

Using Songs in Primary Education: Advantages and Challenges

TREBALL DE FINAL DE GRAU

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Abstract

This research is based on the observation of songs as a means of learning and teaching English in Primary Education. I analyze the song as a useful resource to learn this language, while observing the advantages and disadvantages that can be found in the use of songs in Primary classrooms. From a practical application I also study the validity of this resource in the first and last level of Primary Education. In addition, I measure the motivation that students show in front of this learning tool.

Finally, I present the results of the practical application carried out in a school and the conclusions extracted from the theoretical rationale and the results obtained from the practical sessions.

KEY WORDS:

Songs – affective reasons – cognitive reasons – linguistic reasons – motivation - vocabulary – skills – communicative competence – learning – English language.

Resum

Aquesta recerca està basada en l'observació de les cançons per aprendre i ensenyar la llengua anglesa en l'etapa d'Educació Primària. S'analitza la cançó com un recurs eficaç per aprendre aquesta llengua, així com també s'observen els avantatges i desavantatges que es poden trobar en l'ús de les cançons a les aules de Primària. A partir d'una aplicació pràctica també s'estudia la validesa d'aquest recurs en el primer i darrer curs de la Primària. A més a més, es mesura la motivació que mostren els alumnes davant d'aquesta eina d'aprenentatge.

Finalment, es presenten els resultats obtinguts en l'aplicació pràctica que s'ha portat a terme en una escola i les conclusions que s'extreuen a partir de la justificació teòrica i els resultats obtinguts a partir de les sessions pràctiques.

PARAULES CLAU:

Cançons - raons afectives – raons cognitives – raons lingüístiques – motivació – vocabulari – habilitats – competència comunicativa – aprenentatge – llengua anglesa

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1. Introduction

This academic project is the final degree project of Primary Education teacher with the mention of English language. For this reason, this paper has been written in English.

When we were told that we had to do a final research on a specific topic, I felt very lost because I did not know which topic to choose. After some orientation sessions and choosing from a long list of topics proposed by our English teachers at the University, I decided that I would work on songs. I have always liked music and songs and when I was in Primary school I really liked the English lessons in which we sang songs and worked on them. Songs were a topic suggested in the list and they caught my eye from the beginning. I was motivated to investigate the effectiveness of this method. For this reason I decided to analyze the use of songs in teaching English in Primary Education.

In the project I study the use of songs for teaching and learning English. In addition, I intend to observe how this resource can help pupils in learning the language. I also investigate the advantages and disadvantages that we can find when using this learning tool. Apart from that, I aim to analyze for which level it is most effective to use this resource. So, the main objective of my research is to ascertain the validity of the songs for teaching and learning English in Primary classrooms.

Apart from my main objective, this research also considers other questions:

- To analyze songs as an effective resource for learning English.
- To observe the advantages and disadvantages of using songs in Primary classrooms.
- To measure the motivation of students regarding this tool.
- To reflect on the effectiveness of this resource in the first and last level of Primary Education.

First of all, I decided to observe several issues regarding the topic of songs, as well as to compare songs with other learning tools. But finally, after seeing the extension of the project I had to limit some aspects in order to achieve a project with the best possible structure and that was not too extensive.

This paper consists of seven sections. First of all, there is a brief summary of the project with its relevant keywords. This summary is written in English and Catalan in

order for all the readers to understand the scope of my research. On the second place, the introduction is the initial part of the work. Third, we have the theoretical framework, which focuses on the reasons for using songs in Primary classrooms by demonstrating their effectiveness as a learning tool. In this part, I explain and justify the use of songs as a resource for teaching and learning English, using extensive bibliography composed mainly by articles and also by some books written by different English teachers, psychologists, educators, etc. Then in the fourth section, regarding the research method, I explain the characteristics of the research. This part was mainly prepared with what I had previously worked on in the methodology seminar. However, I changed some aspects performing my research. The characteristics of the research described in this part are: the problem statement, the objectives, the methodology used such as the paradigm, methodological orientation, dimensions of specific aspects of the study, instruments used and practical application. In the fifth place we have the practical application. This part describes the practical development that was carried out in the school regarding the object of study, that is, the songs. This part consists also of four subsections: the presentation of the centre where I did my teaching practice; the description of the practice; the development of the sessions; and finally, an analysis and comparison of the results obtained. In the sixth place, there is a discussion about the results obtained and all the work done. Using the theoretical framework and the results obtained with the practical application, I have extracted conclusions about the study object proposed. On the seventh place, the bibliography used for the research is cited. As I said before, the bibliography used mainly consists of articles about using songs for learning and teaching English in Primary classrooms. I have to say that part of this bibliography has been recommended by the University tutor.

Finally, I include the annexes with all the material used for the development of the research; mainly the material that has been used to carry out the practical application.

The methodology used for my research focuses on the elaboration of a theoretical framework taking the bibliography as a starting point. Then, in order to verify the theory, the results obtained from the practical application were compared to the theory and conclusions were extracted from there. I would also like to mention that the selection of the title did not have much difficulty. I wanted a unambiguous title that spoke about my research clearly. For this reason I chose one of the titles from the list of proposed topics, only adding "Advantages and Challenges" in order to have a title as complete as possible.

2. Theoretical framework

2.1 Development of language skills through music in Primary classrooms

Linguists define language as an instrument for communication as a verbal interaction. However, Spanish music therapist Patxi del Campo (1997) asserts that in any oral interaction only 15% of the information issued corresponds to verbal language, while 70% of the message is performed through body language; the final 15% belongs to intonation, the musical character of language. This importance of body language can be easily observed by watching a television debate with the volume turned off. The body language clearly indicates the mood and attitude of the participants, and even their agreement or disagreement with what the other speakers are saying. (Fonseca, 2000).

Music and language share various characteristics. On the one hand, both come from the processing of sounds; on the other hand, they are used together by authors/speakers to express a message, although language is much more accurate than music, whose effect is principally emotional. In addition, music and language have intrinsic characteristics in common, for example pitch, volume, prominence, stress, tone, rhythm and pauses. A further shared characteristic of language and music is that we learn both of them through exposure. No language can be acquired without oral or written input (or visual input, in the case of sign language), and in a similar fashion we acquire our notions of music from what we hear around us.

Songs have been part of the human experience for as long as we can remember. Humans use songs daily, be it in bars, in the shower, listening to the car radio, etc. Therefore, songs have become an essential part of our language experience, and if used in coordination with language they can be of great value.

Music is used by teachers to help second language learners acquire a second language. It has been reported to help second language learners to acquire vocabulary and grammar, improve their spelling and develop the linguistic skills of reading, writing, speaking and listening. As I said before, songs are common in our life and are easy to remember. Songs usually stick to the students' minds, and unlike anything else; are not forgotten so easily. Therefore, the use of songs in a classroom should be to

teachers' advantage, providing a number of various activities to practice listening comprehension.

This theoretical rationale will focus on the reasons for using songs in Primary classrooms by demonstrating their effectiveness as a learning tool.

Some authors have studied this technique to verify this effectiveness. Medina (2002) thinks the main advantage of using songs and music is the enjoyable experience they bring to students and the relaxed atmosphere they create in a class. The more relaxed the students, the more receptive to learning they are. In addition, through songs, learners are exposed to authentic examples of the second language. It is also important to know that music and songs in the classroom can stimulate positive associations to the study of a language, which otherwise may only be associated with exams, frustration and corrections. Also, not every student will have the opportunity to go abroad to practice English in real life, but there are opportunities to listen to English in a useful way. Among others, Rixon (1993) suggests that pop music is a relation with the English speaking world.

Lake (2003) supports the idea of using music and songs in the English lessons for various reasons. As he suggests, language and music are closely tied together in the brain when processing pitch, rhythm and syntactical phrasing. Music provides a fun and relaxing way to acquire process and produce English. Through songs, language learners get to see the beauty and variability of English and therefore they become more interested in the English language. Music also helps them to understand some cultural differences and the various pronunciations of English.

Brown (2006) agrees with other authors on the listening skills and cultural knowledge benefits music gives to students and teachers of English, and adds another important value of the use of music in a language classroom. Practicing lyrics reading, studying the vocabulary, and listening to various songs can help students become more familiar with popular music and make them more confident in their ability to understand the world around them.

There are many types of songs which can be used in a classroom, ranging from nursery rhymes to contemporary pop music (Mol 2009). There is also a lot of music that was written specially for English language teaching, although these have met some criticism in that they lack originality and musical appeal. Some good examples of

music appealing to the preferences of language learners can be found among stimulating, modern songs.

Lems (1996) suggests that a most important aspect is that teachers should like the songs that they want to use and they should also want to share them. It is also important that the chosen songs contain words that are easily comprehensible. To be able to provide oral practice, it is necessary to use songs with enough repetitions. Songs should be popular, likely to be listened to by students outside the lessons, and well-written, from a native speaker point of view. Additional considerations regarding level should be taken into account, too. When introducing songs to a low level class, these songs should have a limited vocabulary, no more than 16 lines of text and lots of repetitions. "Songs for students of the intermediate level should contain manageable load of vocabulary, limited total text length and should not be heavily embedded" (Lems 1996).

There are two processes involved in listening, and both can be used when songs are played in the classroom. The activity selected for a particular song will determine which of these processes is active.

Cullen (1999) states that the first is bottom-up processing, where the listener builds up the sounds into words, sentences and meaning. The second is top-down processing, where the listener uses background knowledge to understand the meaning of a message. Practicing both of these processes is essential for developing listening comprehension.

One reason for using songs in the primary classroom is that the song is an extremely practical resource as it is available to all teachers, and their duration is short. That is, a resource "outside the classroom," outside the textbook, and therefore potentially as much motivating as video, slide, Internet, among others.

In order to work with songs that are beneficial for students, it is also important to know how to choose the best songs for the lessons. When a song is selected, the song that has a good topic and beautiful music is perfect, but this is not enough. Its lyrics should be easy to understand and closely related to the students' daily life. Songs that are selected ought to be appropriate for students' age and for the aim of teaching.

There are many techniques for teaching English songs. It is hard to say which techniques are unique. Teachers can use gap-filling, predicting, piecing together,

spotting mistakes, translation, comprehension questions, dictation, and discussion of song theme or role playing, among others.

Here we have a typical example of a class which uses songs:

1. Predicting:

Before listening to the song, the teacher can show the students a variety of images that the song represents. Then, ask the learners to describe the images according to their imagination and prediction. This activity provides students with information so that they may have little difficulty understanding the listening material.

