Will.I.Am, Snoop Dogg, Busta Rhymes, Swizz Beatz, Iyaz,  
Mann]

We all need somebody that we can lean on

When you wake up look around and see that your dreams gone  
When the earth quakes we'll help you make it through the storm  
When the floor breaks a magic carpet to stand on  
We are the World united by love so strong  
When the radio isn't on you can hear the songs  
A guided light on the dark road your walking on  
A sign post to find the dreams you thought was gone  
Someone to help you move the obstacles you stumbled on  
Someone to help you rebuild after the rubble's gone  
We are the World connected by a common bond  
Love the whole planet sing it along

[Hook: All]

We are the world  
We are the children  
We are the ones who make a brighter day  
So let's start giving  
There's a choice we're making  
We're saving our own lives  
It's true we make a better day  
Just you and me

[Kanye West]

Everyday citizens  
Everybody pitching in

[Singing: Children & Wyclef Jean]

Nou sé mond la  
Nou sé timoun yo

[Will.I.Am & Kanye West]

You and I  
You and I  
Uh, 12 days no water

What's your will to live?  
We amplified the love we watching multiply  
Feeling like the Worlds end  
We can make the World win  
Like Katrina, Africa, Indonesia  
And now Haiti needs us, they need us, they need us

[Hook: All]

We are the world  
We are the children  
We are the ones who make a brighter day  
So let's start giving  
There's a choice we're making  
We're saving our own lives  
It's true we make a better day  
Just you and me

[Outro: Wyclef Jean]

Haiti, Haiti, Ha, Ha, ha, ha, ha  
Haiti, Haiti, Ha, Ha, ha, ha, ha  
Haiti, Haiti, Ha, Ha, ha, ha, ha  
Haiti, Haiti, Ha, Ha, ha, ha, ha  
Haiti, Haiti, Ha, Ha, ha, ha, ha  
Haiti



## Appendix 5 – Questionnaire

1. Did you like the activity?

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2. Do you think that songs can help students to learn a language?

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3. Do you think that you have improved your speaking skills?

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4. What is the thing that you liked the most about the activity and what would you change?

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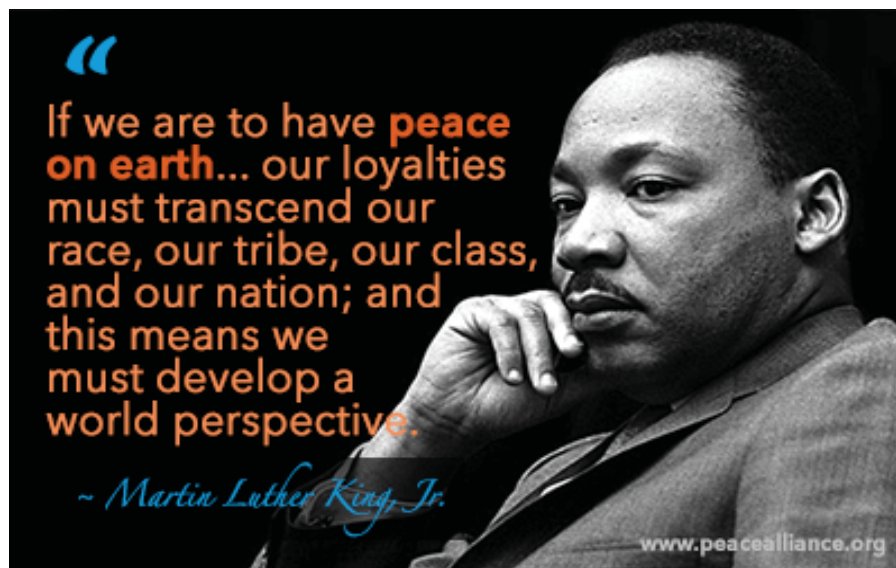
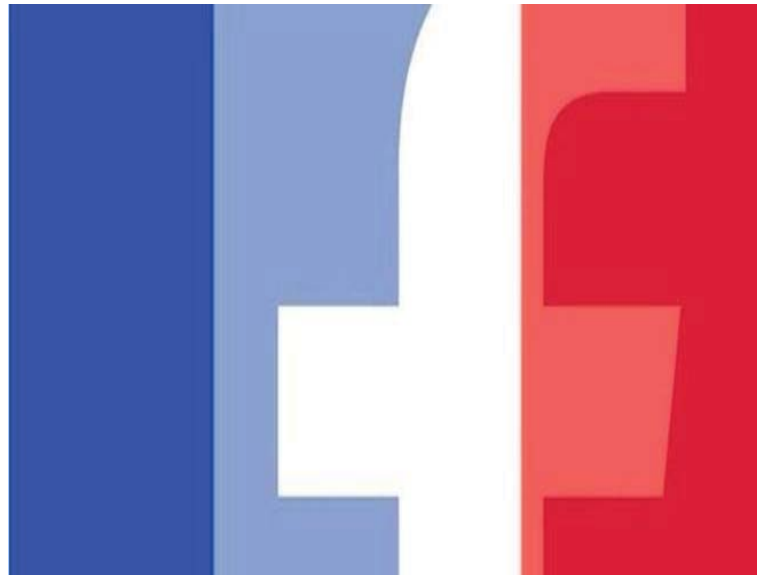
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## The use of songs to improve the communicative skill







