

## **Songs as an Implementation Resource When Learning a Foreign Language**

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### **Abstract**

This qualitative case study attempted to understand how students and their teacher used songs to learn and teach a foreign. Participants were four beginner-level English language learners at a foreign languages program at a public university in Colombia.

Findings revealed that when working with songs, students worked actively in order to improve their language proficiency and communicative skills; and the teacher had to act as an innovative agent to motivate her students to develop and improve their linguistic competences. Finally, the author presented some pedagogical implications when using songs to learn a foreign language.

*Key words: songs, lyrics, communicative skills, linguistic competences.*

### Introduction

When learning a foreign language, learners attempt to improve their communicative skills by using myriad resources, including songs. In doing so, they advance in the target language consciously or subconsciously ever nearing their ultimate purpose of learning a foreign language. According to Rosová (2007), music is one of the neuroleptic factors that reduce the signs of nervousness of children and teenagers by 30%. That is to say students will probably have both a better language learning development and proficiency by not only understanding the lyrics of the song but also by getting into a better attitude to learn a Foreign Language.

When learning how to speak, there are some differences between the learning processes for a child, versus the learning method of an adult. In other words, older people are more purpose driven to learn what they really need to learn, they immerse themselves in the language, meaning that foreign language students are aware of their needs when learning a foreign language, instead of children that learn a language by repetition, imitation, motivation by their context or just at their age, it is easier to learn more than two languages. Consequently, and not far beyond reality, music is a great tool used in classes by teachers to supply lacking components while developing the class, to motivate students, and also to reinforce their linguistic development or just to create a better environment for their students in order to generate a softer and more relaxed learning environment.

This case study aimed to understand how songs can be used as a foreign language learning tool. Fonseca, Toscano, & Wermke (2011) state that “while in first language acquisition babies start receiving sonorous stimuli in their mother’s womb, in foreign

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language learning opportunities to receive auditory input are mainly limited to the classroom, the teacher, the classmates and situations in which listening is included in the lesson” (p101). In other words, the more work done with songs, the better progress the Foreign Languages students will have.

### Literature Review

A variety of studies have provided a framework on how the use of songs motivates students to learn more about a language by learning phrasal verbs, vocabulary, learning the diversity of accents depending on the nationality of the song, interpreting the content of the lyrics within a song and also, of equal importance, the attitude generated when listening to music while studying either a foreign language or any academic subject.

Merrel (2004) pointed out that students feel more comfortable when listening to a soft classical song because students can better concentrate when learning a new language with classical tunes because the rhythm of these songs improve the concentration of the students. On the other hand, other studies suggest that students enjoy learning a language by referring to the lyrics, looking for new information about the language, and learning more vocabulary. Lee, 2009; Li & Brand, 2009; Contreras & Flores, 2010; Fonseca, Toscano, & Wermke, 2011, state that music, while learning a new language, is not just related to learning only vocabulary and phrases, but the culture of the country where the song was made. In addition, Kotsopoulou & Hallam, 2004; Sicherl-Kafol & Denac, 2011, believe that music applied while learning a new language is not just related to learning only vocabulary and phrases, but the culture of the country where the song was made.

Nonetheless, Huy (1999) stated that the only bad aspect of this strategy is the intromission of a foreign culture within the students and the distancing from their roots, as seen in many Asian countries. This also makes the student acquire different behaviours from the ones taught in their own country.

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In Colombia, Perez (2010) described how young learners view music as a coltish tool that will improve their oral performance and how the activities applied by a music teacher help to reinforce the language topics studied in other English classes. This author found that music sessions worked as a motivator to enable students to be eager to advance in the English course. In addition, children felt confident and motivated when they heard the music teacher explaining the activities in English. It helped them to improve their English level by getting accustomed to the pronunciation and the intonation of the English language. Furthermore, music was a fun way to learn English, and children enjoyed the music class and its activities so much that they also wanted to practice more with the musical instruments. In general terms, most students agreed that the specialized music class was a fun way to grasp information and gain acknowledge.

