

**ALTERNATIVE PROPOSAL FOR TEACHING ENGLISH THROUGH SONGS TO ADOLESCENTS
IN HIGH SCHOOL**

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**UNIVERSITY OF CAUCA
FACULTY OF EXACT SCIENCES AND EDUCATION
PROGRAM OF FOREIGN LANGUAGES
2002**

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**Presented as a fulfillment of the requirements for the Degree of Licenciado in Foreign
Languages English and French**

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Virginia Lucia Buelvas Pérez and Clara Inés Quintero Benavides

Dedicated to

Goddy, Viña, Cabe, Ñaño, Tricy, Mayel,

Yatse, Tina, Lulu, Eri, and Ronny.

Virginia

Mélida, Silvio, Nando, Chiqui, Negra, Lili-k

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Clara

ACCEPTANCE

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INTRODUCTION

This document is designed to provide teachers with a variety of optional activities that bring music and songs into the classrooms for teaching English to one of the most demanding groups of students: Adolescents. Songs introduce language in a significant context for students. Songs facilitate the practice of grammar and vocabulary in a very relaxed environment. The use of songs in the English classroom helps students reinforce the main language skills. Songs' motivational component allows the teacher to change the pace of the class, since they are related to student's experiences and likes. Their topics can be exploited and interpreted as a way of fostering student critical point of view. (Lopez, 1999)

Section 1 presents the experiences of some other teachers who are successfully implementing the use of songs in their English classrooms. They suggest that learners are much more engaged in language learning activities when these activities involve their real life experiences and interests.

Section 2 discusses the possible factors affecting the students' English learning in High school. It describes the `traditional teaching methods` and highlights their influence on students' lack of motivation towards English language learning.

In Section 3 the general and specific objectives of the project are stated.

Section 4 provides an overview of the teaching of English in Colombia. It also provides a description of the most relevant aspects of Francisco Antonio de Ulloa High School, in which the practical support of this paper was conducted. This description includes aspects of the school, the teachers and the students.

Section 5 attempts to define the main terms concerned in the development of this document, such as Language, first and second language acquisition, and culture, among others.

Section 6 composes the theoretical research on the applicability of the use of songs for teaching English language to Adolescents. This research involves psychological and cognitive aspects of learning a language. It also highlights some relevant aspects to consider when teaching English language, such as students' attitudes, cultural influence, and mistake treatment, among others.

Section 7 composes the practical implementation of the project. It includes the statement of the proposal and its background. In this section the results of the pilot are described and organized into four components in the sequencing order of the practice. Each component proposes three different approaches individually supported by a description, analysis and conclusions or suggestions for further implementation.

Section 8 includes the pedagogical implications of the project in the English language teaching and learning and on Education.

This paper concludes with a short overview of the main aspects of the practical development of the project. It provides some suggestions for all of the teachers interested in working with songs in the English classroom.

This document resulted from a theoretical and practical research (at Francisco Antonio de Ulloa High School) on teaching English through songs to be presented as a fulfillment of the requirements for the degree of Licenciado en Lenguas Extranjeras. It led us to enrich our vision of the extensive and complex field of English language teaching and learning. It also helped us reinforce some concepts about learning process and clarify some doubts we still had about our own learning process.

1. PROBLEM

The teaching of English language at many Colombian public high schools is facing many problems. One big problem is the students' lack of motivation towards its learning. The remarkable factors that cause this lack of motivation in public high school students, are generally, the students' age, the teaching methods, the classrooms' conditions, the Spanish speaking environment, among others.

The students' age at public high schools affects the English learning process directly. The adolescents at high school usually adopt an attitude of rebellion towards all what is already established by adults. They are experiencing changes at psychological, mental, and physical level, which cause their search for identity, and the establishment of their personality. For this reason, they choose what better matches their way of thinking and behaving, and reject what does not satisfy their expectations and needs, including the school classes.

The methodology in the English classes does not often focus on the students' individual needs, in most public high schools. The adolescents' attitude of rebellion towards the established aspects, is also extended to what may seem to be meaningless for them. Many English teachers still follow traditional teaching methods of memorizing isolated words, translating meaningless texts, and repeating correct written sentences. They neglect the students' likes, preferences, needs, and reality.

Many classrooms lack the necessary resources to provide the suitable conditions for English language teaching and learning. The economical situation of most public high schools does not often allow the classrooms to have varied pedagogical material, and technological resources, such as a computer for each student. The teachers usually follow a book which proposes written exercises and texts' translation, disregarding the development of communicative skills.

The fact that the environment in which the students learn the English language does not provide the interchange and contact with the language, also influences English language teaching and learning negatively. The interaction with the language offers the necessary elements for the learning; the vocabulary, the intonation, the context, are easily acquired in the socialization with the speakers of that language.

Finally, most students at public high schools are not motivated to learn English, because they do not have the expectation or the means to travel abroad. It may seem meaningless for them to learn another language when they think that they will hardly ever use it in the real context of any English speaking country.

In order to solve this problem of students' lack of motivation, it is necessary to propose a methodology which satisfies the adolescents' needs, offers meaningful interaction with the English language in the classroom, as well as requiring pedagogical materials that do not represent high expenses for the school. For this reason, this paper attempts to provide a methodology which involves students' likes and preferences, offering an environment where they can use the language through significant activities. This methodology proposes the use of songs in the English classroom, as a way to develop the communicative skills, while motivating

students to learn English in a more engaging and dynamic atmosphere.

QUESTIONS

Will the songs in English motivate high school students to learn English in the classroom?

HYPOTHESIS

The songs in English, which involve students' interest and experiences, will motivate them to learn English in high school classroom

2. JUSTIFICATION

In 1994 the government proposes law 115 to improve the quality of education in Colombia. This law promotes the change of the perception about the English language in our country and the reform of the curriculum concerning its teaching. Law 115 also introduces the teaching of a foreign language in primary school, in both public and private institutions, allowing the learners to become familiar to the language and facilitating its acquisition.

Law 115, in the title II: Educational Service Structure, chapter 1: Formal Education, Third section for Basic Education in Secondary Cycle, Article 22; Paragraph 1, proposes to develop the listening comprehension and the capacity to communicate in any foreign language. Education, as a socio-cultural process, is affected by changes at a world level. In the Colombian context, these changes are mainly materialized in the desire to reform the curriculum in High schools. A re-definition of its components and the introduction of innovations in the processes of formation and qualification of teachers.

This law states the need to offer an education of quality for children and youngsters. In that sense, the teaching of a foreign language can be considered as one more element in the formation of young people, an element that permits not only their socio-affective growth,

but also their development in processes of thought in a way that broadens their vision of the world.

Many teachers may be wondering how to fulfill this goal of creating new strategies to motivate students to learn a foreign language, to develop communicative skills, providing a suitable environment for the classes, while at the same time, integrating the reality of the students to the contents of the classes.

This proposal is an attempt to provide teachers with alternative teaching strategies that allow students to develop their communication skills and to use the language, without being constrained to repetitive classroom exercises. English language in schools should not be merely a class but a space for interacting with, and in, another language, where students are not forced to learn, but rather motivated to use the language through the language itself. Songs are presented here as a significant and dynamic way of using language.

Because it is designed for teaching English to teenagers in secondary school classes whose English level is low – intermediate, our project involves a variety of activities that bring music and songs into such classes. We plan to develop student's language skills (listening, reading, speaking, and writing), while motivating them to learn by means of activities that involve their real life interests and experiences. This proposal is not about an entire methodology to teach a language, but its purpose is rather to draw teachers' attention towards a reflection about their role in improving the quality of the entire process. As students and teachers of foreign languages, sometimes the authors of this project felt the need to review their pedagogical task and its daily problems, especially those related to language acquisition.

3. OBJECTIVES

3.1. GENERAL OBJECTIVE

- To promote the use of songs creatively in the English classroom.

3.2. SPECIFIC OBJECTIVES

- To present the use of songs in the classroom as a source of motivation for both teachers and learners of English language.
- To facilitate the learning of English language through the use of songs in the classroom.
- To avoid the monotony of traditional teaching of grammatical rules and structures, using songs as the main text in the classroom.
- To propose some activities which can help students develop the four linguistic skills through the use of songs.

4. CONTEXTUAL FRAMEWORK

FRANCISCO ANTONIO DE ULLOA HIGH SCHOOL

We took the opportunity of piloting the implementation of the theories supporting our degree work project in the classrooms of the ninth grade students of Francisco Antonio Ulloa Secondary School, placed by the University of Cauca's Orientation of the Educational Process, to acquire experience to qualify as teachers.

Francisco Antonio de Ulloa Secondary School is a governmental institution, which offers High school formation. This institution was founded by the ordinance Number 53 in the year of 1960, ruled by the decree No 322, 1961 from the Department Assembly. The school staff is constituted by the Principal: Mag. Victor Orlando Ibarra, one Coordinator for each shift, and a total of 47 teachers. In most of the activities, the school is supported by the participation of the Parents Association.

The school usually participates in scientific, artistic, and sports activities such as mathematics knowledge contests and folkloric dance competitions, always winning good positions and awards for the school. The institution offers special services such as one reading room, one

music classroom, two computer-programming rooms with access to the Internet, one audiovisual room, a physics` and a Chemistry laboratory.

Most of the teachers show interest in improving their knowledge on their field of research. They usually attend seminars and work together in the planning of the contents of each grade. 60.4 % of the total of the teachers have a specialization; which represents the majority of the teachers. 30.2 % of the teachers do not have specialization yet. Only 9.3 % have master degree.

The foreign language department is integrated by 10 teachers, all of them have teaching certificates in Modern Languages or in Spanish and Literature. At least the 80% of them have a specialization in a related area: Education, Cultural Education, and Specialization in Pedagogy of reading, Teaching of Spanish, Computer science for teaching. It can be noticed that their specialization relates to Pedagogy, but not specifically to the English language field. Nevertheless, their interest in the foreign language field is reflected in their participation in seminars developed locally or nationally. The figure below shows that not only a majority of language teachers *have* specialization studies, but also that as many as 20 % percent of the teachers are non-specialized.

The ninth grade English program/ curriculum focuses on writing and reading skill development rather than listening-speaking, due to the influence of the ICFES test, which requires a high competence in those skills. For this reason, most of the students feel more comfortable when writing or reading in the English language. They usually prefer activities of translation and exercises of answering properly questions that practices grammatical rules or structures. The

listening and speaking skills are also promoted but not as the main emphasis. This has provoked the students' insecurity when trying to use the language orally.

The curricular plans are discussed by the teachers of all the grades in both morning and afternoon shifts, in order for such plans to be sequential or to be focused on the most complex or difficult aspects thus considered to be practiced repeatedly. This shows a high level of organization and an interest of the teachers to improve the quality of the learning.

The school population consisted of 1100 students, ranging from 11 to 21 years old. 567 of them attended sixth to eleventh grade courses in the morning, and the 533 remaining belonged to the sixth to eleventh grade courses in the afternoon. The 3 ninth graders groups in the afternoon conformed a total of 85 students, distributed as follows: 30 students belonged to group A, 29 students belonged to group B, 26 students belonged to group C. Women represented the 33 % and men the 74 % of the total of the ninth grade students.

The ages of the women ranged from 14 to 16 years old. During these ages the girls presented likes different from the preferences of the boys. They usually preferred talking about vogue, magazines, good-looking boys and all the modern tendencies. They shared, nevertheless, the same musical like as boys, in both Spanish and English language.

The ages of the men in ninth grade ranged from 13 to 17 years. The difference of the ages of the woman and men was remarkable. This influenced their distinct likes and preferences. Boys were generally interested in movies, sports, groups, and all the activities that implied physical strength or competition. As it is stated in the paragraph above (woman age), boys and girls surprisingly preferred the same musical styles.

The number of boys in the ninth grade classrooms represented a majority. This fact, in different ways, affected the development of the class. Girls, for instance, were more extroverted and talkative than boys. In activities such as contests or debates, girls felt free to express their ideas in their own words. Boys tend to select the most adequate vocabulary. Boys liked to spontaneously communicate their impressions of the songs or activities, and to offer freely some comments or suggestions for the class development. Both boys and girls liked to work in groups and respected the opposite gender respectively.

Concerning student expectations, it is relevant to highlight that the authors of this document, had to create the motivation towards learning English through the use of songs. Most students only used to listen to music in Spanish and rejected the English music, because of the fact that they did not understand it. Through the development of the classes, the authors reached to engage students more and more in the activities and to have them interested in the popular songs in English. (See 8.3.1. Analysis of survey 1)

5. CONCEPTUAL FRAMEWORK

In this research document it is relevant to define the terms concerned with it. The language is included as it is the main element in the study, and hence, the first and second language acquisitions are also included. The culture is an inherent constituent of the language. For this reason, the study of the language implies absolutely the study of the culture. Songs and music are the materials proposed in the research, that will help students acquire aspects of the language. The vocabulary, grammar, content, and interpretation, are the four main focuses of the teaching program created by the authors of this research work for teaching English through songs in ninth grade.

5.1. LANGUAGE

According to Whatmough (1964), it is difficult to define a broad concept, as it is language with full precision. The different definitions provide several aspects of language from distinct points of view.

Language is, for many authors, a means of communication used exclusively by humans. Animals as well as human beings communicate but not by talking. For others, language is a form of symbolism. Symbols have meaning because they have been given that meaning by agreement or convention in order for a community of people to interpret and understand them

in the same way. Linguistic symbols, grouped coherently and systematically, make sense, otherwise they are meaningless. Language is a system of verbal symbols.

Language is also seen as a form of social behavior. When humans talk, they usually talk to another person. At the moment they talk to someone else, the words, the pace, the intonation used in the conversation, etc are carefully and differently selected when one talks to oneself. People usually change the codes in every daily verbal interaction according to the situations. People in a community use language to establish and keep relations with the other members. Language allows people to understand the world in its sensibility (De Laguna, 1970 p 160)

5.2. FIRST LANGUAGE ACQUISITION

All human beings are born without speaking any language, Klein (1986) states. At this respect, Yule (1985) had claimed that the parents transmit the physical characteristics genetically, but the language is not a heritage: language is acquired in a culture. According to the former, from the early childhood the children are immersed in an environment full of speech and context provided by the adults and other factors that, thanks to the children's mental evolution, allow them to appropriate unconsciously the language they speak.

Into the early school years, children start to form grammatically correct sentences, but sometimes the tense of their sentences does not usually match to those of the adult language. When the child is growing physically, is also experiencing a mental growth, that facilitates the use of the cognitive categories, such as time, spaces, modality, causality, etc., in daily utterances as well as how to construct a grammatically correct sentence. Most children are not provided with any instruction on how to speak a language (Yule, 1985).

In society, the children learn to communicate feelings, ideas and wishes in the same way as the other members of their community. Language is acquired thanks to the interaction with the society. The children thereby learn behaviors, values and cultural dynamics. While they are growing up they share a certain identity with the people in their community. When they start to understand the conventions of the society, they learn how and when to use some words. This kind of identity with the society may obstruct the normal and fluent process of a foreign language acquisition. Thus, it is stated that children acquire more easily a foreign language, due to the fact that they are merely starting their identification process with the society in which they live. From all of this above, Noam Chomsky states that the brain structure of every newborn baby is completely arranged for any human language acquisition.

5.3. SECOND LANGUAGE ACQUISITION

According to Klein (1986), the acquisition of a foreign language is extended to the ways, the age, the purposes and the degrees. A Foreign language is learnt in an environment where it is not spoken and the learner does not usually use it in everyday situations. This language is often acquired thanks to the instruction or guide whether from a teacher or a complete course textbook, etc, since the milieu does not provide the elements for the acquisition.

Yule (1985), asserts that most problems people face in attempting to learn a FL are caused by the fact that they practice it only few hours a week, during the teenage or later. He establishes some differences between the first and any other language acquisition. Yule argues that the big but breakable barrier is the constant hearing and sharing the first language used for communicative purposes. This fact makes the second language acquisition process slower, produces interference in the learner's attempts to perform any oral or written utterances and becomes an obstacle when striving to cope with the sounds of the new language.

Yule highlights the advantages of the children when acquiring the first language. They have a lot of free time and the unconscious help offered by the people around. As Klein stated, the interaction with people and environment provides all the necessary elements for the individual first language and culture acquisition.

5.4. CULTURE

Language is an internal bond for the various social groups to which each individual belongs: family, community, region and country. Language study can be viewed as the central study from which an individual can examine his/her social/cultural relationships. Culture is an aspect that involves all human beings, which includes several elements such as knowledge, values, custom, art, law, behaviors, and beliefs, which constitute a particular social grouping.

Cultural competence implies intuitive socio-cultural knowledge on that part of the native speaker, which can be regarded as the cultural counterpart to communicative competence. However, cultural competence does not necessarily mean conformity.

What is called communicative competence also implies knowledge of many aspects of society and culture: forms of address, social values and lexical items. It is not possible to achieve any of the proficiency goals without including certain aspects of socio-cultural information.

5.5. MUSIC

Music is a universal language. It is the poetry expressed by sounds instead of words. Listening to music is more than the simple action of perceiving sounds through the ear. Music is essentially an emotive language, not exact, as the other languages are, but suggestive. It addresses our faculties and emotions and our imagination. If it is allowed it can satisfy our intelligence better than other language.

Music is a source of a variety of impressions for the receptors. It is present in their activities and thoughts in many different aspects. It is listened at Church, in sport games, in the theater, in restaurants, through radio stations, and in many other places. It is listened by the lover, the student, people taking a rest, walking, saying prayers, in the sorrows and joys, every time, everywhere.

5.6. SONGS

Songs represent clearly the epoch in which we are living. Often their content reflects the worlds of youth. Young people find in lyrics and rhythm a language that they understand, respond to and share. Young people have grown up within an atmosphere full of sounds, songs and noise, where they find the best reflection of their beings in music. Songs encompass for young people the need for relaxation, freedom, understanding, poetry, expression, friendship and love. Not only does music have a psychological meaning for young people, but it also expresses a whole of range of cultural values, enriching their lives.

5.7. CURRICULUM

Richards (1990) presents some steps that can help teachers to develop the English teaching program and the aspects to be considered when creating it. According to Richards, much of the

literature on second language teaching often deals with the teaching method or with the design and use of instructional materials. The method, the materials, and the teacher are considered to be absolutely and completely responsible for the students learning. Yet the success of the language program involves far more than the mere act of teaching. In this process, a great deal of levels of planning development, and implementation are involved, as with any successful educational program.

The first step consists of an array of procedures for identifying and validating needs, and establishing priorities among them. The general statements of the intended outcomes of the program have to be determined based on the constraints revealed in the needs analysis. These goals can be used as a basis for developing more specific descriptions of the elements of the program.

After the goals are determined the syllabus has to be designed. The procedures for developing a syllabus would involve the examination of the instructional objectives and the arrangement of them by priorities and then determining what kind of content was required to attain the objectives. Then, the teacher proceeds to select activities, tasks, and learning experiences to achieve learning and reflect on the way they are used within the teaching and learning process. The final step involves the testing and evaluation of the process while the program is operating.

These guidelines helped us create the program and determine the syllabus for the ninth grade English teaching. The identification of the needs was made through a general study of the student age, school context, students' English background and level. From the analysis of these needs and the objective of this document, the activities for the course were categorized into four different focuses with specific objectives.

5.8. VOCABULARY

According to Bright and McGregor (1970) it is clear that it is not always possible to identify the meaning of a word outside some kind of context. The context may be physical. If the teacher is engaged in acting out any situation with the body and ask any question related to the action, the meaning is clear enough as part of the whole situation.

They state that it is not always possible to recognize the meaning of a word in isolation of a certain context. In a physical context the gestures and the actions, generally reinforce the word in any specific sentence. Those elements make the meaning clear as the corresponding part of the whole situation. When a word is used in an appropriate context may become difficult to understand. For instance, some objects are unknown to a certain community of people; hence, the words for those objects are difficult to understand by them.

When an inappropriate word is used in a context and expected to correspond, to the native speaker's context. The object is given a word different from the real word that corresponds to another different object. Hence, the meaning becomes confusing for the native speaker. When there is only verbal language, as in reading or listening to any interlocutor, the words get the meaning from the other words in the context, according to their order in the sentence structure. For this reason, the foreign student needs to learn not only the appropriate words, but also all the possible meanings some words may have according to the context.

