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## CENTRO DE POSGRADOS

### PROGRAMA DE MAESTRIA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA COHORTE 2021

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**TEMA:** THE USE OF SONGS ON TEACHING ENGLISH GRAMMAR

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Trabajo de titulación previo a la obtención Título de Cuarto Nivel de Magíster en  
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*ELIZABETH.*

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*ELIZABETH.*

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**AUTOR:** *Licenciada Elizabeth del Rocío Lasluisa Heredia*

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**FECHA:** *Veinte y dos de agosto de dos mil veinte y tres.*

**RESUMEN EJECUTIVO**

This study delved into the intriguing question of how songs might influence the progression of English grammar proficiency among some learners. Undertaken during the academic span of October 2022 to June 2023, the research focused on ninth-level students from “Centro Educativo Dr. José María Velasco Ibarra.” in Latacunga. These students immersed themselves in an experimental program that lasted 8 weeks in total, which was uniquely designed to let them practice and hone their grammar skills through the integration of English songs. To make the program more effective, a song selection was meticulously done, keeping in mind the age and proficiency level of the participants.

To measure the effectiveness of this innovative approach, the Ket writing component of the Cambridge English exam was used as a yardstick. By administering this test both at the start and the culmination of the 8-week experiment, the study aimed to capture any significant shifts in the students' grammar abilities. Ensuring a robust and comprehensive data analysis was pivotal. To this end, the research incorporated a validated rubric, leveraged the capabilities of the SPSS statistical software, and employed the T-Student test. The findings were not only promising but also insightful.

Songs, as it turned out, played a significant role in bolstering the students' grasp of English grammar.

This was evident in the notable improvements seen in areas like language use, with special emphasis on grammar components such as word order, correct punctuation, discerning parts of speech, vocabulary and the apt use of various tenses. The well-thought-out structure, enriched resources, and innovative methodologies of the program undeniably played a part in this positive outcome. In sum, the research shed light on the potential of English songs as an effective learning tool, especially in the realm of grammar education, presenting a compelling case for their inclusion in pedagogical strategies.

***DESCRIPTORES: COMPONENTS, GRAMMAR, GRAMMAR STRATEGY, SONGS AND WORD ORDER***

## CHAPTER I

### 1. Research Problem

#### 1.1 Introduction

Nowadays, Seargeant (2011) states that English language is the most spoken language around the world, it means that people who have knowledge about it will have better opportunities into academic and personal grow. In Ecuador, into the public and private institutions, teaching English is required. The teaching of English is compulsory for the levels of education, elementary, middle, superior and high school. Therefore, they seek to strengthen the teaching of English to improve skills and provide greater advantages to Ecuadorian students. In the educational institution in which this project is carried out, the number of hours of English is governed by the government that the Ministry of Education has indicated that due to this, it should be considered to improve this teaching process, since the institution, being public, does not have the relevant material. It is an important reason to improve English teaching – learning process. However, it has changed for many reasons among them, COVID-19 pandemic, the lack of technological resources, parents without commitment to their children, students that have economic problems and more negative conditions (Chaka, 2020).

In addition, English Language is considered difficult to learn and it is more evident when the students are teenagers because they are in an age in which their interest are different and according to them, they have more important things to do. For that reason, a conventional English lesson could be boring and teachers cannot develop the activities into the class in an easy way. So, the use of English songs is going to change the way to teach vocabulary and grammatical rules (Fatani, 2020).

Taking into a count the importance of teaching English in all Public Educative Centers in Latacunga (Comercio, 2021), this research problem introduces an important method to improve English Grammar Learning in context through adaptability of English songs with students of ninth level at “Centro Educativo Dr. José María Velasco Ibarra” during the Academic Year October 2022 -June 2023. It is relevant to research a

problem that investigators have permission to enter a site and to involve people at the location of the study (e.g., gaining access to an elementary school to study children who are minors) (Creswell, 2020).

Chapters description:

- **Chapter I:** The introduction, justification, and goals of the current research project are explained in detail throughout this chapter. The various elements and the tools used during this investigation are similarly presented in this chapter.
- **Chapter II:** The history of the investigation and the current state of the art are described in this chapter. In keeping with the theoretical framework, this chapter mainly recaps data on the two variables using various pieces of information.
- **Chapter III and IV:** This chapter will outline the basic examination strategy, investigation modalities, and the kind of research that will be conducted for this study. Additionally, the process of data collection, validation, and variable analysis are 2 briefly described. In order to validate the results of the rubric that was used and to decide whether to accept the alternative hypothesis or reject the null hypothesis, the T test of the SPSS program will be used.
- **Chapter V:** This chapter discusses the conclusions and suggestions made in light of the study's goals and research questions. The bibliography and annexes compiled for this study are located in this chapter.

## 1.2. Justification

According to (Blas & Fernández, 2009) digital resources have marked a big change and improvement in terms of learning new languages. Some educators think that modern and interactive resources, rather than tried-and-true techniques, improve students' learning. In a nation where Spanish is the primary language, learning English can be challenging for many students. Furthermore, many students at the school find English Grammar challenging, particularly those who are between the ages of 13 and 15 like the group chosen for this study. Most of them believe that English is a subject that is not important because they have other interests. It implies that they struggle to focus and pay attention during the English learning process, especially when it comes to grammatical rules.

The goal of this research project is to help students to develop and improve their English grammar application by using songs that are appropriate for their ages, levels, and needs. Since it is described as an interactive process of meaning-building that involves the creation, receipt, and processing of information (Rivers, 2018), grammar has grown significantly in importance in the history of English teaching. To develop this English Language component, it is therefore a good idea to use something outside of the classroom (Sylwester, 2020). The use of technical tools, such as offerings and activities utilizing the selected songs, has made the experiment viable. Additionally, 39 Ecuadorian students at "Centro Educativo Dr. José Mara Velasco Ibarra" will be participating in the study from. Moreover, some studies and experiments have been done in relation to the use of music and the evolution of English grammar (González, 2018).

The use of inventive songs from a website, however, is what gives this project its originality. Aside from the fact that they haven't been used in other projects like this and must be chosen in accordance with the goals of the students, this means that they can be found on numerous websites and are simple to download and use. Those songs also need to be interesting and catchy for them (Yin, 2017). Additionally, it adds variety to typical learning situations, which motivates our students. It also promotes creativity and fosters an environment that is particularly enjoyable and relaxing for them. Because of this, it is true that incorporating English songs into the instruction of

grammatical rules could be a fantastic opportunity to inspire students to grow interested in the language. Finally, by serving as a guide for future studies on this subject, the experiment will be helpful to the participants in the project as well as to students aspiring to become English teachers. The songs have a variety of ideas and messages, so people can use them according to the participants' level and interests. In addition, any teacher can use this idea to improve students' usage of English grammar.

### **1.3.Objectives**

#### **1.1.1 General**

To investigate the impact of English songs on the English Grammar Teaching-Learning Process for Ninth-grade students aged between 13 to 15 years at "Centro Educativo Dr. José Mara Velasco Ibarra." This research aims to discern how musical elements contribute to grammar acquisition and comprehension, thereby guiding pedagogical strategies in the institution.

#### **1.1.2 Specifics**

- To state the types of song that can be used according to students' ages, needs, interests and the curriculum topics to make them helpful for the process.
- To determine the Grammar components that will be developed and improved by using validated writing tests and rubrics.
- To apply the activities developed by using the songs stated to enable students to improve the English Grammar management.



## **2. CHAPTER II**

### **2.1 Research Background**

#### **2.1.1 State of the Art**

Most English as a Foreign Language (EFL) students in secondary school find learning English grammar to be a challenging process. Innovative approaches, engaging instructional materials, and joyful methods of practicing and drilling learners in English grammar are all essential. The main objective of this library study was to locate and describe instances of effective, cutting-edge, and practical EFL grammar instruction methods. Finding and analyzing pertinent information, developing and expressing ideas, and expressing those ideas are all steps in the library-based research process. The findings showed that tasks, games, songs, and poems can all be used as teaching tools in the classroom. English grammar instruction in secondary school classrooms using cutting-edge methodologies has paved the way for students to learn the language effectively (Rochmawati, 2019).

An important article was developed to improve the English Grammar usage. This study, which was carried out at the English Language Education Department of a private university in Yogyakarta, sought to ascertain how EFL students perceived engaging instructional materials for grammar instruction. Six students who took grammar classes through Capita Selecta participated in the survey. To elaborate the findings across two stages of the study—the media of material delivery and what makes them interesting—this descriptive-qualitative study used a phenomenological approach. The findings demonstrated that the respondents found four types of teaching materials to be interesting: audio-visual, audio, PowerPoint, and games. The materials' interestingness was also a result of their content, technology, and delivery strategy. Therefore, it is hoped that grammar teachers will exercise creativity in creating

grammar teaching materials as primary supplements for the printed modules/books that students are required to read, as reading could have negative effects like boredom (Sorohiti & Aini, 2021).

According to Rahim (2013), The study described in this article looked into how implicit grammar instruction in song context affects student writing in Egypt. Sixty students participated in the study and were divided into an experimental group and a control group. The experimental group was taught the same grammatical structures implicitly with the aid of chosen song clips that were accompanied by their lyrics (English subtitles), through which the grammatical features were impeded in without explanation of the grammatical rules and without learners' awareness. The control group received explicit grammar instruction along with an explanation of grammatical rules. Through a pre-test and post-test of writing, the data were gathered. The results showed that using song context to teach grammar implicitly has an impact on improving junior high students' writing performance, which was very encouraging for the experimental group (Rahim, 2013).

Moreover, Yarmakeev et al. (2016) present their own solution to the problem as they look for fresh approaches and stimuli to teach vocabulary and grammar to 72 EFL students of Kazan High school (Russia). Folk songs significantly stimulate and encourage students to learn more vocabulary and grammar, according to the study's hypotheses. In this essay, the authors credibly assert that rhymed speech and grammar patterns aid in teaching and reinforcing proper pronunciation of sounds, accents, and rhythmic elements in students. Regarding the functions that the song genre performs, materials and study tools that aim to solve the problem mentioned are investigated. This study's primary research method was an experiment the authors carried out to demonstrate how students' vocabulary grows and their ability to assimilate grammar improves when a song is played repeatedly. Through their research, the authors were able to demonstrate empirically how folk songs can work their magic in EFL classes, helping students understand the language in its cultural context and turning the repetitive memorization and reproduction of language material into creative work that addresses the issue of multiple repetition of a single model. The study's conclusions

can be used by pre-service teachers, faculty, and administrators at universities and high schools as a general guideline (Yarmakee et al., 2016).

Another intriguing study carried in Indonesia looks at how Christina Perri's album "Lovestrong"'s lyrics convey interpersonal meaning and how they contribute to the teaching of modern English grammar (Susanto & Watik, 2017). Analyzing the interpersonal meaning of literary works that people encounter every day, such as song lyrics, will be simpler and more engaging. The goals of this study are to identify the most prevalent mood types and speech roles, to describe the modalities used in those lyrics, to describe the interpersonal meaning realized in those lyrics, and to describe the contribution of interpersonal meaning in Christina Perri's album "Love strong" lyrics. The research was descriptive qualitative in design. The lyrics from Christina Perri's album "Love strong" served as the primary sources of information for this study. The authors of this study examined the lyrics to five songs (Susanto & Watik, 2017). Susanto and Watik (2017) claim that the following procedures were used in the analysis of the data: those who came after listened to the songs, discovered the written lyrics, examined the clauses based on the Mood-Residue elements, and discovered the Modality through Modal Finite and Mood Adjunct. The next step was for the author to group the clause according to the dominant Mood Types and Speech Roles. Finally, the authors came to a conclusion for their research. The data analysis reveals that the interpersonal meaning in Christina Perri's album "Love strong" lyrics is realized in the wordings of the clause when analyzed based on the elements of interpersonal meaning. The most prevalent mood type is declarative, the most prevalent speech function is providing information, the modality is realized through the use of modal finite and mood adjunct, and the interpersonal meaning in Christina Perri's album lyrics is contributed by the use of these two devices. The study's conclusions are that they should read song lyrics carefully and analyze them using the components of interpersonal meaning if they are to recognize the interpersonal meaning in them. According to the analysis of Mood Types and Speech Roles, the songwriter or singer intends for these songs to make a statement and impart knowledge to readers or listeners.