2. Gap-filling

This is the form most used by teachers. Select a song that has some relation with the structure or part of speech that you are teaching. Then, delete a few words from the lyrics and hand the incomplete lyrics to the students. For students who have more difficulty learning English, you can include the deleted words in the bottom of the page though not in the correct order. Play the song a few times, depending on the level of the song. Students listen to it and then fill in the missing words. Then hand out the complete lyrics or alternatively, write the missing words on the blackboard.

3. Spotting mistakes

Write out the lyrics of the song, but make some deliberate mistakes, such as writing an opposite or synonym instead of the correct words, change the tense, etc. Then, let the pupils listen to the song. Firstly, ask them to underline the words that are different and secondly ask them to write what they hear above the word or phrase that is incorrect. Following each listening they can check with other student. After verifying that they got the correct words, you have to check if the mistakes found were words or phrases that were the same, similar or opposite in meaning: a good focus on vocabulary and/or grammar.

In relation to the different learning method it is important to know that the old method using a course-book is still effective. Teachers have to use the songs in lessons properly. They have to choose some attractive songs, appropriate to the students' level, for each semester, because to use too many songs in class might bore the students.

Below are some advantages and disadvantages that authors have studied about the use of songs in Primary classroom. Murphey (1992), in his work "*Music and Songs*" exposes some disadvantages of the use of the songs:

- Teachers do not take the music seriously.
- It can disturb adjacent lessons.
- You can lose control of the class easily.
- The vocabulary of the songs is too poor.
- Expressions are different to the rules of grammar and this can lead to make mistakes.
- Teachers do not know how to develop material successfully.
- Classrooms may need media.
- A teacher or student may not like singing.
- The songs go out of fashion soon.

In the same work, Murphey also presents different reasons why songs should be used in Primary classroom. Some of these reasons and benefits include:

- Is easier to sing the language than to speak it.
- Songs act both in short and long term memory.
- Songs contain repeats that teachers can use.
- They are more motivating than repetitions in other texts.
- Songs lead students to identify themselves with the text.

- They make the group relax, have fun at the same time they give harmony to the group.

Also, Griffe, in *"Songs in Actions"* (1992), has proposed reasons for using songs in Primary classrooms:

- They set up a positive and relaxed atmosphere in the classroom. They are an actual input of the target language. In addition, you can work on the rhythm of language study.
- They have a cultural component so it can be used to work the history and culture of other countries.
- You can work as a more real text.
- Can be worked as complement for course material.
- The interest of the students in the songs can motivate them to participate in class, in the language itself and in the language learning process.

After these reasons we can deduce that the use of songs in the Primary foreign language classroom has more advantages than disadvantages.

After this introduction on the use of songs for learning English, we can see that the use of this technique have affective, cognitive and linguistic reasons.

These affective, cognitive and linguistic reasons for using songs are all grounded in learning theory, and provide insights into the benefits of using songs in Primary classrooms.

2.2 Affective reasons

Stephen Krashen, in his Natural Approach methodology, developed five hypotheses; one of these is The Affective Filter Hypothesis. This is a justification of how the affective factors relate to language learning. It is mainly attractive to teachers as it answers why some learners learn and others do not.

It is necessary for students to have a positive attitude in regard to learning. Teachers are responsible for finding this positive attitude. Krashen (1982) explains that for optimal learning to occur the affective filter must be weak. A weak affective filter means a positive attitude towards learning. If the affective filter is strong the learner will not search for language input, and consecutively will not be open for language acquisition. The teachers have to provide a positive atmosphere conducive to language learning. And songs are one method for achieving this weak affective filter that teachers need to promote language learning. Using rhythm, chanting and songs can increase the attention and interest of the students while motivating them to learn.

About the affective filter weak, Saricoban and Metin (2000) have found that songs can develop the four skills of reading, writing, speaking and listening. Eken (1996) points out eight reasons for the use of songs in a Primary language classroom:

- To present a topic, a language point, lexis, etc.
- To practice a language point, lexis, etc.
- To focus on common learner errors in a more direct way.
- To encourage extensive and intensive listening.
- To stimulate discussion of attitudes and feelings.
- To encourage creativity and use of imagination.
- To provide a relaxed classroom atmosphere.
- To bring variety and fun to learning.

Lo and Li (1998) say that songs provide a break from classroom routine, and learning English through songs develops an appropriate environment in which the four language skills could be improved.

Singing can build students' confidence by allowing them to enjoy a degree of fluency in English before they have achieved it in speaking.

The enjoyment aspect of learning a language through song is directly associated to affective factors. Music has always been a way for children to remember stories and learn about the world around them. Using music as a stimulus can influence one's emotions and make information easier to remember.

Songs can create an emotional climate within the classroom to establish students' confidence in their abilities. Songs can make English lessons nice and funny for the students.

In general, the use of music in the language classroom encourages students to be quiet because it avoids auditory distractions. Therefore, it is mainly helpful to create the relaxing classroom atmosphere needed to develop written composition activities. Songs have the capacity to change the hearer's mood because it stimulates our imagination.

A good example related to this is Georgii Lozanov's Suggestopedia method, in which foreign texts are read dramatically with the background of several carefully chosen classical music pieces. Lozanov states that the atmosphere created by the music improves the ability of the students to remember vocabulary words and so shortens the study period of the foreign language.

The songs promote the pedagogy of diversity. A song is a polysemic resource as reception of music is individual. Apart from their verbal message and their support of music, songs can be decoded and lived through differently depending on the vital moments of each student. For this reason the songs are tools that enhance the pedagogy of diversity: that is, all those activities of teaching/learning that take into account individual differences among students, prioritizing an individualized education that respects the individuality, providing cultural pluralism, giving attention to inequalities and taking into consideration different ways of learning. Using songs in the classroom encourages students with different sensitivities and perceptions of reality to identify and recognize as their own the words of a language that is often not their mother tongue.

2.3 Cognitive reasons

From cognitive psychology and from research on the acquisition of first and second language we know that songs connect with the sensitive areas of our brain and our sensitive memory, because they are accompanied by music. It is our right hemisphere that manages the entire emotional universe, including the emotional aspect of language, which receives and processes the music. Working with songs means to take advantage of this potential emotional connection, linking directly to the feelings of our students. The song is a resource capable of opening the affective filter and allowing the input of language. It also means activating the mechanisms of language acquisition described by Chomsky (1982).

Music connects the functions of the right and left hemisphere of the brain so that they work together and make learning quick and easy. Brain function is increased when listening to music and studies have shown that music promotes more complex thinking. It can make connections between emotions, thinking and learning. (Davies, 2000).

The main cognitive reason for using songs in the classroom is automaticity. Songs present opportunities for developing automaticity. Gatbonton and Segalowitz (1988) define automaticity as “a component of language fluency which involves both knowing what to say and producing language rapidly without pauses”. Songs are a method that can help automatise the language development process. Traditionally, it was thought that automatization would be produced through repetitive exercises in a non-communicative environment. Gatbonton and Segalowitz share that we must “place students in an environment in which it is appropriate to use utterances in a genuinely communicative fashion”.

The nature of songs is fairly repetitive and consistent. The repetitive styles of the songs help the students to create their own lyrics following the same tune as the songs, and therefore work on a specific topic.

2.4 Linguistic reasons

In addition of cognitive reasons, there are also linguistic reasons for using songs in Primary classrooms. Some songs are excellent examples to work with colloquial English, that is, the language of informal conversation. It is obvious that the majority of language most ESL learners will find is in fact formal. Using songs can prepare students for the actual language they will be faced with in real life.

Two studies, Domoney and Harris (1993) and Little (1983) investigated the prevalence of pop music in the lives of EFL students. Both studies found that music is often the major source of English outside of the classroom. The exposure to authentic English is an important factor in promoting language learning. It relates directly to both the affective filter and automaticity. If students are exposed to songs which they enjoy, more learning is likely to occur since they may seek out the music outside of the classroom. The repetitive style of the songs then helps to promote automatization of colloquial language.

In fact, songs are mainly good at introducing vocabulary because songs provide a significant context for the vocabulary. In this context, words could be understood better and other related words could be completed by visual images or some other methods.

Furthermore, using English songs in teaching English grammar might be an instructive approach. It is recommended that English teachers make the most of English songs in teaching grammar in the right time. The methods can vary from one teacher to another.

This is a strategy for working grammar on English lessons. Depending on the grammatical content of the song, the teacher can place the gaps where there are nouns, verbs, adjectives, or adverbs to practice a target grammar point, for example past tense verbs, prepositions, or compound nouns, or to identify key words. This way the students will know what to look for. For example, if we are learning the present continuous we can use this technique. Pick up a song that has many verbs in the present continuous, blank them out and give in parenthesis the verbs in the infinitive. Have the students complete the song with the correct form of which verb. This method will help the pupils to memorize the structure of present continuous.

Below are seven different ways of using songs in English lessons. With these we can work different grammar points such as verbs, adjectives, etc; vocabulary of different topics, among others.

- 1) **Cloze or fill in the blank worksheets:** One of the simplest ways to introduce a song is to remove all appearances of the grammar point from the lyrics. For example, if the grammar point is adjectives, and the lyrics are, "I'm so tired," the fill-in-the-blank worksheet will show, "I'm so _____". Give your students the worksheets and have them try to fill in the blanks while listening to the song.
- 2) **Scrambled lyrics:** Another popular activity is to cut up all the lyrics. Most people separate them by line, but you could even do it by phrase, that's your choice. Divide the class into teams and give each team a set of lyrics. Play the song and have them try to put all the lines in the correct order.
- 3) **Act out the verb:** If the song you are playing uses a lot of verbs, play the song for them once without any lyrics. Every time the students recognize a verb, they have to act it out. This can be a lot of fun and gets the class relaxed.
- 4) **Listening for points:** To introduce a song to the class, divide them into two teams. Explain that the song contains a certain grammar point that you have been studying. If someone hears that grammar point, they must raise their hand. If they identify it correctly, their team gets a point. It's a good idea to pause the song at this point so that you don't miss anything.
- 5) **Theme-based songs:** If the song you are using is not related to a specific grammar point, but instead to a theme, that's good. Play the song first without the lyrics and have students write down anything they hear that is relevant to the theme: nouns, verbs, adjectives, etc.
- 6) **Combination of topics:** The above activities can be combined or altered to make different activities. For example, **Act out verb** and **Listening for points** could be combined to make a fun and competitive activity. I find that students often get more involved when it is a competition, even if there isn't a prize!
- 7) **Sing the song!** : After any activity, remember to take a few minutes and sing the song as a class. The students' enthusiasm will be influenced by the teacher, so be excited about it. Singing the song after these games will give the students

a sense of accomplishment. They have just learned some authentic material and are proud of it.