The previous studies have given the researcher a brief idea about the importance of the use of songs, lyrics and music when learning a foreign language. The common factor shared by these studies is that songs encourage students to learn even more about vocabulary but also phonetics, syntax, and semantics.

## **Methodology**

This study was developed with 20 foreign languages students at a public university in Colombia, but only four students of these were selected to be part of this study.

Participants were students from Elementary English I, A1 language level. Their ages ranged from 17 to 20 years old. The pseudonyms selected for the four participants were: Angus, Ronald, Bruce and Simone.

The main reason why participants were chosen depended on the permeability that they showed when learning a foreign language, that is to say, they are not at too high a level to not appreciate the advantages that music and songs could give when assimilating the syntax, semantics, and grammar structures. Hence, they are within the right level to be influenced by music, songs and lyrics when sailing into the sea of what foreign language learning entails.

Participants were selected based on the following criteria: level A1 in English, time availability for being interviewed, and interests in the target language (English). They were observed through five different classes and interviewed three times. This article described the procedures conducted over twelve weeks in which this study took place.

Furthermore, the linguistic experience of every one of the students is different due to the life that each one of them has lived, that is to say, if students have travelled abroad or have simply studied beforehand in different linguistic institutions apart from the university, then they may have a more difficult or an easier time with the language.

The program where this study took place relies on several instructional materials and resources that facilitate the learning and teaching process. Student benefit from a

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resource centre, two languages laboratories, which each have more than 20 desktop computers, internet connection, television sets, one projector, and speakers to listen to audio material. In addition, both students and teachers use different tools to enhance the pedagogical and linguistic period by using text books, CD-ROMs provided by the textbooks, videos, and songs. In addition, it is important to note that not all classes attended by these students were developed in the laboratories, but they had to attend to the rest of the classes in different buildings out of the main campus, assigned to the university.

Otherwise, data was gathered through non-participant observations and three interviews as the main collecting data instrument. The researcher has also used different procedures to organize and analyse data by using the typological analysis suggested by Hatch (2002). MAXQDA computer software was used to facilitate the data organization and analysis.

After gathering data through five non-participant observations, and three interviews, the researcher noticed that the classes concerning songs were developed once a week in one of the two languages laboratories inside the foreign languages building, due to the sound devices found in each laboratory and the accessibility for the students to use desktop computers for them to study even more on their own during a length of time established by the teacher. During the classroom observations, the researcher realized that students took advantage of this resource to increase their vocabulary, to correct their pronunciation and solve some doubts about the real use of words and phrases in a specific context; the teamwork between both teacher and students, whilst working with songs was an important factor while developing the pedagogic process due to the guidance of the teacher when students got lost and the mutual help among students in order to easily solve doubts.

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Each interview included five questions (see appendix 1.) Taking into account that there were some difficulties meeting with all the participants at the same time and place, the hour and place for each interview were agreed on the phone. The day before each interview, I called the participants to inform them about the specific time and location where the interview would take place. Although the researcher had piloted the questionnaires, participants were not able to fully understand one of the questions. The researcher then rephrased it differently to facilitate the participants' responses.

The typological analysis described by Hatch (2002) was used to analyse data. Once the data was coded; the researcher reduced them into three main themes: 1) Implications when using songs when learning a L2; 2) Songs as a motivating factor inside and outside the classroom; 3) when songs are not enough.

This study aimed to answer on grand-tour: "How do students and teacher use music to learn and teach a foreign language?" and the sub-question described as: "what are the implications when using music to learn and teach a foreign language?"



## Findings

Findings will be presented in light of research questions. With regards to the main research question related to how teacher and students used songs when learning a foreign language, this study found that the teacher not only used listening activities whilst playing songs, but writing, reading, comprehension and speaking activities. For example, during a class, the teacher did writing activities such as: gap filling, translation of the lyrics, writing sentences with the new vocabulary acquired, and reading activities. When doing gap filling activities, the teacher gave the students a photocopy in advance, which they had to fill in whilst listening to the song. They also had to complete the entire lyrics by filling in the missing words.

