

**VOCABULARY LEARNING THROUGH LYRICS OF SONGS IN 7TH GRADE
STUDENTS AT LICEO CENTRAL DE NARIÑO SCHOOL**

Presented By

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Resumen

Este estudio es importante por razones teóricas y prácticas, ya que los docentes y los profesionales pueden obtener beneficios si aplican esta estrategia para mejorar el vocabulario de sus alumnos. Además, el estado del arte indica que hay una variedad de investigaciones sobre los efectos de las canciones en el aprendizaje del inglés y en la mejora del vocabulario. En cuanto a estos aspectos, algunos estudios sugieren que la música tiene un impacto positivo en el cerebro humano y que está muy conectada con el lenguaje. Hay profesores de todo el mundo que argumentan que usar letras de canciones es una forma exitosa de enseñar a estudiantes de EFL (Li y Brand, 2007, pp. 73-74). Este hecho aboga por la idea de desarrollar una investigación más profunda sobre las circunstancias, los efectos y las ventajas que permiten que las canciones sean útiles en la enseñanza y el aprendizaje de idiomas.

Abstract

This study is important for theoretical and practical reasons since teachers and practitioners can obtain benefits if they apply this strategy to improve vocabulary in their students. Also, the state of art indicates that there is a variety of research about the effects of songs in English learning and in vocabulary improvement. Regarding these aspects, some studies suggest that music has a positive impact in the human brain and that it is highly connected with language. There are teachers around the world who argue that using songs` lyrics is a successful way to teach EFL students (Li and Brand, 2007, pp. 73-74). This fact advocates the idea of developing deeper research about the circumstances, effects and advantages that allow songs to be useful in language teaching and learning.

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Improving vocabulary learning through lyrics of songs in students of 7th grade at Liceo Central de Nariño School

Introduction

The purpose of using songs' lyrics in the classroom is to create an enjoyable, relaxing and motivating learning atmosphere for students. With the increasing introduction of technology in the different educational settings of nowadays, it is clear that teachers can take advantage of it in English teaching. For this reason, it is important to start presenting students with alternative ways to enhance their learning. A good way to reach this purpose is stated by different authors who argue that songs' lyrics can support language learning and that they generate positive and productive environments for students. Moreover, there are a variety of ideas which suggest that songs could be used to improve language teaching and learning; for example, songs that are sung by native speakers are not only a great help to teach speaking and listening but also they can be used in writing projects with topics that are relevant for education (Mashayekh & Hashemi, 2011, p. 2189). In this way, all the skills can be practiced and enhanced with the use of these tools because of their richness in terms of words and expressions. In addition, songs provide a wide variety of topics that can be taken advantage of to implement additional activities to foster language learning.

Chapter 1: Problem

Problem Description

When students are learning English in high school, several requirements need to be met in order to understand and practice the knowledge in this language. These requirements are related to the mastering of four skills: reading, writing, speaking and listening, and if those students reach the goal of becoming proficient in those four skills, they will be able to understand and express ideas in different contexts to establish effective communication. For this study, the school chosen is Liceo Central de Nariño in Pasto because the researcher considers important to analyze the effects of its application in this institution where she is doing her practice and where she has noticed that most of 7th -4 grade students enjoy answering questions and developing activities such as filling gaps and creating dialogues while and after listening to a song. Then, they often ask her to make them listen to songs and to do activities with them. Also, she considers that it is a good idea to look for ways to make students profit from resources such as music in English and to focus their attention on lyrics and the vocabulary they may encounter. Richards (1983, as cited by Aydogan, 2014, p.674) states that one of the micro-skills to comprehend speaking is vocabulary recognition. Hence, the importance of vocabulary requires to be highlighted since it represents the building blocks of the four skills in any language.

The problem that students generally display is poor vocabulary. As a consequence, they have difficulties to produce sentences to communicate. This lack of vocabulary is present due to different reasons: they have not enough training in their high school, they do not have the necessary number of hours to practice, they do not have the adequate techniques for learning or they feel bored and frustrated when they study English. Alqahtani (2015) said: “Vocabulary

knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication” (p.22). It is known that there are schools in which the use of English is very limited, and a limited use of language means the loss of a lot of vocabulary cognizance through time; for example, when students do not make use of it, they forget much of the content and it has negative implications for the people who continue learning English in a career or for the ones who are required to know it at the time to apply for jobs.

Prognosis. The idea of this study emerged because the researcher has noticed that in high schools, there are students who lack vocabulary knowledge; for this reason, she wants to test the technique of using songs to improve it in the learners chosen for this study. Also, she considers that music is a very enjoyable way to learn another language and that it could create more engaging classes in English. Becerra and Muñoz (2013) state: “Music increases neuronal interconnections, and as a result, it enhances language development, namely, language production, text comprehension and vocabulary /lexicon” (p.17). These authors’ statement about the positive influence of music in language manifests that it is strongly beneficial for learners to use this source because it could help them to perform language actions in a more fluent and competent way. For this and other important reasons mentioned in this work, it is important to say that language that is connected to music represents a good advantage in learning.