Another important aspect of this method is that the songs are perfect material to work intercultural competence; this is the ability to place yourself in somebody else's shoes. English songs also reflect a large diversity of foreign cultures. There often are words and expressions related to the history, culture or tradition of different nations. The teacher has to explain to the pupils the elements that appear on the song and then, the learners will be able to identify a variety of foreign cultural elements. Songs also give our culture characteristics. Therefore, through using traditional folk songs the learners' will enlarge their knowledge of the culture reflected in those songs. For these reasons, songs constitute a shared language by many countries.

As I said before, songs can help to develop the four language skills. Therefore, another linguistic reason regarding the use of songs is that it provides the development of linguistic competence, that is, the ability to respond and interact appropriately in a language in different communicative situations, integrating the skills to do so.

Nursery rhymes, chants, holiday songs, action songs, teaching structure songs, telling stories songs, pop songs, and other are what can be called *edutainment* for the reason that they are enjoyable, yet educationally as they promote the acquisition of the four language skills. Some examples are:

- ✓ Listening (to the song): following the song to determine the words.
- ✓ Reading (following the lyrics to determine the words).
- ✓ Writing (filling in the blanks) reading the lyrics.
- ✓ Speaking (singing the song).

Students improve their pronunciation skills while singing, but at the same time the repetitive lyrics in songs have a positive effect on the students' language acquisition level. Songs can be easily remembered, and are therefore an effective means of providing students with lexical patterns that are stored in their minds and that can be retrieved with ease during any oral communication.

When we listen to a song we feel personally challenged and is easier to respond positively or negatively than when confronted to some other kind of texts. Experts know that the songs stimulate auditory and expression skills in people who have

communication problems. When we use songs in our classes we are promoting in our students the ability to listen and speak. We're encouraging their desire to explain and express their feelings about what they have heard.

The songs provide comprehension and oral expression. One of the benefits of working with songs is the convenience to exercise listening while engaging in all micro strategies (recognize, select, interpret, anticipate, retain long and short-term, reaction, etc). Songs are also useful for correcting pronunciation. The activities of hearing, repetition of verses aloud, singing in a choral group or as a karaoke can result in an enormous progress in correcting the oral expression of students.

Singing is an easy technique for memorizing something. Most of us can probably remember having learnt the multiplication tables with a specific tune. Melody seems to act as a way to recall the specific information we are trying to retrieve.

The songs are not only used to stimulate oral skills, also provide and stimulate multiple reading strategies and may bring forth many possibilities for writing. In addition, using songs allows working about literary, rhetorical and even entertaining uses of language. As I said, songs also facilitate the integration of the four skills: listening, reading, speaking and writing.

To conclude, using rhythm, chanting songs with students can increase their attention and interest while them to learn (Gardner. 1985)

3. Research Method

A. Title

Using Songs in Primary Education: Advantages and Challenges.

B. Problem statement

In this project I address the use of songs in Primary Education to teach and learn English. Therefore, I observe how this resource can help students in learning the language. Also, I investigate the advantages and disadvantages of the use of the songs in Primary classrooms. In addition, I study which stage is the most effective using this resources and what is not so.

In summary, this project analyzes the validity of the songs to teach and learn English.

C. Objectives / hypotheses

The objectives that I aim to achieve in this study are:

- Analyze the song as an affective resource for learning the English language.
- Observe the advantages and disadvantages of using songs in Primary classrooms.
- Measure the motivation of students regarding this tool.
- Reflect on the effectiveness of this resource in the first and last level of Primary Education.

D. Methodology

To develop my research, first of all I prepared a theoretical framework in which I justified and explained the use of songs as a resource for teaching and learning English, using adequate books, articles written by different teachers, psychologists, educators, etc. In addition, I investigated the advantages and disadvantages that we can find when we use songs to teach a language, as well the advantages and disadvantages that students can find in the learning of the language. Also, I observed the potential benefits for students in leaning language using this resource.

To verify the theory, I carried out two sessions with students in the school that I did my English practice. In these sessions I observed and analyzed the use of songs as a tool for learning English.

Then, I described how I developed my research using the concepts and aspects studied in the methodology seminar.

- **Paradigm:**

My methodology was focused on the interpretation and comprehension; in other words, oriented an interpretative perspective. So, I focused my interest in the study of the meaning of human and social actions. In this project, I emphasized the description and comprehension of the songs as a tool for learning the English language.

I understood the theory as a reflection based on the sessions that I did in the school; therefore, I described the development of the practice.

In the practical application, I saw the students as interactive and communicative subjects that shared meanings. Finally, I worked on the practice using subjective observation techniques.

- **Methodological orientation:**

As I said before, my methodology was oriented to interpret and comprehend from a dynamic and multiple realities. I did my practical application using a case study. I prepared detailed activities to apply to students in order to work on my interest object, that is, the songs, during a short period of time.

- **Dimensions or specific aspects of the study:**

In my project I studied several important aspects in relation to songs as a tool for learning the English language.

Firstly, I analyzed the validity of this resource to teach and learn all types of vocabulary.

Secondly, I observed and assessed the motivation that children showed in activities in which they worked on vocabulary through songs.

Finally, I checked the effectiveness of songs to learn English in first level of Primary Education and in last level. So, I could see the motivation that students showed during

the activities and also, I compared the motivation of students in 1st level and motivation of students in 6th level.

- **Instruments:**

In the practical application I used three result- collection techniques in order to extract conclusions and easily assess the development of practical sessions and also the theory, which I had previously worked.

First, one of the techniques that I used is the observation. It was important to observe the development of the practical sessions to assess students' motivation when they learn the language, check the efficiency of songs to learn vocabulary, compare the songs with other learning resources, and thus analyze the validity of this resource to learn English.

During my practical application I did a direct observation because I was physically involved. This observation was also participative because I was included in the observed phenomenon in order to obtain results, select and define problems, collect individual results and interpret information obtained through the activities.

Finally, this observation was also structured because I previously selected the aspects that I wanted to know and study about the theoretical framework.

Second, another technique that I used is the interview. Before the practical application, I did an informal interview to the English teacher in order to know how she worked with the songs in the English sessions, the structure that she followed, the type of activities that she made, the materials that she used, what she thought about this resource, if she used this resource in all levels of Primary Education, etc. So then, the interview with the teacher helped me to complement my own observations regarding using songs in English language learning. I attached a summary of the informal interview that I did to the teacher in Annex I.

Third, the work notes were another instrument that I used during the development of the practice. Work notes were a useful tool in order to select the necessary information about the practice with the songs that was my object of study. These work notes helped me to choose different observations in order to reflect on the practice realized; so I could extract conclusions and verify the theory. I attach some work notes that I took during the sessions in Annex II

Therefore, from these result-collection techniques, I could work and analyze the dimensions mentioned in the previous section.

Finally, in order to analyze the results of my research, I used a quantitative analysis. First of all, I did a descriptive analysis about the dates. I systematically classified, calculated, analyzed and summarized the numeric information that I obtained.

- **Practical application:**

In order to get the results, I did some activities in 1st and 6th levels in the school where I carried out my English teaching practice, that is, the Les Aigües School (Cardedeu). The sessions had three phases and I did this practical application during my English teaching practice period.

In the first phase, I selected a list of words related to a specific topic. Then, I prepared an activity to determine the students' previous knowledge regarding the topic that I selected. After that, we worked the vocabulary through a song that I selected previously. We listened to the song three times in order to work the words about this topic, their pronunciation, etc. Finally, students repeated the same activity that they did at the beginning with the purpose of observing their improvement; thus I could check the effectiveness of songs in vocabulary learning. To conclude the practice, the students completed a questionnaire I had created, based on the work with songs and the practice that they did.

The activities were carried out in the order described. The place where I developed the activities was the students' class and I followed the same structure of the activity in each level. In the 1st level we focused on body parts and in the 6th level we focused on geographical features.

After the practice, I qualitatively analyzed the results obtained. Based on the data collection made from the description of the context, I qualitatively assessed the results. Firstly I reviewed the material used and the work done, and then I categorized the results obtained to define units of meaning, so I simplified, summarized and selected information in order to make it manageable. Secondly, I interpreted the results in order to give a sense of meaning to each unit, I also observed the frequency with which they appeared and the relationships between them. Finally, I extracted conclusions from the studied results and the relationship between them.

4. Practical Application

4.1 Presentation of the centre

The practical application of this research has been carried out in the same school where I did my English teaching practice period.

The *Les Aigües* School is a public pre-school and primary education centre with two classes per grade. It is located in the town of *Cardedeu*, and more precisely in the neighborhood of *Poble Sec*.

The education project of the centre promotes respect, tolerance and dialogue. In addition, the project intends to educate broad-minded humans in order for them to live with dignity and liberty as active members of a democratic society.

Both the school environment and the teachers promote a climate of affection, security and confidence to attend and educate students along different stages, respecting differences and encouraging the development of self-esteem, reflective thinking, interest in exploring as well as the ability to communicate and the autonomy to grow and develop as responsible people confident and able to adapt to new situations.

On the one hand, in pre-school, the didactic units are conceived to discover the environment and the self. On the other hand, in primary education, the didactic units are conceived to get to know cultural, natural and social aspects.

This allows to work on more global areas to promote the motivation for learning.

The school produces classroom materials and the students' homework and also adapts material from different publishers to complement them.

The English language is introduced as a foreign language in P3. In Primary Education, they practice conversation once a week in small groups.

Finally, as I said before, *Les Aigües* is a public and Catalan school because the language used is Catalan. It is also an inclusive and active school as teachers promote individual and collective work. The school guarantees the students' integral development, and it is open to the environment and promotes a respectful attitude towards it.

4.2 Description

The practical application that I have carried out consisted in carrying out to two sessions, one in the first level and the other in the sixth level of Primary Education.

The main objective of this practice is to ensure the validity of the resource of songs to teach and learn English language in Primary classrooms. For this reason, I prepared two sessions, one for the 1st level and the other for the 6th level. In addition, I observed the motivation of the students to learn the language using this tool.

The sessions have three phases in order to observe the effectiveness of songs to learn new vocabulary.