In addition, the teacher used resources from the internet. For example, during a class, students worked individually on <http://www.inglesdivino.com>, a webpage that offers songs, videos, worksheets, didactic on-line games and English grammar theory. At the time, students used headphones in order to complete the gap filling activity (see Appendix 2). Other times, the teacher used the sound system in order to allow students to work and sing the song as a group. Once the students finished the gap-filling activity, the teacher requested the students translate the entire song line by line.

Translations were used differently; sometimes, each student translated one line; other times, students helped each other to translate the whole song. They then corrected the mistakes made by their peers. Whilst doing the translation, the students had to write down what they had done. For instance, while translating “La Isla Bonita”, a famous Madonna song; as it was observed, Ronald was asked to translate the sentence “*ring through my ears*

*and sting my eyes*” After a while, he stood up and said: “*suena a través de mis oídos y punza mis ojos*”. After that, Simone was asked to say if she agreed with the translation done previously; she then replied: I have another version of it: “*resuena en mis oídos y se clava en mis ojos*”. For a third time, the teacher asked the rest of the students if they agreed with the correction done, to which they did not have any objection; the whole translation was done by following the steps previously described (see Appendix 3).

With regards to the way students worked on vocabulary acquired based on songs, in a class observed the teacher began working on the song “Always” by Bon Jovi. The song had been chosen to work on frequency adverbs. In addition to the activities the teacher had done during the previous class; students were asked to write down some examples using the word “always”. The most relevant sentences that the students wrote were: “*I always go to the cinema on weekends*”, and “*My parents always send me money by the end of the month*”. The teacher not only used the adverb always as an example for the entire class, but also she used more adverbs such as: frequently, never, almost, seldom, etc.

Regarding to reading activities, during another class, the teacher used “The one that got away” by Katy Perry. Students were asked to read aloud one of the sentences from the lyrics; then to read the translation of that sentence to the entire class. The teacher asked Bruce to read aloud one of the lines of the song. He selected the sentence “*I should have told you what you meant to me*” and after he read the entire sentence; the translation made and read by the participant was “*Debí decirte lo que significabas para mi*” and based on the topic for that day, which was the past simple tense, the participant described the use of that simple tense based on what the teacher said about the tense previously described. During the same observation, Simone was requested to do the same activity, but the

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teacher also asked her to explain in detail how she would describe the use of the past simple by using the same song. Simone took the sentence “*Someone said you had your tattoo removed*” and in advance, she explained the word order in the following form:

*“1st there is the subject which is “Someone”, 2nd we can see the verb to say in past as said. Also, we can appreciate that the complement of the sentence contains another simple past structure just like: you (subject) had (to have in past) your tattoo removed (complement).”*

Regarding to the comprehension activities, the teacher sometimes asked the students to look for unknown expressions and then to understand their meaning based on the context. For example, during an observation, the teacher used the expression “to be left on the shelf” which she began to explain as soon as she finished writing it on the board. In order to erase any doubts, the teacher realized that none of the students told her the real meaning of the expression; hence she had to give the real translation of it, which was “*quedarse vistiendo santos*”. The teacher asked her students: “Are you going to be left on the shelf? And Why?” Students’ answers varied. There were both positive and negative answers preceded by the explanation why; one of the students gave an explanation in which he said that he wanted to have sons and to be called grandfather. As written before, the speaking activities were mainly developed based on expressions of the lyrics of that day’s song.

There were a series of steps that the teacher followed while teaching songs, which were described by one of the participants during one of the interviews and observed by the researcher in each class:

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1. The teacher gave the students the entire syllabus and contents of the subject, for the students to be aware of the schedule and development of the class and for them to be responsible for their tasks and assignments. During the day of the planned activity, the teacher used to tell the students to take their photocopies of the lyrics to begin working as soon as the song began. The students followed the teacher's instructions and took their photocopies in order to start working on the planned activity.

2. Then, the song was played a first time for the students to get a general idea of the content of the lyrics. The teacher requested the students to remain silent for them to listen carefully to every word and sentence within the lyrics and notice the pronunciation of the words.

3. After the first time, the teacher played the song for a second time, giving the students the opportunity to fill in the blanks.