5.9. GRAMMAR

It is necessary that students acquire the use of the most fundamental structures. This will allow them to express their ideas with the minimum of linguistic tools, in a way they can re-use them

in different situations/different contexts. FL should be globalist. The work with grammar should not be made isolated from other aspects of learning: phonetics, vocabulary, body language, and social behavior. Everything serves the contents transmitted.

Bright and Mc Gregor (1970) highlight the necessity of students to learn the grammar of Foreign Language in order for them to construct correct sentences corresponding to the models established and “accepted” by native speakers.

The aim is not only to communicate in a foreign language, but also to do it in a grammatically correct way.

5.10. CONTENT

Texts have structure just as single sentences have structure. (Kenworthy, 1991). The goal of text analysis is to examine how the reader or user of a text recognizes that the words, phrases, or sentences, in a text must be co-interpreted, that element of the texts is dependent on others. In recent years, there has been an increasing interest in studying the way people make sense of texts and how sentences are combined in sequence to produce cohesive and coherent stretches of language.

In text analysis, the speakers’ beliefs and expectations, their knowledge of the world and the social conventions that exist in particular cultures about how to construct a message are of central importance.

5.11. INTERPRETATION

Reading a text is far more complex than understanding content, since we have to interpret its links and make sense of them. Making sense of the text is an act of interpretation that depends as much on what we as readers bring to a text as what the authors put into it.

Songs can be successfully approached with techniques originally developed to analyze real conversation. We must, of course, always remember that lyrics are invented sequences shaped for an artistic purpose, and that some of the rules and conventions are different. As teachers we cannot continue ignoring the fact that as s/he reads, the reader interacts with the text.

Interpretation can be seen as a sort of procedures. Any analysis of texts that emphasizes the mental activities involved in interpretation can be broadly called procedural. Interpretation emphasizes the role of a reader in actively building the world of the text based on higher experience of the world and how states and events are characteristically manifested in it. The readers have to activate such knowledge, make inferences and constantly assess his/her interpretation in the light of the situation and the aims and goals of the text, as s/he perceives them.

6. THEORETICAL FRAMEWORK

The issue of teaching English as a Foreign language and its implementation of songs is such a vast subject, and this is a relatively short space, which of necessity has had to adopt a specific and limited perspective. The theoretical framework of this paper is, by force, only a small part of the subject's history. This framework touches on events, theories, and their consequences outside of its immediate concern. But it can do so only briefly, since they reflect cultural and educational patterns that require to be explored in this particular case of teaching and its context.

It is not part of this paper's purpose to explore a specific theme of historical development of the English language teaching. If there is a latent point of view beneath the surface of this theoretical framework, it is a belief that progress in language teaching is not a function of the application of the theoretical principles to the purpose of teaching.

In order to reach a better understanding of language teaching and learning, the authors have been obliged to immerse themselves in its practical realities to undertake research and engage in theorizing. A result of this experience was the realization that there is still much to be learned about most aspects of language and teaching. This means that there are fascinating areas and applications to explore in almost any topic of interest in this field.

Throughout this chapter, the authors seek to broaden the understanding of how Foreign language teaching and learning is related to a wide range of factors including social, cultural, psychological, and interpersonal issues. Such issues are here considered to be minimal prerequisites for the understanding upon which the learning should be based. These are also shown to influence our conception of language, attitudes towards foreign languages, and their users, notions of motivation to learn a foreign language, as well as the choices made by people when communicating. Discussed in the conceptual framework of this paper, all of them are fields which seek to inform classroom methodology in language teaching directly.

The applications to language teaching of theories concerning the nature of language, and language learning, have led to a succession of different instructional methods. It is relevant at this point to discuss the term “method” before referring to it as stated in this research.

According to Richards (1990), method is the set of activities, tasks, and learning experiences used by the teacher within the teaching – learning process and the way these are thereby developed. These activities are justified in accordance with the objective, and are closely related to the philosophy of the program, to the concept of language and language learning, and to the roles of teachers, learners, and instructional materials involved in the process.

Method is not therefore something fixed, a compilation of rigid principles and procedures to be followed by the teachers. It is rather a process in which teachers create and explore strategies for different groups of learners to acquire language.

Kelly (1969), asserts that Language teachers have been very busy finding the right method. But the reasons for the rise and fall of methods are often independent of either the theories behind methods or their effectiveness in practice. Researches on the effectiveness of

determined methods have experienced difficulties in demonstrating that the method itself, rather than other factors, was the crucial variable (Richards, 1990).

The essential problem is that methods often propose an approach that involves a static point of view of teaching. For this reason, some teachers seldom conform to the methods they are supposed to be following. All methods are mainly concerned with creating opportunities for learners to acquire language. But methods have a life beyond classrooms, beyond the questions of content, philosophy and procedure that characterize them. Each method states its own definition of language. Neurology, psychology, and cognitive sciences as well as cultural anthropology, and even philosophy, among others, have played an essential role in foreign language teaching and its view of language.

The authors' methodology has been based on a research into current pedagogical and learning theory. For this purpose, theories, which might support the authors' intend to use songs in the English as a Foreign language classroom, have been explored. The fundamentals of this methodology were considered to be extracted from different intellectual traditions and actual experiences, especially those that go through a considerable way of breaking down the hegemony of tradition. The authors have combined their experience both as learners and as teachers across these sectors to create a perspective in language teaching beyond traditional boundaries. This paper thus establishes points of departure in language teaching directed to a multiplicity of objectives.

The aim of this chapter nevertheless, is not to utter slogans but to look at their consequences. Such an intellectual inquiry would be sterile if it did not demonstrate a connection to praxis, to the reflective exploration, appraisal, and creation of theory in action, in the classroom and in the language learning and linguistic community.

Therefore, there are specific issues in language teaching that need debate and it would not be wise to pretend that a decision to adopt an orientation to language teaching can be made without thought of its implications. The remnants of this chapter will consequently focus on the discussion of the topics of Whole Language, Experiential Learning, Learning Styles, Brain Research, and the Teaching of the four language skills, which is the core of this research.

6.1. WHOLE LANGUAGE.

According to Goodman (1982), the act of reading is not a word-by-word decoding process. He describes it as “psycholinguistic guessing game,” affected by the relationship between thought and language. Through graphophonic, syntactic and semantic clues simultaneously engaged, the reader constructs meaning from print. The reading material should therefore contain language that is significant to the readers in order for them to find it meaningful. The information provided by this reading material is related by the readers to their previous knowledge, and then integrated.

Martin (1988), asserts that using songs allows children to learn new concepts and specific information. Kindergarten teachers, for instance, introduce a song by making students listen to it until it becomes familiar to each child, as a whole, because the individual words or letters make the song meaningless for the child. Using songs in teaching English to adolescents permits the exchange of information about cultural aspects of the foreign country and the appropriation of new vocabulary in the context of the song. In a whole language instruction, the basic language skills are taught through the whole song (Martin, 1988).

A concern for these aspects had been ignored by traditional education, which was in turn blamed for failing to develop the full potential of students. To do so it would require an orientation towards a holistic education, which aims to promote intrapersonal awareness and interpersonal sharing as well as intellectual development, an opportunity for students to become themselves in the foreign language.

6.2. EXPERIENTIAL LEARNING

Rogers, through the experiential learning theory distinguishes two types of learning cognitive or meaningless, and experiential or significant. Rogers states that the former corresponds to academic knowledge such as learning random vocabulary, and the latter refers to applied knowledge. We classify the use of songs in EFL classroom as experiential learning. The proposal intends to motivate students to learn FL in order to use it significantly, which means, involving students' interests, experiences and likes. As Rogers proposes through this theory, that significant learning takes place when the subject matter is relevant to the personal interests of the student, as the topics of the songs are.

Professor Rogers also considers that all human beings have a natural propensity to learn, and thus, have the balancing intellectual and emotional components of learning and the capacity to share feelings and thoughts with learners. Much of the time in EFL classrooms is devoted entirely to the exercises in the course book not into an authentic learning language teaching process.

A good plan for practice EFL in any skill must be regular, fair (natural) and confidence building. It must be interesting, stimulating and challenging for the students, so they will want to do it. If a teacher gets their attention, half the battle is won. No teacher can escape from the common

observation that seems to tell that students learn what they think is “relevant” to them. The more catching, the more adept they become. And teachers are keenly aware of this need. A teacher must therefore provide activities that stimulate an environment for learning as well as students derive pleasure from the language through songs, radio, records, and so on. Motivating students is a big responsibility, and not only do songs motivate students to learn but also to participate actively in the classroom.

6.3. TEACHING THE FOUR SKILLS

The four language skills have been classified according to their level of priority in the learning process. Most teachers consider that the foreign language student should be firstly exposed to listening, which will enable him to speak. The next skill to be developed should be the decoding of the linguistic written symbols: that is the reading. When those skills are been developed, the student can start his process of writing correctly and coherently

6.3.1. THE LISTENING SKILL

There are three facts that should be highlighted in relation to listening: its active nature, the context of the message, and the relation of the listener and the message. There are, however, some difficulties in the process of decoding oral messages. Brown and Yule state four factors which can affect the listening activities: the speaker, the listener, the content, and the support.

Littlewood (1981) asserts that listening has usually been considered a passive skill in foreign language acquisition process. In contrast, he believes that listening involves actively the listener, who must rely on both linguistic and non-linguistic elements in order to construct the message. For this reason, he suggests that listening skill development more than speaking

requires considerably more time. In this meaning constructing process, most utterances may carry different meanings according to the different situations. Thus the context of the communication enables the hearer relates them to a single appropriate meaning.

According to Nunan (1991), the context usually provides elements of the message that does not reside exclusively within the words. When the communication lacks context the listener has to appeal to the previous knowledge. This previous knowledge corresponds to the background or experience the listener has about any specific subject. It enables the listener to assume any information that has not been given verbally or non-verbally in a message in order to correspond it.

Nunan also asserts that listeners only store the meaning of the message they listen to, disregarding its linguistic forms. He supports it with the argument that when a listener is asked to recall and write down as much as possible a message previously listened, the listener will generally remember some bits of that message, and he will even include some others, but those bits will not keep their original linguistic form. For this interpretation of the message the listener utilizes both the given message and his previous knowledge.

Songs are supposed to provide good listening exercise, because they contain native speaker pronunciation, but they may also represent an obstacle for students who have not develop listening skills in another language, in this case: the English language. Brown and Yule (1983), state that the difficulty in listening activities can be affected by four factors: speaker, listener, content and support. In our particular case the speakers were the singers, how quickly they sang and the type of accent they had. The listeners were the students and their level of interest towards the activity. The content was the set of vocabulary, grammar and background knowledge assumed. The support then, corresponded to the pictures, images, representations, explanations, definitions, and examples, used in the activities to support the

content of the text (lyrics). Listening exercise seems to be the most difficult for foreign language students, especially when they are not familiar with whether the native accents of certain vocabulary used in the utterance.

Littlewood claims that the listener should be encouraged by a communicative purpose in the classroom. He suggests that having students making inferences from what they hear and having students listen to spoken texts in order to find the answers to questions might arise motivation among students. Providing students with the topic of the text or some words to be identified when listening to the text might also be motivating.

6.3.2. SPEAKING SKILL

Nunan and Bygates offer essential elements for the understanding of the speaking. Nunan highlights the relevance of the speaking ability in the process of learning any foreign language. Bygates, in his analysis, goes deeper into the functions of the speaking acts and classifies them as routines. Regarding this, Halliday and Hasan present some suggestions for the selection of the teaching materials in the English classroom.

According to Nunan (1991), mastering the “art” of speaking is the essential aspect of learning a foreign language. Bygates (1987), analyses the functions of speaking and suggests that oral interactions can be labeled in terms of routines; for him, those routines are conventional ways people use to give or share information, which can focus either on information or interaction.

Information routines are composed of types of information structures, either expository or evaluative, which are often appealed to. The former refers to descriptive, narrative, instructive or comparative utterances, and the latter refers to justification, explanation, decision and prediction. Interactions routines can be either service or social. Bygate establishes this

distinction between information and interaction routines to show the difference between the transactional and interactive functions of language. He also asserts that another characteristic of the oral interaction is that the speakers need constantly to negotiate meaning and generally manage the interaction in terms of the receiver, the content, the context, the moment.

Halliday & Hasan (1985), suggest, to this respect, that the teachers should select, as material for English teaching and learning, whole texts or whole language events rather than isolated words or sentences. They also suggest that the students in the English classroom should be exposed to the interaction with the language in the way it is used by the native speakers in real life situations. As a result, one could assert that songs bring into the classroom the language as represented by the native speaker's voice and style.

6.3.3. WRITING SKILL

Halliday (1985), and Nunan (1991), supply relevant aspects that highlight the essential role of the writing in day-by-day circumstances. The acquisition of a high competence of this skill requires a long process, where the student has to interact with a community of writers and share his experiences.

In daily life situations we are exposed to written language serving a variety of functions. Halliday (1985), classifies those functions as for action, for information, and for entertainment. For action, such as in public signs, products labels, instructions, recipes, bills, directories, machine manuals, in a sentence: for social contact. For information, including newspapers, textbooks, advertisements, political pamphlets, scholastic and medical;. For entertainment, light magazines, comics strips, fiction books, poetry and drama film subtitles.

Nunan (1991), suggests that foreign language teachers should establish the difference between spoken and written language, during the selection of classroom activities and procedures. He states that one of the features that distinguish spoken from written texts is that the former are less structured than the latter. Nevertheless, Halliday asserts that spoken language is no less structured with complexities than written language, and supports that writing is complex at the level of the clause, while speech is complex in the way the clauses are linked together. Halliday also points out that written texts are often decontextualized when the writer communicates a message that is often distant in time and place from the person who receives it. Therefore, writers usually make inferences about the reader's background, in order to add or omit information.

Besides establishing the difference between oral and written text in the language teaching and learning process, the teacher should take into account the difference between the act of writing as a process and that of writing as a product. In addition, Zamel (1987), asserts that students are actually given few opportunities to write and when they get to write their resulting texts are usually viewed as final products to evaluate. Students then consider that the main function of writing is to produce texts to be assessed by teachers, disregarding the function of writing as meaningful communication mean. For this reason, she advocates that writing skills can develop rapidly when students are exposed to frequent opportunities to write and participate in a community of writers. For this purpose, the teachers should themselves become models for students.

Hamp-lyons & Heasley (1987), also share this point of view on the complex process. They affirm that students feel uncomfortable with the idea of writing to be criticized. They, then, suggest that the writing classroom environment should be warm and supportive, and non-threatening. Teachers should show willingness to write, too, and share their experience

with students. Teachers should also have students work together, assisting each other and provide opportunities for students to point out strengths and weaknesses without taking or giving offence. Songs introduce students to the use of vocabulary within context and full sentences that permit them to have elements for daring writing their own sentences.

6.3.4. READING SKILL

Something that adds clarity to the theorization about reading is briefly stated by Nunan, (1991). He argues that reading is generally viewed as a introverted activity in which the reader interacts with the text in isolation. In the meantime, Cambourne (1979), who applies the term “outside in” to denominate the decoding process in reading exercise, asserts that reading is essentially a process of decoding written symbols into their aural equivalents. Cambourne explains that the reader processes or discriminates each print. These prints or graphemes are match with the phonemes of language. Then the latter are blended together to form words. He adds that when the language is translated from one form of symbolic representation to another, the meaning is derived.

Oller (1979), highlights that it is relevant to view reading process from both psychological and linguistic perspective. He states that our knowledge of the world is closely linked, and that this close link affects discourse processing. He also argues that when a sequence of linguistic elements is predictable, the text is more steadily processed.

Wallace (1988), establishes the difference between the process of learning to read and the process of learning to speak. She asserts that students feel more strongly motivated to communicate orally than they feel to communicate through reading or writing. Although she also clarifies that in some cases, it depends on the level of socialization and interaction of the

learner with the experience of reading. Schema theory argues that the reader needs to use previous information not explicitly included in the text in order to have an adequate understanding. The use of song in the English classroom implies the utilization of prior knowledge. The teacher might make sure that every unknown word, which belongs to foreign cultural contexts, should be clarified in order for students to understand the meaning or sense of words or sentences found in the song.

6.4. LEARNING STYLES

After their research on psychology for foreign language teachers, Willing (1988), and Nunan (1991) present their analysis about the way people learn a foreign language. Through this analysis, they supply the common characteristics shared by determined groups of learners, with the objective of helping teachers understand students' behaviors and preferences and select their materials for the class.

Willing asserts that learning styles theory refers to the ways the learner feels more comfortable about learning. Nunan points out that psychological and cognitive aspects, socio-cultural background and educational experience have an effect on students learning styles. Concerning this, Willing adds that individual perceptions of strengths and weaknesses in learning process influence students' learning style too. He, from his research on 'learning preferences' also concludes that there are different types of learners and classifies them into groups: Concrete learners, analytical learners, communicative learners and authority oriented learners.

He classifies the learners who usually prefer didactic materials, such as games, pictures, films, videos, and cassettes. They like outside class practices, as concrete learners and those who prefer learning language in real life situations, and who like having live contact with the

language through the experience in real contexts, he considers them as communicative learners. He catalogs those learners who prefer the analysis of the grammatical aspects of language, and who like autonomy and self teaching, finding mistakes and solving problems as analytical learners. And those who, in contrast, depend on the teachers' guidance in their language learning process, and who like learning by reading, writing, and studying grammar, as authority oriented learners. He believes that the language teacher should take into account the different types of learners when designing or selecting activities or materials. The program proposed for teaching English to the ninth grade classrooms of Francisco Antonio de Ulloa high school, attempted to focus all types of learners.

6.5. LEARNING STRATEGIES

It is relevant to be on familiar terms with the concept of learning strategies supplied by Faerch & Kasper (1983), before exploring the classification established by Ellis (1985). Faerch & Kasper state that learning strategies theory refers to all of the cognitive processes that intervene in students' foreign language learning. Ellis proposes the categorization of three main process types: Hypothesis formation, Hypothesis testing, and Automatization. Hypothesis formation refers to the processes appealed by learners in order to deduce linguistic structures by making inferences between both first and foreign language. Hypothesis testing refers to strategies learners employ to prove the validity of rules through their use in communication with a native speaker. Automatization refers to the processes implied in the language practice.

Willing (1988), after a research on learning preferences in a second language environment concludes that personality factors have a bigger influence on students learning strategy preferences than socio-cultural and educational do. Although it is considered that the same study, if conducted in a foreign language context would probably alter the results.

6.6. PSYCHOLOGICAL ASPECTS OF LEARNING EFL.

Foreign language acquisition concerns individual mental processes and influences his attitudes and behaviors. It is essential to analyze the contributions of the psychology to this field, since it is the science of mental processes and behaviors of human beings. Stern offers an analysis of the psychology effect on the studies about language and foreign language acquisition. He cites Skinner and Chomsky's theories and influence on the language acquisition field.

Stern (1983), points out the relevance of speech as a necessary part of psychological inquiry, due to the distinction it establishes between human beings and other species, and therefore its function in human daily life. Language is then considered one aspect of human behavior.

Psychology, over its first decades of scientific research, has mainly focused its study on other human behaviors, such as child development. The study of language and its implications are being recently broadened. In 1877, for instance, Wundt, the founder of modern scientific psychology published a study of 'ethnic psychology' dedicating its first volume to a study of language. From that date on, psychological experiments are being increasingly developed.

From those experiments, some remarkable issues have resulted. Affective component as well as cognitive aspect plays an essential role in foreign language acquisition. Another issue concerning intelligence development is that the growth of language in the child indicates the mental growth. Although some researchers support the idea that language development depends essentially on the individual biological development, some others, in contrast, state that language development is the result of social learning and interaction.

Language teaching theory has also being of central concern to psychology. The study of learning processes has enormous influence on education. Psychology mainly focuses on the overlap of stability and change of the human beings, and learning implies all the modification and adaptations of the individual to the environment. Psychology then, conceives learning as the process by which the individual adopts a new positive direction, motivated by the experience or practice and influenced by environmental factors including teaching.

6.7. CULTURAL DIMENSIONS OF TEFL

As Hinkel (1994) states, there are a lot of definitions of culture. This concept is being exploited into its most specific areas, as it is the influence and effect of the culture in the school, and more precisely in the classroom. Scollon (1995, p. 383)

According to Rosaldo (1984) culture is more than the compilation of all what a certain population keeps as rituals and beliefs, that characterize the people living within, and thus called cultural models. These cultural models represent the reality in which they live in and which they project to the outside world. For this reason, the social and cognitive concepts of these people are usually likely to be misunderstood or ignored by the outsiders.