On the other hand, the goals of English language instruction must be met at every stage of instruction. To use at the beginning of class, teachers may bring an icebreaker. Previous studies have shown that ice breakers are an important component of EFL lessons (Ahmadi & Gilakjani, 2011). Aniuranti (2021) thinks that a literature review on ice breakers is essential, especially in grammar classes, given their popularity. The concept of English grammar is frequently thought to be difficult. Additionally, learning these days must be done online. This study's main objectives are to define ice breakers, clarify English grammar, describe online learning, and offer examples of ice breakers that could be used in online grammar lessons. A literary analysis was used as the methodology, which included data collection, reduction, presentation, and conclusion. With regard to the use of ice breakers in online grammar lessons, this study makes a number of useful theoretical recommendations. This study also offers some icebreakers for grammar instruction. As ice breakers, people use jumbled sentences, correcting mistakes, English songs, storytelling exercises, and English humor. (Aniuranti, 2021).

According to Hasanah (2017), Grammar is a set of rules for structuring words and sentences. Both academic writing and everyday English speaking require its proper use. It can be challenging for non-native English speakers to use grammar. They have to use grammar in their sentences in addition to memorizing all the formulas. As a result, there is a simple method for beginners to learn grammar through English song lyrics. This technique operates by dissecting each sentence in a song's lyrics. Because the learner can engage in their hobby of listening to music while studying English grammar, it becomes simple. This essay will use library research to analyze deeply how learning grammar from the lyrics of English songs, particularly verb tenses, can be made easier. This paper will discuss various verb tenses that are analyzed in the lyrics of English songs.

Furthermore, a study was conducted in Indonesia to investigate the needs of students in terms of grammar instruction. It was built on interactive multimedia that produced a cutting-edge style of grammar instruction. The population of this R&D study, which used the Gall and Borg model, was made up of students majoring in Basic English Grammar at the English Department of Universitas Negeri Padang. Data was gathered

using an open questionnaire and a stratified sampling technique involving 78 students. The findings indicated that there was a great need for interactive multimedia-based basic English grammar teaching materials and that each student has a unique learning style (Tiarina et al., 2019). Additionally, they all own laptops and have different tastes in music, movies, and colors. It is necessary to conduct more research to ascertain the efficacy of the interactive multimedia-based model of Basic English Grammar teaching material.

Finally, it is debatable whether teaching English grammar is necessary to learn the language or not, but there is no denying that understanding English grammar, whether implicitly or explicitly, is necessary to be able to use the language. Even though grammar has been taught in schools for about ten years, most people still struggle to use the English language properly (Perween, 2018). Therefore, in India where this study was developed, it is advisable to consider whether the subjects covered, the teaching aids used, the instructional strategies chosen, and the methods by which teachers teach English grammar are appropriate. To address the issues, it is necessary to determine the main causes and then take the appropriate action. The goal of the current paper is to demonstrate that, in addition to teacher training, it is also essential to accept and implement some of the new methods of teaching English grammar to give students a solid foundation on which to build other skills. Grammar drills that replicate how the English language is used in real-world contexts are another tool used in English grammar instruction. This essay also discusses various innovative methods for teaching grammar that place an emphasis on honing students' structural English proficiency and gradually boosting their self-assurance when speaking English in public. Using digital tools, ICT, language labs, the internet, etc., to make language learning creative, enjoyable, and efficient seems desirable at the same time (Perween, 2018).

### **2.1.2 Literature Review**

#### **Innovative tools for teaching English**

The official language of the entire world, English, is very difficult to teach. Every language differs when taught, in fact. English is a very old language that has undergone numerous changes, starting with Proto English, which was influenced by Latin and German culture, and ending with Modern English, which emerged after the

Renaissance. Each iteration was easier than the one before it. It is still challenging to teach English effectively, especially to those who speak it as a second language, despite the fact that it is the most straightforward adaptation of a very old language (Anburaj, Christopher, & Ming, 2014).

English is taught in a very traditional way in the modern world. Basic instruction is required (Chaka, 2020). It is crucial and mandatory to teach children how to form words and the alphabets. However, there is something else that is even more crucial. Before writing down the words, the kids must be able to speak them and comprehend what they mean. The traditional methods of teaching the alphabet, words, and rules are the only ones that can be used to teach the foundation for teaching English. However, most students find that teaching only the rules is boring, and as a result, they become disinterested in learning the language.

Although there is no other way to teach the fundamentals of a language, traditional methods must be slightly modified to be appealing to the students. Traditional methods typically tend to produce worse results than creative methods when it comes to teaching English to students in higher classes who already have a basic understanding of the language. This has already been demonstrated through the use of techniques like stories, poems, films, books, newspapers, etc. These techniques maintain the students' interest while also helping them learn the language more effectively without realizing it (Anburaj, Christopher, & Ming, 2014).

Songs, movies, TV shows, magazines, and newspapers are all important multimedia sources that help us improve our language. Even though they have aided us, people are unaware of it. One fine day, people simply awaken and acknowledge that they are superior to how they were the day before. These resources can be used to assist students in developing their language skills. However, extreme caution must be exercised. The only time where using this method can be done without risk, unlike most songs and movies, is during the final stages of learning by colloquial English, which is grammatically incorrect, most of the time. It is crucial that students are aware of this so they can avoid using that style of language in everyday situations. In addition, this source is very useful because it doesn't feel educational. The students will engage in this during their free time (Besnoy & Lane W. Clarke, 2009).

Music is the most effective means of expressing how to use language to express our emotions. Although watching movies is a very popular past time, most of the time they

are also very instructive and educational. Additionally, this approach appeals to the students because they frequently make connections with the songs and movies that clarify the meaning of expressions and demonstrate how to use language devices like personifications and comparisons. These resources aid in their comprehension of the need for such tools as well as how to use them. Thus, this approach to language teaching is also very effective. Reading newspapers, books, and novels are still very effective ways to teach a language. The teaching and learning process as a whole are enriched and ensure effective learning when traditional methods are modified along with some novel ideas. These are a few of the unique and imaginative methods for teaching the English Language (Anburaj, Christopher, & Ming, 2014).

### **Music**

According (Brand, 2019) Songs, poems, nursery rhymes, and chants are common mediums parents use with children. It permits that they can enjoy their teaching process because the use of songs permits that children feel more confident and happy. For that reason, it is a good method to change how they learn. Nowadays, playing is the best way to learn. Teachers and students benefit from the positive environment and relaxed learning style music provides. (Gardner, 2020) noted that the first intelligence to develop in young learners is musical intelligence. So, teachers must know this important information because it will be the base to start the work into the classrooms. As, the majority of teachers know, especially in public schools they do not have materials to develop our work.

But, people can use different kinds of music according to the students ages or preferences to get the attention of them and work without problems with an extra sheet of paper or worksheets base on the songs. (Brand, 2019) reported that after a treatment using music to teach vocabulary, language, and meaning to Chinese students learning English, the group of students who were taught primarily through songs had more positive attitudes toward learning a new language. They reported that a music- and song-based classroom appears highly effective in teaching the students a second language, in relation to both attitude and achievement (Brand, 2019)

Similar to language, music is an extremely complex system. Higher-order structures, such as words and sentences, are formed in language by combining smaller units, such as phonemes and morphemes. Similar higher-order sequences are created in music by

combining separate units (pitches and durations), such as musical phrases and compositions. Both musical and linguistic sequences contain melodic and rhythmic patterns, namely prosody in language and melody and rhythm in music (Patel, 2010). Through all of human history, music has been a phenomenon that unites cultures. Each cultural practice reveals important details about the associated culture and uniqueness. Songs and music serve a variety of educational purposes in addition to their primary entertainment function. It has been noted that teaching English to people whose first language is different from English is not just a straightforward process of teaching language (Kuśnierek, 2016).

The social and cognitive needs of the students, which are frequently intentionally or unintentionally disregarded, are what give rise to the complexity in the second language teaching process. Additionally, learning a second language involves a lot of anxiety and peer pressure. As a result, English teachers must provide a stress-free learning environment that also promotes learning through enjoyable activities. Songs and music can undoubtedly be regarded as helpful language learning tools that support the teaching of second languages without placing a lot of academic pressure on the students (Kumar et al., 2021).

### **Songs**

Songs and music have also been shown to be an effective listening activity with a variety of advantages. Teachers of second languages frequently use music to introduce key ideas in an engaging manner, especially to young and elementary students. One of the many advantages of using music and songs to teach English is that instructors can capture students' attention and maintain their enthusiasm for the subject. Songs and music help to provide this opportunity because repetition is one of their key characteristics, and English language learning also requires a significant amount of repetition to practice the sounds and structures (Kumar et al., 2021).

Songs are excellent teaching and learning aids for English, and more particularly, songs are thought to be able to inspire pupils as they continue their English studies. It is well recognized that songs play a significant role in English learning since they increase students' sensitivity to sound, and learning languages is nothing more than mastering various sorts of meaningful sound. Additionally, songs can add interest and life to the classroom. When children enjoy the song that the teacher is teaching them,



they will be excited and glad to perform it, and that's when they are inadvertently picking up knowledge and also there is a list of several benefits of employing songs as teaching tools (Brewster, 2018).

The song is first and foremost a linguistic tool. In this scenario, the song serves as a vehicle for both the learning of new languages and the improvement of grammar and vocabulary (Mobbs & Cuyul, 2018). Additionally, the song uses fresh and entertaining terminology that the pupils are already familiar with. The song also permits language to be repeated in a pleasant and natural way. Songs can be utilized to help students with their pronunciation as well as the holistic development of all language abilities. Songs are a psychological and affective resource. Along with being entertaining, the song can inspire pupils and cultivate a favorable view of English.

For students, song is not a frightening or dangerous thing. Even music can boost students' self-esteem. Students can proudly sing English songs in front of their parents as evidence that they have mastered something in English. Songs are tools for thinking. Memory, concentration, and coordination are all enhanced by music. As a means of interpreting meaning, students become more perceptive to rima signs. Songs can serve as social and cultural resources. Songs have been shown by (Brewster, 2018) to have extraordinary advantages for Grammatical learning. Songs are a natural way to practice intonation and other crucial speech characteristics like stress and rhythm.

According to (Roslim, 2017) the study about the use of songs in enhancing the teaching of Grammar has as a result that using some songs in language classes has several benefits in Malaysia. For instance, they keep students engaged while they are learning or practicing a structure, they frequently reverse the negative attitudes that students have toward learning, and by adding authenticity and context, they make the grammar points easier to comprehend and carry in other studies (Kuśnierek, 2016).

### **English Language Learning**

A process of expansion in the English language has been underway for decades, following the globalization trend (Derakhshan, Salehi, & Rahimzadeh, 2015). Learning this language is becoming more and more popular, and success in it depends on a growing number of people. English language learners are also students who struggle with speaking and understanding English, frequently come from non-English-

speaking homes and cultures, and typically require advanced or updated training in both their academic courses and the English language.

The use of a foreign language, particularly one centered on the English language, has changed from being a luxury to a necessity in the various productive sectors, according to Argentine teachers and researchers Biava and Segura (2010). English has become increasingly popular around the world and it is now regarded as the universal business language as a result of the globalization phase. Then, learning English is crucial everywhere, not just in Ecuador. Because of this, learning a foreign language turns into a contest between nations to see who can teach and learn it the fastest.

Many educational institutions are including English in their curricula because it is believed to be the language spoken by the majority of people worldwide. Using English as a foreign language signifies that the student is learning a language other than their mother tongue, a language that is not used in their daily lives, and a language that is not present in their environment (Lin, 2008). Numerous aspects of this foreign language need to be improved because it is not our native tongue and because it is standardized. As a result, outside help is frequently needed.

The study of the English language includes both language development and language acquisition. The ability to successfully use a language for a variety of purposes across a wide range of media and genres is what separates language development from language learning, according to Tomlinson (2007). Language acquisition is the first stage of learning basic communication skills in a language. It entails enhancing one's language abilities and demonstrating mastery of the English language.