4. Taking into account that the lyrics had unknown vocabulary, the teacher told the students to guess the meaning based on the context. They were told to begin translating the lyrics by giving them a contextual meaning. In doing so, students were able to better understand the diverse uses of words and expressions.

Sometimes, students were required to use the grammar knowledge in order to explain certain grammatical uses. For example, the participant Angus was asked to explain the use of the frequency adverbs within the lyrics of the song "Always" by Bon Jovi; the participant explained to both teacher and students that the use of that adverb implied that an action in particular would be repeated most of the time. As

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an example, Angus explained that the expression “I will love you, always” meant that the singer or the fictional character is in love with somebody and that love would not have an end.

As it was inferred, the teacher did not only use songs and music for listening, but also to engage students in a more motivating and meaningful way of learning the target language.

The teacher was an innovating agent. She used a variety of strategies to keep her students motivated. When being interviewed, Angus summarized what the teacher did in class:

*“La variedad de actividades, es decir que... no se limita a una o dos cosas para aprender... para aprender la lengua, para aprender los temas vistos en clase; sino que... existe una gama de herramientas o una gama de opciones para... para intentar aprender. Es decir, si a una persona se le dificulta... exponerlo o si a una persona se le dificulta las canciones, puede ser que esta persona sea muy buena en los Role Playing.”*

The use of role plays, songs and several other activities from the textbook helped the students to improve their linguistic skills. For example, when using role plays from the textbook, the students sometimes had to memorize them and other times they had to change the content of the dialogues but following the steps set in the textbook example; three students performed a role play in which they were lost at sea and found an island with only one inhabitant. The researcher noticed that the rest of the students were caught in the atmosphere of the fictional context while the three students involved were conversing

among themselves. Other activities found in the textbook were related to grammar rules. Students' knowledge was tested by using the textbook software.

Learners took advantage of songs to learn new vocabulary, improve their pronunciation, and establish phonetic differences.

During a classroom observation, the researcher witnessed how songs were used to help learners differentiate the phonetic variations between Americans and British people, these comparisons were not only done by listening to the text book CD; but also when comparing "Pretty Woman," an American song and "Waterloo Sunset," a British song. This activity helped students to establish the differences between American and British pronunciation by doing a phonetic comparison between the most relevant words, such as: look, night, home, must, etc.

On the other hand, songs provided a contextualized meaning of the unknown words. Students learned several words in context while reading and singing the songs' lyrics. According to one of the participant's opinions:

*"siempre uno intenta asimilar el vocabulario que uno aprende con las canciones, porque uno aprende la pronunciación y el significado contextual en las canciones y pues la idea siempre es tratar de usar ese vocabulario de alguna manera para comunicarse o con los compañeros o con la profesora".*

It can be inferred that students were always attentive while using songs, music and lyrics. In one observation the teacher led an activity in which the students had to identify mistakes present in a song lyrics; the researcher realized that while the song was played, the students took their reading materials and followed the song in order to find possible

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mistakes to be corrected. Students listened to the song more than once; they then shared the way they had corrected some mistakes with the entire group. As an example of this, in a class the teacher played Abba's famous song "Dancing Queen" for the students to translate the lyrics. One student was asked to translate the line "you're a teaser, you turn 'em on, leave them burning and then you're gone"; the student translated the sentence as "tu eres una coqueta, los calientas los dejas ardiendo y te vas". Bruce was asked to modify the previous translation if necessary, in which modifications were "Tu los engañas, los enciendes, los dejas ardiendo y luego te vas". Then the teacher said that both translations were good and both of them are described in same context.

Needless to say the use of songs in a FL classroom is motivating. The researcher has found that the participants were eager to learn when using songs. As one of the participants stated:

*"¿Porque a quién no le gusta la música?... no cierto tipo de música sino ya por gustos personales... y que mejor que esa música no sea por pasar un buen rato, sino que le ayude a aprender algo que le gusta".*

It seems that songs helped students to understand not only semantics, but also contextual and socio-linguistic meanings. When participants were asked about their preferences for class activities, they expressed several positive comments towards the use of songs:

*"Pues más que todo la parte de música, pero más la parte en la que hay que hablar... porque el hablar es lo principal que se debe tener para hablar una*

*segunda lengua... aparte de la práctica oral y también la parte de la práctica escrita porque también aparte de escuchar y hablar hay que saber escribir”.*

Although there are several benefits of using songs in a FL class, there were certain concerns which make its use challenging. In order to clarify these concerns this study highlighted three main implications such as: 1) The approval of an average pronunciation, 2) no democratization while selecting the songs; and 3) the speed of the song.