In the first phase, I select a list of words related to a specific topic. Then, I prepare an activity to know the previous knowledge regarding the topic that I selected. After that, we work the vocabulary through a song that I selected previously. In the 1st level we cover body parts and in the 6th level we cover geographical features. I attached a model of each activity in Annexes III and IV.

In the second phase we work the vocabulary through a song that I selected previously. We listen the song three times in order for pupils to assimilate the vocabulary and relate some aspects of the song with the words, and therefore learn the vocabulary about this topic. Working three times with the song we also pay attention to the pronunciation of the words. I attached the two songs that we work with, in Annexes V and VI.

In the third phase, students repeat the same activity that they did at the beginning with the purpose of observing their improvement regarding the vocabulary; hence I can check the effectiveness of songs in new vocabulary learning.

To conclude the practice, the students complete a questionnaire I created, based on the work with songs and the practice that they did. I attached a model of each questionnaire, in Annexes VII and VIII.

4.3 Development

➤ Development of the session in 1st level

I started the session by explaining the students that we would focus on body parts and senses by using a fun song. Immediately, some students began to say a few body parts they already knew. I instantly calmed them down and they became silent quickly. After this interruption I explained that they had to complete the exercises with what they knew. Also, I told them not to worry if they did not know too many words because then, we would work on them together. I gave them the worksheet and during ten minutes students worked on it.

The worksheet had two exercises. In the first exercise there was a picture of the body and a list of the body parts. Students had to relate each word to the body part. In the second exercise there were four pictures about the sense itself and the action of the sense written down. Students had to relate the action with the picture related to the sense. While they were working, some students raised their hands to ask some questions. I had to remind them that they had to try to answer on their own. Some students finished quickly and other were slower. I encouraged the children to do the exercises although they did not know the words.

After this time for individual work, I picked up the worksheets and we began working with the song. To do this exercise I used the projector so that the pupils could watch the video of the song. In the video the names of body parts and senses written and also there was a boy who danced to the rhythm of the music. This kind of videos can help students to understand the meaning and also to easily learn the vocabulary. In order to do this practice we listened to the song four times. The first time we only listened to the song and watched the video. The second time we tried to sing the song. While students were listening and watching the song I was singing and representing with mime the lyrics of the song in order to help pupils memorize the names of body parts and senses. The third time all students stood up and sang the song while we were dancing the song by representing the actions mentioned in the song. The fourth time was a repetition of the last. This last time most students already recognized the body parts and senses because they associated the lyrics to the action.

When we finished working the song I gave them another copy of the same worksheet as before and I asked the students to repeat the same exercise. They immediately started to do the exercise because they recognized the majority of body parts and

senses. Apart from that, they easily associated the actions and the song lyrics with the exercises. Also, there were some students who asked for help and I helped them by giving some clues in order for them to connect the song and the exercises. Once they started finishing I picked up the worksheets. When all students finished, I told them that they had to answer some questions about the song and the work that they had done. After this explanation, I gave each student a questionnaire. In order for the pupils to follow and understand the questions, we did this exercise together. I read the questions slowly and I let them some minutes to answer. I already prepared a questionnaire appropriate to the students' level, that is, the approach of the questions was simple and clear and they only had to encircle the happy face if they agreed or the sad face if they were in disagreement. The students read the questions and they answered what they thought convenient. When they finished I picked up all the questionnaires and I thanked them for collaborating with this practice. I also asked them if they had enjoyed working the body parts through with this song and they answered "yes" at once.

I attached some photos that I took during the sessions in Annex IX.

➤ **Development of the session in the 6th level**

I started the session by explaining students that I had to do a practical application related to my final degree project. I explained them about my research and they showed interest. After this presentation I explained them that we would work with a song and that we were going to learn geographical features. Then, I explained that they had to complete the exercises with what they knew. Also, I told them not to worry if they did not know the words because then, we would work on them together. I gave them the worksheet and for ten minutes the students worked on it. They worked in silence and they didn't ask anything.

The worksheet had two exercises. In the first exercise there were different pictures about geographical features and they had to relate each word to the correct picture. In the second exercise there were definitions of geographical features and they had to relate each definition to the correct word. Some students finished quickly and other were slower. I encouraged the students to try and do the exercise even if they did not know the words.

After this time for individual work, I picked up the worksheet and we began working with the song. To do this exercise I used the projector in order for students to follow the lyrics of the song. We listened to the song three times. The first time we only listened to the song while we were reading the lyrics on the projector. After that, we read the song together and I did some clarifications about the vocabulary that we were working in order for students to identify and relate the words about geographical features. After these explanations we listened to the song a second time. This time we tried to sing the song. In order to encourage students to sing the song I sang high using the correct pronunciation. The third time we sang the song together. Students used a correct pronunciation and they showed an active attitude during the exercise. When we finished the work with the song I gave them a new copy of the same worksheet and I told the students that they had to repeat the same exercise. They immediately started to do the exercise because they recognized the vocabulary of geographical features. They worked in silence and I did not have to make any clarification. Once they started finishing I picked up the worksheets.

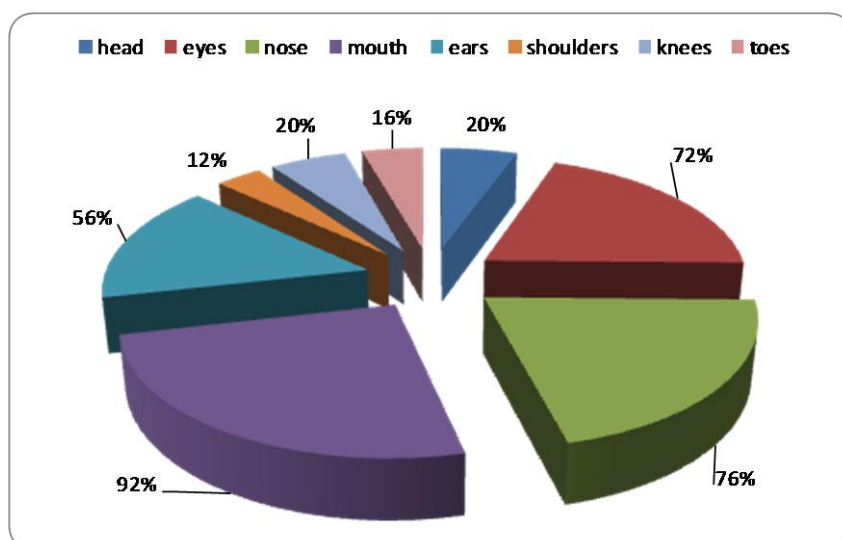
When all students had finished, I told them that they had to answer some questions about the song and the work that they had done. After this explanation, I gave a questionnaire to each student. In contrast to the students in the 1st level, they answered the questionnaire alone and in silence. I did not have to make any clarifications because all the questions and possible answers were clear and students had not doubts. The questionnaire had eleven questions and each question had four possible answers. Students only had to read the questions and encircle the answer with which they felt more identified. When they finished I picked up all the questionnaires and I thanked them for collaborating with this because their work could help me to get conclusions about my research.

4.4 Result

➤ *Body Parts Song for Kids: My Body!* – Before the song (1st)

Results of the first exercise:

Body parts	Results	%
head	5	20%
eyes	18	72%
nose	19	76%
mouth	23	92%
ears	14	56%
shoulders	3	12%
knees	5	20%
toes	4	16%



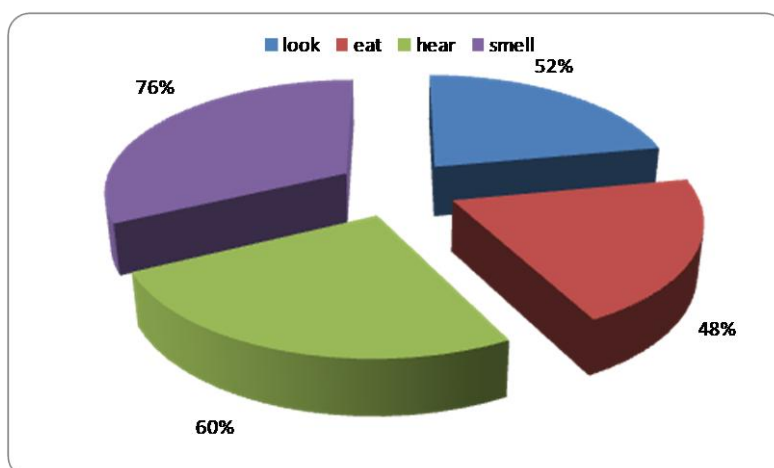
In this graph we can see the results that I obtained in the first exercise when we worked before listening to the song. We can observe that most body parts that were identified correctly are the more basic parts of the body: *eyes*, *nose*, *mouth* and *ears*. This was so because the teacher told me that they had already started to introduce some body parts. However, some students were able to identify the other body parts: *head*, *shoulders*, *knees* and *toes*.

During the practice I noticed that students had difficulty with ligature handwriting as it is gradually introduced during this first level. For this reason, in order for pupils to complete this exercise I had to write the words with capital letters on the blackboard.

Another aspect that I noticed was that some students wrote the word as it is pronounced although they had the written word in the worksheet. But even so, they connected the correct word to the corresponding body part. For example, a student wrote “ais” instead of “eyes” but the student correctly placed the word to the right body part. This is because they still work with the English language mainly orally and they had just started working on the writing of vocabulary on this course.

Results of the second exercise:

Senses	Results	%
look	13	52%
eat	12	48%
hear	15	60%
smell	19	76%



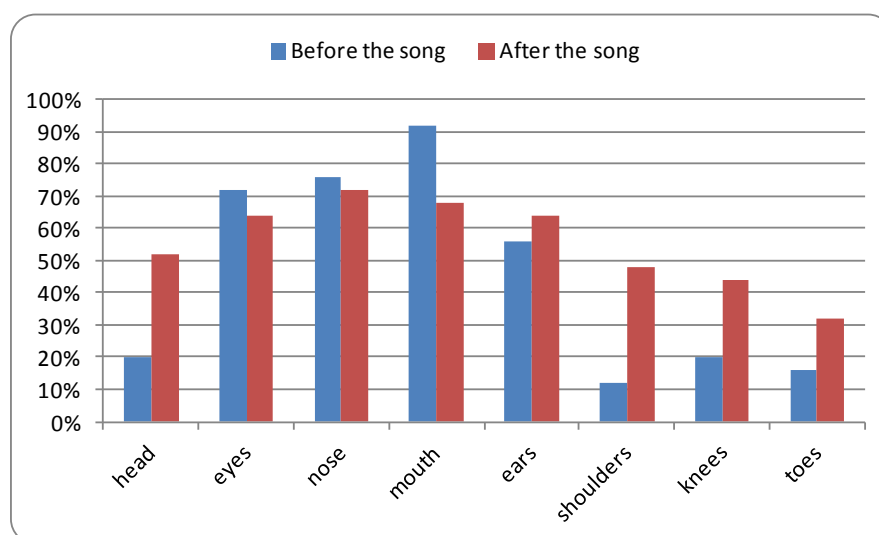
In this graph we can see the results that I obtained in the second exercise when they worked before listening to the song. We can observe that in general students knew the senses and the related actions for each. The majority of students correctly related the picture to the action. The pupils knew the actions connected to each sense because they had recently covered the senses in the English classes.