The teaching materials used to teach English are typically divided into sections based on skills. The four primary English skills are speaking, listening, reading, and writing. The four primary skills in ELT textbooks must be contextualized by language materials creators if learners are to master a language. According to Mazzeo, Rab, and Alssid (2003, pp. 3-4), contextualization is a diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning on concrete applications in a specific context that is of interest to the student. Moreover, there are sub-skills, such

as vocabulary, grammar, and pronunciation, within the main skills that are part of the English language too.

### **Language Sub-skills**

The inclusion of vocabulary, grammar, and pronunciation in English language teaching (ELT) is crucial, as these subskills form the foundation for the four main language skills. To achieve fluency in a language, learners must develop a solid vocabulary. Hoshino (2010) emphasizes that vocabulary is fundamental to language learning and should never be underestimated. (Palmberg, 1990) explains that vocabulary knowledge in a foreign language encompasses the ability to understand words and use them effectively. Ngan-ha (2007) adds that learners must attain a certain level of vocabulary to comprehend both written and spoken forms of the language.

Similarly, grammar plays a significant role in language learning, as learners need to acquire grammatical structures. Yildiz and Senel (2017) assert that effective language use requires proficiency in grammar. They emphasize that learners must learn the grammar of the target language to achieve their language goals. Grammar can be seen as both knowledge of sentence formation rules and the ability to use grammar effectively in oral and written communication (Richards & Reppen, 2014)

Furthermore, pronunciation is a vital subskill that learners should master. Alghanmi and Shukri (2016) state that grammar provides the necessary structures to organize words and ideas, facilitating comprehensibility. Pronunciation instruction, according to Harmer (2007), not only raises awareness of different sounds but also significantly improves students' speaking abilities. Ketabi and Saeb (2015) stresses that pronunciation deserves serious attention, as it is crucial for intelligible speech and effective communication in a globalized world. Shabani and Ghasemian (2017) note that mispronouncing a word can alter its meaning, highlighting the importance of understanding and accurately producing sounds and words (Katawazai & Haidari, 2019).

Considering the significance of these subskills in second language learning, the present study aims to examine how they are presented in the Grade 9 English Language textbook of Afghan Secondary Schools, using Demir and Ertas (2014) Eclectic

Checklist for ELT Course Book Evaluation. While there have been previous research studies evaluating ELT textbooks, there is a lack of research specifically addressing the evaluation of subskills in ELT textbooks within the Afghan context, to the best knowledge of the researchers.

## **Grammar**

As Yin (2017) points out, vocabulary instruction takes precedence over grammar instruction, which concentrates on the subordinate position. However, due to its interconnected relationship with vocabulary, grammar takes a backseat in language learning (Cameron, 2001). According to Phillips (1993), grammar encompasses much more than the rules found in grammar manuals. In fact, it is a resource that can be used to teach students how to use English properly (Printer, 2017). Since vocabulary needs to be linked with the aid of grammatical structure, learners cannot express their meaning precisely without it (Cameron, 2001). However, some people think that children should not be taught grammar. In terms of their English proficiency, young learners may find grammar-centered language classes to be too challenging and boring (Cameron, 2001). In fact, it appears that formal grammar instruction is not interesting enough to draw people in.

### **Word Order:**

In English, word order plays a crucial role in establishing the relationships between words. As an analytic language, the subject is typically placed first in a basic declarative statement, followed by the verb in the second position, and finally, the objects and adverbial phrases, if any, in the third position (Master, 1996).

### **Punctuation:**

In written English, punctuation serves to indicate pauses, intonation, and stress within sentences. Common punctuation marks include commas, periods (full stops), question marks, exclamation points, semicolons, colons, dashes, hyphens, brackets, braces, parentheses, apostrophes, ellipses, and quotation marks (KakaoTalk, 2016).

### **Tenses and Aspects:**

Tenses in English convey the temporal reference of a statement, indicating whether it refers to the present, past, or future. They are applied to verbs and establish parameters for time. Similarly, aspects convey additional information about the nature of an action or state, such as whether it is a single instant action, a regular or repeated action, or an ongoing or progressive action or state (Perween, 2018).

#### Determiners:

Nouns in English often require determiners to give them meaning and context. Determiners, such as "which," "how many," "what," "my," and others, precede nouns and provide necessary information. Using determiners correctly is vital for constructing meaningful questions and statements (Master, 1996).

#### Connectors:

Connectors, as their name suggests, establish connections between phrases, words, or clauses (KakaoTalk, 2016). They can express subordination (using words like "if," "who," "that," "when," "because," "although"), coordination (with words like "but," "and," "yet," "nor"), or correlation (using words like "either," "or," "both," "and") between the units they connect. Connectors help convey logical relationships and coherence in language (Master, 1996).

#### Vocabulary:

A collection of words used by various people is known as the English vocabulary. These words are picked up along the way and have an impact on how knowledge develops. Constant repetition and an explanation of each word's meaning are crucial to making learning English vocabulary easier (Jackson & Amvela, 2007)

### **Table 1: Grammar Chart**

## Tense Rules Chart

Tenses	Tenses Forms
Present Tense	<ol style="list-style-type: none"> <li>1. Simple Present Tense</li> <li>2. Present Perfect Tense</li> <li>3. Present Continuous Tense</li> <li>4. Present Perfect Continuous Tense</li> </ol>
Past Tense	<ol style="list-style-type: none"> <li>1. Simple Past Tense</li> <li>2. Past Perfect Tense</li> <li>3. Past Continuous Tense</li> <li>4. Past Perfect Continuous Tense</li> </ol>
Future Tense	<ol style="list-style-type: none"> <li>1. Simple Future Tense</li> <li>2. Future Perfect Tense</li> <li>3. Future Continuous Tense</li> <li>4. Future Perfect Continuous Tense</li> </ol>

(Sindhuja, 2023)

Table 2: Grammar Chart

Tense	Rule	Example
Simple Present	V1	I watch movies.
Present Continuous	is/am/are + V1 + ing	I am watching a movie.
Present Perfect	has/have + V3	I have watched a movie.
Present Perfect Continuous	has/have been + V1 + ing	I have been watching a movie.
Simple Past	V2	I watched a movie.
Past Continuous	was/were + V1 + ing	I was watching a movie.
Past Perfect	had + V3	I had watched a movie.
Past Perfect Continuous	had been + V1 + ing	I had been watching a movie.
Simple Future	will/shall + V1	I will watch a movie.
Future Continuous	will/shall be + V1 + ing	I will be watching a movie.
Future Perfect	will/shall have + V3	I will have watched a movie.
Future Perfect Continuous	will/shall have been + V1 + ing	I will have been watching a movie.

(Sindhuja, 2023)

### **3. CHAPTER III**

#### **3.1 Resources**

##### **Human**

During the academic year from October 2022 to June 2023, a teacher and ninth-level students from the "Dr. José Mara Velasco Ibarra" Educational Center will be required to assist with this research. Additionally, the study must be applied by the investigator (Merino & Carmenado, 2012).

##### **Institutional**

Together with the teacher and students, the investigation will be developed in the ninth-level class. It implies that in addition to the growth of individuals, it also addresses institutional and organizational development as well as permissions (Merino & Carmenado, 2012)

##### **Materials**

All of the information for the research project will be gathered from technological resources like the internet, online books, rubrics for evaluating research, and academic resources as well as printed materials like lyrics and activities, also musical platforms like YouTube and Spotify will be part of this project (Demura & Koseki, 2020).

##### **SPSS program**

In this project, the statistical "T Student" test from the SPSS software will be utilized to validate the hypothesis. The researcher can use this to determine whether the variables are meaningfully related. The scores on the rubrics will be used to generate the numerical results used in the SPSS program (Herrerias, 2005).

#### **3.2 Methods**

##### **3.1.1 Basic Methods of research**

## **Research Approach**

As it is important to consider the overall integration of a particular situation without dividing it into a study of its section, both qualitative and quantitative research methods will be used for this investigation to have a general and accurate reflection of the adaptability and accessibility of teachers and students in the classroom (Arghode, 2012). In this project, descriptions and validated rubrics with numerical measurement will be employed as data collection strategies. Through analysis of the findings of approved tests, the major objective is to represent reality as experienced by each individual member of a certain social system. Additionally, this study aims to debunk common misconceptions about the educational system and second-language acquisition while determining the best ways to employ song with ninth-level students at the "Dr. José Mara Velasco Ibarra" Educational Center from October 2022 to June 2023.

### **3.2.2 Basic mode of investigation**

#### **Field Research**

Since the aim of this study was to collect as much accurate information as possible, all of the data would be gathered directly from students using a validated survey that was given to all ninth-level students at the "Dr. José Mara Velasco Ibarra" Educative Center during the academic year from October 2022 to June 2023. The evaluation of the learning outcomes will take place on campus, where the students are currently enrolled (Malsch & Salterio, 2016).

#### **Bibliographic research**

The focus of this study is on bibliographic research since it collects information from published materials regarding videoconferencing and the English language using research tools such books, magazine articles, essays, digital media, and libraries (Lamorena, Garca, & Pilar, 2022). Therefore, this research must advance as bibliographic techniques change. The data gathered using the bibliographic research method is precise and sufficient data that is discovered, examined, and picked from all of the available literature and materials to be incorporated into the theoretical framework and to benefit all of the students' understanding of the variables (Leong & Austin, 2006).



### **3.2.3 Level or type of investigation**

#### **Correlational Research**

Correlational research examined the connection between the two factors, English-language songs and students' grammatical usage, by examining the correlations between the variables and projecting a consequence to a population. Without the interference of any extra variables, the statistical link between them is also attempted to be understood and assessed in this work. The correlational investigation will, in the end, confirm the theorized predictions made by the entire ninth level class (Sheeram, 2019).

#### **Descriptive Research**

Descriptive research aims to describe the characteristics of the population or phenomenon being studied. In other words, the study's "what" rather than its "why" was the primary concern. The descriptive research will help the investigator with measuring data trends, making comparisons, establishing respondent characteristics, and other tasks. This research makes use of the dependent and independent variables to describe and analyze the dependent and independent variables and their effects on English songs, aside from applying English grammar within a theoretical framework, students must also produce accurate results in their studies. (Siedlecki, 2020).

#### **Techniques and instruments usage**

The most important instruments employed in this research were technical and technological tools, while other resources were also used. First and foremost, it was crucial to obtain the authors' expertise and assertions for using them as a source for this research. A computer was also required for data collection and processing. On the other side, the ability to utilize the Internet served as a technological resource for getting the right tunes, taking some crucial tests, and other things.

Additionally, a standardized examination was utilized in the development of this study; specifically, the writing portion of the KET (Key English examination), one of the most significant Cambridge exams. They were used as pre- and post-tests at the beginning and conclusion of the research period. Classes that were paying attention to this test did so through using social media, websites, and music-listening apps like

Spotify and YouTube. The results of those tests can be used to monitor students' progress in supporting or refuting the research's hypothesis.

Furthermore, the Cambridge.org exam rubric was crucial for testing pupils in a fair manner. Scores range from 1 to 5, with 5 representing an exceptional grade, 4 indicating a score between good and ok, 3 indicating a passing grade, 2 indicating a poor grade, and 1 representing the lowest possible grade. It is simple to determine the pupils' level and where they need to improve based on the results. So having a rubric is essential if you want to know what the Ket tests. Additionally, the rubric provides insight into the areas that would be developed in this study, including the usage of English grammar, which assesses word order, punctuation, tenses and their aspects, connectors, and determiners.

Additionally, a plan for the development of the experiment is required once all the preliminary results have been obtained. A grammatical lesson plan from internet-validated sources was employed in this study. There are several grammatical exercises in it. Additionally, this lesson plan was modified to meet the needs of the study's participants. For implementing changes and finish the class hours by having an introduction, class development, and a final result, the lesson plan must include the following elements: an introduction, objectives, material, stages, time to use in each stage, and worksheets.

Last but not least, the SPSS application was the final tool used in this study. The statistical analysis of the outcomes and the verification of each student's progress are both significant goals of this program. To further support the idea, this study used the statistical "T Student" test. This could be used by the researcher to establish whether the variables have any kind of real link. Using the SPSS application, which is loaded with commands, all of the results visuals, individual results, the T test, and other values were obtained.