1. Although songs were used for academic purposes, some students who were good at singing, found some classmates' pronunciation annoying and shocking. One of the participants stated that: *“no se hace énfasis total. O sea, ella... ella acepta... por decirlo así una pronunciación mediocre... o eso pienso yo, a mi parecer es eso”.*

Taking into account that this participant is one of the advanced students in the class, she felt that the linguistic level of her classmates should have been higher.

2. There is no democracy for choosing the list of songs at the beginning of the semester.

The teacher decided on a list of songs prior to the beginning of the course. Angus expressed his unhappiness:

*“Mmm... a veces la música que se escoge no está, no está planeada entre todos, es decir una canción con la que sale la docente y ya. Me parece que sería más práctico que se diera una lista de canciones y dentro de esa de acuerdo al gusto de la mayor parte de los estudiantes se eligiera, porque algunos estudiantes de pronto*



*chocan con cierto tipo de música, entonces obviamente no van a estar muy dispuestos a participar en esa clase en específico”.*

It seemed that the teacher selected the songs based on her own likes or to fit a specific grammar structure that needed to be reinforced. However, some songs did not match all of the participants' likes. According to what was observed, this aspect did not affect the linguistic development of the students, instead it helped them improve their intonation and stress the accent found in every song they used.

3. The level of speed of the songs worked during the class did not correspond to the proficiency level of the participants. They stated that sometimes songs were too fast for them to understand or to follow when singing. “Angus” stated that:

*“hay canciones... hay, así como hay tipos de canciones que según la melodía van muy rápido o muy despacio, de pronto para, para, para un comienzo sería bueno con canciones que tienen la música lenta, como para uno entender lo que dicen... y ya cuando uno ya... acostumbra un poco más el oído intentarlo con canciones que tengan más fluidez verbal.”*

In addition, it was found that not all of the students were focused on the planned activities. It was observed that some students were doing some other things while the class was being developed, such as: talking with other students, checking their cell phones, or looking at the pc screens. However, the time in which students got distracted was shorter than the amount of time that they were on task.

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## **CONCLUSIONS**

Using songs went beyond filling in the blanks, translating the entire lyrics, singing the songs and analysing the variety of pronunciations; the students had to be active agents. Songs were used through different activities by both teacher and students. Mostly, students were involved in: reading, writing, listening, and speaking. In each case, the teacher had to improve her role as a guide, to adopt a new role as innovator, motivator, and a model to be followed by her students. It was found that the students and the teacher worked on the lyrics and songs through a myriad of activities in order to accomplish the goals of the communication skills, such as: the translation of the entire song, filling some blanks in a photocopy or found on internet, listening to and singing the song for the students to be aware of the pronunciation, working on the concerning vocabulary for the grammar part of the class, and to use the knowledge acquired in class in order for the students to create new structures while using the target language.

Finally, as the researcher of this study attempted to describe the way in which songs could benefit the students learning process, there were some implications such as: the use of this resource more than once a week, the creation of a song list made together by both teacher and students in order for them to be more comfortable while learning the target language, and the moments of distraction that the students had during the activities development. These factors did not cause a potential effect in which the learning development process was affected.

In addition, taking into account that the songs were played once a week, the participants suggested using songs more than twice a week, for them to increase the

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opportunities to learn a foreign language by using audio material, and to improve their language proficiency and fluency by practicing songs in myriad activities which involve the four communication skills. It is appropriate to say that songs not only help students to improve their linguistic skills, but also creates a relaxing learning environment based on the rhythm and the harmony of the songs.