It is of primary importance for students to implement techniques to improve their lexicon such as listening to music in English as not handling a wide range of vocabulary may represent troublesome to understand and transmit information. Thus, these problems will cause insecurity in the learners which will lead them to despise English and to fail their courses at school. Besides, vocabulary is a requirement that needs to be learned, practiced and used in a variety of

situations which could represent opportunities to learn and to exchange all kind of information, and at the same time, vocabulary is a very important and basic component to master the four skills because it can act like an engine to represent variety of knowledge in different fields

Prognosis Control. There is a variety of strategies to teach vocabulary in English, and they are divided in direct and indirect strategies (Cruz, 2010, pp. 7-8). Among these ones, the use of songs to teach and learn a new language is defended by several authors. The use of songs in a classroom could facilitate language learning and contribute to the creation of a better environment for students (Shen, 2009, p. 90). It indicates that students feel more comfortable if the teacher makes use of songs to teach another language. In this way, the importance of music and its role in language learning deserves to be highlighted and investigated in a deeper way to establish more connections between both activities. Furthermore, the exercise of songs' lyrics can be classified as strategic means to improve vocabulary in both students who present the lowest levels and those who are enhancing their level faster than some of their partners when they are in high school.

Problem Statement

Considering that vocabulary can be learned through the use of songs, this study is intended to answer the next questions:

General question. Can the use of songs` lyrics improve vocabulary knowledge in 7th grade student at Liceo Central de Nariño School, Pasto?

Sub – questions. What activities will be developed to make students understand and practice the vocabulary of the English pop songs` lyrics?

What are the effects that the application of songs' lyrics has on the students in terms of vocabulary learning?

Objectives

General objective. This project work is intended to improve vocabulary learning through the application of pop songs' lyrics in 7th grade students at Liceo Central de Nariño School.

Specific objectives. The specific objectives of this work are the next:

- To employ different activities around pop songs' lyrics that will be listened to in the classroom.
- To analyze the effects of using songs' lyrics to improve vocabulary in 7th grade students

Significance

This study is important for theoretical and practical reasons since teachers and practitioners can obtain benefits if they apply this strategy to improve vocabulary in their students. Also, the state of art indicates that there is a variety of research about the effects of songs in English learning and in vocabulary improvement. Regarding these aspects, some studies suggest that music has a positive impact in the human brain and that it is highly connected with language. There are teachers around the world who argue that using songs' lyrics is a successful way to teach EFL students (Li and Brand, 2007, pp. 73-74). This fact advocates the idea of developing deeper research about the circumstances, effects and advantages that allow songs to be useful in language teaching and learning.

This study could be adopted as a means to encourage students to enhance their vocabulary level through the use of such an enjoyable technique like listening to songs. Besides, music communicates feelings so that students could feel interested by this way of teaching and as their

emotions will be involved, it is possible that they will recall more words and expressions. Moreover, it is important to state that teenagers love music and with the implementation of songs' lyrics, many of them are going to be interested in knowing their meaning. Finally, an interesting point about this study is that music could motivate students to become more autonomous in learning through listening, repetition and reading the lyrics due to the fact that songs help them to be stress free.

Limitations

First of all, it is necessary to find songs to try to appeal to all students, especially when dealing with teenagers and their varied tastes. For this reason, the researcher needs to ask the group of students about their music preferences. Also, the researcher has to promote the pop songs that she will be applying to the group. Another limitation could be related to the fact that there are students faster and more motivated than others. In this way, it would take time for her to encourage the students who do not work as efficiently as the others to engage seriously in the tasks which will be developed. As a consequence, there is a need on the researcher to be very active during the performance of the actions concerning this study. Finally, the methodology that will be applied in this study is experimental through listening to songs and developing different activities about them to practice vocabulary.

Conclusion

In this first chapter, the researcher can conclude that the development of this Project work has the possibility to contribute to analyze the impact that music has in the process of learning a language, to see the quantity of students that feel more comfortable when doing several activities about the songs, and to determine if there is more participation of them at the moment to answer

oral questions. Also, this Project work helps the promotion of the use of songs as a tool from which a number of interesting activities can be done to support vocabulary learning in a language. Finally, even there could be some limitations as in many other ways of learning a language, the use of songs with lyrics could make students learn new words, expressions and sentences in a less stressing environment.

Chapter 2: Scheme Foundations

Background

A variety of studies have been developed by different authors about the positive influence of songs in vocabulary improvement. Those studies explain about strategies used by students to learn vocabulary when they listen to songs, the use of them in teaching elementary and high school and the motivation that many students present at the time to learn with this strategy that helps them avoid boredom.