## 4. CHAPTER IV

### 4.1 Results and Discussion

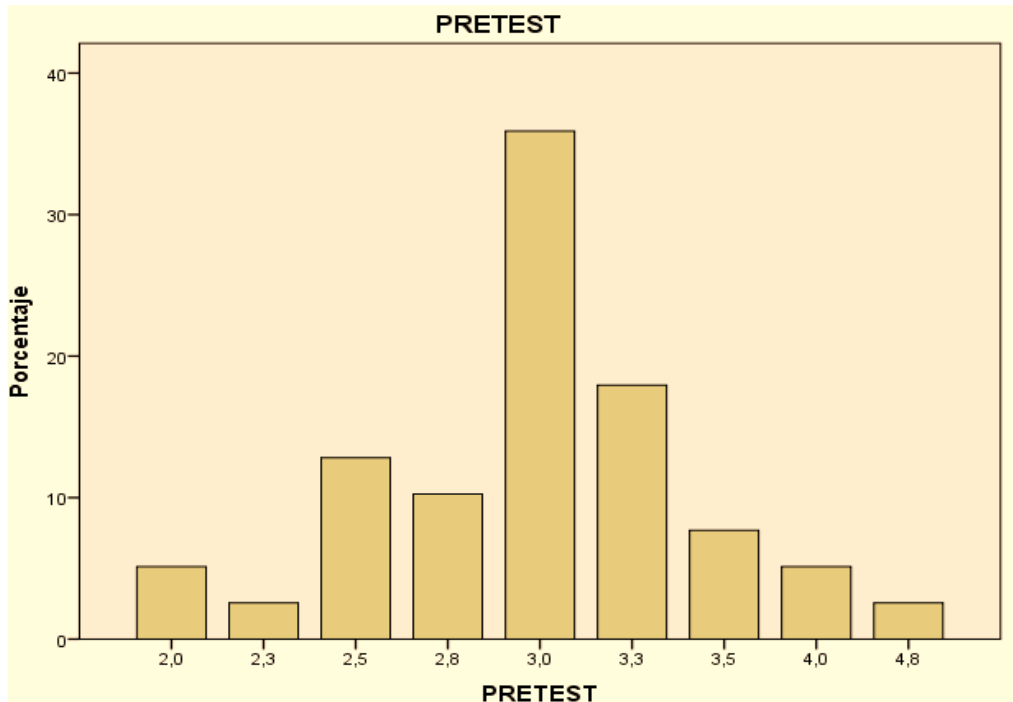
#### 4.1.1 Analysis and discussion of results

#### PRE-TEST

Table 3: Pre-test results

PRETEST					
		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	2,0	2	5,1	5,1	5,1
	2,3	1	2,6	2,6	7,7
	2,5	5	12,8	12,8	20,5
	2,8	4	10,3	10,3	30,8
	3,0	14	35,9	35,9	66,7
	3,3	7	17,9	17,9	84,6
	3,5	3	7,7	7,7	92,3
	4,0	2	5,1	5,1	97,4
	4,8	1	2,6	2,6	100,0
	Total	39	100,0	100,0	

Source: results SPSS program – Pre-test  
Author: Lasluisa E. (2023)



**Graphic 1. Pre-test results**

Source: results SPSS program – Pre-test

Author: Lasluisa E. (2023)

### **Analysis and interpretation**

The findings in Table 1 show the average grades the students received in the first column (2,0; 2,3; 2,5; 2,8; 3,0; 3,3; 3,5; 4,0; 4,8). It can be observed the number of students who received the grades indicated; for example, 14 students received a 3 out of 5, which corresponds to the 35.9% displayed in graphic 1. Additionally, our lowest rating of 2 out of 5 was earned by two students, or 5.1% of the total; our greatest rating of 4.8 out of 5 was earned by one student, or 2.6% of the total.

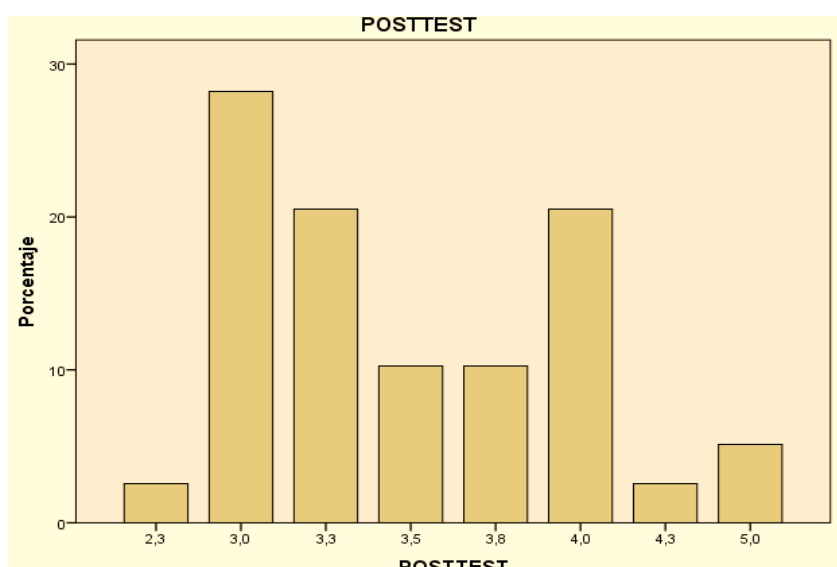
### **Post-test**

**Table 4: Post-test results**

### POSTTEST

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válido	2,3	1	2,6	2,6	2,6
	3,0	11	28,2	28,2	30,8
	3,3	8	20,5	20,5	51,3
	3,5	4	10,3	10,3	61,5
	3,8	4	10,3	10,3	71,8
	4,0	8	20,5	20,5	92,3
	4,3	1	2,6	2,6	94,9
	5,0	2	5,1	5,1	100,0
	Total	39	100,0	100,0	

Source: results SPSS program - Post-test  
 Author: Lasluisa E. (2023)



**Graphic 2. Post-test results**

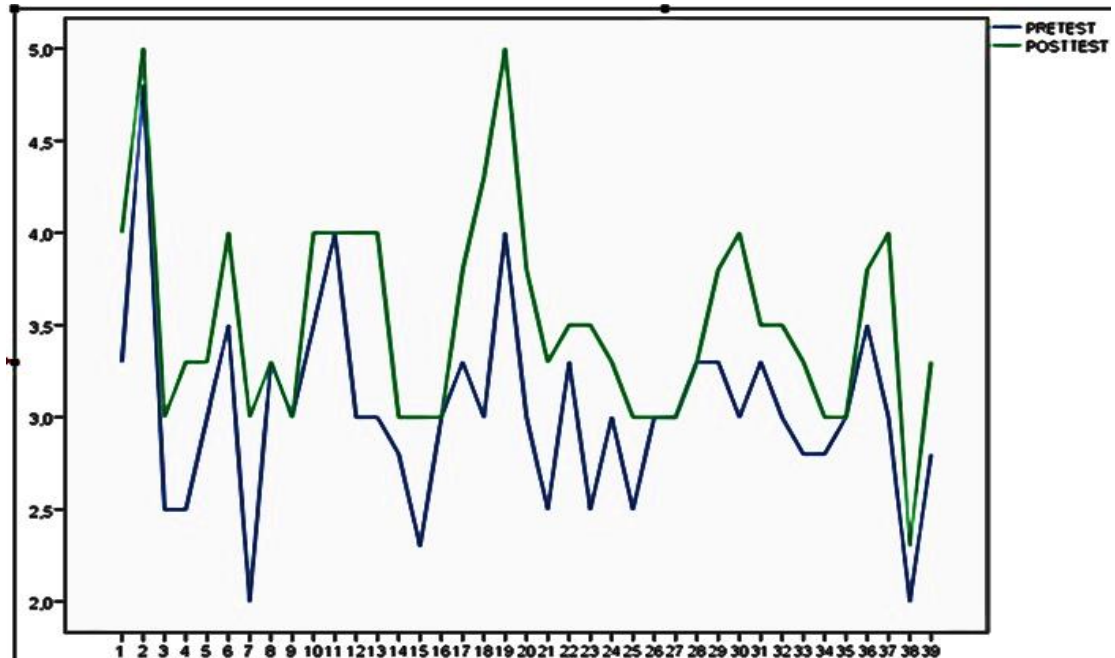
Source: results SPSS program – Post-test  
 Author: Lasluisa E. (2023)

### Analysis and interpretation

The results in Table 2 display the students' average grades in the first column as 2,3, 3,0, 3,3, 3,5, 3,8, 4,0, 4,3 and 5,0. Given that 11 pupils received it, grade 3 out of 5 is the most prevalent and corresponds the 28.3% shown in figure 2. Furthermore, our lowest rating, 2.3 out of 5, was earned by one student, or 2.6% of the total, and our highest rating, 5 out of 5, was earned by two students, or 5.1% of the total. It is important to note that the lowest score in this section is 0.3 points lower than the highest score from the pre-test, and that the highest score from the post-test was 5, indicating that the results have improved. The highest score from the post-test was 4,8,

indicating that the results have improved. Other data will be examined in the following visuals and tables for a clearer understanding.

### Pre and post-test



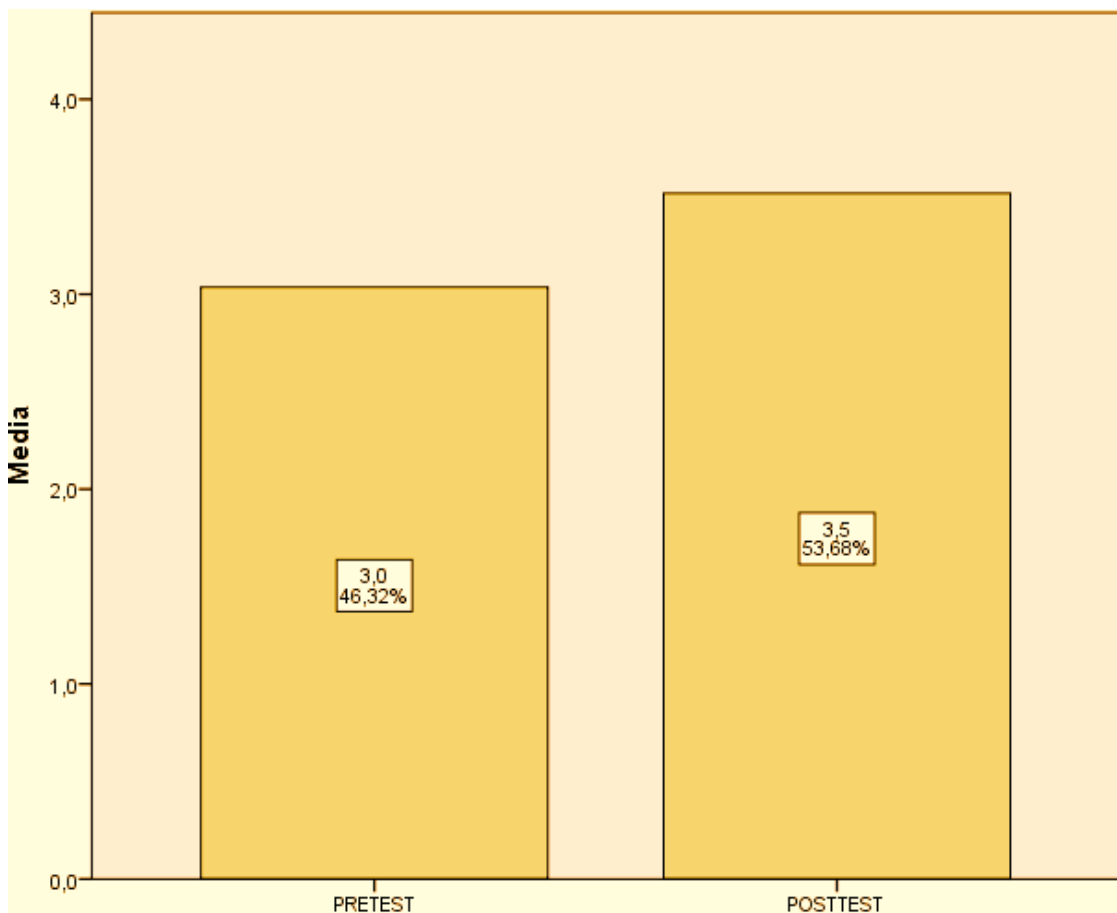
### Graphic: Pre and post-test analysis

Source: Average pre and post-tests SPSS program

Author: Lasluisa E. (2023)

### Analysis and interpretation

The blue line in this graph, which shows the results of the Pre-test taken by the 39 participants in this study, may be seen. The green line, meantime, shows the outcomes of the Post-test, which was administered two months after the English songs were applied. The fact that the levels between the blue line and the green line vary indicates that the stories used to teach the material had an effect on how well the students could pronounce words. While some people experienced greater improvement, others remained at their current levels or experienced change that was not very noticeable.