*There is no path  
to peace. Peace  
is the path.  
Gandhi*



# DEBATE

## United Nations

WELCOME TO THE UNITED NATIONS



How would you punish or what measures would you apply to finally eradicate terrorism?



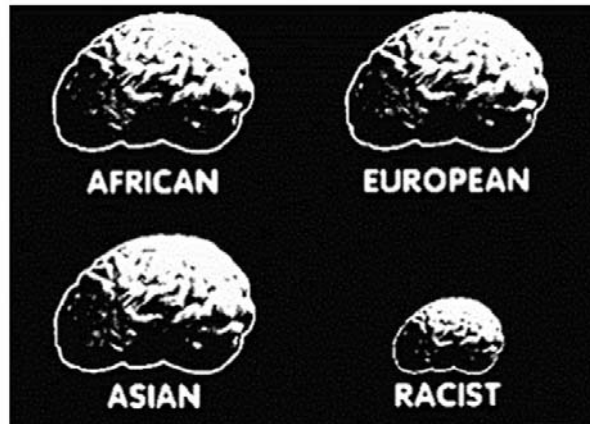
What measures would you conduct to stop hunger in the 3<sup>rd</sup> World?



how will you help them?



What would you do to stop racism in the high schools of your country?



how would you help them?



What are the ways people use nowadays to express dissatisfaction or express their protest?



Think of mottos and banners you will use  
in a hypothetical demonstration in la plaza  
Mayor against domestic violence



Do you think that people like you have  
a bleak future?

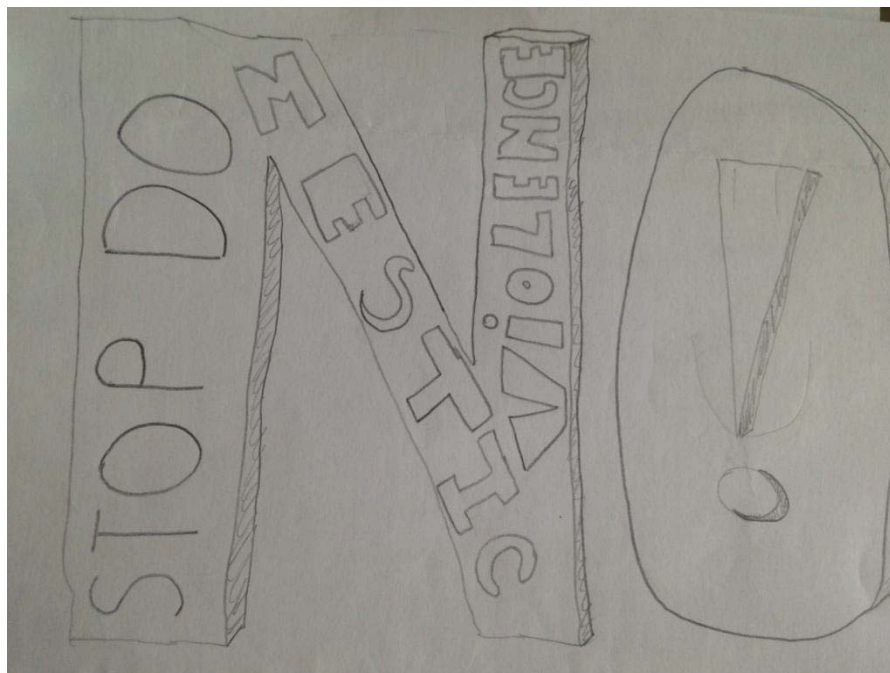




Imagine that there is a Martian attack  
in our planet, what would you do?



Appendix 7 - Students' works.



• YOU shouldn't  
USE **VIOLENCE**  
BECAUSE THAT'S  
WHERE  
**HUMANITY**  
**ENDS.**

**D**OMESTIC  
VI**O**LENCE  
MAKES  
S**O**CIELTY  
W**O**RSE