Xiaowei (2010) conducted a study about the different types of strategies practiced by students to learn meaning, spelling and pronunciation of words when listening to pop songs. For this purpose, one hundred college students were selected from a university in Ningbo, China. The method applied in this study was described as follows: an interview and a questionnaire with 23 questions related to students' vocabulary learning from pop songs, the questions were distributed in such a way that some of them gave information about vocabulary learning through songs, others about word pronunciation, spelling, meaning and usage. The interview and the questionnaire were virtually assigned with the purpose to help students answer using their computers. Results indicated that pop songs are a helpful tool to learn pronunciation and

meaning, and the conclusions were that students used to practice positive and negative strategies which affect their learning process.

Moreover, Gonzalez and Marin (2014) carried out a research at 16 de Septiembre School in Xalapa, Mexico. The participants who made part of this study were two groups of sixteen students. Questionnaires, lesson plans, worksheets and different instruments were used as materials to achieve the goals of the researchers. The method used was qualitative due to the subjectivity of this study which tried to determine how effective the use of songs is to teach vocabulary in sixth grade students. Action research was considered as the most suitable alternative to carry out this study because the problem arises from the context where it is described. The researchers provided students with songs to listen in order to make students learn vocabulary. In conclusion, as three cycles were applied, students showed progress through the process of applying them. However, there were some problems due to lack of time.

In addition, Zainol, Pour- Mohammadi, Balbir, Azman, Souriyavongsa (2011) developed a study with the purpose of finding differences between students who were exposed to songs on you tube and those who received traditional classes. The problem stated by the researchers was that students in upper secondary school do not have an adequate vocabulary competence and that for this reason they cannot communicate ideas in a satisfactory way. The participants were 67 students from a secondary school in Malaysia and this study lasted six weeks. The researchers administered a pretest of vocabulary for both groups and they collected data through pretest, post test, observation and journal entries. The methodology employed in this study talks about a quasi- experiment with methods of quantitative and qualitative characteristics used in data collection. In conclusion, the implementation of songs to improve vocabulary suggests more

vocabulary development since the students who participated of the course enhanced their vocabulary significantly.

Theoretical and Conceptual Framework

Vocabulary. It is a concept with several definitions from different authors. For example, Graves (2000, as cited in Mukoroli, 2011, p.6) defines vocabulary as a total quantity of words which makes part of a field of knowledge. It means that vocabulary is the means through which knowledge is presented in diverse fields. Similarly, it is stated that vocabulary is the basis to build a language and to make it comprehensible (Miller, 1999, as cited in Mukoroli, 2011, p.6). This idea proposes that vocabulary constitutes the elements used in the construction of language. For instance, vocabulary is the main component of a language that gives meaning to the reality represented in words.

If people do not use the words, problems to communicate will emerge at the moment of speaking (Allen, 1983, as cited by Shen, 2003, p. 188). This idea not only highlights the necessity to learn vocabulary to express one's ideas accurately in different conversational situations, but also the importance to develop more effective ways to communicate through the use of adequate vocabulary with the purpose to avoid misunderstandings.

There are also authors who explain why vocabulary teaching is highly important in a new language. To start, Nation (2001, as cited by Alqahtani, 2015, p.22) states that vocabulary and language use are complementary since vocabulary makes possible to use a language and at once, it increases when a language is used. For this reason, it is possible to say that the more students use a language, the better they are likely to communicate and the more they are able to learn

vocabulary. Based on these assertions, teachers need to provide their students with different tasks which will contribute with opportunities for them to use English.

What does knowing a word imply? The majority of teachers would answer this question by expressing that knowing a word implies the recognizance and the correct use of it; however, it is impossible until nowadays to measure all aspects of word knowledge (Pignot, 2012, p. 37). In this way, the acquisition of word knowledge is a continuous and unstoppable process that reflects the complexity of language in multifaceted dimensions. People usually confuse all the implications of real knowledge about words because they just know them in a written and spoken context; for instance, they do not pay attention to the different meanings and forms that these words can take in other contexts.

Moreover, it is important to know that there is productive and receptive knowledge in vocabulary learning. It has been suggested that productive knowledge is related to speaking and writing while receptive knowledge is associated with reading and listening (Laufer and Goldstein, 2004, as cited by Pignot, 2012, p.38). Taking into account these ideas, it can be said that receptive knowledge is related to vocabulary improvement and productive knowledge reflects the use of it. Pignot (2012, p.38) discusses that different researchers have expressed a variety of features about vocabulary knowledge, and that for this reason, it is very complicated to establish accurate definitions for both receptive and productive knowledge. In addition, Nation (2001, as cited by Pignot, 2012, p.38) argues that knowing a word involves knowing its form, meaning and use and that every one of them has subcategories such as spoken, written and word parts.