Culture is also concerned with language, and socialization into a group of people. Ways of thinking, feeling, believing and behaving compose a culture, and are often expressed through language. In songs man expresses thoughts, feelings and emotions belonging to the reality through human voice. That is to say, song expresses the culture through the language. According to Kramsch (1991) culture and language go together. She states that learning a Foreign language allows the learning of that Foreign culture, because a language is only learned by understanding the cultural context in which it is spoken. Songs, because of their

cultural component, are the best means to introduce students to the language itself as well as to its culture.

To this respect, Byram (1989) indicates that culture represents implicit element in Foreign language teaching, because language refers to the perception of the world and cultural aspects of the native speakers. Byram and Morgan (1994) argue that the language learning should allow the cultural learning and vice versa. Knowledge about culture and society has been recognized as a legitimate aspect of language teaching and a cognitive objective distinct from the proficiency objective.

6.8. AGE AND SEX

Adolescence is, according to Laosa (1979), a period of transition from one stage of development to another. This transition involves changes on the cognitive, emotional, and social world of the child to that of the adult, as well as physical and sexual individual changes. All those changes during this period of life create tensions often causing psychological and emotional turmoil. The individual reflects a need for social acceptance, identity, and personal security. During this phase of life, young people are invaded by an apparent lack of understanding of the changes taking places during the maturing process and a misconception between adults and adolescents. Adolescents tend to believe that the average adults have a low opinion of teenagers. Parents usually feel that teenagers have to underrate adults and overrate themselves.

Another problem experienced by the adolescents is the difficulty in establishing their independence from their parents and in establishing their own identity. They are helped in

these “adjustment processes” by the increased cognitive ability to handle abstract, conceptual thought.

According to Byram (1989), sex determines significantly the students’ activities and an undeniable focal point of students’ interest. From the age of middle school on to the university level, the primary goal for students continues to be learning to establish healthy sexual attitudes and relationships, although the women’s liberation movement may effect change in certain sex roles and attitudes. Researches show that girls mature earlier than boys, physically and linguistically. Girls are usually more social and more conforming. They tend to get along better with teachers and to receive better grades. They, more than boys, seem to prefer courses that involve a lot of reading and writing, such as English and Foreign languages.

6.9. ERROR TREATMENT

According to Brown, it is a natural process that learners make errors. For many years it was accepted the view that errors meant a bad signal. Behaviorist psychologists in particular encouraged the manipulative and mechanical practice of the language. This practice exposed students only to good models and motivated them to produce correct English sentences. This left no room for making a lot of errors.

More recently, the mentalists propose a different view of errors. They suggest that learners must make errors as an unavoidable and necessary part of the learning process. When the student learns a new language, he usually does not know the exact words to express any idea. Then he appeals to the basis of his knowledge of his mother tongue and to what he has learned of the Foreign language. In this process where the learner aims to master the language, the errors he makes indicate that learning is taking place.

Errors are considered to be an essential part of the learning process that is not interfered by the mother tongue. Learners have difficulty with certain grammatical aspects even when they do not exist in their mother tongue. It may happen, for instance, that they generalize a rule they have learned and apply it to all cases. The problem here is that the restrictions on the application of that rule have not been learned yet.

He proposes some stages or procedures for dealing with errors. The first stage is the recognition of the error. Very often the student intends to express an idea, and uses some inappropriate words that mislead the meaning. In order to isolate the specific error, the teacher must discover the student original intention. The second stage is the recognition of possible sources of the error, to know why it happened. This stage enables the teacher to adopt a more effective teaching strategy to deal with it. The next stage is the analysis of the error's gravity. This allows the teacher to know its level of priority in the moment of dealing with student's errors. Here, he suggests looking at the error in linguistic terms and seeing what rules are broken. The last step is the correction of the error. He suggests that errors should not only be corrected by the teachers, but also by the student himself or his classmates. The teacher, instead of providing corrected versions of errors committed by the students, should help them identify where there is an error and let them recognize what it is and correct it themselves. The students must be encouraged to look for and identify their own errors in order to correct them. Another strategy is to have students work in pairs or groups to share knowledge and correct their errors. In these cases, the teacher may act like a guide when any aspect is difficult for all of the group members.

When analyzing grammatically the lyrics of a song, it is necessary to establish the difference between formal and informal use of the language. In the songs, it is noticed that some rules are broken, because this is the way native people speak. Students must recognize the correct rules to write formal texts, and that there are colloquial language, too.

6.10. MOTIVATION

According to Williams and Burden (1997), most teachers consider motivation as one of the most powerful influences on learning. Motivation is composed of some factors, such as interest, curiosity, or a desire to achieve, which may differ in distinct situations and circumstances.

Early psychological research views motivation to learn any thing in terms of the biological needs the child met during the early years of learning, and the quality of the reward or reinforcement he received for early attempts to learn (Williams and Burden, 1997)

They suggest that it is necessary to highlight the difference between learning a Foreign language and learning another subject. Learning a language, they assert, implies the adoption of new social and cultural behaviors more than simply learning skills, rules or grammatical aspects of a language. As language belongs to the personal whole social being, its learning alters his identity. For this reason, the learner's attitudes towards the community of speakers of a foreign language will affect the success in learning that language. Indubitably, the whole social situation, the context, and the culture in which the learning takes place will also affect the language learning process. It is relevant to highlight that the songs themselves represent a powerful source of motivation in the English classroom, thanks to its content that communicates feelings, emotions, and thoughts.

Williams and Burden, from their research, present two views to motivation: a cognitive view and a constructivist view. From a cognitive view, choice is a central factor in motivation. Learners have choice over the way in which they behave and control over their actions. This is

a contrastive view to that of behaviorists, who see learner's actions as externally conditioned. Making choice requires the awareness of the results the learners want to obtain. Thus, motivation, from a cognitive perspective, is concerned with the reasons that encourage people to act in certain ways and the factors that influence the choice they make. It also implies deciding the amount of effort the learners are prepared to expend in attempting to achieve their goals. In this sense, the teacher's role is facilitating the student appropriate decision.

From a constructivist perspective, the motivation to foreign language learning varies from one individual to another. External influences affect students differently in accordance with their capacity of making sense of those influences. Students' internal disposition conditions their reaction towards the external influences, thus they behave in their own particular way. Constructivists also view motivation as conditioned by social situation and cultural influences, and by the students' interactions with significant people during their process of learning. The teacher then, plays an essential role in the students' motivation during the Foreign language learning process. The personality of the teacher, the student's feelings and perceptions about the teacher, and the interactions with the teacher influence the students' motivation to learn. Students' motivation to learn is also affected by the particular style of the teacher to present the activity and his behavior with the students during the development of the activity.

6.11. TECHNOLOGY IN TEFL

According to Glennan and Melmed (1996), the use of technology in schools is being recently increased. Schools are adding equipment in order to improve students learning. This has the potential to expand the time for the activities of the class and to arise motivation for student learning.

Joiner (1997), asserts that audio has the longest tradition and is generally the least costly, the most convenient and the most broadly available technological resource. Short-wave radio broadcasts; audio magazines and foreign songs recorded on cassettes or compact discs can bring the foreign language into the classrooms. Songs on cassettes and compact discs and the respective players are easily carried anywhere and do not represent a great investment. Most teachers and students are very familiar with audio technology and require little, instruction in its use.

She asserts that audio technology can motivate students to learn and pay closer attention, while developing listening practice in the classroom; besides, technology in the form of recording and playback equipment, provides the advantages of pausing or replaying. In this way, the song-recorded material becomes more comprehensible for students when they listen three times or more.

7. TEACHING ENGLISH WITH SONGS

This section presents a brief summary of the way the idea of using songs as the main texts to teach English came to be the topic of this research work. It also presents an overview of the school choice and the description of the methodology of the activities with songs developed in that school.

7.1. BACKGROUND OF THE PROPOSAL

Teachers usually tend to teach the way they learned. In our process of Foreign language acquisition, our teachers from time to time brought a song for a class exercise. We realized that in the song content words became meaningful and easier to remember. We enjoyed those classes and would have liked our school classes to be like them. We did not usually enjoyed our school English classes, because we repeated meaningless written sentences until we seemed to understand a rule. We thought that, as we once did, adolescents in school would prefer an English class where they could really learn but in a more significant way. That is to say, we would like to become the teachers we did not have in school. In order to meet this objective, we considered that we should start by knowing the students' expectations about the English classes.

7.2. CHOOSING THE SCHOOL

We wanted to focus our research on adolescents in High school, because in our program (Foreign Languages), there is a lack of research on this age. Most research projects we consulted explored the child development and proposed some strategies for teaching children. The organization of the Educational process orientation of our program usually places upper level students in primary schools, so that they can acquire experience to qualify as teachers. We communicated the members of the organization our expectations to work with High School students. The purpose was mainly to pilot our work project at the same time. They, then, assigned the ninth grade classrooms B and C of Francisco Antonio de Ulloa High School.

7.3. RESEARCH METHOD

Students were interviewed about their expectations for the English classes. (See Annex 1). According to their answers and suggestions, the activities were selected. (See 7.4). Each activity was first implemented in 9-B (See Activity 1), and then implemented in 9-C (See Activity 2), taking into account the conclusions of the former, or complementing it.

7.3.1. ORGANIZATION OF THE ACTIVITIES

The activities were organized in sequence from simplest to most complex, into four elements: vocabulary, grammar, content and interpretation. The objective was mainly introducing students to the contact with the simplest aspect of the song, and of the English language, as it is the vocabulary, before exploring the grammatical aspects. After those exercises, the students were exposed to the understanding of the topics treated in the song and the terms that helped contextualize the song content. Finally, students were invited to go beyond the text and the words, through the interpretation of the ideas expressed by the singer. Interpretation was

considered the most complex component, in the sense that most students may present a certain level of difficulty when dealing with this exercise. This level of difficulty was due to the fact that students were not familiar to this kind of activities.

Each of these components was focused from three different focuses. This strategy helped view each component from three distinct perspectives and supply more information and broader conclusions.

The following teaching approaches contributed in some way to support some of the activities with songs hereby proposed. Most of those theories are considered to be old-fashioned and have been replaced by new and more complete methods. Nevertheless, we have extracted the essential points of each one, which have produced profitable results in the learning process.

7.3.1.1. Communicative approach

Halliday (1970) states that language is a means of interaction and expression of meaning. Language is communicative and functional rather than merely grammatical and structural.

7.3.1.2. Audio-visual method

Rivers (1981) affirms that language is learned through situations. These situations not only include the linguistic component, but also the language of gestures, attitudes, images. The association of the image and voice eliminates the necessity of using the mother tongue, because the meaning represented by the image is directly related to the utterance in the foreign language.

7.3.1.3. Total physical response

Asher (1965) considers that the affective component in the foreign language acquisition plays an essential role. TPR includes physical movements and reduces the principle of the linguistic component's involvement in order to reduce anxiety, creating a positive attitude to facilitate learning.

7.3.1.4. Cognitive approach

John Carrol (1963) conceives language as a creative process from childhood to the moment when the adult can perform and understand new sentences everyday. For this reason, the grammar is a mechanism that creates all possible grammatical sentences. Learning is the process of perceiving, acquiring, and storing knowledge making it an active part of the student's cognitive structure.

7.3.1.5. Audio-lingual method

Moulton (1961) argues that language is fundamentally speech. The first linguistic skill learned by the child is the oral language. Students, then, should be exposed to communicative situations.

7.3.2. TOPICS OF THE SONGS

All the songs used as main texts in the ninth grade English classrooms were suggested by the students in accordance with their own likes and preferences. The teachers analyzed those songs and grouped them according to both the objective of the approaches and the content of the song whether linguistic or in terms of their topics.

7.3.3. CLASS ORGANIZATION

The songs served as main texts for the class, and the activities helped students focus on a specific aspect of the song. For this reason, the objective of the activities was determined by the objective of the approach. The time spent for the development of each approach was two sessions (four school hours).

7.3.4. EVALUATION

Evaluations helped the teacher recognize the elements that should be reinforced. For the evaluations, the teachers mainly took into account the aspects of the English language focused on, in each class and the focal point of the approach. Contests of knowledge and the same activities for the classes served as evaluative materials and allowed students to adopt a different perception of the concept of evaluation.

7.4. ACTIVITIES

Each activity is composed of Discussion, Analysis, and Conclusion. In the discussion, the procedure of the class is presented. The analysis, as its name indicates it, proposes the

analysis of the class development done through the observation, deduction, students' comments, and the theories that support the work. The conclusion includes some specific suggestions of the activities. There is a general Suggestion, which includes general comments of both Activity 1 and 2, for further implementations.

The activities are presented in the order of the four components of the research methodology: Vocabulary, Grammar, Content, and finally, Interpretation; each of them is composed of three different approaches.

The vocabulary is taught by means of images, body movement, and words. The grammar is analyzed through the traditional methodology, through the comparison of the mother tongue and the English language, and through the deduction of the rules. The content of the song is explored before, while, and after working on the song lyrics, through the analysis and understanding of the topics treated in the song. The interpretation of the song is developed through the psychological, sociological, and philosophical analysis of the lyrics.

7.4.1.TEACHING VOCABULARY

This component aims at appropriating vocabulary through the association of the word with a linguistic equivalent. Those equivalents might be "images" or the corresponding picture (see 7.4.1.1.); "words" or sentences expressing connotations, descriptions, synonyms, antonyms (see 7.4.1.2.); and "body language" or gestures and movements representing the meaning of words (see 7.4.1.3.).

7.4.1.1. APPROACH ONE: WORD - IMAGE.

This approach focuses on the association of the word and its respective image or picture, as a way of reinforcing students understanding and acquisition of vocabulary. Teachers may have students create or draw the pictures or use flashcards, cutouts of magazines, posters or any other pictographic resource. This activity requires the use of pictures showing precise and specific meaning, so that students do not find any ambiguity.

7.4.1.1.1. ACTIVITY 1 (See Annexes A-6.3, and B-1)

7.4.1.1.1.1. DISCUSSION

The first song worked with the students was a Christmas carol, named *We Wish You a Merry Christmas*, because the class was taught on December. Some students were chosen to represent a role-play of the scenes on the song lyrics. When the song was being played, they represented the scenes in accordance with the lyrics, with the teacher's help. This activity required merely non-verbal language. The class was concentrated in every representation to be able to catch the meaning and sequence of the images they were seeing. Then the identification of the images represented was established through oral deduction, analysis, and guessing exercise. Students participated actively, by guessing even when they did not understand the song.

After this activity, the song lyrics were handed out. Students were called upon to draw the pictures of the images represented by the scenes and associate them with the corresponding sentence of the song lyrics. Students were helped to compare both the conclusions drawn in the latter analysis and the content of the song lyrics.

7.4.1.1.1.2. ANALYSIS

This activity motivated students to pay close attention to each image. They did not want to miss any detail or piece of information, attracted by the fact that they did not understand. Images, because of their lack of verbal language may very often create ambiguity in students' minds. In those cases, the analysis and comparison between image and text might be helpful since it clarifies students' doubts or confusion and provides a better understanding.

This activity with images was also reinforced through the use of pictures, as another way to associate words to images. The teacher brought a Lottery game that included the vocabulary of the song, with pictures and words to be matched. The students proposed the idea of creating their own lottery game with their own pictures instead of working with the one brought by the teacher. For this reason, the teacher had to change the activity and asked students to make it themselves. Students were enthusiastic making up the lottery cards, including other words related to the topic, that were not in the song. This exercise of making the lottery cards helped them appropriate the vocabulary they used in the creation.

7.4.1.1.1.3. CONCLUSIONS

Some activities arouse more motivation than others. In activities of concentration such as the first activity proposed above, teachers should take into account that the less information students are provided with, the more motivated they are going to be. On the other hand, students, in some cases, prefer creating their own material to work with in class. The hyperactive students may find a way to express their minds and to be involved in activities where they can make choices, communicate ideas and invent new things.

Using association of words and images is a dynamic way to work on a song with a lot of words, which can be represented with pictures. This exercise creates a funny atmosphere to learn and construct meaning.

7.4.1.1.2. ACTIVITY 2 (see Annex B-2)

7.4.1.1.2.1. DISCUSSION

The class was started by showing to students some pictures of the nouns with adjectives extracted from the song Santa Claus Is Coming to Town. Students made up a list of all of the words they remembered, according to the pictures previously showed. Students wrote the shortest words, because they were easier to remember. The teacher wrote on the board the words, checking the words that were common on many students' lists. The teacher asked some volunteers to draw the respective picture to each word. Some students hesitated about the adequate picture they should choose. Then, the class helped them illustrate a correct version. Later the teacher showed the cards again, asking students to say the name in English. Most of them curiously remembered the word in English, but they pronounced improperly. Finally the teacher presented the lyrics and students listened to the song, trying to understand the whole meaning.

7.4.1.1.2.2. ANALYSIS

Students generally remembered the way and the structures of the words, but sometimes they forgot their adequate pronunciation, possibly because they had been exposed to the association of written words with the pictures, and they did not pay much attention to the

pronunciation. Many pictures were familiar or funny for the students; this enabled them feel motivated to know their meaning in English. Some students felt strange or unsure, when trying to pronounce a word in English, because they wanted to do it correctly. Some others, anyhow, felt comfortable pronouncing the word with the Spanish phonetic.

7.4.1.1.2.3. CONCLUSION

This activity arouses motivation, because students felt like playing games while learning new words. Although the students had contact with the English language, the teacher should know its use is a feasible tool. The teacher should try to remain flexible with this, because sometimes the first language is the fastest way they find to communicate. This activity also practices oral skill, because students started establishing the difference between the way in which English is both written and pronounced. Students got easily involved in the activity as one only group.

7.4.1.1.3. SUGGESTIONS

Through those activities, the association of the words to images is proposed as a way to teach and learn vocabulary in English. For students the work with illustrated cards represented a new element in the class. Pictures, in any way, offered the sensation of playing games and a relaxed environment. In many cases, students may prefer working with already-made cards and in some other cases, they will prefer creating and illustrating their own cards. The teacher then should take advantage of both preferences when working with pictures. On the other hand, it is advisable to be precise, because some pictures can mislead the meaning or have ambiguous meaning.

7.4.1.2. APPROACH TWO: WORD - BODY

This approach mainly focuses on the use of non-verbal language in the understanding of the vocabulary meaning and its appropriation. Gestures and actions are used in order to help students understand and assimilate the vocabulary meaning. The exercise of this approach requires a high level of concentration and creativity in order to understand the meaning and catch all relevant detail and piece of information.

7.4.1.2.1. ACTIVITY 1 (see Annex B-3)

7.4.1.2.1.1.DISCUSSION

Firstly, students were presented the song Mambo Number Five by Lou Vega. Students were excited about knowing the song content because this song was being played on the radio, at that time. They said they liked the song style.

They were provided with the song lyrics, but there were many words unknown to them. Then the teacher took them outside of the classroom to the music room, they brought only the sheets of the lyrics. This song has a lot of commands or instructions, and a lot of verbs that can be easily acted out. The teacher had students stand up and listen to the song carefully and watch each instruction she read and acted out. They, spontaneously, looked for that sentence in the lyrics paper.

They were called upon to imitate each teacher movement, but curiously they did it only when they were sure of what actions they were imitating. Facing this, the teacher decided to write on the board the action she was doing; trying sometimes to change a word of the sentences. The new word altered the action, and thus misled them too. For instance: the original instruction

was -Put your hand on the ground- , then the teacher erased -Ground- and wrote -table-. She read the stanza with the new word. Those students, who were distracted or acting mechanically, put their hand on the ground automatically while those who were concentrated, could follow the new instruction properly.

7.4.1.2.1.2. ANALYSIS

Adolescents are by nature very active. These kinds of activities got them into action, both mentally and physically. They feel like playing a game while they are learning new things. This exercise helped them concentrate and think rather than imitate, but in a funny environment. This activity was also implemented through the name and action of different other verbs, that were not included in the song but used in daily life situations. For instance: -I open my notebook- or -I take a shower-. Students were motivated to act out all those daily common actions and proposed the use of some other different actions. In these activities students generally recognized the use of the English language as the main objective, without neglecting the active nature of the activity.

7.4.2.1.3. CONCLUSION

When working with full sentences as exactly used in the song lyrics, words can be introduced or changed in the sentence. This might enable students discriminate the word sounds and pay closer attention. This exercise is suggested for songs with directions or orders, or with verbs that can be easily represented with gestures or movements. This activity promotes the interaction and use of the language in a creative way, as well as the change of the class pace.