In this exercise it was not necessary for me to write the words with capital letters on the blackboard because they already had the written words in capital letters. So, they only had to relate the word to the picture. We can observe that there is not much difference between one action and another, although smell is the action that had more correct answers. To the contrary, looking is the action that had fewer correct answers.

➤ **Body Parts Song for Kids: My Body! – After the song (1st)**

Comparing both results:

Body parts	Before the song	After the song
head	20%	52%
eyes	72%	64%
nose	76%	72%
mouth	92%	68%
ears	56%	64%
shoulders	12%	48%
knees	20%	44%
toes	16%	32%



In this graph we can see the results that I obtained in the first exercise after working with the song compared with results that I obtained before the song. We can observe a difference between results before the song and results after the song.

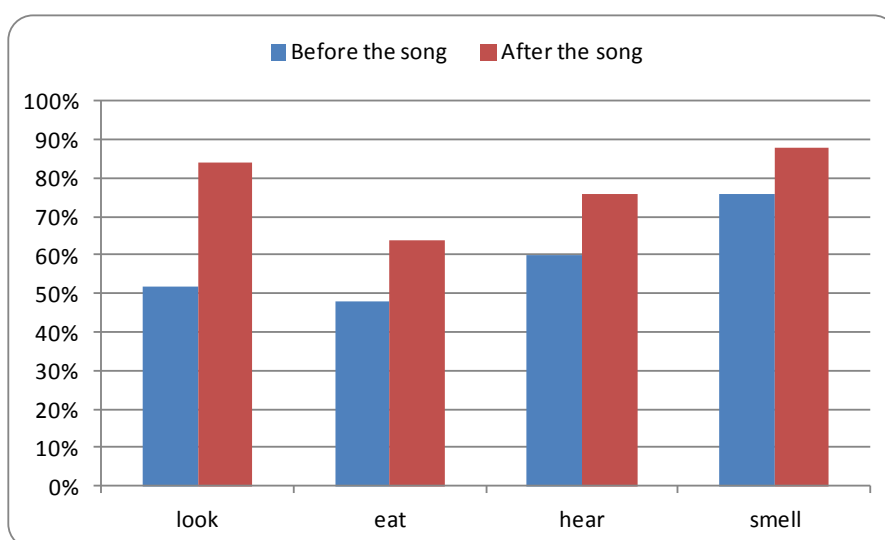
The results are very similar and the most basic parts of the body still have a higher number of correct answers. As I said before, these basic parts of the body are eyes, mouth, nose and ears. Students identified easily these body parts. However, we can observe a curious aspect with the results obtained after the song about basic vocabulary. *Eyes*, *nose* and *mouth* have a higher number of correct answers before the song than after the song. This fact may be because some students were paying more attention to other parts of the body that were more unknown to them.

Another aspect that I observed after playing the song is that some students confused nose and mouth. This fact may be because physically they are two close parts of the body and, for kids they also have a very similar pronunciation.

In order to complete this exercise, students continued looking at the words I had written in capital letters on the blackboard. In addition, it is necessary to point out that some students were still writing the word as pronounced, despite having the written words on the blackboard. As I said before, this is because they do not identify written words yet; therefore, they still work language orally. For example, a student wrote “nis” instead of “knees” but he correctly linked the word to the body part. As the word was linked correctly to its corresponding bodypart, I did not consider this kind of mistakes because they are related to the learning process of the students.

Comparing both results:

Senses	Before the song	After the song
look	52%	84%
eat	48%	64%
hear	60%	76%
smell	76%	88%



In this graph we can see the results that I obtained in the second exercise after working with the song and compared with the results I had obtained before listening to the

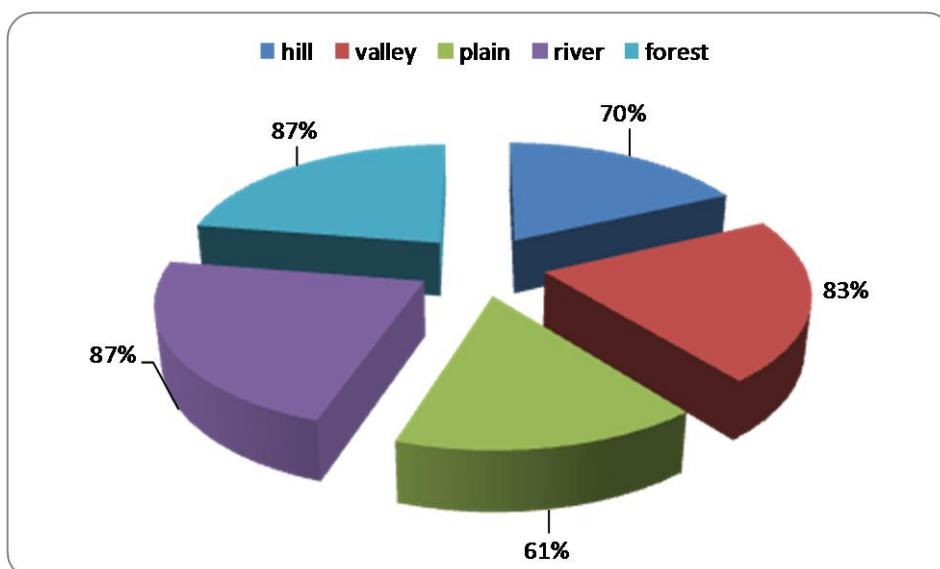
song. We can observe that the results improved, as most of the students related correctly the action to the image.

Smelling continues to have more correct answers and the looking considerably improves, as 84% of students answered correctly. Instead, only 64% of students related correctly the action of eating. We can observe that in general the majority of students did this exercise correctly, so they knew how to connect the actions to each image.

➤ ***The king isn't' happy!* – Before the song (6th)**

Results of the first exercise:

Features	Results	%
hill	16	70%
valley	19	83%
plain	14	61%
river	20	87%
forest	20	87%



In this graph we can see the results that I obtained in the first exercise before working with the song. We can observe that there are not a lot of differences among the knowledge regarding the words of the vocabulary about geographical features.

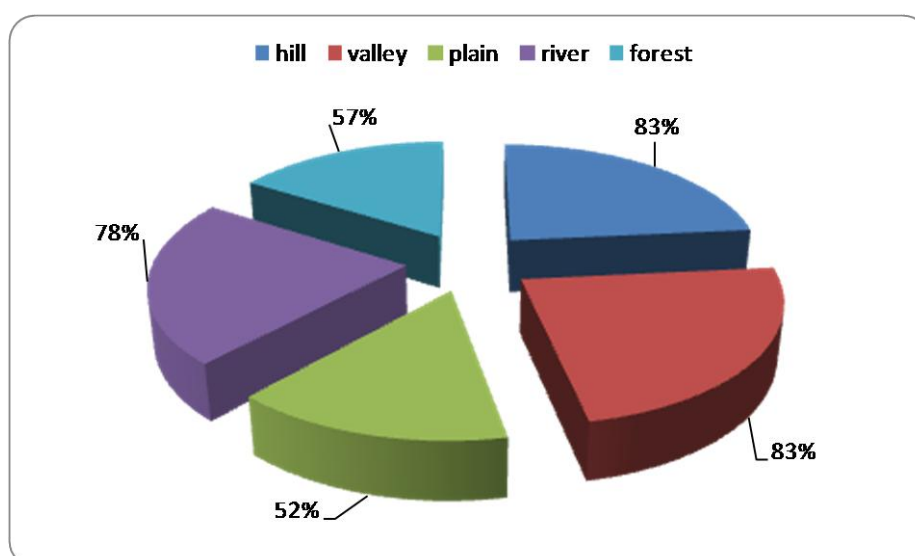
The majority of students related correctly the words to the image. This may be because they could have been worked already in previous levels.

On the one hand, the words *hill* and *plain* were the two words that had fewer correct answers. This may be because these words are not similar to the Catalan words (*turó* and *plana*).

On the other hand, 83% of students recognized the word *valley* correctly. This may be because this word is similar to the Catalan word (*vall*). Apart from that, the two words that scored a higher number of correct answers were *river* and *forest*. 87% of student correctly connected these words with their corresponding image. This could be because these two words are very common in everyday language, they could have read and listened to these words in magazines, films, cartoons, etc.

Results of the second exercise:

Features	Results	%
hill	19	83%
valley	19	83%
plain	12	52%
river	18	78%
forest	13	57%



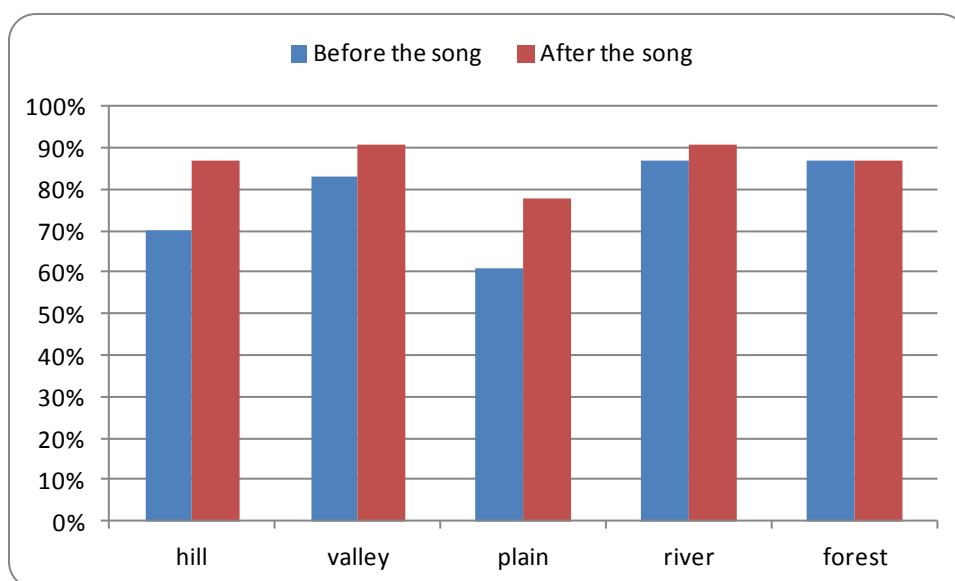
In this graph we can see the results that I obtained in the second exercise before working with the song. We can observe that in this exercise the students had more difficulty to relate each word of the vocabulary to the definition.