Thornbury (2007, p.15) provides other interesting aspects about the requirements for word knowledge. He argues that knowing the form and the meaning is the most basic form of word knowledge. Thus, when someone is really interested in knowing a word, one of the first steps is to know the relationship that it has with other words. The author also mentions that characteristics involved in word knowledge are: spoken and written form, grammatical behavior, derivations, collocations, register, connotations, frequency, and meanings. Hence, it can be inferred that the knowledge of a word requires to be increased to reach deeper comprehension (Thornbury, 2007, p.15)

How is vocabulary learned? According to Thornbury (2007, p.17) vocabulary acquisition needs word labeling and skill categorization. These two characteristics are the first steps for first language learning and learners continue on the process by associating the first learned words to others. For example, after the word sweater has been learned, it is expected that this word will be related to terms such as clothes, dress or wearing. Learners acquire words in an unstoppable way as long as they are exposed to them. Furthermore, the same author says that learning another language requires the acquisition of new concepts and new words (2007, p.18)

It means that when the decision of learning a second language is made by any individual, he must know that the process of learning it differs from the process in which he learnt his mother language. Some concepts will be different in the definitions of words and expressions, and the ways in which the same are organized differ significantly from those of foreign language. As an example, it can be mentioned the verb “like” in English whose meaning in Spanish is “gustar”, and it is used in different forms: I like riding horses/ me gusta cabalgar. In this example, it can be noted that the subject in Spanish is implicit while in English is explicit. As this one, there are a

lot more of examples that put in evidence the variations between first and second language structures.

Teaching English vocabulary. Crystal (2002, as cited by Kyung, 2013, p.64) affirms that English is the language that has the biggest quantity of words and expressions in the world. For this reason, teaching English vocabulary requires a lot of time, dedication and practice, and learners need to develop habits of study intended to learning. Usually young learners like to be exposed to enjoyable moments at the time to learn and one means to produce it is the use of songs. These tools can make great contributions for the learning of a variety of expressions and new words since many song listeners enjoy the moments when they remember the contents of their favorite songs.

Also, vocabulary acquisition plays an important role in this case. It is suggested that this process has two ways of becoming part of the learner: unconsciously and consciously and that the former is better if it is practiced through reading (Krashen, 1987, 1993, as cited by Kyung, 2013, p. 64). Learners could experience vocabulary acquisition when they read the lyrics of songs because they are engaged in a cognitive activity that makes them learn either consciously or unconsciously.

Vocabulary and Pronunciation. Another important part of vocabulary improvement is pronunciation. Many English words can take different meanings according to the pronunciation issued by speakers. Kyung (2013) states: “When learners get the habit of pronouncing words with care and acquire the habit of looking closely at the word, as they read the word or write it down, their spelling is bound to improve” (p. 66). Learners need to have a good word pronunciation to provide their ideas clearly. A way to improve word pronunciation is through

listening and repetition of words and expressions that are contained in the lyrics of songs. This means that when they repeat and listen to a word or expression, it will be easy for them to become more proficient in pronunciation.

As pronunciation plays an important role in vocabulary learning, it is of relevance to discuss some characteristics concerning it. Farmand and Pourgharib (2013, p.841) state that even if there are errors, good pronunciation is the key to comprehend better what the speaker says. The main purpose of learning a language is to communicate; therefore, learners need to be understood by others requiring practice and training in this aspect to fit better with different social groups who are speakers of the new language. Moreover, meaning is going to vary depending on the contexts, and this is the reason why non-native speakers need to be clear and effective at the moment of talking to others.

Another considerable aspect to consider is that the requirements for pronunciation are those of intonation, stress and rhythm, vowels and consonants (Farmand & Pourgharib, p. 841). Hence, learners need to learn to use them and differentiate how words and expressions sound depending on the idea that the speaker want to express. Emotions take importance in the intonation because the person who talks is going to issue ideas, and these ideas are going to take different meanings depending on it. Also, learners can improve stress and rhythm through the practice of listening and the establishment of conversations. Finally, learning the sounds of vowels and consonants really makes the learners notice the difference between the pronunciation of first and second language.

Villalobos (2007, p.94) says that teacher and students can take advantage of songs because they have a variety of information about different topics. In this way, when a teacher has the

possibility to use a variety of lyrics to teach his/her students, he/she can take advantage of his/her skills to create ways of making them listen to and understand the content, but at the same time, he/she can use repetition to improve not only vocabulary knowledge, but also the capacity of students to practice it in different forms like pronouncing a variety of words. In this way, songs are a suitable means to introduce vocabulary to the learners since they could start seeing it as an enjoyable and creative opportunity to improve their knowledge.