**Graphic: Pre and post-test variations**

Source: Pre-test and Post-test final percentages- SPSS program

Author: Lasluisa E. (2023)

**Analysis and interpretation**

The average pre-test score for the experimental group, which consisted of 39 students from the Ninth level that are in ages between 13 to 15 years old at Dr. José María Velasco Ibarra” Educative Center during the Academic Year October 2022 -June 2023, was 3 out of 5, or 46, 32%. The average score of the same group after taking the post-test, however, is 3.5 out of 5, or 53.68%. Between the two averages, there is a 0,5 of difference. Thus, it is clear that the study group's performance improved 7.36 percent as a result of using the English songs.

**4.2 Hypothesis verification**

**Null hypothesis (Ho)**

Incorporating English songs into the English Grammar Teaching-Learning Process does not significantly influence grammar comprehension and retention among Ninth-

grade students aged 13 to 15 at "Centro Educativo Dr. José Mara Velasco Ibarra" during the Academic Year October 2022 - June 2023.

**Alternative Hypothesis (H<sub>1</sub>):**

Incorporating English songs into the English Grammar Teaching-Learning Process significantly influences grammar comprehension and retention among Ninth-grade students aged 13 to 15 at "Centro Educativo Dr. José Mara Velasco Ibarra" during the Academic Year October 2022 - June 2023.

**Table 5: T test with SPSS program**

**Prueba T**

**Estadísticas de muestras emparejadas**

		Media	N	Desviación estándar	Media de error estándar
Par 1	PRETEST	3,036	39	,5249	,0841
	POSTTEST	3,518	39	,5619	,0900

**Correlaciones de muestras emparejadas**

		N	Correlación	Sig.
Par 1	PRETEST & POSTTEST	39	,764	,000

**Prueba de muestras emparejadas**

		Diferencias emparejadas					t	gl	Sig. (bilateral)
		Media	Desviación estándar	Media de error estándar	95% de intervalo de confianza de la diferencia				
					Inferior	Superior			
Par 1	PRETEST - POSTTEST	-,4821	,3748	,0600	-,6035	-,3606	-8,033	38	,000

Source: Hypothesis Validation - SPSS program  
 Author: Lasluisa E. (2023)

**Hypothesis verification**

In the research conducted for the Academic Year October 2022 - June 2023, the data indicates a significant influence of English songs on the English Grammar Teaching-Learning Process among Ninth-grade students at "Centro Educativo Dr. José Mara Velasco Ibarra." With a P-value of 0.000, which is below the accepted threshold of 0.05, the null hypothesis is rejected in favor of the Alternative Hypothesis (H<sub>1</sub>).



## 5. CHAPTER VI

### 5.1 Conclusions and Recommendations

#### 5.1.1 Conclusions

- In the academic year October 2022 - June 2023 at Centro Educativo Dr. José Mara Velasco Ibarra, a study on ninth graders aged 13-15 revealed the significant impact of English songs on English grammar acquisition. The T-test results, analyzed via SPSS, endorsed the alternative hypothesis, leading to the rejection of the null. English songs thus emerge not merely as entertainment but as a potent educational tool for English grammar instruction. Incorporating them into the curriculum may enhance student understanding and outcomes. Future research could further explore song elements that maximize learning benefits.
- The English songs selected for the experiment development after having the pre-test results were catchy songs with fascinating topics appropriate to the students' age and sang with an American accent. They also helped pupils enhance the English Grammar sub-skill. The songs "Save your tears," "Die for you," "flowers," "Happier than ever," "Deja vu," and "Happier" are the songs that helped students to have the 7.36% of improvement in students' performance.
- The word order, punctuation, tenses and their aspects, vocabulary, connectors and determiners were the grammar components that the study's participants required to strengthen. According to the results of the pre-test, these parts were where the pupils needed to make the most progress. However, they were the ones that the pupils formed while participating in English songs and activities in each class.
- The 39 students' use of English songs helped them improve their English grammar since, whereas before the trial, they scored an average of 3 out of 5, they now score an average of 3.5 out of 5. After all, the exercises and English songs in each session were created to help the pupils improve their command of the language. The majority of individuals saw significant improvement, however a small number either remained at their previous levels or shown just modest improvements.

### 5.1.2 Recommendations

- Since it has been demonstrated that the songs applied do affect the improvement of grammar use, particularly in the components such as word order, punctuation, tenses and aspects, vocabulary, determiners and connectors, it is important and good to employ catchy English songs to improve the English Grammar sub-skill.
- For the effective integration of English songs into the grammar teaching-learning process, it is paramount that instructors judiciously select songs, aligning them with the students' age, proficiency level, and unique learning needs. Given the vast musical repertoire available, a structured guideline or framework should be developed, aiding educators in choosing songs that not only engage but also offer the highest pedagogical value. This ensures the content remains relevant, age-appropriate, and catered to the intended learning outcomes.
- It is needed to note that the English songs selected help pupils improve their grammar-related sub-skills. The word order and classification of phrases (such as noun phrases, adverbial phrases, prepositional phrases, and others) are two areas where students of this research showed a significant improvement. As a result, it is important that educators assist students in improving the English grammar structure.
- Given the varied cognitive processing and learning styles among students, it's crucial for educators to conduct initial learning style assessments before integrating songs into their curriculum. This will enable them to select songs and teaching methods that best align with each student's unique learning

preferences, ensuring a more effective and tailored song-based instruction experience.

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## **7. ANNEXES**

### **Annex 1: Authorization**



## **Annex 2: Instrument Validation**

### **Annex 3: Writing test**

**Part 6**

**Question 31**

You are going shopping with your English friend Pat tomorrow.  
Write an email to Pat.

Say:

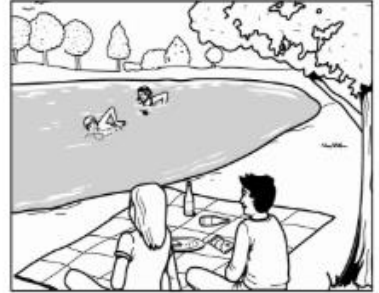
- where you want to meet
- what time you want to meet
- what you want to buy.

Write **25 words** or more.

**Write the email on your answer sheet.**

**Question 32**

Look at the three pictures.  
Write the story shown in the pictures.  
Write **35 words** or more.



**Write the story on your answer sheet.**

## Annex 4: Validated rubric

### Assessment of Writing scale

Band	Content	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>	

## **Annex 5: Urkund Report**

## ANNEX 6: Official lesson plan



[Home](#) » [Authentic Material](#) » TESOL Lesson Plan: Using a Song to Teach Integrated Skills

# TESOL Lesson Plan: Using a Song to Teach Integrated Skills

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This Intermediate+ lesson plan uses the song Puff the Magic Dragon to teach integrated skills

- TESOL lesson plan by OnTESOL graduate -



**Type of lesson:** Listening lesson that integrates speaking, reading and writing skills using the song Puff the Magic Dragon

**Level:** Intermediate+

**Aims:** Using a song to develop skim and scan listening skills  
To review and teach related vocabulary as well as its pronunciation  
To integrate speaking, reading and writing skills into the activity  
To provide students with practice summarizing and retelling

To provide students with practice identifying and analyzing the meaning of a story

*Free TESOL Training: [The Difference Between Teaching and Testing Listening Skills](#)*

**Free TESOL Training: [Have Fun Teaching Pronunciation!](#)**

**Assumptions:** Students are familiar with skim and scan listening techniques. They are familiar with most of the vocabulary presented in the song. They are familiar with summarizing and retelling, as well as discussing story themes.

**Free TESOL Training: [How to Teach English with Songs](#)**

**Anticipated problems and solutions:** There might be quite a bit of uncommon vocabulary in the song that the students are not used to. It is also possible that the way certain sentences are phrased would be confusing to them. For this reason, the most troublesome vocabulary should be introduced before the listening. In the activities following the listening, any other difficult vocabulary or phrases should be examined and reviewed.

The students may have some difficulty understanding the main themes and events of the story as it is told in a somewhat indirect way. Towards the end of the lesson, the students should be asked to summarize the story in their own words and then try to identify its meaning.

**Time:** 90 minutes

**Material:** Song "Puff the Magic Dragon," picture cards, Task 1 worksheet, divided up song lyrics, sticky tape, chalkboard

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## PRESENTATION STAGE

1. Creating interest in the topic

Technique: Discussion and personalization

Interactive Pattern: T-S, S-S

Time: 10 minutes

Material: chalkboard

Teacher: Today, I want you to think back to when you were a child. Did you ever pretend with your friends or by yourself? What does it mean to pretend?  
(Encourage students to come up with a definition for the word pretend)



Students: (Possible responses) To imagine something that is not really there, to imagine that you are something that you are not.

Teacher: Yes, very good. With your partner, I want you to think of and discuss some things that you used to pretend as a child.

The teacher gives the students several minutes to discuss this with their partners and then asks a few students to volunteer their answers. These might include pretending to be a princess or an astronaut or pretending to be a policeman or robber.

Teacher: Very interesting, thank you! Now think for a moment, did any of you ever have an imaginary friend (teacher writes this word on the board)? That is, a friend who was not real, a friend that you imagined or pretended with (give them a moment to think about this). Well, today we are going to listen to a very famous song called Puff the Magic Dragon, which tells the story of a boy and his imaginary friend. Has anyone here heard this song before? We will listen to it several times today and do some listening activities. First, though, we need to review some important vocabulary.

## 2. Teaching/reviewing necessary vocabulary

Technique: Guessing the meanings of words through visual aid and elicitation

Interactive Pattern: T-S, S-S

Time: 15-20 minutes

Material: picture cards, chalkboard, sticky tape

The teacher asks the students to work with a partner and then passes out twelve picture cards. The class size will depend on how many cards each group gets. Each card will have a picture on one side. The other side will have the vocabulary word that goes with it as well as the word "noun," "verb," or "adjective." The teacher then writes the twelve words on the board with a reasonable amount of space between each one:

Frolic

Mist

Rascal

Sealing wax

Fancy

Sail

Noble

Pirate

Roar  
Cease  
Scale  
Lane

**Teacher:** Does everyone have a card? What I would like you to do is, with your partner; look at the picture on the front and the words on back. On each card, you will be able to see if it is a noun, a verb, or an adjective. From this, try to figure out what the word means. Also, think of a simple sentence that you can use the word in. I will give you five minutes to do this.

The students talk among themselves for about five minutes, trying to guess the meaning of the word and how to use it in a sentence.

**Feedback:** At the end of five minutes, the teacher goes through the list of vocabulary words on the board, calling on the group of students that had that specific word to say what they think it means and how they would use it in a sentence. If the students in the group did not arrive at a proper meaning, they may show the rest of the class their picture and other students in the room may try to guess its meaning. It is possible that certain pictures will confuse the students. They may think that the picture for "mist" is of a tree or that the picture for "lane" is of the countryside. If so, the teacher should indicate what in the picture they need to look for. Also, with certain words, further explanation by the teacher might be necessary. For example, with the word "rascal," the students would most likely come up with the words "naughty" or "bad" or "bad child." The teacher may want to specify that a rascal is someone who often gets into trouble and misbehaves, but is not necessary bad or evil. A rascal misbehaves the way a child misbehaves. Also, with the word "pirate," the teacher might ask, "what does a pirate do, where does he live?" In this way, the teacher should elicit that a pirate is a sailor, usually a criminal who steals the goods of other ships.