7.4.1.2.2. ACTIVITY 2 (see Annex B-3)

7.4.1.2.2.1. DISCUSSION

The class started listening to the song Mambo Number Five, by Lou Vega, then students in pairs, looked for the meaning of the unknown vocabulary. Each student was given a piece of paper with an action of the song. In turn, the students acted out the action for the rest of the class. While the teacher wrote the action on the board most of the students showed enthusiasm in representing the action. There were some verbs very familiar to most of the students. For this reason, it was easier for them to catch or discover the meaning. After this, the students reviewed the meaning of all the verbs through the actions guided by the teacher. Later the song was played again and the teacher asked the students to act out the verbs they heard.

7.4.1.2.2.2. ANALYSIS

In exercises like this the teachers can include more vocabulary. It is beneficial to motivate students to find the way to express the meaning of a verb with his own actions rather than imitating the teachers' or classmates' actions. Students generally showed a high level of creativity and spontaneity in the development of the representation. The Total Physical Response Theory proposes the exercise of having students follow the actions, the commands and instructions of the teacher as an strategy to acquire the vocabulary of a foreign language through the language itself.

7.4.1.2.2.3. CONCLUSION

This activity arouses a lot of motivation and participation among the students because of its active nature. It allows the reinforcement of the vocabulary and pronunciation while giving

students a space for relaxation. It helps to change the pace of the class, since it is basically a game where they can practice some aspects of the language.

7.4.1.2.3. SUGGESTIONS

These activities propose the integration of gestures, actions, and representations of the meaning as a strategy to acquire another language. It is suggested to help students identify the action before imitating it. In order to be aware of the actions they are representing. With the purpose of changing the pace of the class, and exploiting the creativity of the students, the teacher can assign each student the representation of an action for his classmates. This allows students take part in the development of the class.

7.4.1.3. APPROACH THREE: WORD - WORD

This approach focuses on the utilization of verbal language, which, in any sense, relates to some chosen vocabulary used in the song. This verbal language may include antonyms, synonyms, statements describing or defining the words, or any other written verbal language able to provide an idea of the words or help students match them mentally. This exercise implies the use of adequate words that provide a clear idea; otherwise, students might be confused.

7.4.1.3.1. ACTIVITY 1 (see Annexes A-6.1, and B-4)

7.4.1.3.1.1. DISCUSSION

Students listened to the song Hand In My Pocket, by Alanis Morrissette, while they read the lines of the lyrics. It was easy for them to follow the singer voice, because the song rhythm was very slow. The teacher provided the definitions of the unknown words in order to avoid

supplying their equivalent word in Spanish. Those definitions were very concrete, otherwise students might confuse the real meaning of the word. Students gave spontaneously examples or more information about the concepts in order to reinforce their understanding of the word meaning. The teacher then expressed her agreement and explained and clarified confusions and doubts, when any.

Later, students were called upon to write a short composition using some of those words whose definitions had been previously offered. In turn, students read aloud their composition. Some students wrote only isolated sentences without coherence among them, but it was also valid.

The objective of this exercise was reading aloud sentences, explaining to the classmates the unknown words through their best definition avoiding translation, until the class had understood. Some students found it hard to perform a complete well-constructed definition, but they appealed to characteristics, examples, and even rustic definitions. The teacher helped them identify any possible classification of the word while defining it. For instance: -it is a furniture that ...- -it is a place where ...- -it is a quality that ...- -it is an action that ...- and explained that this helps the listeners form a more specific idea. Anyhow, some students required a little help with that classification. Some others just made it fun. It always happens when working with adolescents. One of them, for instance, had to explain the word -forest-. The definition he thought it was adequate was -it is the place where Tarzan lives-. Although this definition could not have been the best, the class immediately caught the real idea of the word meaning.

7.4.1.3.1.2. ANALYSIS

The incapability or difficulty of some students to build up definitions for some words even in Spanish is evident in exercises like this. This is an obstacle for them when trying to define words in English. It is curious to see them striving to make others understand what they mean, and asking for help. This difficulty in defining words is also an obstacle when trying to figure out what a classmate is meaning with a well-elaborated definition. The simpler the definition, the easier understandable it becomes for students.

This activity was also implemented through the use of synonyms and antonyms as another way to understand meaning without translation. Students were called upon to match words which had antonyms or synonyms included in the same song lyrics. The teacher had to previously explain what antonyms and synonyms are, because most of them did not handle those concepts. After that explanation, it was easier for them to identify specially antonyms because the song included many words with antonyms.

7.4.1.3.1.3. CONCLUSION

The activity with synonyms and antonyms can be widely exploited. It was challenging for students to develop an exercise, where they had to analyze and relate two words according to their meaning. The teacher can whether offer two lists: one with words and the other with their respective antonym or synonym to be matched, or supply the words and have the students find the synonym or antonym. Working with definitions requires a degree of familiarization with descriptive exercises. One exercise to develop the ability to describe can be having students state all possible characteristics of an object that is not present in the classroom and ask the rest of the class to guess what it is. In this way, students would feel the need to supply clear information about the object.

7.4.1.3.2. ACTIVITY 2 (see Annexes A-6.2, and B-5)

7.4.1.3.2.1. DISCUSSION

The students listened to the song Iris. The teacher handled some cards with some words: nouns, adjectives, verbs and adverbs. The teacher wrote the sentences on the board and asked for the word meaning. The student who had been assigned that word, had to supply whether a synonym or an antonym to help the whole class understand the meaning or at least have an idea. The teacher then explained the meaning of the sentence and clarified some doubts of the students. For the words that did not have synonym or antonym, the teacher used examples.

7.4.1.3.2.2. ANALYSIS

Most students were very creative in their utterances. They tried the best to allow the class to understand. They felt responsible for an essential part of the whole sentence. This offered a space for the students to participate in the most spontaneous and free way. This exercise became a challenge because of its competition arousing nature. Before working with antonyms and synonyms, the teacher should establish the difference between both concepts, because most of the students may not have a clear idea of them.

7.4.1.3.2.3. CONCLUSION

The students find in the work with vocabulary the easiest way to learn English. Many students may present a certain level of difficulty when working with antonyms or synonyms if they are not familiar to those concepts. For this reason, it is necessary to increase the implementation of

this kind of exercises in class; not only the implementation of this activity serves as a way to avoid the use of Spanish, but as a means to broaden their knowledge in their first language.

7.4.1.3.3. SUGGESTIONS

The main objective of those activities is the use of examples, synonyms, antonyms and / or definitions, to understand the meaning of a word, without translating it. It is suggested to clarify any doubt or confusion especially in the concepts of antonyms and synonyms, because many students may have forgot them or may not have a clear idea. For most students, the simplest exercise may be giving examples or descriptions. For this reason, it is advisable to introduce them to the exercise of both supplying concise and precise definitions, and understanding others' definitions.

7.4.1.4. GENERAL CONCLUSION

The vocabulary can be learned through many exercises, but the main objective of this proposal is to teach vocabulary without appealing to the mother tongue. When teaching vocabulary through the use of pictures, it is necessary to use the clearest and precise pictures, in order not to arouse confusion among student. Verbs are the most appropriate words to choose when working with body language. Nevertheless, the teacher can use all the nouns that can be represented through gestures, as well as all of the sentences that can be showed through non-verbal language, because they have the necessary elements to do it. It is necessary for the students to understand that they can use the mother tongue to define words, or provide their antonyms or synonyms, but it is not advisable to associate the word in English with the equivalent word in Spanish. When the students are exposed to thinking in English language, they associate the words to the object, the image or the idea, and not to the words in Spanish.

7.4.2. TEACHING GRAMMAR

This component aims at exploring grammatical rules and structures from three different exercises: the exploration of the grammar before the song has been introduced, the interference of the mother tongue in the exploration of the English language grammatical rules, and the deduction of the grammatical rules of the English language.

7.4.2.1. APPROACH ONE: TEACHING GRAMMAR WITH THE TRADITIONAL METHODOLOGY

This approach focuses on the explanation of grammatical rules and aspects in order for students to be able of handling sentence structures, and grammatical rules and their exceptions when using language. This exercise requires the use of the clearest and most precise explanations and examples of the rules as well as practice.

7.4.2.1.1. ACTIVITY 1 (see Annex B-6)

7.4.2.1.1.1. DISCUSSION

Students were presented the past tense and explained the grammatical rules used to the formation of the past tense. The difference between the regular and irregular was necessarily established. For these explanations the verbs included in the song *Oops I Did It Again*, by Britney Spears, were used, but before students listened to the song for the first time. Some exercises were developed to reinforce the use of the verb past tense. Some students introduced new verbs in order to know their past tense form. Students cooperated absolutely

developing these exercises because this is the way they had been taught. They liked to clarify their doubts and asked the teacher to tell them whether their answers were correct or not.

After this exercise they were presented the song lyrics, and they immediately recognized the verbs' tense and meaning. This activity was also implemented through an exercise where students were given some sentences with blanks to be filled with verbs. Students had to identify not only what verb was the appropriate, but also its tense according to the sentence sense.

7.4.2.1.1.2. ANALYSIS

Students were very familiar to that way of working on grammatical aspects. They spontaneously asked for their errors correction and doubts clarification. They shared and compared their answers with their classmates in the way they were used to in their previous English courses in school. So it was not difficult for the teacher to have them explore grammatical aspects. Some students nevertheless, showed little interest and rejection towards that kind of activities. They presented difficulties when trying to use those grammatical rules and required further explanations.

7.4.2.1.1.3. CONCLUSION

It may be useful to work with the same verbs, nouns or sentences of the song, so that students can relate them when reading the lyrics. This activity enables students to comprehend and master grammatical rules that they can find in any English text. It is advisable not to overload students with a lot of exercises on grammatical aspects, because they may reject them. Few exercises in several sessions can facilitate students understanding of any rule without becoming exhaustive.

7.4.2.1.2. ACTIVITY 2 (see Annex B-7)

7.4.2.1.2.1. DISCUSSION

The Teacher explained students the continuous present form, used in the song Lemon Tree, when they did not know the song content. The teacher chose the full sentences of the songs and added some others to the explanations. Some students felt motivated to propose other verbs and sentences from their experiences. The teacher took the opportunity to explain also the verbs that served as adjectives in the continuous present tense or gerund form. This aspect seemed to be more complex, because students knew only one form for those verbs. The teacher, later, showed some cards with pictures and had students make sentences saying the actions they saw in the cards. Finally, the teacher presented the lyrics of the song and students understood more easily its grammatical content.

7.4.2.1.2.2. ANALYSIS

For students, a class of grammar is absolutely common. When the students were making the sentences of the actions in the cards, some of them had difficulties with the ambiguity of some pictures. Other students simply wrote what they seem to see in those pictures. With a new verb, students generally showed the teacher the conjugation for her to correct them. When students read the lyrics of the song, they found it easy to understand the grammatical rules and structures they had learned.

7.4.2.1.2.3. CONCLUSION

The teacher should try neither to spend much time in the explanation of grammatical aspects nor to assign long practice exercise, because the class can become monotonous. Nevertheless, the teacher should let students know the relevance of grammatical rules in the foreign language learning process, although it is not the central edge of the class.

7.4.2.1.3. SUGGESTIONS

For most students, the exploration of grammatical rules and structures is the most common activity. They are generally very familiar to the explanations of the rules and exercises they are asked to develop as practical tasks. It is necessary to use the clearest way of supplying the information and giving the most suitable examples to help students understand. It is advisable to assign only a prudent number of exercises to avoid saturation.

7.4.2.2. APPROACH TWO: INFERENCE

This approach focuses on the analysis of the similarities and / or differences between the mother tongue and English language grammatical structures. In order to better understand the English language grammatical rules, this exercise requires the cooperation of the teacher and the clearest explanation.

7.4.2.2.1.ACTIVITY 1 (see Annex B-8)

7.4.2.2.1.1. DISCUSSION

Students were presented the song Believe, by Cher, while they listened to the tape. Then students were called upon to identify the verbs in the lyrics and of course, they identified only those verbs they knew. The teacher wrote some sentences on the board in order to help them identify those unknown verbs, and it was still difficult for them to identify them. Then the teacher decided to briefly explain the sentence structure as an alternative way to identify verbs in simple sentences. It seemed to help them because they could finally identify the verbs of those given sentences.

Later the teacher made a list of the compound verbs of the song and made sentences with each one of them until the class caught their meaning and understood when and how to use some grammatical rules. Then asked them to build sentences using those verbs. Finally they listened to the song and tried to understand the sense of the whole song.

7.4.2.2.1.2. ANALYSIS

The activity of exploring grammatical aspects is very helpful to clarify doubts and give students the basis to write and speak properly. Some students preferred exercises where they could practice the rules, while others liked to identify those rules in written texts as an evidence of what they understood. Some others, anyhow, enjoyed translating and argued that it helped them appropriate the sense in the textual words in Spanish although it had no coherence, while some others preferred practicing the verbs in different sentences until they understood how to use certain rule.

7.4.2.2.2. ACTIVITY 2 (see Annex B-9)

7.4.2.2.1.DISCUSSION

Once the song had been selected, the teacher handed out the lyrics of the song Brother Louie. Then she asked students to underline verbs, nouns, and prepositions, inserted in the songs` lyrics. The students started with the first line of the stanza.

“ ***you are not good,can you see...***”

The class worked then on verb-tenses such as:

- TO BE : conjugation for the present tense.
- Affirmative-negative-interrogative forms for all the pronouns.

Then the teacher established the difference between noun and verb, and explained a way to identify them in the song. Later the teacher asked them to underline the verbs and nouns in the song lyrics. Finally the teacher had them identify some verbs that can become nouns and some nouns that keep the form of a verb. For instance:

- We read many books. (Verb)
- The reading can take us everywhere. (Noun)

- You love that girl. (Love = verb)
- Your love is deep. (Love =noun)

7.4.2.2.2. ANALYSIS

Some students found it difficult to identify verbs and nouns in the sentence. In some cases, they could understand the verb TO BE in the written form, but when they wanted to use it, they generally hesitated about the way to conjugate it. For students, it was easier to understand the

concept of noun and verb out of the sentences; they could even give examples, but when they were called upon to underline verbs and / or nouns in the lyrics, they showed a level of difficulty. Perhaps, this exercise was difficult because they did not know the meaning of the words in English. Some times they were influenced by the fact that they knew a word as a verb, and when they found it in the form of a noun, they recognized it as a verb.

7.4.2.2.3. CONCLUSION

This is the most common way to work on grammatical aspects. When the students do not handle any grammatical aspect well, they tend to feel pressed when they are assigned to make exercises. It is advisable for the teacher to find the most creative and the clearest way to explain and to have students participate by giving examples. When students provide the examples, they usually feel more interested in the explanation.

7.4.2.2.3. SUGGESTIONS

This activity emphasizes on the comparison between the grammatical rules and aspects of both Spanish language and English. It is suggested to explain the rule in the sentences of a song or in any other real context, and to use the examples or contributions of the students in the explanations.

7.4.2.3. APPROACH THREE: IMPLICIT GRAMMAR

This approach focuses on the students' deduction of the grammatical aspects and rules of language. The teacher may help students by providing examples and / or exercises in order for students to identify the rules and / or their exceptions. This exercise requires a high level of concentration and a previous knowledge of elemental rules.

7.4.2.3.1. ACTIVITY 1 (see Annex B-10)

7.4.2.3.1.1. DISCUSSION

Students listened to the song *Zombie*, by Cranberries. The lyrics of the song were handed out and some words of the lyrics were written on the board. These words shared the same grammatical rule of plural. The teacher also wrote words with a modification of the rule and asked students to deduce the grammatical rule. Some students immediately identified the rule and tried to provide some explanation of the cases in which it can be applied. The teacher had the students circle all the words in plural form in the song lyrics.

Later the teacher provided examples of other grammatical rules. That of past participle and passive voice forms. The examples were taken from the song *... child is taken ...* and had students think out to find when to use TO BE and when TO HAVE and why both can be used with the past participle. Those rules seemed to be more difficult for them. Nevertheless, they dared guess and speculate reasons. The teacher helped them by providing more examples and explaining the sentence structure. This seemed to facilitate the comprehension of the rules and enabled them establish the difference between both sentences. But in the moment of using those rules some of them presented a level of difficulty and required further explanations. The teacher presented some simpler rules and continued the exercise until they recognize all the rules in the song.

7.4.2.3.1.2. ANALYSIS

In this exercise, the students were encouraged by the teacher examples of the rules. The teacher asked questions in order to help them catch details. Some students participated actively trying to provide an asserted answer, while others simply analyzed mentally the examples. Some rules were familiar to most of them, because they have been taught before, although some of them recognized that they had forgotten or simply had not paid close attention to the explanations and then realized that at least they can have an idea.

7.4.2.3.1.3. CONCLUSION

Most students may handle some of those rules, and would be pleased to show and share what they know. Nevertheless, although some may say whatever comes to mind, some others just may not even dare guess a rule. So the teacher should be very dynamic and have a lot of creativity to have students perceive the smallest details of the rules and to share them with their classmates actively. This activity arouses motivation and participation, thanks to the competition among the students to draw the best deduction, while they are learning grammar.

7.4.2.3.2. ACTIVITY 2 (see Annex B-11)

7.4.2.3.2.1. DISCUSSION

The students firstly listened to the song Ode To My Family, by Cranberries. They were called upon to work on its content. The song had a lot of verbs in past tense. The teacher wrote two lists on the board: one with regular verbs and the other with irregular verbs. The teacher had

students analyze the rule for the past tense form. Most students identified the rule of the regular verb past tense, because they remembered the ending letters -ed. Nevertheless they did not find an explanation for the irregular verb past tense. The teacher then gave them more examples, in order for them to identify the rule and understand it.

7.4.2.3.2. ANALYSIS

The students remembered better the rule they had once memorized. They liked the exercise of being exposed to thinking and analyzing the rules, since they generally tend to learn mechanically, without explanation. It was easier for them to identify the rules thanks to the teachers` help, who gave them examples and asked questions that provided them with clues.

7.4.2.3.3. CONCLUSION

Most students stated that working on grammatical aspects was a boring exercise, but when they analyze those aspects themselves, they found them meaningful. This exercise promoted the participation and motivation among students to pay attention to the explanation and made the class more dynamic. Students are usually explained some rules and asked to practice them through some exercise. For this reason they do not discover any applicability which enable them appropriate those rules. Then it is advisable to take into account the way on which the grammar is going to be focused, because this has a big influence in the way students perceive it.

7.4.2.3.3. SUGGESTIONS

The main objective of this approach is to motivate the students to deduce the rules by comparing the sentences with common grammatical aspects. It is advisable to supply examples of sentences that share common grammatical rules, and the exception of those rules, if any. The teacher can use the strategy of asking questions in order to help student catch or deduce the rule.

7.4.2.4. GENERAL CONCLUSION

The grammar enables people to understand the way the speakers of a language think and the master of its rules helps the students of that language feel sure as they write or speak it. Nevertheless, it is advisable to dedicate a space of the class to explore grammatical aspects, but not the whole class, because their complexity may decrease the level of interest of students, or provoke their rejection towards the language. It is necessary to motivate students to explore grammar through exercises of analysis and deduction, where they can see its utility and applicability. Students usually prefer thinking and analyzing rather than memorizing.

7.4.3. . TEACHING CONTENT WITH SONGS

This component aims at understanding the content of the song through the comprehension of each of its topics. The topics are discussed before, while and after working on the lyrics.

7.4.3.1. APPROACH ONE: EXPLORING CONTENT BEFORE WORKING ON THE LYRICS

This approach focuses on the understanding of the song content through the discussion of its main topics before working on the lyrics. For this exercise students are given the time and space to previously research about the topics.

7.4.3.1.1. ACTIVITY 1 (see Annexes A-6.4, A-6-5, and B-12)

7.4.3.1.1.1. DISCUSSION

Students in groups were called upon to search, in all the available information sources, about the topics selected by the teacher. The topics selected were Life, Death, Paradise, Money, Power, Funk, Bangers, Gangsters, Black People and recent social situation, taken from the song Gangstas´ Paradise, by Coolio. The class was divided into nine groups, each of them with one topic. The research on those topics was assigned for the next session, so that students could have enough time to prepare an adequate presentation.