Something that caught the researcher's attention was that while songs were used in the FL classroom students showed a relaxing attitude. This might be in light with what Merrell (2004) found in her study on the effects of music while teaching a foreign language. According to this author:

*“The calming effects of music have positive effects on the students when it is introduced into the classroom. Creating a classroom that has low anxiety and stress levels is important to classroom management. Music can help to keep the levels of tension and stress to a minimum. When music is played in the classroom it can help to change the mood. Specific types of music can be played to illicit the desired mood.”(p4)*

This finding along with what the researcher wanted to contribute for further research into what learning a foreign language learning through songs and music concerns, gave him some clues to remain focused on looking for more concrete answers for his questions, and to further understand the effects of music within the classroom and the fact that songs have an effect on the students' linguistic development.

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### Appendix

#### Appendix 1

| QUESTION  | RONALD   | BRUCE  | ANGUS  | SIMMONE  |
|---|--|--|--|--|
| ¿Qué actividades usa su profesor para enseñar la lengua extranjera dentro del salón de clase? | Aaaa... pues casi siempre se usan páginas de internet que se usan relacionadas con el tema y normalmente se usan bastante los audios de los libros.  | Eeee... usualmente, o sea en los salones de lenguas se usan algunas canciones.. y se usa audio deeee... que se le proporciona a uno en los libros de texto, para entender un poco más los ejercicios o el tema que se está viendo.   | Emmm... dependiendo de los días, el lunes hacemos ejercicios con role playing para aprender más vocabulario y aprender a cerca del vocabulario utilizado en diversas situaciones y en diversos contextos. El martes, a menudo usamos canciones... emmm... dependiendo del vocabulario que contenga cada una y que esté relacionado con el tema que estamos manejando en cada clase. Y los viernes, eee... tenemos la lectura de un libro, en este caso llamado "kidnap" y del cual sacamos diferentes actividades y siempre de manera lúdica para aprender a... exponerlo de una manera fácil. | Emm... canciones, diálogos... aaa... lecturas, básicamente eso.  |
| ¿Cuáles actividades de las que usa su profesor en clase le gusta más?                         | Pues más que todo la parte de música, pero más la parte en la que hay que hablar... porque el hablar es lo principal que se debe tener para hablar una segunda lengua... aparte de la práctica oral y también la parte de la práctica escrita porque también aparte de escuchar y hablar hay que saber escribir. | Eee... me gusta la parte en la queeee seee en la que nos pone canciones conocidas para... para uno aprender a educar un poco más el oído con respecto a la lengua inglesa y eeeh seguir, seguir la canción con la, con la letra que está en la, en la pantalla del computador. | Eeee... la de los días martes porque personalmente la música en inglés me llama mucho la atención y el tener un contacto cotidiano con ella y de este modo aprender expresiones que son muy usadas en el contexto extranjero, pues es una... una muy buena oportunidad. Además que... que es algo muy chévere compartir con los demás compañeros lo que es una canción y que sea un gusto en común.  | Las que tienen que ver con escucha: canciones, emm diálogos... que tienen que ver con escucha básicamente. |
| ¿Qué es lo que más le llama la atención de estas actividades?                                 | Pues más que todo, como nosotros estamos   | Queee, que le ayudan a uno bastante a... relacionar la eee la  | Emm... La variedad de actividades, es decir que... no se limita a una  | Bueno, como te dije antes pues... las actividades de escucha   |