The words of the vocabulary that scored a higher number of correct answers were *hill* and *valley*. 83% of students related these two words correctly. In contrast, the definition of the word *plain* was the one that showed more difficulty : only 52% of students connected this word correctly. In general, this may be because its definition was a bit longer than the others and this could create more difficulty for its understanding.

➤ ***The king isn't happy!* – After the song (6th)**

Comparing both results:

Features	Before the song	After the song
hill	70%	87%
valley	83%	91%
plain	61%	78%
river	87%	91%
forest	87%	87%



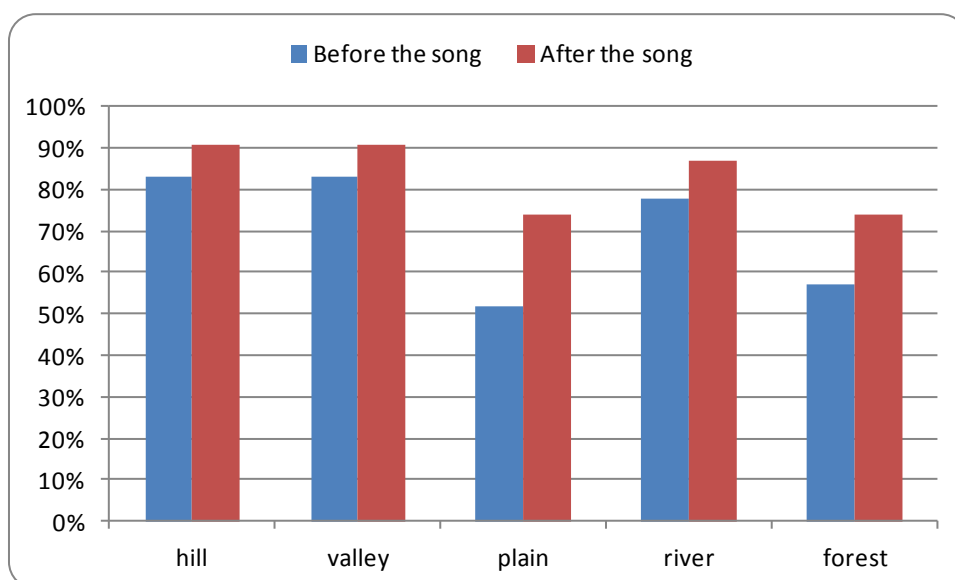
In this graph we can see the results that I obtained in the first exercise after working with the song compared to the results that I obtained before the song. We can observe an improvement related to the first time that students did the exercise. In this case, the majority of students continued relating correctly the words to the images. Even so, there were some students that improved their vocabulary by working with the song; they related correctly the words to the images.

In addition, we can observe that *forest*, *river*, *valley* and *hill* were easily comprehended. However, some students still had some difficulty identifying the word *plain*.

We can also observe that the word *forest* had no improvement compared to the first time. 87% of the students correctly related the word to the image, both before and after the song.

Comparing both results:

Features	Before the song	After the song
hill	83%	91%
valley	83%	91%
plain	52%	74%
river	78%	87%
forest	57%	74%



In this graph we can see the results that I obtained in the second exercise after working with the song compared to the results that I obtained before playing the song. We can observe an improvement in comparison with the first time. Students identified well the definitions and there was not a big difference between the words.

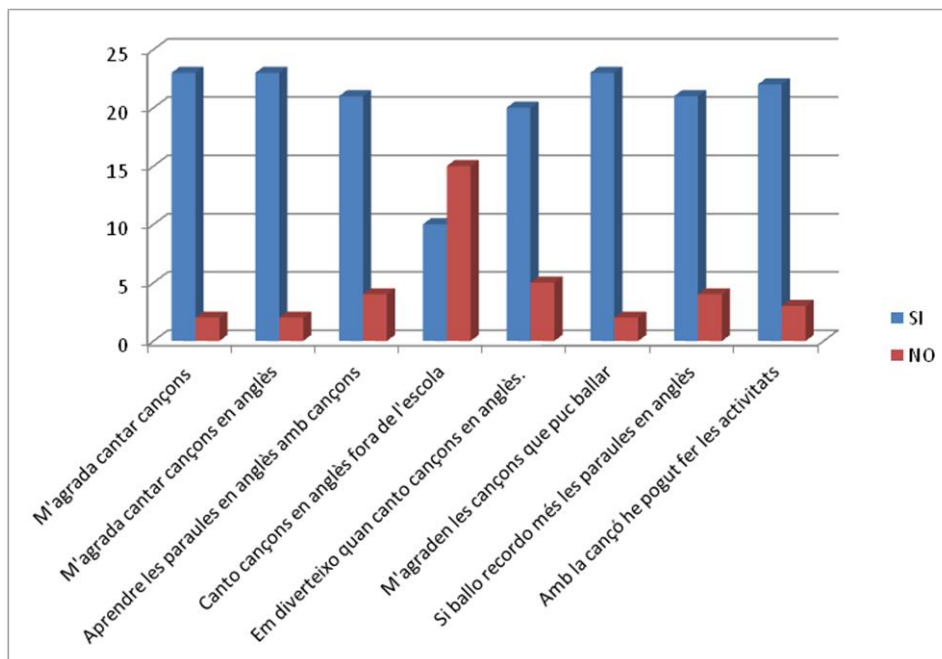
Although the first time many students had already correctly related the words, after working the song some students improved their knowledge since they showed that they knew how to relate each word to the definition.

We can also observe that *valley* and *hill* are the two words that students better identified. 91% of students connected correctly the words to each definition.

We can also observe a notable improvement regarding the word *plain*, as 74% of students have correctly related the word to the definition. Instead, only 52% of students were able to relate this word to its definition before listening to the song.

➤ **Questionnaire 1st level**

- 25 students responded to the questionnaire.



In this graph we can see the results that I obtained with the questionnaire that I passed to the 1st level students. The questionnaire had eight questions and two possible answers. The answers were a happy face and a sad face. Students only had to choose the face that best suits their opinion. If they encircled the happy face they were in agreement and if they encircled the sad face they were in disagreement. We can observe important aspects about what children think about the songs. In general, students like singing songs because it is a dynamic activity and children love doing this kind of exercise. On one hand, we can observe that students also like singing English songs but on the other hand, they don't listen to and sing English songs outside school. Also, students like learning English vocabulary using songs and they have fun when they are working with English songs.

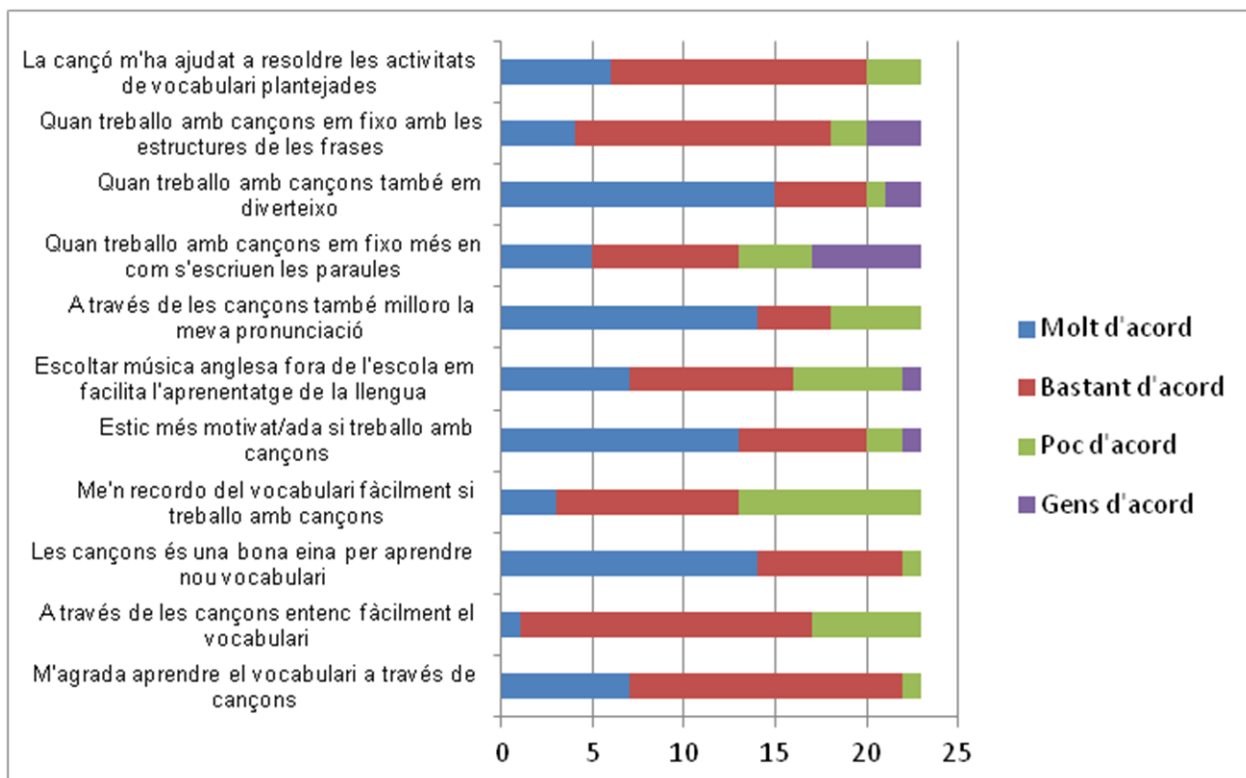
Another important aspect that students agreed upon is that they like the songs that they can dance to because if they dance they remember the vocabulary better.

Finally, we can observe that most students by working through the song could complete the exercise.

To conclude, we can observe that students like working with songs and they like learning through songs.