The next session, the teacher organized the class for a debate. The members of each group presented their topics from all the views they could search, while the rest of the class expressed their agreement or disagreement and provided comments from their experience. When all the topics were discussed and the class had understood and drawn some conclusions, the teacher presented the song lyrics. Students read the lyrics and then recognized the objective of the activity, because they found all those topics in the song content. They associated easily all the topics in the song, and drew a more specific conclusion on each topic according to the context in the lyrics.

7.4.3.1.1.2. ANALYSIS

Students felt very comfortable discussing those topics in the most spontaneous environment. Although they did not previously know the real objective of the debate or the song content, they found a close relationship between those topics and their real life. This allowed them to express more fluently their ideas, give examples and even express their disagreement towards their

classmates' opinions. When they finally listened to the song and read the song lyrics, they found it easier to have a broader idea of each topic and thus a wider understanding of the whole content.

7.4.3.1.1.3. CONCLUSION

The debates usually allow the free expression of contrastive opinions, for this reason the participation is very active. The main aspect to keep in mind is the conclusion drawn and the comprehension of the broad idea of the content. It is advisable to choose a song that talks about daily topics, so that they can find a lot of both theoretical and practical information from many sources.

7.4.3.1.2. ACTIVITY 2 (see Annex B-13)

7.4.3.1.2.1. DISCUSSION

As a homework the teacher assigned students to look for all of the information they could find about some topics: World, Blue, Corvette, House, Window, Girlfriend, extracted from the lyrics of the song Blue, by Eiffel 65. The next class, students were organized in a round table and a monitor was chosen to propose each topic for discussion. At the beginning, students only read what they had brought, but as the classmates proposed different versions and views, most of them decided to propose what they thought about those topics. In many cases, some of them provided information out of the topic, but the teacher did not intervene to permit the normal flow of the discussion. At the end of the discussion, all the class tried to summarize what has been said and the monitor wrote the main ideas on the board. After the discussion, the teacher handed out the lyrics and students work on its meaning.

7.4.3.1.2.2. ANALYSIS

Despite the students did not know the context of the words or topics, they tried to exploit all of their connotations and information they had gathered. As the research on those topics was assigned as homework, the students had enough time to look for all the available information about each topic. When students finally knew the lyrics of the song, they established the relation among topics, and chose which connotation was suitable for each word. This allowed additional comments to the topics, because they had a context.

7.4.3.1.2.3. CONCLUSION

This activity allows sharing different points of view, and thus, the enriching of the students' knowledge, as well as the general conclusion drawn. It is necessary to take into account, in activities where students can provide their own opinions, the relationship of the students, in order to foster concepts of respect towards the contrastive ideas. Some students may feel shy or afraid of stating their view, when they think that their comments can create disagreement among the rest of the class.

7.4.3.1.3. SUGGESTIONS

It is suggested to elicit all the possible words expressing different topics in the song. It is necessary to select songs which can have topics related to the students' experiences; in that way they will have enough information to supply and many different sources of information. This also motivates students to participate and get involved in the discussion and in the development of the class. When students have previous time to research on the topics, they generally exploit all the means of information.

7.4.3.2. APPROACH TWO: EXPLORING CONTENT DURING THE WORK WITH THE LYRICS

This approach focuses on the understanding of the song content through the discussion of the topics while working on the lyrics. For this exercise, students appeal to their previous knowledge or experiences.

7.4.3.2.1. ACTIVITY 1 (see Annex B 13)

7.4.3.2.1.1. DISCUSSION

The lyrics of the song Blue, by Eiffel 65 were handed out, and students listened to the song. The teacher selected some words and sentences that expressed different topics in the song. Students were called upon to provide, no previous preparation, the concept or idea they had about each topic. They provided big contributions to the formation of a broad idea of the topic. Their only source in this case was their experience; for this reason, some of them participated more than others. From all of the contributions, the teacher tried to build up a general conclusion and when it was necessary clarified some aspects of the topics.

7.4.3.2.1.2. ANALYSIS

Some students took the opportunity to talk about the video-clip of the song and established some relationships between them. Some others expressed their opinions about the song content and their first impression of the song. Students participated and enjoyed this activity, some of them had troubles when trying to find the appropriate words to describe or define any concept. But most of them felt confident and dared express their idea of the words. This exercise provided an atmosphere of free expression where every student dared express his

opinion and even his disagreement or a more specific example to reinforce his classmate opinion. The teacher pretended not to handle any of those topics and tried not to correct, so that students felt free when participating. The friendship among the students also helped them propose freely their ideas, although wrong sometimes. The insecurity of some of them made them write previously their definitions to later read them aloud.

7.4.3.2.1.3. CONCLUSION

In such a work, students usually show a level of difficulty when performing a definition or a concept of some words in the song. They were not often exposed to this kind of activity in any situation of life; anyhow, some of them, without help, could state the concept of some words clearly. When working with definitions, it is preferable to help students by giving them some ideas or examples, or having them write the definition previously. Some students may feel more confident when writing them rather than saying them aloud.

7.4.3.2.2. ACTIVITY 2 (see Annex B-12)

7.4.3.2.2.1. DISCUSSION

The song Gangsta`s Paradise, by Coolio, was presented to the students. This song aroused a lot of motivation among the students. The teacher divided the class into ten groups and gave them one topic to discuss it from all the possible views. When the students had prepared a written text with all the possible definitions, they presented it to the class, welcoming all the classmates` opinions. All the information provided by the students, both group and class, was taken from their own experience or previous knowledge. The teacher wrote the conclusions on the board and suggested the way in which that topic was related to the song content.

7.4.3.2.2. ANALYSIS

The groups generally focused the topics from one or two views only. What provided a wider information of the topics was the classmates` contributions from other different perspectives. The students` participation was active, since the topics were related to their real life and the recent social situation. Besides, the fact that they had chosen the song aroused more motivation to the content.

7.4.3.2.3. CONCLUSION

The work in-group promotes interaction among the students and the interchange of ideas. The students work with more motivation when they are given the opportunity to choose the songs they like. Besides, when the topics are related to their interest, recent situations or experiences, they had more information to share. The teacher should provide an environment of free expression and mainly the respect towards others` opinions. It is advisable not to correct students` opinions when they are not precise during the discussion, because this conditions the expression of what they think. Nevertheless, when drawing the conclusion, the teacher should clarify some concepts or ideas to the whole class.

7.4.3.2.3. SUGGESTIONS

In those kinds of activities the teacher should keep in mind that the only source of information that students have is their own experience. For this reason, the song selected should include topics or situations, which in any sense, can be familiar to the students. It is advisable to offer students a space of time, where they can discuss previously in pairs or groups, before organizing a debate. This helps them feel sure and comfortable.

7.4.3.3. APPROACH THREE: EXPLORING CONTENT AFTER WORKING ON THE LYRICS

This approach focuses on the understanding of the song content through the discussion of its topics after working on the lyrics. For this exercise, students broaden their idea of the topics after getting to know the whole theme of the song.

7.4.3.3.1. ACTIVITY 1 (see Annex B-14)

7.4.3.3.1.1. DISCUSSION

Students were handed out the lyrics of the song and presented the song “Strong Enough”. Students tried to sing the song while the tape was being played. The teacher selected some topics from the song and asked students to go deeper on those topics. Students gathered together in groups and discussed their information about the topics. Each group drew a general conclusion of each topic and presented to the rest of the class. All the presentations were generally related to the context of the song. The rest of the class supplied some different information about the same topics according to their experience. The teacher then had each group elicit a general conclusion, and the whole class discussed the entire meaning of the song. Later the song was played again.

7.4.3.3.1.2. ANALYSIS

During the debates or presentations of a group of the students, the rest of the class usually felt motivated to expose their agreement or disagreement with spontaneity, due to the confidence among the classmates, and perhaps their ages and level of communication. The presentations usually had well-elaborated statements, with pertinent examples. Most of them affirmed that it

was easier for them to present a work when they had been given the conditions to prepare it. They also asserted that this provided them with more security and confidence. Some students had the capacity to relate all those topics properly to the song content and showed a well-developed analysis skill.

7.4.3.3.1.3. CONCLUSION

When the students were given the time and space to search about some topics, they felt more confident as they explained or discussed about them. This activity helps dig deep on the meaning of the whole song. For this reason, it is necessary to present a song concerning different topics of daily life. For these activities, it is helpful to organize debates or presentations, since this is a way to allow students freely express their ideas. It is advisable for the teacher to promote concepts of values; in activities like this students will acquire them in real situations.

7.4.3.3.2. ACTIVITY 2 (see Annex B-15)

7.4.3.3.2.1. DISCUSSION

The students listened to the song *Salvation*, by Cranberries, and in spite of its rapid rhythm they tried to sing it. Then, they work on its meaning. The teacher selected some words which expressed any special topic, such as Liberty, soul, salvation, among others, and asked students to share all the ideas they had about them, both in the context of the song and in different contexts. The next session, the students read aloud their definitions, and the teacher elicited some conclusions and clarified some concepts. Some students tried to analyze the context of the song, while some others focused the topics from different perspectives.

7.4.3.3.2.2. ANALYSIS

When students had the time and space to search about any special topic, they tried to handle well-elaborated works and research in all the available sources of information. Some students simply presented a definition of the word assigned related to the context of the song, nevertheless, others took advantage to go deeper and consult all the possible information.

7.4.3.3.2.3. CONCLUSION

The teacher should select a song with different topics related among them. This exercise enables the students` expression of the opinions, because most of them tend to feel more comfortable when they have previously researched about the topic. Students liked the activities where they could express their own ideas and researches. They preferred the informal works, because they can communicate freely their feelings and thoughts.

7.4.3.3.3. SUGGESTIONS

This exercise gives students the time and space to broaden the information of each topic, outside the classroom. Due to the fact that they already know the whole meaning of the song, it is easier for them to analyze it within a specific context, within the context of the song. The teacher can, nevertheless, have students share their information and help them clarify doubts, if any, with the purpose of enriching the general conclusions.

7.4.3.4. GENERAL CONCLUSION

Understanding content is generally the main objective of the students when working on a song in the English classroom. The content of the song is closely related to the culture of the singer. For this reason, the students usually feel motivated to discover all the meaning the singer wants to communicate through the song. When the content of the song is worked through the analysis of each topic in an isolated way, the students do not find any relation between them, unless the teacher helps them establish it. Nevertheless, for students is difficult to associate some topics among them, without being giving a specific situation or context. Students may feel more motivated to go deeper into each topic, when they know the song, and ever more, when they are given the time and space enough to search about the topics in all the available source of information.

7.4.4. INTERPRETING THE SONG LYRICS

This component aims at interpreting the situation of the song from three different perspectives: psychological, sociological, and philosophical view.

7.4.4.1. APPROACH ONE: INTERPRETATION FROM PSYCHOLOGICAL VIEW

This approach focuses on the interpretation of the song lyrics from the psychological view. It mainly proposes an analysis of the singers` feelings and psychological problems.

7.4.4.1.1. ACTIVITY 1 (see Annexes A-6.6, and B-16)

7.4.4.1.1.1. DISCUSSION

Students were given the song lyrics and presented the song Sometimes, by Britney Spears. They tried to sing the song while it was being played. Later, they read the lyrics and tried to find the meaning of the unknown words. The teacher had the class identify the feelings implicit in each paragraphs. Students wrote them in pieces of papers and then analyzed their evolution through the song. Some students also analyzed the psychological problems expressed in the lyrics of the song. The teacher had students provide a general description of the person in the situation expressed by the song and recognized the importance of the psychological analysis to have an idea of a person. Later the teacher had students establish similarities and differences between the singer's feelings and their own feelings in that kind of situation.

7.4.4.1.1.2. ANALYSIS

Curiously all the girls shared the same point of view, while boys had different perspectives to this respect. The students proposed an empathetic opinion on the singer situation and the answer were surprisingly the same for all the girls and the same for all the boys. In this kind of activities, some students may firstly feel shy or introverted, but later, motivated by the comments of their classmates and the topic of the song. All of them, in certain moment, felt identification or empathy with the situation of the singer.

7.4.4.1.1.3. CONCLUSION

Psychological aspects are the easiest aspect to work with young people. They usually feel free to express their points of view and above all their feelings. For this reason, they enjoy analyzing

the author feelings and besides identifying themselves with their thoughts, feelings and emotions.

When working with adolescents, it is advisable to choose a song that has a productive message, which can offer them useful advises for their life. These activities allow students to propose and share their own perspective of life as well as recognize personal values and reinforce their self-esteem.

7.4.4.1.2. ACTIVITY 2 (see Annex B-17)

7.4.4.1.2.1. DISCUSSION

The song Hero, by Mariah Carey, was presented to the students. The students sang the song easily thanks to its slow rhythm. Students liked the meaning of the song, because it proposed a realistic reflection about life and a personal self-evaluation. Students were called upon to choose a hero of the unreal world. They were given a white paper to draw the picture of the hero and write down its characteristics. Later they were asked to analyze the common characteristics, comparing with their classmates` work. The teacher had students to analyze aspects of their own lives, where they thought they acted like a hero and the reasons why they thought they did, and wrote them down. Finally, they established comparisons between the characteristics of the unreal heroes and them, as real heroes. Some conclusions were drawn.

7.4.4.1.2.2. ANALYSIS

Most students analysis coincided with a statement that the fantastic heroes are given external super powers by their creators. They also stated that in the daily situations where they felt like heroes they required their internal powers, such as values, will, love, and mental strength. Most of them spontaneously read their reflections on the moment of heroism and that motivated

others even shier to share their experience. For them, this exercise meant a reaffirmation of their self-esteem. The classmates accepted with admiration the others` heroic behaviors.

7.4.4.1.2.3. CONCLUSION

Aspects like the psychological interpretation of the song can be discussed in a round table, because they arouse a lot of interest among students. They welcome all different kinds of opinions in a respectful environment. Students not only acquired knowledge about the class topic but also they learn about their classmates establishing a good environment of fellowship. This activity fosters motivation, because it allows a desirable amount of freedom. It is advisable to exploit as much as possible the content of a song like this, not only for its linguistic content, but also for its content of self-overcoming.

7.4.4.1.3. SUGGESTIONS

The interpretation of the situations of the song from the psychological view can be applied to all kinds of songs. The songs usually express feelings, emotions, and thoughts, which can be easily analyzed by the students. For this reason, the teacher should select carefully the song, according to the students likes and especially according to the message of the song.

7.4.4.2. APPROACH TWO: INTERPRETATION FROM A SOCIOLOGICAL VIEW

This approach proposes an analysis of the singer as a social being and analysis of the social problems observed in the situation of the song.

7.4.4.2.1. ACTIVITY 1 (See Annex B-18)

7.4.4.2.1.1. DISCUSSION

Students were presented the song Bye Bye, by Nsync. After working on the comprehension of the whole vocabulary, the teacher told them that this song was going to be focused from a sociological perspective. In order to facilitate students work, the teacher divided the song into small paragraphs, containing the sentences of the song that expressed a particular social problem. Since they did not handle a clear idea of what a social problem is, the teacher provided a general explanation of that concept and also provided examples. This helped them have at least an idea.

Students did not feel sure when trying to provide a written analysis of those aspects. Then, they preferred to discuss them orally, mainly with the conviction that the teacher would clarify their doubts and correct their errors, if any. As expected, it happened that way, students proposed their answers in an environment of pressure or fear of mistake. Then the teacher told them that they could state what they thought , disregarding whether it was right or not.

7.4.4.2.1.2. ANALYSIS

This analysis of social problems in the song provoked the analysis of the recent social situation. Students participated more actively and showed more interest in the exercise when they were encouraged by the fact that they could make mistakes. Some of them were guessing while some other provided very good contribution and analysis. Students presented a certain level of difficulty when identifying the problems with their own names. They usually tend to refer to them through an explanation. They are mainly familiar with the analysis of the message of the

song, rather than the specific situations. The activity of asking questions facilitates the comprehension and the fluency of the answers.

7.4.4.2.1.3. CONCLUSION

It is advisable to provide students with a short explanation about the concept of social problem. This allows them to identify and classify them and establish the difference between a social problem and the individual qualities or defects. This allows the introduction of the students to the social situation around them and locates them in a real context of life, as well as broadens their vision of the society and the world, inside the classroom.

7.4.4.2.2. ACTIVITY 2 (see Annex B-19)

7.4.4.2.2.1. DISCUSSION

Students listened to the song *C'est la vie*, by UB - 40. They worked on its meaning. The teacher told students that this was going to be focused from a sociological view, and explained that it required the analysis of the social problems reflected in the song. The teacher had to explain the concept of social problem and asked them to provide examples. Students preferred to work in-group, because they felt a little insecure. Finally, they discussed through a debate the answers of each group.

7.4.4.2.2.2. ANALYSIS

Students extracted most of the problems in the song. In many cases, they tried to relate them to recent problems of our society. Many students presented their answers with a lot of insecurity,

even when they were correct, due to the fact that the concept of social problems was new for them. The opinion of one student generally provoked new opinions.

7.4.4.2.2.3. CONCLUSION

It is necessary for the teacher to clarify and explain appropriately what they are going to do, and provide examples to help them understand the concepts with which they are going to work. Students usually feel motivated to accomplish task when they are not very sure of, as a way to acquire a broader idea of the exercise.

7.4.4.2.4. SUGGESTIONS

For many students, the sociological analysis is not a common exercise. For this reason, the teacher should offer them a short explanation to help them understand the objective of the activity. With exercises like this, the students are exposed to a different task. They can feel that they are able to handle aspects that they considered to have a high level of complexity and difficulty.

7.4.4.3. APPROACH THREE: INTERPRETATION FROM A PHILOSOPHICAL VIEW

This approach proposes a critical analysis of the song characters, the behaviors and thoughts.

7.4.4.3.1. ACTIVITY 1 (See Annex B-20)

7.4.4.3.1.1.DISCUSSION

The teacher brought the song Kiss by Venga Boys selected by the students. The students listened to the song and tried to sing it with the lyrics. The first attempt was very difficult, since the song rhythm was very rapid. Then the teacher read the lyrics and they repeated until they became familiar with the pronunciation. The next attempt was less difficult. The teacher had the students analyze the song from a philosophical point of view, and they reacted negatively to this suggestion. They all considered that they had to do a discourse similar to those of the important thinkers. The teacher explained that in order to analyze it from a philosophical perspective, they need to only focus it from a critical point of view, disregarding their previous knowledge about the philosophical theories or how high or low could be their capacity of criticizing a text. This helped them feel more comfortable with the idea. Nevertheless they felt strange. When one of the students dared finally to propose a critic opinion, the rest of the class, felt free to propose their own opinions. The class became a debate where each of them expressed the ideas.

7.4.4.3.1.2. ANALYSIS

Students are used to perceive philosophy as something separated from their real life, and even when the authors of this document are not experts, they got to enable students feel that they can use it in order to analyze an aspect that belongs to their reality and interest. The advantage with the song was that its content was appropriate to be criticized and it belonged to their preferences. Popular songs usually have many different situations from the real life, which can be easily explored from the critical perspective.

7.4.4.3.1.3. CONCLUSION

Some students came to adopt easily a critical position, but some of them found it a little difficult and required some help. It is advisable to know previously the way in which the philosophy the

students are taking as a subject in the school grade, is being focused, because most students may perceive it as a complex subject isolated from reality.

7.4.4.3.2. ACTIVITY 2 (see Annex B-21)

7.4.4.3.2.1. DISCUSSION

The students listened to the song Amazing, by Aerosmith, and tried to follow the lyrics. This song has a slow rhythm, which permitted them to sing it. The teacher asked the students to analyze the song from a critic point of view. The teacher suggested them to analyze line by line, in order to facilitate the work and also suggested them to work in groups. Students showed effort when analyzing the text; anyhow, they required a little help to clarify some doubts. Later, the class gathered together and discussed the analysis made.

7.4.4.2.2.2. ANALYSIS

The discussion was rather funny, because students stated spontaneously what they thought and provided curious and realistic critical reasoning. Through this discussion, students were called upon to provide an empathetic point of view, and this aroused the motivation to participate, since the song proposed a situation easily common to young people. When students work in groups, they have the opportunity to analyze deeper, each topic assigned. Besides they feel sure to express their analysis.

7.4.4.3.2.3. CONCLUSION

The teacher should explain clearly what the assignment is about, in order for them to feel comfortable and present precise works. The teacher should also try to choose a song with an appropriate content for critical analysis, and according to students' likes.