## Songs As An Implementation Resource When Learning A Foreign Language

|  |  |  |   |   |
|--|--|--|---|---|
|  | <p>en un país hispano no tenemos la posibilidad de estar en contacto casi siempre con la lengua y esas son actividades que nos permiten interactuar en todo momento con el idioma.</p>   | <p>lengua, la lengua inglesa con lo que uno... los hobbies que uno tiene, o sea eso lo estimula a uno, porque uno se siente a gusto aprendiendo ¿sí?, supongo.</p>   | <p>o dos cosas para aprender... para aprender la lengua, para aprender los temas vistos en clase; sino que... existe una gama de herramientas o una gama de opciones para... para intentar aprender. Es decir, sin a una persona se le dificulta... exponerlo o si a una persona se le dificulta las canciones, puede ser que esta persona sea muy buena en los Role Playing.</p>                           | <p>por el hecho de que te ayudan a mejorar eee la pronunciación y el modo como hablas, también algunas, algunas palabras y así.</p>   |
| <p>Con respecto a las actividades realizadas por el profesor, ¿Qué tanto suele usar su profesor música para reforzar la enseñanza de la lengua extranjera?</p> | <p>La música, como ya te digo, se usa cuando vamos a la sala de idiomas... y se usa una vez por semana.</p>  | <p>Mmmm... bueno, nosotros actualmente usamos bastantes eee bastantes métodos de... para aplicar la lengua. En cuanto a la música, las estamos usando cuando vamos a laaa... a la sala multimedia que es una, una vez a la semana; durante estas clases son las que se aplica la música como instrumento para el desarrollo de la lengua.</p>  | <p>Emmm... bueno, usualmente los martes, como ya lo había comentado, es algo... de una vez por semana y, pero en la últimas clases a través de los ejercicios del libro, por ejemplo... lo ha direccionado a usarlo con música también. Me explico, en la clase pasada del libro tuvimos que diseñar una canción e... y adecuarle un ritmo a la misma para... para tratar de reforzar ese conocimiento.</p> | <p>Una vez por semana.</p>  |
| <p>¿Cómo es utilizada la música dentro del salón de clase?</p>   | <p>Pues es una manera más fácil de aprender... porque principalmente es más fácil recordar la letra de una canción porque rima, a tener que recordar páginas de gramática y estudio.... Pues, primero que todo se dice cuál es la canción, se escucha un audio general... y después de esto cada uno de nosotros debe escucharla en el celular o en el computador, después se hace un segundo audio general y se prosigue a traducir la canción y trae un vocabulario para el estudio de esta misma.</p> | <p>Como herramienta, como herramienta para uno aprender, porque yo creo que es una es una manera con la que uno se identifica y con la que se siente a gusto; todo el mundo escucha música y trata y trata uno de relacionar el aprendizaje con la música.... ¿Cómo las desarrolla? Pues esto... primero nos explica la actividad que vamos a hacer, en el caso de algún tipo de música pues mmmm ¿qué?... pues se prepara la canción o la actividad que va a hacer, nos dice que es lo que debemos... cuál es el propósito y a continuación escuchamos o practicamos la canción, no sé.</p> | <p>Como el participante lo responde en la 4ª pregunta, las actividades musicales están direccionadas con el tema que se esté trabajando con el libro guía.</p>  | <p>Bueno, son tres pasos: en el primer paso la profesora pone la canción. Segundo paso, nos pone a rellenar partes de la canción. Y tercera parte, nos pone a cantar y a traducir la canción.</p> |

## Songs As An Implementation Resource When Learning A Foreign Language

### Appendix 2.

Format of the song “Always” by Bon Jovi available on <http://www.inglesdivino.com/?l=214> in order to do the activity concerning to filling the blanks.

This Romeo is bleeding

You can't see  blood

It's nothing but some feelings

That this old dog kicked up

It's been raining since you left me

Now I'm drowning in the flood

see I've always been a fighter

But without you I give up

I can't sing a love song

Like the way it's meant to be

I guess I'm not  good anymore

But baby that's just me.

And I will love you baby,

And I'll be there  and  , always.

I'll be there till the stars don't shine

Till the heavens burst  the words don't

And when I die you'll be on  mind

And I'll love you always

## Songs As An Implementation Resource When Learning A Foreign Language

Now your pictures that you left behind

Are just memories of a different life

that made us laugh, some made us cry

One that made you have to  goodbye

What I'd give to run my fingers through your hair

Touch your lips to hold you near

When you say

Try to understand

I've made mistakes, I'm just a

When he holds you close, when he pulls you near

When he says the words you've been needing to hear

I wish I was him with these words  mine

To say to you till the end of time that...