Definition of Song. Moore (1988, as cited by Yogarson, 2013, P.2) expresses that song means the joining of harmony, poetic, music and rhythm. However, for this author, song has an ample meaning: “It becomes a general conceptual framework of musical ideas involving a singer and lyrics instead of merely a specific collection of notes and words in a particular context” (P. 2). This definition of Moore about song tells us that it contains many and different elements which reveal beauty, creativity, imagination and intelligence from its creators. Moore (1998, as cited by Yogarson, 2013, P.3), in his book “Song Means”, intimates that a song is involved in a broader field than it is simply seen by the spectators. For this author, a song is something that consists of different dimensions such as tone of voice, style, friction, persona, reference and belonging which he describes deeply throughout the different chapters of this book. Then, individuals should consider the appreciation of songs beyond the things they just hear while enjoying it since different interpretations exist without being known by many people.

In the same line, Henneberg (2015, PP. 4-6) suggests that a song is a fragment of sound used since ancient times to express activity. According to the author, songs are specially considered in celebrations or in teaching a subject. It means that songs are necessary for different occasions and even more for providing ideas which are used to learn and teach through the development of several activities around them.

Songs as a Strategy to Improve Vocabulary. Vocabulary is one of the most important aspects to consider when a teacher wants to teach a new language to his/her students. There are different strategies to teach vocabulary, and these strategies are described by several authors based on studies, experience, classroom observation and other educational situations about language. Seal (1991, as cited by Shen, 2003, p.190) expressed that teachers can take the advantage of using planned and unplanned strategies to teach vocabulary. According to this author, planned strategies take more time while the unplanned ones are variable depending on the situation in which they are used. Teachers can make use of different strategies to reach the goal of improving their students' learning. Among all of these strategies, it can be found that music is suitable for English teaching. About it, Murphey (1992, as cited by Millington, 2011, p.134) states that songs are helpful tools to learn words, structures and patterns related to the sentence. This idea leads us to think that a new language can be improved in a profitable way by using songs, and also, of great relevance to consider vocabulary in language learning. Therefore, the idea of using these songs to improve vocabulary in students becomes determining taking into account that there are many suggestions about the great effects of music in language learning.

Music has been used as a way to enjoy, relax and feel strong emotions through time. People usually like to remember the songs that they hear because they are related to diverse moments in their lives. Consequently, several studies indicate that songs are very useful tools for language learning. One of these studies is presented by Koning (2011, p.32) who argues that songs are used to prevent students from getting bored when they are learning. In this regard, the same author mentions Doctor Joanne Loewy who has carried out research in music therapy and who states that language learning should be considered in a musical context rather than in a cognitive

one. The practice of listening to music while reading its lyrics could help to learn more vocabulary in a more efficient way since learners could feel more excited and interested in it.

The Importance of Songs in Language Learning. Teaching a language through songs can be effective in a variety of contexts and it consists of two processes, each process depends on the activity students develop about the song they hear: one process is the transformation of sounds into words, sentences and meaning. The other process is about understanding the essence of the message (Schoepp, 2001, p.1). Schoepp tells us about the effectiveness of using songs to teach a language in different classrooms. His ideas clarify the notion that listening to songs (paying attention to lyrics and meaning) encourage the listeners to keep in mind the words and sentences that they learn while listening to them.

According to Krashen (1982, as cited by Schoepp, 2001, p.1) in his affective filter hypothesis, a student needs to have a positive attitude towards learning. This positive attitude means a weak affective filter since with strong affective filter students do not acquire language. Thus, teachers must create a good environment with the purpose to encourage a good attitude in their students. For this purpose, songs are suitable taking into account Schoepp's ideas. Teachers and students need to create appropriate situations because these are necessary for learning to occur. For this reason, songs are useful to motivate students to learn a subject making them feel comfortable and relaxed at the moment to practice it. In this opportunity, the types of songs chosen to carry out the study are pop songs since many teenagers like to listen to this genre which is usually popular for them.

When a learner really enjoys the process of learning a language, she/he is going to be more active at the time of developing the activities related to it. Feeling more comfortable and relaxed

is a key to acquire language more easily, and this will produce in the learner the sensation that being in contact with the new language is an opportunity to take the advantage of learning and have access to information in the target language.

Another way in which songs may help to learn a language according to Schoepp is by developing automaticity. The concept of automaticity is defined by Gatbonton and Segalowitz (1988, as cited by Schoepp, 2001, p.1) who state that it consists on the knowledge of the ideas that people possess and use to speak accurately. Then, as songs are repetitive and consistent, they are an interesting tool to make students produce language more clearly to the audience.

Teaching Language through Music. Ayotte (2004, as cited by Li and Brand, 2007, p.75) carried out a study whose purpose was to find the effects of songs in learning French including grammar acquisition related to some tenses in that language. For this objective, they applied two experiments: even though one of the experiments showed no significant results between students who were taught with the use of songs and those who do not, the other indicated that students presented better grammatical competence and understanding of tenses. It seems that studying a language with music leads to controversial findings. Given this case, researchers need to find out more ways to investigate the most possible opportunities to demonstrate that music is an effective source to learn a language.