Once each word has been discussed, the teacher or student should go to the board, write "noun," "verb," or "adjective" next to the word, and tack their picture to the board next to the word using tape or some other substance. If the board is not large enough to do this, the teacher can ask the student to write a simple definition next to the word on the board. These should be left on the board for the remainder of the lesson.

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Technique: Pronouncing through drilling

Interactive Pattern: T-S

Time: 5 minutes

Material: picture cards, chalkboard

Once the pictures are positioned on the board next to their vocabulary word, the teacher should go through the list, drilling the students on their pronunciation. The teacher may want to underline the part of the word that is emphasized when spoken.

Fro-lic

Mist

Ras-cal

Sea-ling wax

Fan-cy

Sail

No-ble

Pi-rate

Roar

Cease

Scale

Lane

The parts of the words in bold show where they are emphasized when spoken. The dashes between the letters show syllables or breaks in the words. With the word "pirate," the teacher may want to point out that the "a" is still a short vowel even though there is an "e" at the end of the word.

## PRACTICE STAGE

4. Task 1: Getting the gist (skimming)

Technique: Listening for the gist with short-answer questions

Interactive Pattern: Individual, S-S, T-S

Time: 10 minutes

Material: Task 1 worksheet

The teacher hands out the task 1 worksheet to the students and gives them a chance to read through the questions. For this task, the students can work with their partner or individually.

Teacher: Now, we are going to listen to the song through once. For now, I would only like you to focus on answering these questions; please read through them carefully.

The teacher plays the song through once, here are the lyrics:

Puff the Magic Dragon

Puff, the magic dragon lived by the sea  
And frolicked in the autumn mist in a land called Honah Lee,  
Puff, the magic dragon lived by the sea  
And frolicked in the autumn mist in a land called Honah Lee.

Together they would travel on a boat with billowed sail  
Jackie kept a lookout perched on puffs gigantic tail,  
Noble kings and princes would bow whenever they came,  
Pirate ships would lower their flag when Puff roared out his name. oh!  
[ Lyrics from: [https://www.lyricsmode.com/lyrics/p/peter\\_paul\\_mary/puff\\_the\\_magic\\_dragon.html](https://www.lyricsmode.com/lyrics/p/peter_paul_mary/puff_the_magic_dragon.html) ]

Puff, the magic dragon lived by the sea  
And frolicked in the autumn mist in a land called Honah Lee,  
Puff, the magic dragon lived by the sea  
And frolicked in the autumn mist in a land called Honah Lee.

A dragon lives forever but not so little boys  
Painted wings and giant rings make way for other toys.  
One grey night it happened, Jackie Paper came no more  
And Puff that mighty dragon, he ceased his fearless roar.

His head was bent in sorrow, green scales fell like rain,  
Puff no longer went to play along the cherry lane.  
Without his life-long friend, Puff could not be brave,  
So Puff that mighty dragon sadly slipped into his cave. oh!

Puff, the magic dragon lived by the sea  
And frolicked in the autumn mist in a land called Honah Lee,

## PRODUCTION STAGE

### 7. Group discussion (speaking activity)

Technique: Considering themes within the song

Interactive Pattern: group work, T-S

Time: 10-15 minutes

Required Material: None

Staying within their groups, the students should discuss the following questions:

- 1) What really happens to Jackie Paper at the end of the song?
- 2) Besides being about a boy and his magical dragon, what is this song really about?

[lesson-plans.ontesol.com/tesol-lesson-plans-listening-lesson-integrating-other-skills/](http://lesson-plans.ontesol.com/tesol-lesson-plans-listening-lesson-integrating-other-skills/)

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:25

TESOL Lesson Plan: Using a Song to Teach Integrated Skills – ESL Lesson Plans

- 3) How would this story be different if it was from Jackie Paper's point-of-view? Do you think it would be as sad?

While the students are discussing these questions, the teacher may walk around the room and answer any questions that might arise. At the end, one or two students can share their ideas with the class.

### 8. Writing activity/homework

Technique: Writing a verse to the song

Interactive Pattern: group work, individual

Time: 10-15 minutes

Required Material: None

Now that you have heard the song Puff the Magic Dragon several times, think of how you might write your own verse(s) of four to eight lines. Choose one of the following:

- 1) Write a verse about other things that Puff and Jackie Paper might have done when they were together. Think of the kinds of things you used to do as a child, what kind of things did you like to pretend?
- 2) The song says that "a dragon lives forever." What do you think happened to Puff after Jackie Paper left? Does he find happiness or stay sad? Write a verse of the song describing what you think will happen.

## THE PROPOSAL

### **Informative Data**

**Name of the Institution:** Universidad Técnica de Ambato.

**Beneficiaries:** Students at "Dr. José Mara Velasco Ibarra" Educational Center.

**Beginning:** May, 2023.

**End:** June, 2023.

**Person in Charge:** Mg. Myrian Salazar

**Cost:** \$30 (Elaboration of plan and didactic material)

### **Background of the Proposal**

A lesson plan is the teacher's blueprint for what the class will cover and how it will be done efficiently. After that, you can create instructive learning exercises and come up with methods for getting feedback on students' academic progress. Learning Objectives, Learning Activities, and Assessment to check for student understanding are three essential elements that a successful lesson plan addresses and integrates (Fink, 2005).

A lesson plan, which is by no means exhaustive, gives you a general outline of your teaching goals, learning objectives, and ways to achieve them. A successful lesson is one in which both the instructor and the students gain knowledge from one another rather than one in which everything goes according to plan (Ambrose et al., 2010).

### **Justification**

Through the use of English songs, the author will develop an intervention proposal in this chapter that will focus teachers' and students' attention on improving communication skills and understanding how to correctly use grammatical tenses.

What will be accomplished by using this intervention will be stated in the proposal and its aims at the outset. Later, the setting or educational context for the intervention, the number of students, and their proficiency level will all be determined. For achieving the desired results, timing for each lesson and its associated activities will be provided, adhering to the methodology suggested in the study. Then, each activity that needs to

be completed as well as session-related details will be explained. A final evaluation of the proposal will be planned at the end of this section.

## **Theoretical Framework**

### **General Objectives**

To develop English grammar factors by considering English songs.

### **Specific Objectives**

- To provide six sessions, including English songs, to students in the ninth grade at the "Dr. José Mara Velasco Ibarra" Educational Center for incorporating English grammar tenses.
- To help students comprehend how certain tenses function when speaking the language by giving them listening materials like music and lyrics.

### **Feasibility Analysis**

The goal of the intervention proposal should be for students to use the grammar they have learned in class in their individual work, listening, and writing assignments (Richards & Rodgers, 2010). As a result, when developing the activities, the essential goals and content will come from the current curricula. Following the second rule of driving questions, the teacher will supervise students' deductive reasoning as they work to arrive at an answer. This practice is in accordance with Krashen's theory, which holds that the teacher should act only as a watchdog of classroom activities, allowing students to practice their second language while also checking and correcting their own errors, particularly when writing exercises are involved (Schütz, 2005).

### **Theoretical-scientific foundations**

It is crucial to keep in mind the use of active strategies, such as English grammar tenses, as the language's current goal is to facilitate communication. Additionally, English songs are used to assign tasks that require students to use the target language in real-world situations or contexts (Littlewood, 2004). By adhering to the English rules and structures, learners will become more engaged and develop their own



learning with the help of the teacher (Laal & Laal, 2012). The third and fourth models of useful examinations and autonomous work can be realized here.

## **ANNEX 7: Experiment Guide**

Experiment design: English Songs and The English Grammar

Author: Elizabeth Lasluisa

Universidad Técnica de Ambato

2023

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## **Introduction**

This project is centered on developing a proposal for an intervention to teach grammatical rules, which are notoriously challenging to deal with during the EFL learning process. It will also determine how English grammar affects students' motivation to learn EFL. It will be possible to determine, taking these factors into consideration, whether actual curricula need to be changed in order to facilitate students' learning processes for this particular topic.

The author will now start using the available resources for the current investigation. The researcher will first gauge learners' prior knowledge by creating a plan and it could be a guide for 6 classes. Second, the vocabulary and tenses they will use throughout the process will be familiar to both the teacher and the students. The teacher will then let the students test their understanding by using the procedures they learned on their own. The researcher will make a reference to the lesson plans at the start of each section to show how the author's methodology was used, how the students carried out the activities, and how it was evaluated.

## **General Guidelines**

This experiment has considered the acquisition of tenses, particularly the present and past tenses. The 39 ninth-level students at "Centro Educativo Dr. José Mara Velasco Ibarra" took a pre-test during the academic year of October 2022 to June 2023, and the results showed that the students had some issues with tenses and other parts of the grammar sub-skill. After that, students' English grammar usage is improved through the use of English songs.



Scope Design

Subject	Units	Songs	Time	Grammar Element	Lesson Plan
English	1	“Deja vu” <a href="https://www.youtube.com/watch?v=j2VbR4W_wg4">https://www.youtube.com/watch?v=j2VbR4W_wg4</a>	40 minutes	Simple present tense, vocabulary.	1
English	1	“Die for you” <a href="https://www.youtube.com/watch?v=CVw7iulcI98">https://www.youtube.com/watch?v=CVw7iulcI98</a>	40 minutes	Simple present continuous, vocabulary	2
English	1	“flowers” <a href="https://www.youtube.com/watch?v=eN3D_UAs7R8">https://www.youtube.com/watch?v=eN3D_UAs7R8</a>	40 minutes	Modals (can), vocabulary	3
English	1	“Happier than ever” <a href="https://www.youtube.com/watch?v=UVQREpxmN_U">https://www.youtube.com/watch?v=UVQREpxmN_U</a>	40 minutes	Wishes and vocabulary	4
English	1	“Happier” <a href="https://www.youtube.com/watch?v=S962eVq9pHM">https://www.youtube.com/watch?v=S962eVq9pHM</a>	40 minutes	Simple past tense, vocabulary	5
English	1	“Save you tears” <a href="https://www.youtube.com/watch?v=3o4ug07qJBI">https://www.youtube.com/watch?v=3o4ug07qJBI</a>	40 minutes	Future (will), vocabulary	6

## **Lesson plan 1**

**Type of lesson:** Listening lesson that integrates speaking, reading and writing skills using the song “Deja vu”

**Level:** Elementary

**Aims:** Using a song to practice listening while analyzing

- To teach the meaning of related vocabulary and to review it
- To incorporate grammatical usage of the simple present
- To provide practice for students in summarizing and retelling
- To give students practice identifying and deciphering a story's meaning

**Assumptions:** Students already know some words of the vocabulary and a little bit about the structure of simple present tense.

**Anticipated problems and solutions:** Students won't be able to understand the whole words of the song then t a list of the words will be given.

Time: 40 minutes

Material: Song “Deja vu” Lyrics, worksheets

### **PRESENTATION STAGE**

Creating interest in the topic

Technique: Discussion and vocabulary review

Interactive Pattern: T-S, S-S

Time: 10 minutes

Material: Board

Tt. Gives students some words and ask them if they understand some of the words of the list. (worksheet 1)

Ss. analyze the list and write and say some of the words' meanings.

Tt. Gives students the meaning of the whole list.

Tt. Says the pronunciation a loud.

Ss. repeat the words with the teacher.

### **PRACTICE STAGE**

Task 1: Listening

Technique: Listening for the gist with short-answer questions

Interactive Pattern: Individual, S-S, T-S

Time: 10 minutes

Material: Task worksheet 1 (lyrics)

Teacher gives students the lyrics of the songs.

Ss. check the lyrics.

Teacher give students a brief explanation about simple present tense.

Students ask questions about the topic and write the explanation in their notebooks.

Tt. Asks students to listen to the song and analyze the lyrics at the same time and underline the sentences that use the tense already taught.

Ss. listen to the song and underline their answers.

Tt. Asks students to say what do they underlined.

Ss. answer to the teacher

Tt. Gives feedback

**Task:** Summarizing/interpreting song lyrics (scanning)

Technique: Taking a verse from the song and summarizing/interpreting in your own words

Interactive Pattern: Group work, T-S

Time: 10 minutes

Material: worksheet 2

Tt. Asks students to write a short summary of the song or tell the message of the song using the tense explained. They have to write from 25 to 40 words of summary.