➤ **Questionnaire 6th level**

- 23 students responded to the questionnaire.



In this graph we can observe the results that I obtained with the questionnaire that I did in 6th level. The questionnaire had eleven questions and four possible answers. Students only had to choose the answer that best suits their opinion.

On the one hand, we can observe that most of the students like learning vocabulary through songs and because it is easier to understand. Also, most of the students think that songs are an appropriate learning tool to learn new vocabulary and if they work the vocabulary through songs they remember the words better. However, there were some students who are not in agreement with the statement that if they work the vocabulary through songs words are easier to remember. On the other hand, we can observe that most students are more motivated by working with songs. Students are generally aware that listening to English music outside school facilitates learning the language. Almost all students are also aware that through the songs they improve the pronunciation of the language. So, through the two questions about grammar we can observe that most of the students pay attention to the structures of sentences when working with songs but they don't pay the same attention to how to write words.

Even so, we can observe that the students have fun when they are working with songs and working with the song has helped them to complete the suggested vocabulary activities.

5. Discussion

After carrying out this research I extracted some conclusions about the hypothesis that I had proposed. First of all, I decided to investigate the effectiveness of the resource of songs to learn and teach the English language. It was a topic that I felt comfortable with and I was motivated to analyze this resource.

In this project I studied the development of language through songs in Primary classrooms. Also, I wanted to observe how this resource can help students in learning the language. In addition, I investigated the advantages and disadvantages that we can find when using this learning tool. Apart from that, I analyzed which is the most effective level to use this resource at; for this reason I developed my practical application both in the 1st and the 6th levels of Primary Education.

So, the main objective that I wanted to achieve was to ascertain the validity of the songs for teaching and learning English in Primary classrooms. Apart from that, I proposed other objectives:

- Analyzing the use of songs as an effective resource for learning the English language.
- Observing the advantages and disadvantages of using songs in Primary classrooms.
- Measuring the motivation of students towards this tool.
- Reflecting on the effectiveness of this resource in Primary Education.

In order to investigate these aspects I carried out a practical application in the same school that I did my English teaching practice period. Then, after carrying out this project and observing the results of the activities I extracted conclusions about my object of study.

First of all and related to my main objective of the research, I can affirm that the songs are a good resource for teaching and learning English language. After working with songs, improved results were obtained, therefore it can be said that the song also helped the students to complete the vocabulary exercises. Songs are common in our everyday life and are easy to remember because the melody helps to remember its content. During the practice I observed that songs stick to the students' minds and are

not forgotten so easily. For this reason this resource becomes an appropriate tool to learn vocabulary in Primary classrooms.

Apart from that, I observed that songs are an effective resource for learning the English language for different reasons. During the practical sessions, students showed a positive attitude towards learning because they were relaxed and they were receptive to learning the vocabulary. So, the main advantage of using songs in classrooms is that they offer students an enjoyable experience and they create a relaxed atmosphere in the class. Therefore, music provides a fun and relaxing way to acquire process and produce English language. Songs have the capacity to change the hearer's mood because they stimulate our imagination. Practicing lyrics reading, studying the vocabulary and listening to songs can help students in their ability to understand the vocabulary.

About the motivation, that is another aspect that I observed during my practice; I have to say that one reason to use songs in Primary classrooms is that the song is an extremely practical resource as it is available to all teachers and their duration is short. So, it is a resource different from the textbook and therefore it promotes motivation as video, games or images, among others, do.

In addition, another aspect that I observed when I was preparing the practical application is the importance to know how to choose the best song for the lessons. When selecting a song the fact that it has a good subject and beautiful music is perfect, but that is not enough. The lyrics of the songs are also important, because they should be easy to understand, and close to the students' daily life. As well, the songs selected ought to be appropriate for students' age and the aim of the lesson being taught. During the practice I also observed that songs can help to develop the four language skills: listening (to the song), reading (following the lyrics), writing (relating the vocabulary) and speaking (singing the song). While singing, students improve their pronunciation skills, but at the same time the repetitive lyrics have a positive effect on the student's language acquisition level. Songs are also useful for correcting pronunciation. In order to do my practical application I selected two songs that had many repetitions. I observed that students remember more easily songs with repetitions. As I said before, songs stay in minds and this is even better if they have repetitions. Also, when we use songs in Primary classrooms we are promoting in our students the ability to listen and speak; that is, the communicative competence.

Another important aspect that I observed is that songs are also a good resource to introduce vocabulary because songs provide a significant context for the new words. In this context, words could be better understood and their comprehension could be completed by visual images or some other methods.

In relation to the effectiveness of the songs on the 1st and 6th levels that I observed, I have to say that the song was more effective on the 1st level. For this reason it is very important to select songs suitable to the age of the students, in order to get the maximum attention possible. Students in the 1st level are at the beginning of their learning English process, and for this reason dynamic activities are important to motivate them to learn. So there is more efficiency and motivation in the 1st level. However, 6th level students also showed interest in learning new vocabulary and from the questionnaires we can observe that they also enjoy learning the language through songs. They are aware that songs can improve many aspects of the language as pronunciation, sentence structure, etc. Therefore, I underline the importance of selecting an appropriate song to work through new vocabulary. During the practice I could also observe some disadvantages that may be found with using songs in Primary classrooms. It is important that the teacher participates in the work of the song, because it means knowing how to sing the song, interpret it if necessary, etc. Therefore, we can find teachers that do not take the music seriously. To organize the sessions is also important because you can easily lose control of the class. We can find songs in which the vocabulary is too poor; for this reason it is important to select a song suitable to the students' age and to the teaching objective. In addition, there are teachers and students who do not like singing. For this reason it is also important to get involved in the task and to encourage students to participate in the activities.

However, after considering these reasons we can deduce that the use of songs in the Primary classrooms has more advantages than disadvantages. Thus we can state that the use of songs is a good resource for learning the English language.

Finally, I would like to highlight that this project could be extended to other objectives. During this research I only observed the effectiveness of songs to learn new vocabulary, but it would be interesting to observe the effect of using songs for learning grammar structures. To observe this aspect, practical application should focus more on the last levels of primary school. Doing this, I could state the validity of this resource in more detail. In addition, it would be interesting to compare the effectiveness of songs to

other resources such as games or, poems, among others. Thus we could see the effectiveness of this resource in learning the English language in all aspects.

To conclude, the realization of this project has resulted in very positive aspects for me. I have matured as far as writing regards, I better understand and analyze the efficiency that a resource for learning and teaching English can entail, and I have achieved more experience from its practical application. Therefore, it is my view that undertaking this project has contributed very positive inputs about my future as an English teacher.

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7. Annexes

Annex I

Interview with the English teacher

Here we have a summary of the informal interview that I did to the English teacher of the school in order to know what she thinks about songs as a resource.

1. Do you like music?

Yes, I do. I like singing but I don't sing well. I sing in my house, in the car, in the street, etc; and I usually sing and listen to English songs.

2. Do you use songs in your sessions?

Yes, of course. I like using songs for teaching the language. I think that it is an excellent resource.

3. How often do you use the songs in your sessions?

I introduce each topic using a song. Therefore, I always use songs to introduce new vocabulary. I think that this is a effective resource to learn the language.

4. How do you use the songs in your sessions? Do you follow a structure?

Yes, I always follow the same structure. One hand, in 1st, 2nd, 3th and 4th level we listen to each song three times. The first time, in order to know the rhythm, we only listen to the song following the lyrics; the second time we sing the song and the third time we sing the song while we are dancing. In general, pupils love dancing and they enjoy a fun time while they learn the language.

On the other hand, in 5th and 6th level we listen the son three times. The first time we only listen the song in order to follow the lyrics and the second time we sing the song.

In order to practice the pronunciation, when we practice this kind of exercise I exaggerate the pronunciation because students pay attention about that.

5. Do you think that song is an adequate resource to learn and teach English?

Yes, of course. I totally agree with this learning tool. Students like doing dynamic activities and for this reason, using songs is suitable to motivate students to learn the language

6. Do you think this resource is also useful in the last levels of the primary cycle?

Yes, I think that this resource is also useful in 5th and 6th level. As I said before, I also use songs in these levels. I think that songs are suitable for all levels; the importance lies in the selection of the song that you want to work with. It is important to select an adequate song in accordance to the students' age and the teaching objective.

Annex II

NOTES OF WORK

1st level

- Reconeixen fàcilment ulls, nas, boca i orelles. La professora diu que ja ho havien treballat una mica abans.
- Les altres parts no les reconeixen.
- Escric les paraules amb lletra de pal. No llegeixen gaire la lletra lligada encara.
- Alguns alumnes han acabat molt ràpid les activitats. La majoria van més lents i alguns pregunten molt.
- Escriuen la paraula tal com sona.
- Relacionen correctament l'acció amb la foto.
- Havien treballat els sentits el trimestre passat.
- Participen molt en la cançó. Mostren interès.

6th LEVEL

- Molts alumnes coneixen el vocabulari.
- Forest/river les més conegudes.
- En general, acaben ~~àptament~~ ràpid els exercicis.
- Treballen en silenci i no tenen dubtes.
- Participen en la canço tot i que al principi els hi costa.
- Presten atenció en la canço, el ritme i la lletra.
- Pronuncien correctament les paraules del vocabulari.