Candlin (1992, as cited by Engh, 2013) suggests:

“To be sure, songs have a place in the classroom for helping create that friendly and co-operative atmosphere so important for language learning, but they can offer much more. They offer insights into the culture and specially the stories and myths of different

societies, providing a window into the frames of reference and values of the people whose language we are learning” (p. 115)

The content included in songs contains a lot of knowledge related to many different aspects which are in the environment, culture, education, personal lives and in general in all the facts, instruments and situations which are recognized by human kind. Thus, when a person understands the content of different songs, she/he obtains a variety of ideas about topics that they contain, in many cases, valuable information. In this way, individuals have access to an enriching set of ideas that contribute to language learning because great quantities of meaning and cultural expressions are involved there.

Another piece of interesting information to take into account is that some studies indicate that music is processed in different areas of language in the brain (Patel, Edward, Ratner, Besson & Holcomb, 1998; Koelsch, Gunter & Friederici, 2000; Koelsch et al..., 2002, as cited by Engh, 2013, p. 116). These studies suggest that language and music are in interaction to communicate multiple information in an amazing variety of expression.

Empirical studies demonstrate how interesting it is to apply music in language learning (Engh, 2013, p.118). These studies indicate that language learning occurs in three sections. One of these is recall and memory, about it, Mora (2000, as cited by Engh, 2013, p.118) states that language acquisition and lexical patterns which are stored in long-term musical memory can be remembered at the time when an individual interacts with language. This statement supports the conception that music improves language in learners and even more when it is put into practice by them either in oral or written form.

Medina (1990, as cited by Engh, 2013, p.118) obtained positive results after an investigation on vocabulary acquisition with the use of music and story illustrations. It makes evident that music contributes to lexical recall because songs and stories are a mixture that is repeated in the mind of learners (involuntary mental rehearsal). Songs are repetitive in mind after the learner has listened to them several times. Besides, pronunciation is kept inside the conscious and the unconscious mind. Hence, learners who speak are going to be likely to present good pronunciation and the relationship among word structures will be easier to construct. When a learner starts speaking a new language, memory is going to play an important role because his/her communicative ability will be measured in regards to the statements, lexis or concepts which he has been able to record and to paraphrase in his/her mind. In this case, the learner could execute his content recall along with involuntary mental rehearsal which will be improved by the words and expressions that he acquired unconsciously through listening to songs. It does not mean that the content learned consciously is not going to influence the speaker's speech, but that somehow it will operate during the talk at any part of it.

The third section is about language specific skills in which is expressed that SLA research has paid attention to how music influences the development of skills as sound discrimination in listening and comprehension (Engh, 2013, p.119). It is clear that listening to music is an activity that works in the process of learning and the acquisition of all its features to improve comprehension. Leith (1979, as cited by Engh, 2013, p.119) argues that songs are the most appropriate way to teach phonetics. It is probably that students will be able to differentiate among word sounds, even in those which are similarly pronounced. If they pay attention to the different forms in which words are pronounced in songs and repeat this process, they will acquire an immense capacity to identify their different pronunciations in different contexts. As phonetics is

important to distinguish the sound differences, they need to be emphasized by providing the most possible wide opportunities to be learned. Thus, students could make comparisons between sounds, especially those which are similar, but that can mark great discrepancy in meaning.

Important reasons to teach a language by using songs have been discussed by different authors, Farmand and Pourgharib (2013, p.841) express that studies have proved that music is beneficial to memory, concentration, fun learning, stress removing and motivation. Students need to try more language learning through music because it will give them more than just learning because they will do it through a very enjoyable way. For this purpose, they can take a time to think about the content of these songs and learn more about the meaning, the form and the relationship of it to the real world. Finally, learners could concentrate more when they listen to music and it will help them to capture ideas in a detailed way.

Conclusion

In this second chapter, the researcher concludes that there is a variety of studies in which researchers analyze and agree that listening to songs work better than the activities done in traditional classes. According to some of them, songs cooperate to learn words and meaning faster and easier for part of the students. Besides, the exploration of the different definitions about vocabulary by the authors makes the readers understand that there is a wide knowledge about it that requires to be discussed, analyzed, explained and continued to be studied. Lastly, the relationship of songs and vocabulary learning can be studied deeper to continue getting results and to look for the application of them more frequently in the teaching of different topics in the classrooms.

Chapter 3: Research Type and Paradigm

Vocabulary learning through the use of songs in 7th grade students at Liceo Central de Nariño School is a study that will require data analysis to provide results and compare the conclusions to the ones of other researchers. Hence, the researcher has decided to take the empirical analytical paradigm as the guide of it. Also, as she has the purpose to identify the progress of students in the study, she considers that the most convenient method is experimental which will be implemented through the use of a questionnaire and a couple of tests. Thus, the treatment will consist on the application of the songs twice a week in a period of three months to the sample selected from the institution.