I will love you baby, always

And I'll be there forever and a day,

If you told me to  for you,  could

If  told me to die  you, I would

a look at my face

There's no price I  pay

say these words to you

Well there  no luck

## Songs As An Implementation Resource When Learning A Foreign Language

In this loaded dice

But baby if you give me just  more try

We can pack up our old dreams and our  lives

We'll find a place where the sun still shines, and I...

Will love you baby, always

And I'll be there forever and a day, always

I'll be  till the stars don't

Till the heavens burst and the words don't rhyme

I know when I die you'll be on my mind

And I'll love you always

## Songs As An Implementation Resource When Learning A Foreign Language

### Appendix 3.

Lyrics and translation by the participants of the song “La Isla Bonita” by Madonna.

|  |   |
|--|---|
| "COMO PUEDE ESE OLVIDAR"                           | "COMO PUEDE ESE OLVIDAR"                          |
| LAST NIGHT I DREAMT OF SAN PEDRO                   | ANOCHÉ SOÑÉ CON SAN PEDRO                         |
| JUST LIKE ID NEVER GONE,                           | ES COMO SI NUNCA ME HUBIERA IDO,                  |
| I KNEW THE SONG.                                   | CONOCÍA LA CANCIÓN                                |
| A YOUNG GIRL WITH EYES LIKE THE DESERT             | UNA JOVEN CON LOS OJOS COMO EL DESIERTO           |
| IT ALL SEEMS LIKE YESTERDAY,                       | TODO PARECÍA COMO AYER,                           |
| NOT FAR AWAY.                                      | NO TAN LEJANO.                                    |
| TROPICAL THE ISLAND BREEZE                         | LA BRISA DE LA ISLA TROPICAL                      |
| ALL OF NATURE WILD AND FREE                        | LLENA DE NATURALEZA SALVAJE Y LIBERTAD            |
| THIS IS WHERE I LONG TO BE                         | AQUÍ ES DONDE DESEO ESTAR,                        |
| LA ISLA BONITA.                                    | LA ISLA BONITA                                    |
| AND WHEN THE SAMBA PLAYED                          | Y CUANDO SUENA A SAMBA                            |
| THE SUN WOULD SET SO HIGH                          | EL SOL SE PONE EN LO ALTO                         |
| RING THROUGH MY EARS AND STING MY EYES             | RESUENA EN MIS OÍDOS Y SE CLAVA EN MIS OJOS       |
| YOUR SPANISH LULLABY.                              | TU SUSURRO ESPAÑOL.                               |
| I FELL IN LOVE WITH SAN PEDRO                      | ME ENAMORÉ DE SAN PEDRO                           |
| WARM WIND CARRIED ON THE SEA, HE CALLED TO ME:     | VIENTO CÁLIDO ARRULLABA EL MAR, ÉL ME LLAMÓ:      |
| "TE DIJO TE AMO"                                   | "ME DIJO TE AMO"                                  |
| I PRAYED THAT THE DAYS WOULD LAST                  | ROGUÉ PARA QUE LOS DÍAS DURARAN                   |
| THEY WENT SO FAST.                                 | PERO SE FUERON TAN RÁPIDO                         |
| I WANT TO BE WHERE THE SUN WARMS THE SKY           | QUIERO ESTAR DONDE EL SOL CALIENTE EL CIELO       |
| WHEN ITS TIME FOR SIESTA YOU CAN WATCH THEM GO BY. | CUANDO SEA HORA DE LA SIESTA LOS PUEDES VER PASAR |
| BEAUTIFUL FACES,                                   | BELLOS ROSTROS,                                   |
| NO CARES IN THIS WORLD                             | SIN PREOCUPACIONES EN ESTE MUNDO                  |
| WHERE A GIRL LOVES A BOY,                          | DONDE UNA CHICA AMA A UN CHICO,                   |
| AND A BOY LOVES A GIRL.                            | Y EL CHICO AME A LA CHICA.                        |
| LAST NIGHT I DREAMT OF SAN PEDRO                   | ANOCHÉ SOÑÉ CON SAN PEDRO                         |
| IT ALL SEEMS LIKE YESTERDAY, NOT FAR AWAY          | TODO PARECÍA COMO AYER, MUY CERCANO.              |