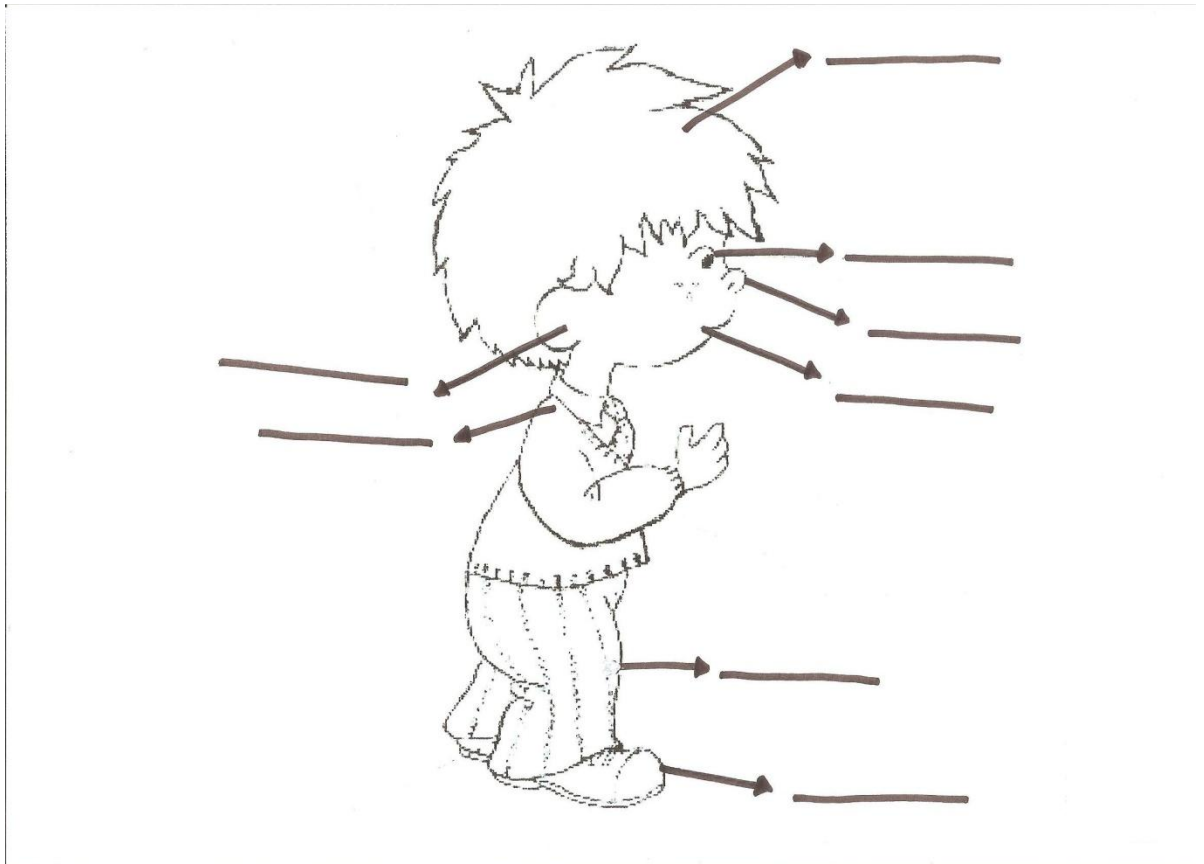
Annex III

(Using Songs in Primary Education: Advantages and Challenges) – 1st LEVEL

My Body! (*Before the song*)

1. Complete using these words:

**mouth – eyes – nose – ears – knees – head – toes –
shoulders**



2. Relate the picture with the action:



EAT



LOOK



HEAR



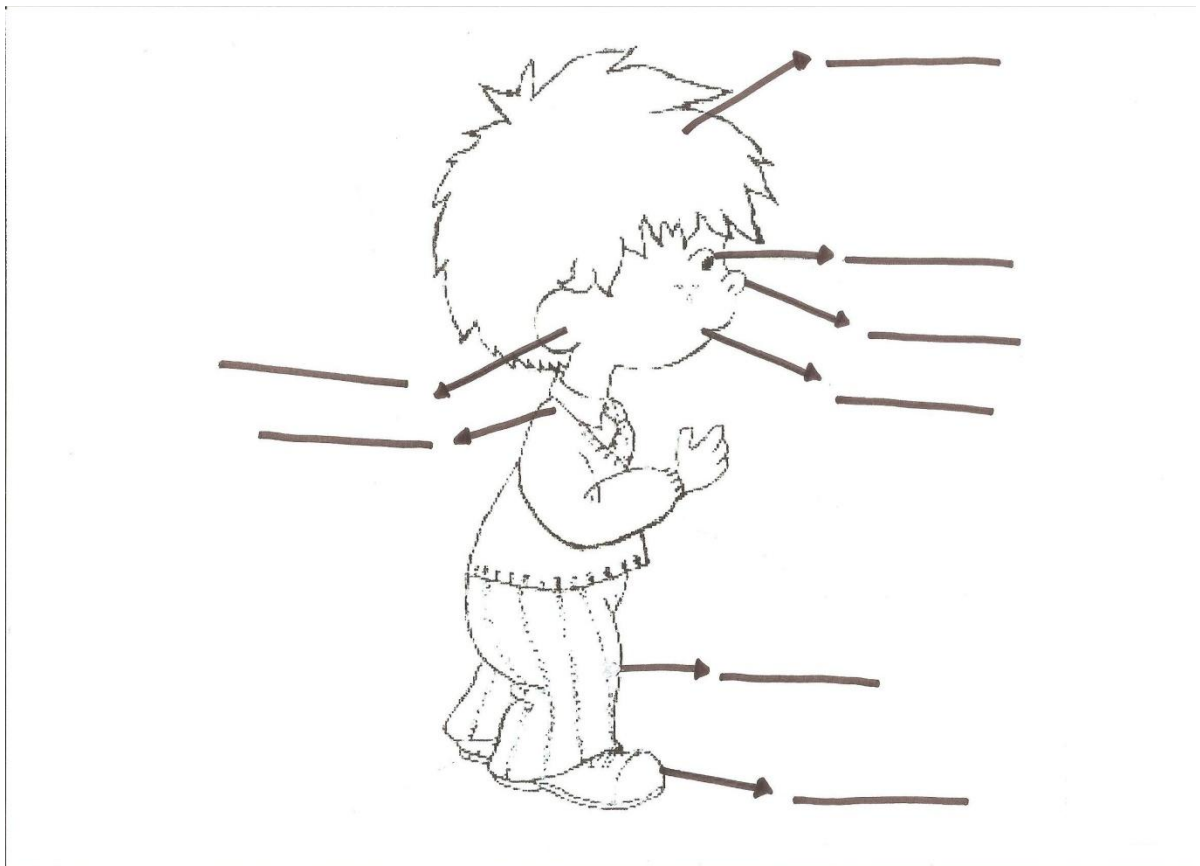
SMELL

(Using Songs in Primary Education: Advantages and Challenges) – 1st LEVEL

My Body! (After the song)

1. Complete using these words:

**mouth – eyes – nose – ears – knees – head – toes –
shoulders**



2. Relate the picture with the action:



EAT



LOOK



HEAR



SMELL

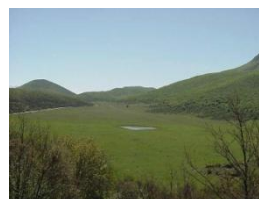
Annex IV

(Using Songs in Primary Education: Advantages and Challenges) – 6th LEVEL

Geographical features (Before the song)

1. Relate each word with his photo:

hill – valley – plain – river – forest



2. Relate each word with his definition:

- A large area of land with lots of trees: _____
- A low area of land between two mountains: _____
- A large quantity of water that goes to the sea: _____
- A small mountain: _____
- A level or almost level tract of country. An extensive treeless region: _____

(Using Songs in Primary Education: Advantages and Challenges) – 6th LEVEL

Geographical features (After the song)

1. Relate each word with his photo:

hill – valley – plain – river – forest











2. Relate each word with his definition:

- A large area of land with lots of trees: _____
- A low area of land between two mountains: _____
- A large quantity of water that goes to the sea: _____
- A small mountain: _____
- A level or almost level tract of country. An extensive treeless region: _____

Annex V

My body!

My body!

My body!

My body!

My body!

My body!

My body!

My body!

My body!

Two little eyes to look around.

This is my head.

Look, look, look!

These are my shoulders.

Look around!

These are my knees.

These are my toes.

Two little ears to hear each sound.

Hear, hear, hear!

My body!!!

Hear each sound!

One little nose to smell what's sweet!

Smell, smell, smell!

Smell what's sweet!

And one little mouth that likes to eat.

Eat, eat, eat!

Annex VI

The king isn't happy!

There's a beautiful kingdom, far away.

But the king stays in his castle all day.

The forests are big and the mountains are high,

But the king isn't happy and he stays inside.

There's a beautiful kingdom, far away.

But the king stays in his castle all day.

The hills are green and the valleys are wide,

But the king isn't happy and he stays inside.

There's a beautiful kingdom, far away.

But the king stays in his castle all day.

The rivers are long and the plains are wide,

But the king isn't happy and he stays inside.

Annex VII

Using songs in Primary Education (TFG)

Questionari 1r

1. M'agrada cantar cançons.



2. M'agrada cantar cançons en anglès.



3. Aprendre les paraules en anglès amb cançons.



4. Canto cançons en anglès fora de l'escola.



5. Em diverteixo quan canto cançons en anglès.



6. M'agraden les cançons que puc ballar.



7. Si ballo recordo més les paraules en anglès.



8. Amb la cançó he pogut fer les activitats.



Annex VIII

Using Songs in Primary Education (TFG)

Qüestionari 6è

1. M'agrada aprendre el vocabulari a través de cançons.

- () Molt d'acord
- () Bastant d'acord
- () Poc d'acord
- () Gens d'acord

2. A través de les cançons entenc fàcilment el vocabulari.

- () Molt d'acord
- () Bastant d'acord
- () Poc d'acord
- () Gens d'acord

3. Les cançons és una bona eina per aprendre nou vocabulari.

- () Molt d'acord
- () Bastant d'acord
- () Poc d'acord
- () Gens d'acord

4. Me'n recordo del vocabulari fàcilment si treballo amb cançons.

- () Molt d'acord
- () Bastant d'acord
- () Poc d'acord
- () Gens d'acord

5. Estic més motivat/ada si treballo amb cançons.

- () Molt d'acord
- () Bastant d'acord
- () Poc d'acord
- () Gens d'acord

6. Escoltar música anglesa fora de l'escola em facilita l'aprenentatge de la llengua.

- () Molt d'acord
- () Bastant d'acord
- () Poc d'acord
- () Gens d'acord

7. A través de les cançons també milloro la meva pronunciació.

- () Molt d'acord
- () Bastant d'acord
- () Poc d'acord
- () Gens d'acord

8. Quan treballo amb cançons em fixo més en com s'escriuen les paraules.

- () Molt d'acord
- () Bastant d'acord
- () Poc d'acord
- () Gens d'acord

9. Quan treballo amb cançons també em diverteixo.

- () Molt d'acord
- () Bastant d'acord
- () Poc d'acord
- () Gens d'acord

10. Quan treballo amb cançons em fixo amb les estructures de les frases.

- () Molt d'acord
- () Bastant d'acord
- () Poc d'acord
- () Gens d'acord

11. La cançó m'ha ajudat a resoldre les activitats de vocabulari plantejades.

- () Molt d'acord
- () Bastant d'acord
- () Poc d'acord
- () Gens d'acord

Annex IX