7.4.4.3.3. SUGGESTIONS

Most students may not be familiar to the term philosophical analysis, and that simple fact can make them refuse the activity. For this reason, it is advisable to help students perceive the exercise as something they can try to explore. The term philosophical can be replaced by the term critical, in order to allow them feel more comfortable with the exercise.

7.4.4.4. GENERAL CONCLUSION

The songs can be interpreted from all the desired views. This allows students establish a relation between their own experience and the situation of the song, through the analysis. When the students analyze the situation of the song, they feel more motivated to work on its linguistic aspects. This is due to the fact that perhaps they had once lived the same situation of the song, or that they would like to say any expression of the song to any special or specific person, and then some sentences become meaningful.

The debates to discuss the analysis of the song usually arouse a lot of motivation, because they allow the students` free expression of their thoughts, feelings, analysis, critics, opinions, etc. They also allow the students enrich their experience and knowledge of a specific topic and / or clarify the doubts they may have about a topic, from the opinions of their classmates. This exercise also motivates students to adopt an empathetic view and learn to discriminate when or how a person should not behave.

8. PEDAGOGICAL IMPLICATIONS OF THE RESULTS OF THE RESEARCH

8.1. PEDAGOGICAL IMPLICATIONS ON THE ENGLISH LANGUAGE TEACHING AND LEARNING

The implementation of the practical research of the document represents many advantages in the English language teaching and learning process. The use of songs and lyrics in the English classroom, arouses motivation among the students, provides a pedagogical material for teachers, and helps develop the main linguistic skills.

The work with songs in the English classrooms is a powerful motivational source. It fulfills the students' expectations and needs of having an English class where they can interact with the language in a meaningful environment. Songs speak the same language of adolescents; the language of feelings and ideas. They tend to identify themselves with the situations exposed by the singers, as well as with the music styles.

The use of songs and lyrics in the classroom provides the English teachers with a pedagogical material, which can be broadly exploited. Through the song, the teacher can explore its grammatical aspects, its content and cultural aspects, as well as focus its content from different perspectives. The students can more easily become familiar to the proper pronunciation of the words when trying to sing the song they like. They can also appropriate vocabulary when it is relevant to their experiences and expectations. The words and sentences are full of meaning within a context that is related to their reality.

Besides supplying pedagogical material, the work with songs and lyrics in the English classroom helps develop the students' main linguistic skills. The songs recorded on tapes provide listening skill practice, and thus, the advantage of improving the student's pronunciation as well as reinforcing their security when trying to use orally the words they know. The lyrics offer reading skill practice and the elements and structures of writing.

8.2. PEDAGOGICAL IMPLICATIONS ON EDUCATION

The theoretical and practical research of this document benefits Education, since it focuses on a methodology for teaching adolescents, provides a didactic potential for motivating students to learn and a different perception of the English language in School.

This document proposes a methodology for teaching adolescents in schools. Teachers and researchers mostly disregard adolescent English language learning process. There are few information and literature about the way to teach and motivate adolescents to learn a foreign language and few

methodological proposals for teaching them. Studies are mainly concerned with child foreign language acquisition and its implication. Child and adolescent foreign language acquisition is influenced by different factors, and thus, should be differently focused. For instance, adolescents usually reject ludic activities in the classroom. They rather expect the teacher to be interested in their likes, feelings, expectations, thoughts, and mainly in their problems. The development of the activities in this proposal is not only focused on the students' acquisition of the aspects of the language but also on their reality and interests.

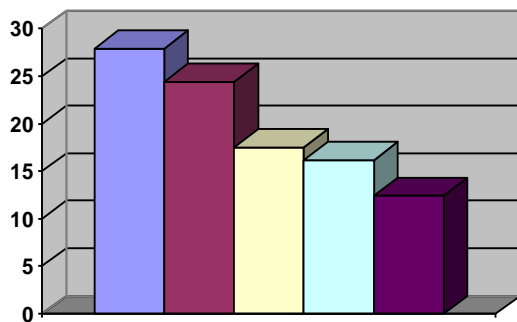
This document provides teachers with a didactic potential for teaching. Working with songs represents a meaningful way of acquiring vocabulary, although it may not be the students' main objective. They do not want as much learning the English language as singing and understanding the song they like. When a student sings a song he likes, he more easily appropriates every word or sentence that has a meaning to him, since it relates to any specific aspect of his life.

Besides providing a didactic material for teaching English language to adolescents, this document proposes a change of the view of the English language as a subject in the school. The creative use of the song in the English classroom, with its motivational component due to the involvement of the students' interests and likes, can avoid the monotony of traditional teaching of grammatical rules and structures.

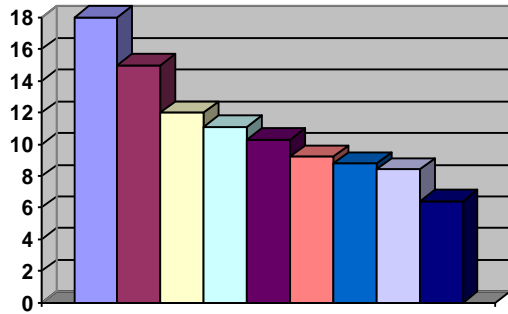
8.3. STATISTICAL ANALYSIS

8.3.1. ANALYSIS OF RESULTS: SURVEY 1

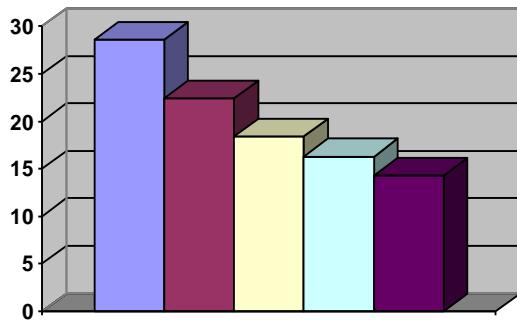
Among 55 students in group 9-B and 9-C, who answered the first survey, 29.7 % would like to be able to speak English language very well; 24.2 % would like to be able to translate any text in English; 17.5 % would like to understand oral dialogues and discourses; 16.2 % would like to be able to communicate in English language; and 12.4 % would like to pronounce English words correctly.



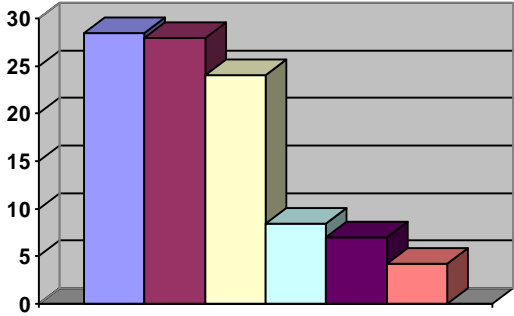
18 % of the students expected the class to be participative, 15 % liked active classes, 12% wanted to learn songs in class, 11,1% preferred dynamic class, 10.3% wanted to have different classes, 9.2% did not want to memorize, 8.8% wanted to work with short texts, 8.4% wanted to work with few home works, and 5.4% wanted to work with movies in English.



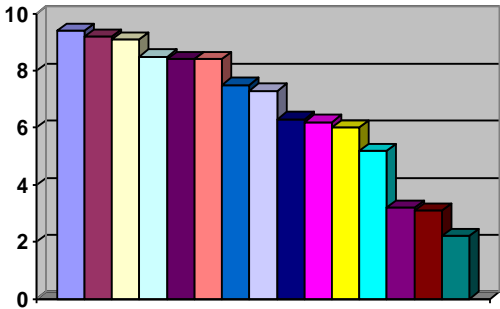
Many students considered the English language as a fulfillment of the academic requirements: 28.6% learned English to be able to pass the course, 22.4% considered it necessary to find a job, 18.4% considered it necessary to enter the university, 16.3% considered it relevant for personal growth, and 14.3% considered it as a world language.



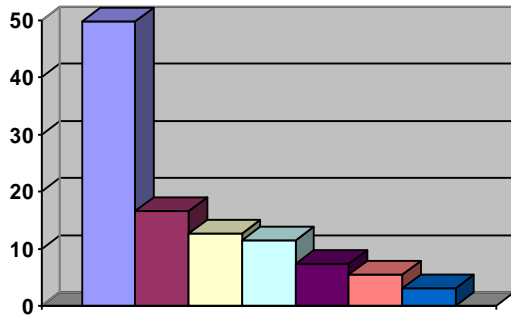
It was evident that students preferred actors and actress from North America. 28.5% preferred Arnold Schwazenegger, 27.9% Sharon Stone, 24% Jean Claude Van Dame, 8.4% Silvester Stallone, 7% Bruce Willies, and 4.2% Pamela Anderson.



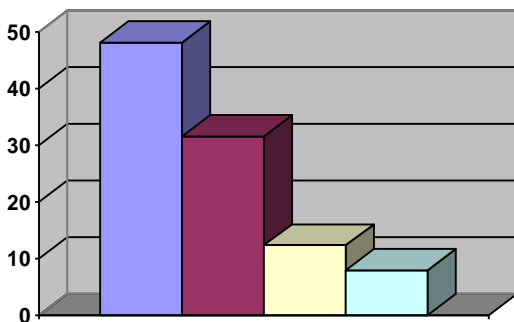
Most students liked Latin music, and thus, Latin singers: 9.4% Grupo Niche, 9.2% Gilberto Santarosa, 9.1% Los Chiches, 8.5% Victor Manuelle, 8.4% Hector Lavoe, and another 8.4% Willie Colon, 7.5% Diomedes Diaz, 7.3% Elvis Crespo, 6.3% Britney Spears, 6.2% Luis Miguel, 6% El Gran Combo, 5.2% Laura Pausini, 3.2% Aerosmith, 3.1% Coolio, and 2.2% Molotov.



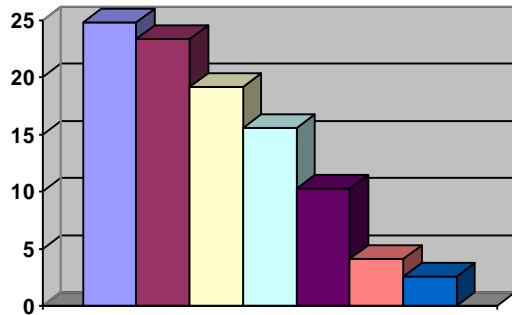
As it is noticed above, most students preferred singers of Salsa: 49.9% liked Salsa, 16.6% Vallenato, 12.6% Ballades in English, 11.4% Ballades in Spanish, 7.3% Merengue, 5.4% Rock (Both in English and Spanish), and 3.1% Rap.



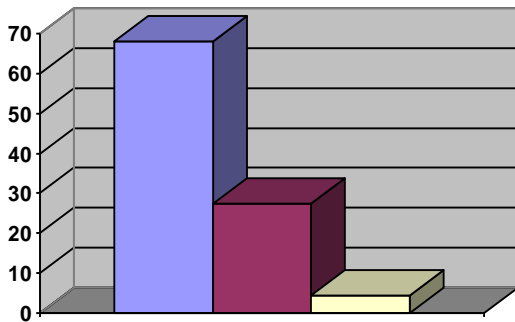
48.2% of the students did not like translating texts as homework assignments, 31.6% preferred short works, 12.3% preferred easy works, and 7.9% liked research tasks to be developed at home.



24.8% of the total of the students read newspaper, 23,4 % read books, 19.2% magazines, 15.6% comics, 10.3% read readings about Aliens, 4.1% read about fiction science, and 2.6% did not read anything.

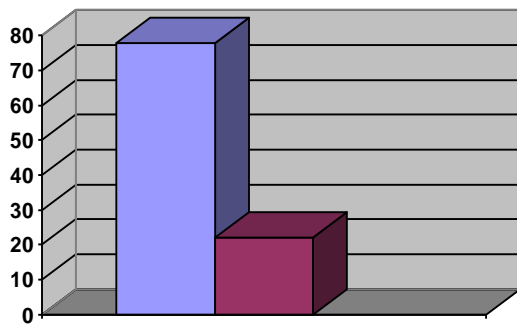


68.2% of the students affirmed to read books by Gabriel Garcia Marquez, 27.4% Julio Verne, and 4.4% Carlos Cuautemoc.

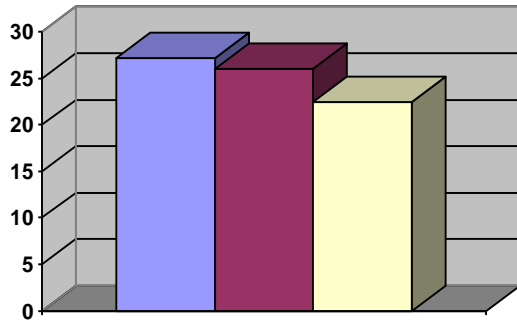


8.3.2. ANALYSIS OF SURVEY 2

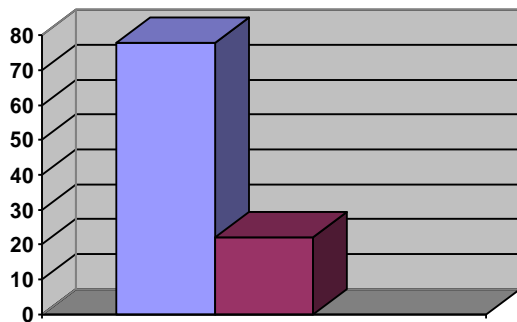
All the students felt well during the first period of the year. 78% thought they had a very good achievement, and 22% considered that they could have had a better achievement.



All students liked the songs they suggested for the class, and proposed for the next classes: 27.2% any song by Britney Spears, 26.1% "Kiss" by Venga Boys, 22,5% any song by Cranberries.

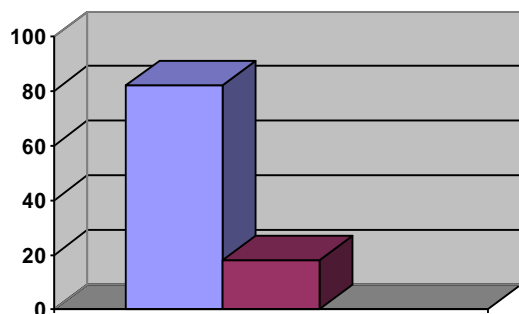


All of them enjoyed the activities with actions, with pictures and the contests. They did not answer the question about the activity they disliked. They proposed to increase the activities outdoors, and more activities with music. Most of them, 78%, suggested the teacher to use only the vocabulary they know in English, and avoid speaking the whole class in English. They stated that they did not understand the explanations in English, but isolate words.



8.3.3. ANALYSIS OF SURVEY 3

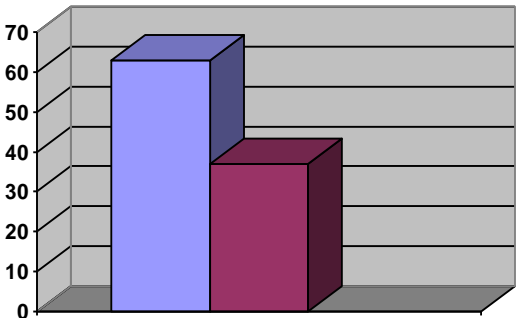
All students affirmed that they felt well during the second period of the year. 82% considered that their achievement was very good, but 18% considered that their achievement could have been better.



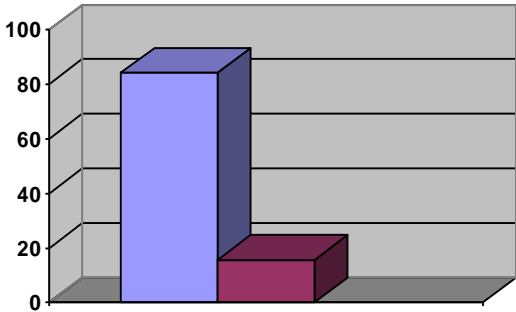
They all enjoyed the songs proposed by themselves, and suggested to work on “Gangsta’s Paradise” by Coolio, any song by Britney Spears and Aerosmith. They enjoyed the activities of competition, and the work in groups, and disliked nothing. They proposed to continue working with pictures and gestures again. They affirmed that they understood all the explanations in the class.

8.3.4. ANALYSIS OF SURVEY 4

All students felt enthusiastic in developing the activities, and considered that their achievement was good. They enjoyed all the songs, especially “Gangsta’s Paradise”, and the way it was focused on. 43% proposed to work on “Sometimes” by Britney Spears.

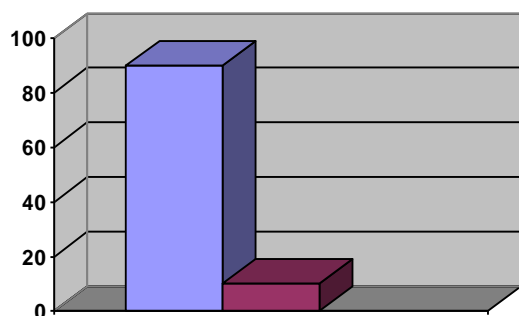


85% of them, enjoyed the debates on recent topics and the work in group. They suggested that the debates should be implemented more usually in the classroom, because they could get easily involved in the conversation.

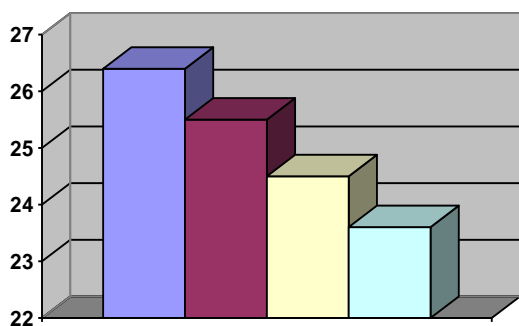


8.3.5. ANALYSIS OF SURVEY 5

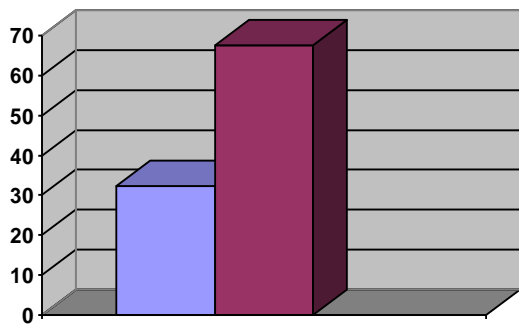
They stated that they felt more and more motivated, because they understood and knew a lot of words, especially those that were repeatedly found in the lyrics. 90% of students affirmed that they did a very good work, while 10% considered that sometimes, they were not totally responsible for their learning.



They enjoyed all the songs, because the teachers always brought the lyrics of the songs most of them suggested. 26.4% enjoyed the activities with pictures, 25.5% the contests, 24.5% the debates, and 23.6% the research.



32.4% of the students stated that they did not like the activities of grammatical aspects, and long exercises, 67.6% of them wrote no answer to this question.



9. CONCLUSIONS

From the theoretical research supporting this proposal and its practical development, the authors drew the following conclusions:

The work with songs itself arouses a lot of motivation among the students, but the role of the teacher is to keep them motivated to the completion of the whole activity. The songs were always chosen according to the agreement among students. Nevertheless, sometimes it was difficult to satisfy all the likes at the same time. Most of them had chosen any determined song, but some, two or three of them, did not like it, and showed an indifferent attitude. For this reason, several different music styles were included in the selection.

The use of songs in the English classroom helped students to acquire new vocabulary. It also helped them to become familiar to some grammatical aspects of the English language. They felt more motivated to know and discover the meaning of the words, and remembered what they learned easily.

The implementation of the songs as main texts in the English classroom, allowed the class to change the pace and environment. Students felt less pressed and interested in the activities.

At the end of the course, the majority of the students were familiar to the pronunciation of the words they knew, and dared to sing the songs aloud. They were also familiar to the English writing of most the words they learned.

Songs, besides, allowed the discussion and reflection on recent situation and students' real life situations. This helped students clarify some doubts and include their experiences and interest in the class development.

The authors, as students, evoked their own experiences in the Foreign language acquisition process, in the moment of selecting and developing the activities with songs, in order to, as teachers, provide a suitable atmosphere according to those experiences and students' preferences. When the song content is the main text for the class, many aspects can be exploited, such as students' feelings and experiences related to the content, pronunciation, listening skill practice, grammatical rules, cultural aspects, vocabulary, among others.