Ss. write what the teacher asks.

Tt. Asks for answers.

Few students read aloud their writings.

## **PRODUCTION STAGE**

Writing activity/homework

Technique: Writing a story

Interactive Pattern: group work, individual

Time: 10-15 minutes

Required Material: worksheet 2

Tt. Shows students the video of the song.

Tt. Asks students to write what do they think is happening in the image the have in worksheet 2? Write the paragraph 25 to 40 words long.



Ss. Write their HW

**Worksheet 1**

Name: \_\_\_\_\_

**List**

Spoon  
Special  
Harmony  
Friends  
Strawberry

Jokes

Ice cream

Déjà vu

Reused

Place

**LYRICS**

**DEJA VU**

Car rides to Malibu  
Strawberry ice cream  
One spoon for two  
And trading jackets  
Laughing 'bout how small it looks on you  
(Ha-ha-ha-ha, ha-ha-ha-ha, ha-ha-ha-ha)  
Watching reruns of Glee  
Being annoying  
Singing in harmony  
I bet she's bragging  
To all her friends, saying you're so  
unique, hmm

So when you gonna tell her  
That we did that, too?  
She thinks it's special  
But it's all reused  
That was our place, I found it first  
I made the jokes you tell to her when she's  
with you

Do you get déjà vu when she's with you?  
Do you get déjà vu? (Ah), hmm  
Do you get déjà vu, huh?

Do you call her  
Almost say my name?  
'Cause let's be honest  
We kinda do sound the same

Another actress  
I hate to think that I was just your type  
I'll bet that she knows Billy Joel  
'Cause you played her "Uptown Girl"  
You're singing it together  
Now I bet you even tell her  
How you love her  
In between the chorus and the verse (ooh)  
(I love you)

So when you gonna tell her  
That we did that, too?  
She thinks it's special  
But it's all reused  
That was the show we talked about  
Played you the song she's singing now  
when she's with you

Do you get déjà vu when she's with you?  
Do you get déjà vu? Oh  
Do you get déjà vu?

Strawberry ice cream in Malibu  
Don't act like we didn't do that shit, too  
You're trading jackets like we used to do  
(Yeah, everything is all reused)  
Play her piano, but she doesn't know (oh,  
oh)  
That I was the one who taught you Billy

Joel (oh)  
A different girl now, but there's nothing  
new  
(I know you get déjà vu)

## Worksheet 2

Name: \_\_\_\_\_

### Activity 1

Write the summary or the message of the song (25 to 40 words)

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### Activity 2

What do you think is happening here. Paragraph (25 to 40 words)



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## **Lesson plan 2**

**Type of lesson:** Listening lesson that integrates speaking, reading and writing skills using the song “Die for you”

**Level:** Elementary

**Aims:** Using a song to practice listening while analyzing

- To teach the meaning of related vocabulary and to review it
- To incorporate grammatical usage of the simple present
- To provide practice for students in summarizing and retelling
- To give students practice identifying and deciphering a story's meaning

**Assumptions:** Students already know some words of the vocabulary and a little bit about the structure of simple present continuous tense.

**Anticipated problems and solutions:** Students won't be able to understand the whole words of the song then a list of the words will be given.

Time: 40 minutes

Material: Song “Die for you” Lyrics, worksheets

### **PRESENTATION STAGE**

Creating interest in the topic

Technique: Discussion and vocabulary review

Interactive Pattern: T-S, S-S

Time: 10 minutes

Material: Board

Tt. Gives students some words and ask them if they understand some of the words of the list. (worksheet 1)

Ss. analyze the list and write and say some of the words' meanings.

Tt. Gives students the meaning of the whole list.

Tt. Says the pronunciation a loud.

Ss. repeat the words with the teacher.

### **PRACTICE STAGE**

Task 1: Listening

Technique: Listening for the gist with short-answer questions

Interactive Pattern: Individual, S-S, T-S

Time: 10 minutes

Material: Task worksheet 1 (lyrics)

Teacher gives students the lyrics of the songs.

Ss. check the lyrics.

Teacher give students a brief explanation about simple present continuous tense.

Students ask questions about the topic and write the explanation in their notebooks.

Tt. Asks students to listen to the song and analyze the lyrics at the same time and underline the sentences that use the tense already taught.

Ss. listen to the song and underline their answers.

Tt. Asks students to say what do they underlined.

Ss. answer to the teacher

Tt. Gives feedback

**Task:** Summarizing/interpreting song lyrics (scanning)

Technique: Taking a verse from the song and summarizing/interpreting in your own words

Interactive Pattern: Group work, T-S

Time: 10 minutes

Material: worksheet 2

Tt. Asks students to write a short summary of the song or tell the message of the song using the tense explained. They have to write from 25 to 40 words of summary.

Ss. write what the teacher asks.

Tt. Asks for answers.

Few students read aloud their writings.

## **PRODUCTION STAGE**

Writing activity/homework

Technique: Writing a story

Interactive Pattern: group work, individual

Time: 10-15 minutes

Required Material: worksheet 2

Tt. Shows students the video of the song.

Tt. Asks students to write what do they think about the song? Do the like or dislike?  
Write a scene 25 to 40 words.

Ss. Write their HW

### Worksheet 1

Name: \_\_\_\_\_

#### List

Love

Communicate

Blame

Truth

Hate

Die

Tonight

Perfect

Lie

Kill

Girl

### LYRICS

#### Die for you

I'm findin' ways to articulate the feeling  
I'm goin' through  
I just can't say I don't love you  
'Cause I love you, yeah  
It's hard for me to communicate the  
thoughts that I hold  
But tonight I'm gon' let you know  
Let me tell the truth  
Baby, let me tell the truth, yeah  
You know what I'm thinkin', see it in your  
eyes  
You hate that you want me, hate it when  
you cry  
You're scared to be lonely, 'specially in  
the night  
I'm scared that I'll miss you, happens  
every time  
I don't want this feelin', I can't afford love  
I try to find a reason to pull us apart  
It ain't workin' 'cause you're perfect  
And I know that you're worth it  
I can't walk away, oh!  
Even though we're going through it  
And it makes you feel alone  
Just know that I would die for you

Baby, I would die for you, yeah  
The distance and the time between us  
It'll never change my mind, 'cause baby  
I would die for you  
Baby, I would die for you, yeah  
I'm finding ways to manipulate the feelin'  
you're goin' through  
But baby girl, I'm not blamin' you  
Just don't blame me, too, yeah  
'Cause I can't take this pain forever  
And you won't find no one that's better  
'Cause I'm right for you, babe  
I think I'm right for you, babe  
You know what I'm thinkin', see it in your  
eyes  
You hate that you want me, hate it when  
you cry  
It ain't workin' 'cause you're perfect  
And I know that you're worth it  
I can't walk away, oh!  
Even though we're going through it  
And it makes you feel alone  
Just know that I would die for you  
Baby, I would die for you, yeah  
The distance and the time between us  
It'll never change my mind, 'cause baby



### **Lesson plan 3**

**Type of lesson:** Listening lesson that integrates speaking, reading and writing skills using the song “Flowers”

**Level:** Elementary

**Aims:** Using a song to practice listening while analyzing

- To teach the meaning of related vocabulary and to review it
- To incorporate grammatical usage of the simple present
- To provide practice for students in summarizing and retelling
- To give students practice identifying and writing their opinion.

**Assumptions:** Students already know some words of the vocabulary and a little bit about the structure of modal CAN.

**Anticipated problems and solutions:** Students won't be able to understand the whole words of the song then t a list of the words will be given.

Time: 40 minutes

Material: Song “Flowers” Lyrics, worksheets

#### **PRESENTATION STAGE**

Creating interest in the topic

Technique: Discussion and vocabulary review

Interactive Pattern: T-S, S-S

Time: 10 minutes

Material: Board

Tt. Gives students some words and ask them if they understand some of the words of the list. (worksheet 1)

Ss. analyze the list and write and say some of the words' meanings.

Tt. Gives students the meaning of the whole list.

Tt. Says the pronunciation a loud.

Ss. repeat the words with the teacher.

### **PRACTICE STAGE**

Task 1: Listening

Technique: Listening for the gist with short-answer questions

Interactive Pattern: Individual, S-S, T-S

Time: 10 minutes

Material: Task worksheet 1 (lyrics)

Teacher gives students the lyrics of the songs.

Ss. check the lyrics.

Teacher give students a brief explanation about modal CAN use.

Students ask questions about the topic and write the explanation in their notebooks.

Tt. Asks students to listen to the song and analyze the lyrics at the same time and underline the sentences that use the tense already taught.

Ss. listen to the song and underline their answers.

Tt. Asks students to say what do they underlined.

Ss. answer to the teacher

Tt. Gives feedback

**Task:** Summarizing/interpreting song lyrics (scanning)

Technique: Taking a verse from the song and summarizing/interpreting in your own words

Interactive Pattern: Group work, T-S

Time: 10 minutes

Material: worksheet 2

Tt. Asks students to write a message of the song using the tense explained. They have to write from 25 to 40 words of summary.

Ss. write what the teacher asks.

Tt. Asks for answers.

Few students read aloud their writings.

### **PRODUCTION STAGE**

Writing activity/homework

Technique: Writing a story



Interactive Pattern: group work, individual

Time: 10-15 minutes

Required Material: worksheet 2

Tt. Shows students the video of the song.

Tt. Asks students to write the summary of the song in third person (the singer) Write a scene 25 to 40 words.

Ss. Write their HW

### Worksheet 1

Name: \_\_\_\_\_

Flowers

Dream

Hand

Fight

Understand

Love

Myself

Paint

Remorse

Sand

### LYRICS

#### Flowers

We were good, we were gold  
Kinda dream that can't be sold  
We were right 'til we weren't  
Built a home and watched it burn  
Mm, I didn't wanna leave you  
I didn't wanna lie  
Started to cry, but then remembered I  
I can buy myself flowers  
Write my name in the sand  
Talk to myself for hours  
Say things you don't understand  
I can take myself dancing  
And I can hold my own hand  
Yeah, I can love me better than you can  
Can love me better  
I can love me better, baby  
Can love me better  
I can love me better, baby  
Paint my nails cherry red

Match the roses that you left  
No remorse, no regret  
I forgive every word you said  
Ooh, I didn't wanna leave you, baby  
I didn't wanna fight  
Started to cry, but then remembered I  
I can buy myself flowers  
Write my name in the sand  
Talk to myself for hours, yeah  
Say things you don't understand  
I can take myself dancing, yeah  
I can hold my own hand  
Yeah, I can love me better than you can  
Can love me better  
I can love me better, baby  
Can love me better  
I can love me better, baby  
Can love me better  
I can love me better, baby

Can love me better  
Oh, I  
I didn't wanna leave you  
I didn't wanna fight  
Started to cry, but then remembered I  
I can buy myself flowers (oh)  
Write my name in the sand (mm)  
Talk to myself for hours (yeah)  
Say things you don't understand (you  
never will)  
I can take myself dancing, yeah  
I can hold my own hand  
Yeah, I can love me better than

Yeah, I can love me better than you can  
Can love me better  
I can love me better, baby (oh)  
Can love me better  
I can love me better (than you can), baby  
Can love me better  
I can love me better, baby  
Can love me better

**Worksheet 2**

**Name:** \_\_\_\_\_

**Activity 1**

**Write the message of the song (25 to 40 words)**

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**Activity 2**

**Write the summary of the song (25 to 40 words)**

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#### **Lesson plan 4**

**Type of lesson:** Listening lesson that integrates speaking, reading and writing skills using the song “Happier than ever”

**Level:** Elementary

**Aims:** Using a song to practice listening while analyzing

- To teach the meaning of related vocabulary and to review it
- To incorporate grammatical usage of the simple present
- To provide practice for students in summarizing and retelling
- To give students practice identifying and writing their opinion.

**Assumptions:** Students already know some words of the vocabulary and a little bit about the structure of wishes.

**Anticipated problems and solutions:** Students won't be able to understand the whole words of the song then t a list of the words will be given.