Paradigm

The research paradigm considered for this study is empirical analytical. First, Reeves (1996) suggests:

“The empirical analytical represents the most established of the paradigms that guides research in education and social science”. “The analytic aspect of this paradigm reflects a belief in a mechanistic, deterministic reality whereby parts can be separated from wholes and cause and effect relationships among parts can be revealed” (p.1)

As this study aims to see the effects of using songs with lyrics in the improvement of vocabulary learning the consideration of empirical analytical is more appropriate to analyze the variables. Next, one of the objectives of this paradigm is to use observation to achieve generalization and theory formation (Inche, Andia, Huamanchumo, Lopez, Vizcarra & Flores, 2003, p.24). Another objective of this paradigm is mentioned by Way (1989, p.2) who suggests that the empirical analytical paradigm has the purpose to provide description, explanation and

prediction about what is possible to measure in an empirical way. Moreover, some characteristics of this paradigm are considered by Habermas (1971, as cited by Way, 1989, p.2). This author presents such characteristics as follows: the representation of human interest through reasoning, cause and effect rate responsible of explanation, the researcher has to pay a lot of attention to the phenomena and the persons in study, knowledge is justified through the use of methodologies which allow generalize and replicate results. Finally, this paradigm was selected because the researcher wants to analyze the impact of songs in learning vocabulary, purpose for which this paradigm is considered the most suitable in this study, but also because a questionnaire and tests are required techniques to get information during the process.

Method

The research method chosen for this study is experimental because the researcher desires to apply it to two groups of 7th grade at Liceo Central de Nariño School. The group to which she will apply the study will be compared to the group who won't engage on it. Moore, McCabe y Craig (2009, P.175) define experiment as an event in which individuals are exposed to a treatment and the researcher inspect the reactions of them. Some characteristics of this research method are: the researcher has the possibility to manipulate independent variables providing students with different interventions, this kind of method should use at least two groups for the study (Lee,2012, p. 27), maximize the possibility to cancel out individual differences (Togerson & Togerson, 2001, as cited by Lee, 2012, p. 28). The main objective of experimental method is to determine the effects of a treatment in a group of individuals (Lee, 2012, p. 27).

Techniques

The techniques which the researcher will use for this study are described as follow:

Tests. According to Cheung (2014, p.4) tests are instruments used in research practice and their aim depends on the use of institutional and professional practice. Cheung (2014, p. 9) also states that the objective of tests is to evaluate determined characteristics or to carry out classifications. In this way tests should be reliable and valid to be sure of the correct estimation of the evaluated characteristic. Moreover, the same author states that some characteristics of tests are: they must be used in an ethic way by ensuring personal data, documentation must inform participants about results, tests must be used by skilled persons, they must be documented by including the name of the test, edition and publication date (Cheung, 2014, pp. 7-8), and researchers who translate or adapt tests must provide information about the ways in which these modifications were carried out and show evidence about the validity and equivalence of the adapted version (ITC, 2010; Muñiz, Elosua and Hambleton, 2013, as cited by Cheung, 2014, P.8). This technique was selected because the researcher considers relevant the measurement of English vocabulary level of the students who participate in the course.

Questionnaire. Giesen, Meertens, Vis-Visschers and Beukenhorst (2012, p. 7) define questionnaire as “the set of questions put to a respondent”. Asking questions to students who make part of this study is necessary because they will be involved in developing the ability to think about what they answer. Another definition of questionnaire is given by Sansoni (2011, p. 8) who suggests that it is an instrument that has the purpose to obtain information from the ones who answer the same. Obtaining information about what a student like or not from the songs, what they learn and what they suggest during the study is a requirement to accomplish is with more success. Some advantages of using questionnaires are: They are not expensive, they can cover large information, and they can be properly validated and present generalizability

(Sansoni, 2011, p. 9). The researcher selected this technique because she considers necessary to ask student about the ideas that they have about the influence of music in vocabulary learning.

Population, Sample and Setting

Population. The population considered for this study is composed by students of 7th grade at Liceo Central de Nariño School. They are both male and female whose age ranges from 12 to 15 years old; they belong to medium and low socioeconomic class

Sample. The sample will consist of students in 7-3 and 7-4. 7-4 will be the experimental group, while 7-3 will be the control one. The reason of doing the study in these two groups is because the researcher is teaching English to them and she has applied some songs in the course.

Setting. This study will take place at Liceo Central de Nariño School. This educational institution which was founded by 045 ordinance of June 1945 has an academic and technic character; it was officially opened on January 7th 1948 under the direction of the founder Clara Eliza Montesuma. At first, this institution was feminine but on September 11th 2000 it becomes mixed taking the name of Liceo Central de Nariño which until then was called Liceo Femenino de Artes e Industrias Bertha Hernandez de Ospina Perez in honor to the first lady of the nation. Nowadays, this school integrally forms people in competencies: basic, labour and citizens of high quality, supported by science and technology in a warm and participative environment.