Students did not like the teacher speaking in English during the whole class or activity. When the teacher started trying to give instructions or explanation in English, the students' attitude was usually negative. They refused to pay attention and started talking among themselves. They rather enjoyed when the teacher used the vocabulary they knew in English, but in sentences in Spanish. Most of them stated that they felt sub-estimated when the teacher expected them to understand complete discourses in English and they could not catch a word.

One of the advantages of working in a dynamic and relaxed environment, was that the students usually communicated what they liked and disliked, because this helped the authors adapt or modify some activities or procedures of the activities.

In many cases, some activities that were prepared for the class with certain procedure, had to be changed or modified totally or partially, in accordance with whether the students` demands, the pace of the class or the students` mood in that specific day. As expected, some activities motivated students more than some others.

Although the activities provided a dynamic and relaxed space to share and interact with the English language, most of the students could not stop perceiving that space as a class, as the class of English. Unlucky, some factors had a big influence on this behavior, such as the limitation of time, the place, the dates for assessments in the school, and some other factors that implied pressure and anxiety among the students.

The contests served as a way of assessing students knowledge. In the contests, students were asked to act out words, draw pictures of some words, make sentences with the word in a card, provide a definition of a word in order for the class to guess the word, sing a piece of a song which has the word in a card they pick up from a bag, and some other exercises used in each approach were adapted as assessing materials.

Students, after being introduced to the work with songs in the English classroom, listened more carefully to a tape of a song than before. When listening to the song, they paid closer attention in an attempt to catch the words.

Songs motivated students in the English classroom, since they contained highly concentrated emotions, imaginative situations and possibilities for identification. The contents of the songs always provided topics for discussions, analysis and comparisons of situations, as well as the inclusion of the students` feelings, dreams, likes, thoughts, among others.

Songs contain the rhythm of the English language. For this reason, they helped the authors to expose and sensitize students to rhythm and stress, which supplied elements for adequate pronunciation. The exercise of listening to songs and singing songs helped students to recognize rhythm pattern of the language.

In the implementation of the activities with songs, we appealed to some teaching approaches. We elicited the theoretical points related to our work focus from some teaching approaches, such as Audio-lingual and Audio-visual methods, Total physical response method, communicative and cognitive approaches, among others. Those approaches propose elements for the reinforcement of the vocabulary learning and provide coherent literature on the conception of a foreign language.

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ANNEX A

ANNEX 1

UNIVERSITY OF CAUCA
FOREIGN LANGUAGE PROGRAM
ALTERNATIVE PROPOSAL FOR TEACHING ENGLISH THROUGH SONGS TO
ADOLESCENTS IN HIGH SCHOOL
GRADE 9
SURVEY 1

NAME : ----- DATE : -----

1. Qué te gustaría aprender en el curso de Inglés este año?

2. Cómo te gustaría que fueran las clases?

3. Por qué te gustaría aprender Inglés?

4. Cuál es tu actor favorito?

5. Cuál es tu cantante favorito?

6. Cuál es tu género musical favorito?

7. Qué clase de trabajos te gustaría realizar como tarea en casa?

8. Qué clase de lectura practicas?

9. Cuál es tu escritor favorito?

ANNEX 2

UNIVERSITY OF CAUCA
FOREIGN LANGUAGE PROGRAM
ALTERNATIVE PROPOSAL FOR TEACHING ENGLISH THROUGH SONGS TO
ADOLESCENTS IN HIGH SCHOOL
GRADE 9
SURVEY 2

NAME : ----- DATE : -----

1. Cómo te sentiste durante el primer periodo?

2. Crees que tu rendimiento fue bueno o que hubiera podido ser mejor?

3. Te han gustado las canciones que se han trabajado?

4. Qué canciones propones para las siguientes clases?

- 5.Cuál fue la actividad que más te gustó?

- 6.Cuál fue la actividad que menos te gustó?

7. Qué actividades propones para la clase?

8. Qué sugerencias tienes para la clase?

9. Entiendes las explicaciones en clase?

ANNEX 3

UNIVERSITY OF CAUCA
FOREIGN LANGUAGE PROGRAM
ALTERNATIVE PROPOSAL FOR TEACHING ENGLISH THROUGH SONGS TO
ADOLESCENTS IN HIGH SCHOOL
GRADE 9
SURVEY 3

NAME : ----- DATE : -----

1. Cómo te sentiste durante el segundo periodo?

2. Crees que tu rendimiento fue bueno o que hubiera podido ser mejor?

3. Te han gustado las canciones que se han trabajado?

4. Qué canciones propones para las siguientes clases?

5.Cuál fue la actividad que más te gustó?

6.Cuál fue la actividad que menos te gustó?

7. Qué actividades propones para la clase?

8. Qué sugerencias tienes para la clase?

9. Entiendes las explicaciones en clase?

ANNEX 4

UNIVERSITY OF CAUCA
FOREIGN LANGUAGE PROGRAM
ALTERNATIVE PROPOSAL FOR TEACHING ENGLISH THROUGH SONGS TO
ADOLESCENTS IN HIGH SCHOOL
GRADE 9
SURVEY 4

NAME : _____ DATE : _____

1. Cómo te sentiste durante el tercer periodo?

2. Crees que tu rendimiento fue bueno o que hubiera podido ser mejor?

3. Te han gustado las canciones que se han trabajado?

4. Qué canciones propones para las siguientes clases?

5. Cuál fue la actividad que más te gustó?

6. Cuál fue la actividad que menos te gustó?

7. Qué actividades propones para la clase?

8. Qué sugerencias tienes para la clase?

9. Entiendes las explicaciones en clase?

ANNEX 5

UNIVERSITY OF CAUCA
FOREIGN LANGUAGE PROGRAM
ALTERNATIVE PROPOSAL FOR TEACHING ENGLISH THROUGH SONGS TO
ADOLESCENTS IN HIGH SCHOOL
GRADE 9
SURVEY 5

NAME : _____ DATE : _____

1. Cómo te sentiste durante el cuarto periodo?

2. Crees que tu rendimiento fue bueno o que hubiera podido ser mejor?

3. Te han gustado las canciones que se han trabajado?

4.Cuál fue la actividad que más te gustó?

5.Cuál fue la actividad que menos te gustó?

ANNEX 6

ERROR TREATMENT IN THE CLASSROOM

Students usually commit errors, and the ninth graders of this project were not an exception. When the students made a mistake, they always expected to be corrected by the teacher. Then, the teacher helped them to identify the error only, and had them recognize it in order to correct it themselves. The work in-group often served as a way to help each other in error correction. The most common errors were generally grammatical errors. Students were familiar with many grammatical theories, but they rarely practiced them. In the workshop sheets previously annexed, the main focus was associating the vocabulary of the songs to antonyms, synonyms, definitions, or pictures. In the definitions, students usually made grammatical mistakes, which were corrected by themselves in class after the teacher helped them recognize them. The most usual mistakes were: verbs' conjugation in third pronouns, object pronouns, and preposition use.

ANNEX B

ANNEX 1

SONG: WE WISH YOU A MERRY CHRISTMAS

REFERENCES: SEE 7.4.1.1.1

We wish you a Merry Christmas
We wish you a Merry Christmas
We wish you a Merry Christmas
and a happy new year

Good tidings we bring
to you and your kin
We wish you a Merry Christmas
and a happy new year

Now bring us a figgy pudding
Now bring us a figgy pudding
Now bring us a figgy pudding
Now bring some to us here

MAIN FOCUS: To teach vocabulary through the use of images

- Words selected for the pictures

Kin
Pudding
Happy
Fig
Christmas tree
Santa Claus boot
Gifts

SECONDARY FOCUS:

- Difference between Wish, Want

We wish you a merry Christmas
We want you to have a merry Christmas

- Imperative form:

Bring us

- Possessive Pronouns:

Your kin

- Object pronouns:

We wish you
Bring us

ANNEX 2

SONG: SANTA CLAUS IS COMING TO TOWN

REFERENCES: SEE 7.4.1.1.2

You better watch out, you better not shout
you
You better not cry, I`m telling you why:
Santa Claus is coming to town

He sees you when you`re sleeping
He knows when you`re awake
He knows if you`ve been bad or good
Be good, for goodness shake.

MAIN FOCUS: To teach vocabulary through the use of images

- Words selected for the pictures

Shout
Cry
Town
Santa Claus
See
Sleep
Awake
Bad
Good

SECONDARY FOCUS

- Continuous present

Coming
Sleeping
Telling

- Comparative

Better

- Past participle

You`ve been

ANNEX 3

SONG: MAMBO NUMBER FIVE

SINGER: LOU VEGA

REFERENCES: SEE 7.4.1.2.1. AND 7.4.1.2.2.

Ladies and gentleman
This is mambo number five

One, two, three, four, five
Everybody in the car, so come on
Let's ride to the liqueur store around the
.corner
the boys say they want some gin and juice
but I really don't wanna

Beer bust like I had last week I must stay
deep cause talk is cheap I like Angela,
Pamela, Sandra and Rita and as I continue
you know they're getting sweeter

So what can I do I really beg you my lord
to me flirting is just like a sport
anything fly, it's all good let me dump it
please set in the trumpet

A little bit of Monica in my life
A little bit of Erica by my side
A little bit of Rita is all I need
A little bit of Tina is what I see

A little bit of Sandra in the sun
A little bit of Mary all night long
A little bit of Jessica here I am
A little bit of you makes me your man

.Jump up and down, go and move it all around
shake your head to the sound
put your hand on the ground
take one step left and one step right

One to the front and one to the side
clap your hands once
and clap your hands twice
and if it looks like this then you're
doing it right

I do all to fall in love with a girl like you
You can't run and you can't hide
You and me gonna touch the sky

MAIN FOCUS: Teaching vocabulary through the use of body language.

Follow the instructions of the song :

- Jump up and down,
- go and move it all around
- shake your head to the sound
- put your hand on the ground
- take one step left and one step right

- | |
|---|
| <ul style="list-style-type: none">- One to the front and one to the side- clap your hands once- and clap your hands twice |
|---|

- There are some words in the song which can be also taught through body language:

- | | |
|--|---|
| <ul style="list-style-type: none">- Ride- Around- Say- Beg- Flirting- Sports- Good | <ul style="list-style-type: none">- Trumpet- Run- Hide- Touch- See- Fly- Little bit |
|--|---|

- There are some objects or pictures which the teacher can point to:

- Car
- Corner
- Boys
- Sun
- Girl
- Sky

SECONDARY FOCUS:

- Continuous present:

- Getting
- Flirting
- Doing

- Auxiliary verbs: MUST – CAN

- I must stay deep
- What can I do?

- Prepositions of place: IN – ON

- Everybody in the car
- In my life
- In the sun
- On the ground

- LIKE as a verb and as a comparative adjective.

- GONNA as an informal form of GOING TO.

- IMPERATIVE FORM in all the instructions of the song.

ANNEX 4

SONG: HAND IN MY POCKET

SINGER: ALANIS MORRISSETTE

REFERENCES: SEE 7.4.1.3.1.

I`m broke but I`m happy
I`m poor but I`m kind
I`m short but I`m healthy, yeah

I`m high but I`m grounded
I`m sane but I`m overwhelmed
I`m lost but I`m hopeful, baby

What it all comes down to is that
everything`s gonna be Fine, fine, fine
I`ve got one hand in my pocket and
the other one is Giving a high five

I feel drunk but I`m sober
I`m young and I`m underpaid
I`m tired but I`m working, yeah

I care but I`m restless
I`m here but I`m really gone
I`m wrong and I`m sorry, baby

What it all comes down to is that
Everything`s gonna be quite alright
I`ve got one hand in my pocket and
The other one is flicking a cigarette

What it all comes down to is that
I haven`t got it all figured out just yet
I`ve got one hand in my pocket and
The other one is giving the peace sign

I`m free but I`m focused
I`m green but I`m wise
I`m hard but I`m friendly, baby

I`m sad but I`m laughing
I`m brave but I`m chicken
I`m sick but I`m pretty, baby

What it all boils down to is that
No one`s really got it figured out just yet
I`ve got one hand in my pocket and
The other one is playing the piano

What it all comes down to my friends
Is that everything`s just fine, fine, fine
I`ve got one hand in my pocket and
The other one is hailing a taxicab

MAIN FOCUS: To teach vocabulary through the use of words avoiding translation.

- Match the words to the antonyms:

- Happy - Sad
- Drunk - sober
- Healthy - sick
- Kind - unkind
- Laughing - crying
- Brave - coward
- Pretty - ugly
- Poor - rich
- High - low
- Short - tall
- Hopeful - hopeless
- Young - old
- Wrong - right

- Match the words to the synonyms:

- Tired - weary
- Give - Provide
- Wise - Intelligent
- Hard - difficult
- Sick - ill
- Pretty - beautiful
- Brave - risk-taker

- Provide definitions for the words:

- Free
- Underpaid
- Grounded
- Friendly
- Lost
- Sane

- There are some words which can be described through words, or displayed in pictures or acted out:

- Hand
- Pocket
- High five
- Cigarette
- Peace sign
- Chicken
- Play piano
- Piano
- Taxi cab

SECONDARY FOCUS:

- TO BE verb:

- I'm broke but I'm happy
- The other one is giving
- The other one is flicking
- The other one is hailing
- Everything is gonna be fine

- Continuous present:

- Giving
- Flicking

- Working
- Hailing
- Laughing
- Playing

- Ending –ful and –less:
 - Hopeful - hopeless
 - Restful - restless

- Passive Voice:
 - I'm overwhelmed
 - I'm underpaid
 - I'm gone
 - I'm focused

ANNEX 5

SONG: IRIS

REFERENCES: SEE 7.4.1.3.2.

And I give up forever to touch you
'cause I know that you feel me somehow
you're the closest to heaven
that I'll ever be
and don't want to go home right now

and all I can taste is your sweetness
and all I can breath is your life
'cause sooner or later is over
I just don't want to miss you tonight

And I don't want the world to see me
'cause I don't think that they'd
understand
when everything's made to be broken
i just want you to know who I am

and you can't fight the tears that
ain't coming
or the moments of truth in your lies
when everything fits like the movies
you bleed just to know you're alive

and I don't want the world to see me
'cause I don't think that they'd
understand
when everything's made to be broken
I just want you to know who I am

MAIN FOCUS: To teach vocabulary through the use of words avoiding translation.

- Match the words to the respective antonym

-Heaven	-Hell
-Close	-Far
-Sweet	-Bitter
-Life	-Death
-Soon	-Later
-Everything	-Nothing

- Supply a definition for the words

-To taste
-To breath
-To miss
-To think
-To fight
-Movie
-Tears
-Home
-World
-To bleed

- Propose a synonym for the words

-Touch
-To fight
-Home
-To see
-To break
-Movie

SECONDARY FOCUS:

- Auxiliary verbs: WOULD, WILL, CAN

I'd give up = I would give up
they'd understand it = they would understand it

I'll ever be = I will ever be

all I can taste is your sweetness
all I can breath is your life
you can't fight the tears

- Auxiliary verb Do: negative form

I just don't want to miss you tonight
and don't want to go home right now
I don't want the world to see me
'cause I don't think that they'd understand

- Passive voice:

Everything is made to be broken

- TO BE:

You're the closest = you are the closest
I'll ever be = I will ever be (future)
all I can taste is your sweetness
all I can breath is your life
who I am

- Object pronouns :

To touch you
You feel me
don't want to miss you
want the world to see me
want you to know

ANNEX 6

SONG: OOPS, I DID IT AGAIN

SINGER: BRITNEY SPEARS

REFERENCES: SEE 7.4.2.1.1.

I think I did it again
I made you believe we're more than just friends
It might seem like a crush
But it doesn't mean that I'm serious
Cause to lose all my senses
That is just so typically me

Oops I did it again
I played with your heart
Got lost in this game
Oops you think I'm in love
That I'm sent from above
I'm not that innocent

You see my problem is this
I'm dreaming away
Wishing that heroes they truly exist
I cry watching the days
Can't you see I'm a fool in so many ways
But to lose all my senses
That is just so typically me

"all aboard !"
-Britney, before you go,
there's something I want you to have
-Oh ! it's beautiful, but wait a minute,
isn't this ?
-yes, it is
-but I thought the old lady dropped it into the
ocean in the end
-well, baby, I went down and got it for you
-you shouldn't have

Oops, I did it again to your heart
Got lost in this game
Oops, you think that I'm sent from above
I'm not that innocent.

MAIN FOCUS: To teach grammar in the traditional methodology

- Regular verbs past tense:

Play	played
Drop	dropped
Seem	seemed
Dream	dreamed
Wish	wished
Want	wanted
Watch	watched
Exist	existed
Wait	waited

- Irregular verb past tense:

Make	made
Lose	lost
Do	did
Get	got
Send	sent
Think	thought
See	saw
Cry	cried
Can	could
Go	went
Have	had

SECONDARY FOCUS:

- Comparative: More Than

We're more than just friends

- Auxiliary verbs: MIGHT, SHOULD, CAN

It might seem like a crush
 you shouldn't have
 can you see

- Plural nouns:

Sense	senses
Hero	heroes
Friend	friends
Day	days
Way	ways

- Passive voice:

I'm sent from above

- Continuous present:

Dreaming
 Wishing
 Watching

- There is / are:

There's something

ANNEX 7

SONG: LEMON TREE

SINGER: FOOLS GARDEN

REFERENCES: SEE 7.4.2.1.2.

I'm sitting here in a boring room
It's just another rainy Sunday afternoon
I'm wasting my time, I've got nothing to do
I'm hanging around, I'm waiting for you
But nothing ever happens, and I wonder

I'm driving around in my car
I'm driving too fast, I'm driving too far
I'd like to change my point of view
I feel so lonely, I'm waiting for you
But nothing ever happens and I wonder

I wonder how, I wonder why
Yesterday you told me about the blue, blue sky
And all that I can see is just a yellow lemon tree

I'm turning my head up and down
I'm turning, turning around
And all that I can see is just another lemon tree

I'm sitting here, I miss the power
I'd like to go out taking a shower
But there's a heavy cloud inside my head
I feel so tired, put myself into bed
Where nothing ever happens, and I wonder

Isolation, is not good for me
Isolation, I don't want to sit on a lemon tree
I'm stepping around in a desert of joy
Baby anyhow I'll get another toy
And everything will happen, and you'll wonder

MAIN FOCUS: To teach grammar in the traditional methodology

- Continuous present:

To sit	sitting
To step	stepping
To waste	wasting
To hang	hanging
To wait	waiting
To drive	driving
To turn	turning
To take	taking

- Adjective

Boring

SECONDARY FOCUS:

- How, where, why

I wonder how, I wonder why
where nothing ever happens

- Auxiliary verbs: Can, will

I can see
I will get another toy
nothing will happen
you will wonder

- Past tense:

Got
Told

- Reflexive pronoun:

Put myself into bed

ANNEX 8

SONG: BELIEVE

SINGER: CHER

REFERENCES: SEE 7.4.2.2.1.

No matter how hard I try
You keep pushing me aside
And I can't break through
There's no talking to you

It's so sad that you're leaving
It takes time to believe
But after all is said and done
You're gonna be the lonely one.

Do you believe in life after love?
I can feel something inside me say
I really don't think you're
Strong enough. (twice)

What am I supposed to do?
Sit around and wait for you
Well I can't do that
And there's no turning back

I need time to move on
I need love to be strong
'cause I've got time to think it through
and maybe I'm too good for you

well I know that I'll get through this
'cause I know that I'm strong
I don't need you anymore
I don't need you anymore
I don't need you anymore.

MAIN FOCUS: To teach grammar through the analysis of the first language inference

- Compound verbs:

Push aside
Break through
Turn back
Move on
Think through
Get through

- Questions:

Do you believe in life after love?
What am I supposed to do?

SECONDARY FOCUS:

- Continuous present:

Pushing
Leaving

- Infinitive form:

It takes time to believe
I need time to move on
I need love to be strong

- Negative form:

I can't break through
I can't do that
I really don't think
I don't need you

- Object pronoun:

Pushing me aside
I don't need you

- Passive voice:

What am I supposed to do?

ANNEX 9

SONG: BROTHER LOUIE

REFERENCES: SEE 7.4.2.2.2.

You're not good, can't you see?
Brother Louie, Louie, Louie
I'm in love set you free

Oh, she's only looking to me
Only love breaks her heart
Brother Louie, Louie, Louie

Only love's paradise
Oh, she's only looking to me

Brother Louie, Louie, Louie
Oh, she's only looking to me
Oh, let it Louie
She's undercover

Brother Louie, Louie, Louie
Oh, doing what he's doing
So, leave it Louie
'cause I'm a lover

MAIN FOCUS: To teach grammar through the analysis of the first language inference.