Time: 40 minutes

Material: Song “Happier than ever” Lyrics, worksheets

#### **PRESENTATION STAGE**

Creating interest in the topic

Technique: Discussion and vocabulary review

Interactive Pattern: T-S, S-S

Time: 10 minutes

Material: Board

Tt. Gives students some words and ask them if they understand some of the words of the list. (worksheet 1)

Ss. analyze the list and write and say some of the words' meanings.

Tt. Gives students the meaning of the whole list.

Tt. Says the pronunciation a loud.

Ss. repeat the words with the teacher.

### **PRACTICE STAGE**

Task 1: Listening

Technique: Listening for the gist with short-answer questions

Interactive Pattern: Individual, S-S, T-S

Time: 10 minutes

Material: Task worksheet 1 (lyrics)

Teacher gives students the lyrics of the songs.

Ss. check the lyrics.

Teacher give students a brief explanation about Wishes.

Students ask questions about the topic and write the explanation in their notebooks.

Tt. Asks students to listen to the song and analyze the lyrics at the same time and underline the sentences that use the tense already taught.

Ss. listen to the song and underline their answers.

Tt. Asks students to say what do they underlined.

Ss. answer to the teacher

Tt. Gives feedback

**Task:** Summarizing/interpreting song lyrics (scanning)

Technique: Taking a verse from the song and summarizing/interpreting in your own words

Interactive Pattern: Group work, T-S

Time: 10 minutes

Material: worksheet 2

Tt. Asks students to write a summary of the song using the tense explained. They have to write from 25 to 40 words of summary.

Ss. write what the teacher asks.

Tt. Asks for answers.

Few students read aloud their writings.

## PRODUCTION STAGE

Writing activity/homework

Technique: Writing a story

Interactive Pattern: group work, individual

Time: 10-15 minutes

Required Material: worksheet 2

Tt. Shows students the video of the song.

Tt. Asks students to write their wishes in life (the singer) at list 5 wishes

### Worksheet 1

#### List

Name: \_\_\_\_\_

Happier

Day

Interviews

Avenue

Shitty

Away

Influence

Embarrassing

Everything

Alone

Breath

## LYRICS

### Happier than ever

When I'm away from you, I'm happier  
than ever

Wish I could explain it better

I wish it wasn't true

Give me a day or two to think of  
something clever

To write myself a letter

To tell me what to do, mm-mmm

Do you read my interviews?

Or do you skip my avenue? (My avenue)

When you (when you) said you were  
passing through

Was I even on your way?

I knew when I asked you to (when I asked  
you to)

Be cool about what I was telling you

You'd do the opposite of what you said  
you'd do (what you said you'd do)

And I'd end up more afraid

Don't say it isn't fair

You clearly weren't aware that you made  
me miserable

So if you really wanna know

When I'm away from you (when I'm away  
from you)

I'm happier than ever (happier than ever)

Wish I could explain it better (wish I could explain it better)  
I wish it wasn't true (wish it wasn't true),  
mmm-mmm  
You call me again, drunk in your Benz  
Driving home under the influence  
You scared me to death, but I'm wasting my breath  
'Cause you only listen to your fucking friends  
I don't relate to you  
I don't relate to you, no  
'Cause I'd never treat me this shitty  
You made me hate this city  
And I don't talk shit about you on the internet  
Never told anyone anything bad  
'Cause that shit's embarrassing, you were my everything  
And all that you did was make me fucking sad  
So don't waste the time I don't have

And don't try to make me feel bad  
I could talk about every time that you showed up on time  
But I'd have an empty line 'cause you never did  
Never paid any mind to my mother or friends  
So I shut 'em all out for you 'cause I was a kid  
You ruined everything good  
Always said you were misunderstood  
Made all my moments your own  
Just fucking leave me alone

**Worksheet 2**

**Name:** \_\_\_\_\_

**Activity 1**

**Write the summary of the song (25 to 40 words)**

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**Activity 2**

**Write 5 to 7 sentences telling me your wishes in life.**

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## Lesson plan 5

**Type of lesson:** Listening lesson that integrates speaking, reading and writing skills using the song “Happier”

**Level:** Elementary

**Aims:** Using a song to practice listening while analyzing

- To teach the meaning of related vocabulary and to review it
- To incorporate grammatical usage of the simple present
- To provide practice for students in summarizing and retelling
- To give students practice identifying and writing their ideas.

**Assumptions:** Students already know some words of the vocabulary and a little bit about the structure of Simple past tense.

**Anticipated problems and solutions:** Students won't be able to understand the whole words of the song then t a list of the words will be given.

Time: 40 minutes

Material: Song “Happier” Lyrics, worksheets

### PRESENTATION STAGE

Creating interest in the topic

Technique: Discussion and vocabulary review

Interactive Pattern: T-S, S-S

Time: 10 minutes

Material: Board

Tt. Gives students some words and ask them if they understand some of the words of the list. (worksheet 1)

Ss. analyze the list and write and say some of the words' meanings.

Tt. Gives students the meaning of the whole list.

Tt. Says the pronunciation a loud.

Ss. repeat the words with the teacher.

### **PRACTICE STAGE**

Task 1: Listening

Technique: Listening for the gist with short-answer questions

Interactive Pattern: Individual, S-S, T-S

Time: 10 minutes

Material: Task worksheet 1 (lyrics)

Teacher gives students the lyrics of the songs.

Ss. check the lyrics.

Teacher give students a brief explanation about simple past tense.

Students ask questions about the topic and write the explanation in their notebooks.

Tt. Asks students to listen to the song and analyze the lyrics at the same time and underline the sentences that use the tense already taught.

Ss. listen to the song and underline their answers.

Tt. Asks students to say what do they underlined.

Ss. answer to the teacher

Tt. Gives feedback

**Task:** Summarizing/interpreting song lyrics (scanning)

Technique: Taking a verse from the song and summarizing/interpreting in your own words

Interactive Pattern: Group work, T-S

Time: 10 minutes

Material: worksheet 2

Tt. Asks students to write a message of the song using the tense explained. They have to write from 25 to 40 words long.



Ss. write what the teacher asks.

Tt. Asks for answers.

Few students read aloud their writings.

## **PRODUCTION STAGE**

Writing activity/homework

Technique: Writing a story

Interactive Pattern: group work, individual

Time: 10-15 minutes

Required Material: worksheet 2

Tt. Shows students the video of the song.

Tt. Asks students to write a short letter using past tense telling a friend what you did yesterday (25 to 40 words)

### **Worksheet 1**

**List**

**Name:** \_\_\_\_\_

Happier

Selfish

Beautiful

Kind

Butterflies

Great

Better

Happy

Love

Eternal

## **LYRICS**

### **Happier**

We broke up a month ago

Your friends are mine, you know, I know

You've moved on, found someone new

One more girl who brings out the better in  
you

And I thought my heart was detached

From all the sunlight of our past

But she's so sweet, she's so pretty

Does she mean you forgot about me?

Oh, I hope you're happy

But not like how you were with me

I'm selfish, I know, I can't let you go

So find someone great, but don't find no  
one better

I hope you're happy, but don't be happier  
And do you tell her she's the most  
beautiful girl you've ever seen?  
An eternal love bullshit you know you'll  
never mean  
Remember when I believed you meant it  
when you said it first to me?  
And now I'm pickin' her apart  
Like cuttin' her down will make you miss  
my wretched heart  
But she's beautiful, she looks kind  
She probably gives you butterflies  
I hope you're happy  
But not like how you were with me  
I'm selfish, I know, I can't let you go

So find someone great but don't find no  
one better  
I hope you're happy  
I wish you all the best, really  
Say you love her, baby, just not like you  
loved me  
And think of me fondly when your hands  
are on her  
I hope you're happy, but don't be happier  
Ooh, ooh-ooh, ooh-ooh  
I hope you're happy  
Just not like how you were with me  
I'm selfish, I know, can't let you go  
So find someone great, but don't find no  
one better  
I hope you're happy, but don't be happier

## Worksheet 2

Name: \_\_\_\_\_

### Activity 1

Write the message of the song (25 to 40 words)

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### Activity 2

Write a short letter using past tense telling a friend what you did yesterday (25 to 40 words)

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## **Lesson plan 6**

**Type of lesson:** Listening lesson that integrates speaking, reading and writing skills using the song “Save your tears”

**Level:** Elementary

**Aims:** Using a song to practice listening while analyzing

- To teach the meaning of related vocabulary and to review it
- To incorporate grammatical usage of the simple present
- To provide practice for students in summarizing and retelling
- To give students practice identifying and writing their ideas.

**Assumptions:** Students already know some words of the vocabulary and a little bit about the structure of future tense Will.

**Anticipated problems and solutions:** Students won't be able to understand the whole words of the song then t a list of the words will be given.

Time: 40 minutes

Material: Song “Save your tears” Lyrics, worksheets

### **PRESENTATION STAGE**

Creating interest in the topic

Technique: Discussion and vocabulary review

Interactive Pattern: T-S, S-S

Time: 10 minutes

Material: Board

Tt. Gives students some words and ask them if they understand some of the words of the list. (worksheet 1)

Ss. analyze the list and write and say some of the words' meanings.

Tt. Gives students the meaning of the whole list.

Tt. Says the pronunciation a loud.

Ss. repeat the words with the teacher.

### **PRACTICE STAGE**

Task 1: Listening

Technique: Listening for the gist with short-answer questions

Interactive Pattern: Individual, S-S, T-S

Time: 10 minutes

Material: Task worksheet 1 (lyrics)

Teacher gives students the lyrics of the songs.

Ss. check the lyrics.

Teacher give students a brief explanation about Future tense using Will.

Students ask questions about the topic and write the explanation in their notebooks.

Tt. Asks students to listen to the song and analyze the lyrics at the same time and underline the sentences that use the tense already taught.

Ss. listen to the song and underline their answers.

Tt. Asks students to say what do they underlined.

Ss. answer to the teacher

Tt. Gives feedback

**Task:** Summarizing/interpreting song lyrics (scanning)

Technique: Taking a verse from the song and summarizing/interpreting in your own words

Interactive Pattern: Group work, T-S

Time: 10 minutes

Material: worksheet 2

Tt. Asks students to write a message of the song using the tense explained. They have to write from 25 to 40 words long.

Ss. write what the teacher asks.

Tt. Asks for answers.

Few students read aloud their writings.

### **PRODUCTION STAGE**

Writing activity/homework

Technique: Writing a story

Interactive Pattern: group work, individual

Time: 10-15 minutes

Required Material: worksheet 2

Tt. Shows students the video of the song.

Tt. Asks students to write what do they thing will happen after the video with the story of the song? (25 to 40 words)

### **Worksheet 1**

#### **List**

Name: \_\_\_\_\_

Tears

Cry

Surprise

Back

Late

Girl

Another

Eye

Things

Second

### **LYRICS**

#### **Save your tears**

Ooh

Na-na, yeah

I saw you dancing in a crowded room

You look so happy when I'm not with you

But then you saw me, caught you by  
surprise

A single teardrop falling from your eye

I don't know why I run away

I'll make you cry when I run away  
You could've asked me why I broke your  
heart  
You could've told me that you fell apart  
But you walked past me like I wasn't there  
And just pretended like you didn't care  
I don't know why I run away  
I'll make you cry when I run away  
Take me back 'cause I wanna stay  
Save your tears for another  
Save your tears for another day  
Save your tears for another day  
So, I made you think that I would always  
stay  
I said some things that I should never say  
Yeah, I broke your heart like someone did  
to mine

And now you won't love me for a second  
time  
I don't know why I run away, oh, girl  
Said I'll make you cry when I run away  
Girl, take me back 'cause I wanna stay  
Save your tears for another  
I realize that I'm much too late  
And you deserve someone better  
Save your tears for another day (ooh,  
yeah)  
Save your tears for another day (yeah)  
I don't know why I run away  
I'll make you cry when I run away  
Save your tears for another day, ooh, girl  
(ah)  
I said save your tears for another day (ah)  
Save your tears for another day (ah)  
Save your tears for another day (ah)

## Worksheet 2

Name: \_\_\_\_\_

### Activity 1

Write the message of the song (25 to 40 words)

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### Activity 2

**What do they think will happen after the video with the story of the song? (25 to 40 words)**

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