- Verbs:

To be
To see
To set
To look
To break
To let
To do
To leave

- Nouns:

Brother
Love
Heart
Paradise
Lover

- Adverbs:

Only
Free
Good

- Personal pronouns:

I
You
She
He

- Possessive pronouns:

Her heart

- Object pronouns:

Set you free
to me

- TO BE:

I am
You are
She is
He is
It is
We are
You are
They are

- Identification of verbs and nouns:

We read many books (Read = verb)
The reading can take us everywhere (Reading = noun)

You love that girl (Love = verb)
Love breaks her heart (Love = noun)

Her picture is on the cover of the magazine (Cover = noun)
You cover the furniture (Cover = verb)

There is a set of materials (Set = noun)
I set you free (Set = Verb)

SECONDARY FOCUS:

- Continuous present:

She's looking
He's doing

- Imperative form :

Let it
Leave it

ANNEX 10
SONG :ZOMBIE
SINGER : CRANBERRIES
REFERENCES: 7.4.2.3.1.

Another head hangs lowly,
Child is slowly taken
And the violence caused such silence
Who are we mistaken?

But you see it's not me
It's not my family
In your head, in your head they are
Fighting

With their tanks, and their bombs
And their bombs and their guns
In your head they are crying

In your head, in your head
Zombie, zombie, zombie
What's in your head, in your head?
Zombie, zombie, zombie

Another mother's breaking
Heart is taken over
When the violence causes silence
We must be mistaken

It's the same old theme since 1916
In your head, in your head
They're still fighting

With their tanks and their bombs
And their bombs and their guns
In your head, in your head
They are dying

MAIN FOCUS: To explore grammar through deduction of rules

- Plural form:

Head	Heads
Child	children
Family	families
Gun	guns

- Some other examples can be included:

Brush	brushes
Tomato	tomatoes
Fox	foxes
Life	lives
Kiss	kisses
Watch	watches
Month	months

- Irregular plural:

Man	Men
Woman	women
Tooth	teeth
Foot	Feet

- Difference between Passive Voice and Past Participle:

Child is slowly taken (passive voice)

Child has slowly taken (past participle)

SECONDARY FOCUS:

- Continuous present:

Fighting

Breaking

Dying

- Possessive pronouns:

My family

Your head

Their tanks

- Auxiliary verb: Must

We must be mistaken

ANNEX 11
SONG: ODE TO MY FAMILY
SINGER: CRANBERRIES
REFERENCES: 7.4.2.3.2.

Understand the things I say
Don't turn away from me
'cause I spent half my life out there
you wouldn't disagree

do you see me, do you see me ?
do you like ?
do you like me standing there ?
do you notice ? do you see me ?
do you see me ? does anyone care ?

Unhappiness was when I was young
and we didn't give a damn
'cause we were raised to see life as fun
and take it if we can

my mother, my mother, she hold me
did she hold me when I was out there ?
my father, my father, he liked me
oh, he liked me, does anyone care ?

understand what I've become
it wasn't my design
and people everywhere think
something better than I am

but I missed you, I miss
'cause I liked, I liked it
when I was out there
you did not find me, you did not find
does anyone care ?

MAIN FOCUS: To explore grammar through the deduction of the rules

- Regular verb past tense:

To turn	turned
To notice	noticed
To rise	rose
To like	liked
To miss	missed

- Irregular verb past tense:

To spend	spent
To say	said
To see	saw
To know	knew
To do	did
To give	gave
To take	took
To hold	held
To become	became

To think	thought
To find	found
To understand	understood

SECONDARY FOCUS:

- Imperative form:

Understand the things I say
Don't turn away from me
Understand what I've become

- Questions:

Do you see me?
Do you like me?
Do you notice?
Does anyone care?
Did she hold me?

- Object pronouns:

See me
Take it
Hold me
Miss you

- Comparative form:

Better than

People think something better than I am

ANNEX 12

SONG: GANGSTA'S PARADISE

SINGER: COOLIO

REFERENCES: SEE 7.4.3.1.1. AND 7.4.3.2.2.

As I walk through the valley of the shadow of death
I take a look at my life and realize there's nothing left
'cause I've been blasting and laughing so long
that even my momma thinks that my mind is gone

but I ain't never crossed a man that didn't deserve it
me be treated like a punk, you know that's unheard of
you betta watch how ya talking
and where ya walking
or you and your homies might be lined in chalk

I really hate to trip, but I gotta loc
As they croak, I see myself in a pistol smoke
Fool, I'm the kinda g that little homies wanna be like
On my knees in the night saying prayers in the
Street light

Been spending most their lives
Living in a gangsta's paradise
Keep spending most their lives
Living in a gangsta's paradise

They got this situation they got me facing
I can't live a normal life, I was raised by the state
So I gotta be down in the 'hood team
Too much television watching got me chasing dreams

I'm an educated fool with money in my mind
Got my ten in my hand and a gleam in my eye
I'm a low down gansta, set tripping banger
And my homies is down so don't arouse my anger

Fool, death ain't nothing but a heart beat away
I'm living life do or die, what can I say ?
I'm 23 now, but will I live to see 24
The way things is going I don't know

Tell me why are we so blind to see that
The ones we hurt are you and me
Been spending most their lives
Living in a gangsta's paradise

Power in the money, money in the power
Minute after minute, hour after hour
Everybody's running, but half of them
Ain't looking at what's going on in the kitchen
But I don't know what's cooking
They say I gotta learn, but nobody's gonna
Teach me
If they can't understand me
How can they reach me?

I guess they can't, I guess they don't

I guess they won't
That's why I know my life is out of luck, fool

MAIN FOCUS: To explore the content of the song by analyzing the topics out of its context

- Topics selected:

Life
Death
Paradise
Money
Power
Funk
Bangers
Gangsters
Black people
Recent social situation

SECONDARY FOCUS:

- Colloquial language:

Ain't
Betta
Ya
gotta
kinda
wanna
gansta

- Continuous present:

Blasting
Laughing
Talking
Walking
Chasing
Watching
Facing
Running
Looking
Spending
Saying
Living
Going
Cooking

- Passive voice:

Your homies might be lined
me be treated
That's unheard of
I was raised
My mind is gone

- Auxiliary verbs: Might, can, will

Your homies might be lined

I can't live a normal live

Will I live to see 24?

- Past participle:

I've been

ANNEX 13

SONG: BLUE

SINGER: EIFFEL 65

REFERENCES: SEE 7.4.3.1.2. AND 7.4.3.2.1.

You listen up here's a story
About a little guy that lives in a blue world
And all day and all night and
Everything he sees is just blue
Like him inside and outside
Blue his house with a blue little window
.and a blue corvette
and everything is blue for him
and himself and everybody around
cause he ain't got nobody to listen

I'm blue da ba dee da ba da

I have a blue house with a blue window
blue is the color of all that I wear
blue are the streets and all the trees are too

I have a girlfriend and she is so blue
blue are the people here that walk around
blue like my corvette is in and outside
blue are the words I say and what I think
blue are the feelings that live inside me

I'm blue da ba dee da ba da

Inside and outside
blue his house with a blue little window
and a blue corvette
and everything is blue for him and himself
and everybody around
cause he ain't got nobody to listen

MAIN FOCUS: To explore the content of the song by analyzing the topics out of its context

- Topics selected:

- Story
- World
- Blue
- House
- Window
- Corvette
- Girlfriend

SECONDARY FOCUS:

- Personal pronouns:

- I
- You
- He
- She

- Possessive pronouns:

-My corvette

-His house

- TO BE:

I am blue

It is in and outside

Blue are the feelings

She is so blue

- Difference between Too and Also.

Blue are the streets and all the trees are too

ANNEX 14

SONG: STRONG ENOUGH

SINGER: CHER

REFERENCES: SEE 7.4.3.3.1.

I don't need your sympathy
there's nothing you can say or do for me
and I don't want a miracle
you'll never change for no one

I hear your reasons why
where did you sleep last night ?
and was she worth it, was she worth it ?

cause I'm strong enough to live without you
strong enough and I quit crying
long enough, now I'm strong enough
to know you gotta go

There's no more to say, so save your breath
and walk away, no matter what I hear you say
I'm strong enough to know you gotta go

so you feel misunderstood
baby, I've got news for you
one being used, I could write the book
you don't wanna hear about it.

I've been losing sleep,
you've been going cheap
she ain't worth half of me it's true
I'm telling you

come hell or waters high
you'll never see me cry
this is our last good-bye, it's true
I'm telling you.

That I'm strong enough to live without you
strong enough and I quit crying long enough
now I'm strong enough to know you've gotta go

MAIN FOCUS: To explore the content of the song by analyzing the topics out of its context

- Topics selected:

Sympathy
Nothing
Miracle
Strong
Misunderstood
News
True
Hell
Good-bye

SECONDARY FOCUS:

- Auxiliary verbs: CAN, COULD, WILL

You can say or do for me
I could write the book
You will never change
You will never see me cry

- Continuous present:

Crying
Being
Losing
Going
Telling

- There is / are

There's nothing
There's no more to say

- Negative form:

I don't need
I don't want
She ain't worth
You'll never see me cry

- Past participle:

Misunderstood
Used

ANNEX 15
SONG: SALVATION
SINGER: CRANBERRIES
REFERENCES: 7.4.3.3.2.

To all those people doing lines
Don't do it, don't do it
Inject your soul with liberty
It's free, it's free

To all the kids with heroin eyes
Don't do it, don't do it
Because it's not, not what it seems
No, it's not, not what it seems

Salvation, salvation, it's free

To all the parents with sleepless nights
Sleepless nights
Tie your kids onto their beds,
Clean their heads

MAIN FOCUS: To explore the content of the song by analyzing the topics out of its context

- Topics selected:

Soul
Liberty
Free
Heroin
Salvation
Beds
Heads

SECONDARY FOCUS:

- Possessive pronouns:

Your soul
Their beds

- TO BE

It is not what it seems

- Imperative form:

Don't do it
Inject your soul
Tie your kids
Clean their head

ANNEX 16
SONG: SOMETIMES
SINGER: BRITNEY SPEARS
REFERENCES: 7.4.4.1.1.

You tell me you're in love with me,
Like you can take your pretty eyes away from me
It's not that I don't wanna stay
But every time you come to close I move away

I wanna believe in everything that you say
'cause it sounds so good,
but if you really want me, move slow
there's things about me you just have to know

Sometimes I run, sometimes I hide
Sometimes I'm scared of you
but all I really want is to hold you tight
treat you right, be with you day and night
baby, all I need is time

I don't wanna be so shy
Every time that I'm alone I wonder why
Hope that you will wait for me
.you'll see that you're the only one for me
I wanna believe in everything that you say
'cause it sounds so good
but if you really want me, move slow
there's things about me you just have to know

Sometimes I run, sometimes I hide
sometimes I'm scared of you
but all I really want is to hold you tight
treat you right, be with you day and night
baby all I need is time

Just hang around and you'll see
there's nowhere I rather be
if you love trust in me
the way that I trust in you.

MAIN FOCUS : To interpret the situations of the song, from a psychological point of view.

- Feelings expressed :

Insecurity
Fear
Prevention
Illusion
Prudence
Shyness
Love
Realism
Hope
Trust

- The evolution of the feelings was analyzed:

1. Insecurity - fear - illusion
2. Prudence - love - hope
3. Trust

SECONDARY FOCUS:

- Compound verbs:

Take away
Move away
Hang around

- Object pronouns:

You tell me
If you really want me
Hold you tight

- Adverbs:

Sometimes
Every time

- Difference between Hope and Wait:

She hopes that he will wait for her

ANNEX 17

SONG: HERO

SINGER: MARIAH CAREY

REFERENCES: SEE 7.4.4.1.2.

There's a hero, if you look inside your heart
You don't have to be afraid of what you are
There's an answer if you reach into your soul
And the sorrow that you know will melt away

Then a hero comes along with the strength
To carry on
And you cast your fears aside
And you know you can survive

So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

It's a long road when you face the world along
No one's reaches out a hand for you to hold
You can find love if you search within yourself
And an emptiness you felt will disappear

Lord knows dreams are hard to follow,
But don't let anyone tear them away
Hold on, there will be tomorrow
In time you'll find the way.

MAIN FOCUS : To interpret the situations of the song from a psychological view

- The characteristics of a Hero are analyzed :

REAL HERO	UNREAL HERO
Strong	Immortal
Brave	Invincible
Sure	Fights for the weak people
Fearless	Has super powers
Overcomes obstacles	Never suffers
Searches the strength inside himself	Usually has a special weapon
Risk taker	Knows about all the subjects

SECONDARY FOCUS :

- There is / are :

There's a hero
There's an answer
There will be

- Auxiliary verbs: Will, Can

You can survive
you can find love
the emptiness you felt will disappear
the sorrow that you know will melt away
You will finally see the truth

You will find the way
There will be

- Imperative form:

Look inside you
Be strong
Don't let any one tear them away
Hold on

- Compound verbs:

Reach into
Melt away
Come along
Carry on
Cast aside
Reach out
Tear away
Hold on

ANNEX 18

SONG: BYE, BYE

SINGER: NSYNC

REFERENCES: SEE 7.4.4.2.1.

I'm doing this tonight
You're probably gonna start a fight
I know this can't be right

I loved you endlessly
And you weren't there for me
So now it's time to leave and make it alone

I know that I can't take no more
It ain't no lie
I wanna see you out that door
Baby, bye, bye, bye.

I don't wanna be a fool for you
Just another player in your game for two
You may hate me but it ain't no lie
Baby, bye, bye, bye.

I don't really wanna make it tough
I just wanna tell you that I had enough
It might sound crazy but it ain't no lie
Baby, bye, bye, bye.

Just hit me with the truth, girl
You're more than welcome to
So give me one good reason

I lived for you and me
And now I've really come to see
That life would be much better
Once You're gone

I know that I can't take no more
It ain't no lie
I wanna see you out that door
Baby, bye, bye, bye.

I'm giving up I know for sure
I don't wanna be the reason for your love no more
I'm checking out, I'm singing off
I don't wanna be the loser and I've had enough

I don't wanna be your fool
In this game for two
So I'm leaving you behind

I don't wanna make it tough
But I've had enough
And it ain't no lie

MAIN FOCUS: To interpret the situations of the songs from a sociological point of view

- The social problems reflected in the song were analyzed :

Intolerance
Violence
Loneliness
Suffering
Need to share
Need to communicate
Freedom
Manipulation
Protest
Sincerity
Hate
Overcoming the suffering

SECONDARY FOCUS:

- Continuous present:

Doing
Going
Giving
Checking
Singing
Leaving

- Compound verbs:

Give up
Check out
Sing off

- Auxiliary verbs: Can, May, Might, Would

This cannot be right
I can take no more
You may hate me
It might sound crazy
Life would be much better

ANNEX 19

SONG : C'EST LA VIE

SINGER: UB – 40

REFERENCES: SEE 7.4.4.2.2.

A woman came and said to me
She's seen a lady sells her baby
For ten or twenty dollars maybe
And everybody thinks she's crazy
They're too blind to see

She never felt to call attention
To the things we never mention
Real horror daily courtesy of your t.v.
C'est la vie

A woman came and said to me
Now listen very carefully
There's brother killing brother
People living on their knees
Biting sugar coated bullets
For the pain of this disease
C'est la vie

A woman came and said to me
She had a husband on an island
Found his body on a wasteland
Soldiers came and took him
Just to torture her, you see

All alone she mourned her lover
Crossed the sea to find a brother
Maybe he could help her
Get her baby back for free
C'est la vie

MAIN FOCUS: To interpret the situations of the song from a sociological point of view

- The social problems reflected in the song were analyzed

Theft
Indifference
Blindness
Cruelty
Violence
TV influence
Murder
Humiliation
Pain
Torture
Fear
Kidnap
Loneliness

SECONDARY FOCUS;

- Past tense

Came
Said
Felt
Mourned
Crossed
Found

- Continuous present

Killing
Living
Biting

- Pronouns
Personal, Possessive, Object

She has seen a lady
Get her baby
He could help her

- Auxiliary verb: Could

Maybe he could help her

ANNEX 20
SONG: KISS
SINGER: VENGA BOYS
REFERENCES: SEE 7.4.4.3.1.

Every Friday my head's spinning round and round
been working all week
this is my day I take a trip down town
to my favorite club

There's where I see you
with loving arms to fall into
but I'm not looking for full time love
There's still so much I wanna do

I only kiss when the sun don't shine
you wanna kiss and tonight is right

I can live without it
I don't wanna a full time love
'cause it's not on my mind now

You know my freedom is what I'm thinking of
and I ain't got the time
straight out of the blue
you came and asked me to be your date in the daytime
but I'm sorry, now I can't do it

MAIN FOCUS: To interpret the situation of the song from a critical point of view

- Sentences analyzed in the song's content

This is my day
Loving arms to fall into
Full time love
When the sun don't shine
I can live without it
My freedom
I ain't got the time
You asked me to be your date in the daytime
I'm sorry, now I can't do it

SECONDARY FOCUS:

- Continuous present:

Spinning
Working
Looking
Thinking

- Past tense

Came
Asked

- Object pronouns:

I see you
You asked me
I can't do it

- Possessive pronouns:

My head
Your date

- Adjectives:

Favorite
Loving

ANNEX 21

SONG: AMAZING

SINGER: AEROSMITH

REFERENCES: SEE 7.4.4.3.2.

I got the right ones out and let the wrong ones in
I had an angel of mercy to see me throughout my sins
There were times in my life when I was going insane
Trying to walk through the pain

When I lost my grips and I hit the floor
Yeah, I thought I could leave
But couldn't get out the door
I was so sick and tired of living the life
I was wishing that I would die

It's amazing with the blink of an eye
you finally see the light
it's amazing when the moment arrives
that you know you'll be alright
it's amazing and I'm saying a prayer
for the desperate hearts tonight

the one last shot is permanent vacation
and how high can you fly with broken wings
life is a journey not a destination
and I just can't tell just what tomorrow'll
bring
you have to learn to crawl
before you learn to walk
but I just couldn't listen what the
righteous talked
I was out on the streets just trying to survive
Scratching to stay alive

MAIN FOCUS: To interpret the situations of the song, from a critical view

- Sentences analyzed in the song content:

Right and wrong ones
Angel of mercy
Sins
Insane
Lost the grips
Hit the floor
Get out the door
I was wishing that I would die
It's amazing
Blink of the eye
See the light
Prayer
Desperate heart
The one last shot is permanent vacation
Broken wings
Life is a journey not a destination
Learn to crawl before learning to walk
Righteous
Survive

Scratching to stay alive

SECONDARY FOCUS:

- Analysis of the feelings and their evolution:

Meditation
Decision-making
Confusion
Insanity
Pain
Desperation
Lost control
Helplessness
Hope
New opportunity
Health
Overcoming
Empathy

- Compound verbs:

See through
Walk through
Get out

- Auxiliary verbs: Will, Could, Would

You'll finally see the light
You'll be alright
I could leave
I couldn't get out
I couldn't listen
I would die

- Continuous present:

Trying
Wishing
Saying
Scratching
Living

- TO BE past tense:

I was out on the streets
I was so sick and tired
There were times

- Past tense :

Got
Had
Let
Lost
Hit
Thought
Talked

ANNEX C

ANNEX 6.1

ACTIVITY: WORD-WORD (SEE 7.4.1.3)

SONG: HAND IN MY POCKET

ANNEX 6.2
ACTIVITY: WORD-WORD (SEE 7.4.1.3)
SONG: IRIS

ANNEX 6.3

ACTIVITIES: WORD-WORD (SEE 7.4.1.3), AND WORD-IMAGE(SEE 7.4.1.1)

SONGS: HAND IN MY POCKET, MAMBO NUMBER FIVE

ANNEX 6.4

ACTIVITY: EXPLORING CONTENT BEFORE WORKING ON THE LYRICS (SEE 7.4.3.1)

SONG: GANGSTA'S PARADISE

ANNEX 6.5

ACTIVITY: EXPLORING CONTENT BEFORE WORKING ON THE SONG LYRICS (SEE 7.4.3.1)

SONG: GANGSTA'S PARADISE

ANNEX 6.6

ACTIVITY: INTERPRETATION FROM A PSYCHOLOGICAL POINT OF VIEW (SEE 7.4.4.1)

SONG: SOMETIMES