Treatment

The researcher will select different kinds of videos containing pop songs with lyrics which will be listened to by the students in different lessons during the study. She will prepare test and posttest to check their improvement in vocabulary after the application of the songs. Also, she

will prepare a questionnaire containing different questions about what students think of the influence of songs in terms of language and vocabulary learning. Moreover, the students will develop several activities during the process taking into account the songs. Finally, she will proceed with the application of it during a period of three months.

Administrative Aspect

Budget

A. Transportation.	\$200.000
B. Photocopies.	\$ 30.000
C. Food	\$ 60.000
D. Internet.	\$ 30.00

Chronogram

Year	2016										2017							
Months																		
Reading about research																		
Bibliographic research																		
Work elaboration																		
First work presentation																		
First advisor`s revision																		
Work correction																		
Second presentation to advisor																		

Conclusion

In the previous chapters, there are descriptions of the importance of this study, the suggestions of different authors about the influence of songs on vocabulary learning, different type of definitions concerning vocabulary, music and songs, some demands to know words deeperly, the method, the type of research paradigm, the techniques, and some data about the population, sample and setting that the researcher has been able to achieve during the process. She hopes that this data will present the necessary information for the reader to: have some ideas about why the researcher has decided to write this Project, know some aspects about the context in which this research is intended to be developed, and try the practice of learning or teaching new vocabulary using songs. Also, it is important to consider that teachers can bet on the use of songs to provide more encouraging and participative environments in which students can participate of activities such as: answering teacher's questions, filling gaps while listening to the songs, creating dialogues taking into account the topics presented in the songs, completing crosswords, wordsearches, etc. In this way, students can have moments of fun while practicing English in different occasions and as some of the mentioned authors suggest, songs are a good way to teach vocabulary because listeners learn to differentiate sounds and expressions that they can use in this language. Finally, both learners and teachers need to take into account that it is necessary to make the effort of developing other activities apart of listening to the songs because it is going to improve the efficacy of them. Listening to songs while reading their lyrics work well, but students also require developing other activities based on the songs to obtain greater achievements.

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Appendices

Appendix A (questionnaire)

Universidad de Nariño

Proyecto de investigación: VOCABULARY LEARNING THROUGH LYRICS OF SONGS IN
10TH GRADE STUDENTS

I.E.M. INEM

Curso: _____ Edad: _____ Genero: masculino__ femenino__

Objective: this questionnaire will be applied with the purpose to know students' opinions about music in learning English and to know if they practice it to learn this language.

Contesta las siguientes preguntas y justifica las respectivas respuestas

1. Te gusta escuchar canciones pop en Inglés?

SI__ NO__ por qué?

2. Que cantante de música pop conoces que haya llamado tu atención?

3. Te gustaría aprender Inglés escuchando música?

SI___ NO___ por qué?

4. Consideras que la música te ayuda a recordar expresiones y palabras en Inglés cuando la escuchas?

SI___ NO___ por qué?

5. Prestas atención a las líricas y a su pronunciación cuando escuchas canciones en Inglés?

SI___ NO___ por qué?

6. Hablas del contenido de tus canciones favoritas en Inglés con tus amigos?

SI___ NO___ por qué?

7. Si no escuchas música en Inglés, te gustaría que esta se incluya en algunas clases de esta materia?

SI___ NO___ por qué?

8. Crees que el aprendizaje ocurre mejor en un ambiente divertido que en uno tradicional?

SI___ NO___ por qué?

Gracias por tus respuestas

Appendix B (pre- test)

Materials: photocopies

This test will be applied with the purpose to know what words and expressions students understand from the songs before the application of them.

Name:

Date:

School:

Duration: 1 hour

A. Match the words in column A with the corresponding definition in column B

Column A

Column B

1. Rain

One of the four seasons, traditionally the second, marked by the longest and typically hottest days of the year due to the inclination of the earth

2. Sky

Imaginary events seen in the mind while sleeping

3. Sign

A round piece of metal worn around the finger or through the ear, nose, etc.

4. Bring

To transport towards somebody/somewhere

5. Sing

The part of the fore limb below the forearm or wrist in

a human and the corresponding part in many other animals

6. Hand Condensed water falling from a cloud
7. Summer A paved part of road usually in a village or a town
8. Ring Emotional state or well-being. Emotion, impression
9. Street Close attention, concern, responsibility
10. Dream To be visible briefly. To blink, to shine or to illuminate
intermittently
11. Stop To produce musical or harmonious sounds with one's
Voice
12. Flash The atmosphere above a given point especially as visible
from the ground during the day
13. Clique To associate together in a clannish way, to act with
others secretly to gain a desired end

14. Care A visible indication. A specific gesture or motion used to communicate by those with speaking or hearing difficulties

15. Feeling To cease moving. To come to an end

B. Select the right meaning for the next expressions in English:

1. Your sparkling eyes:

- a. Your eyes are enormous
- b. You are a shining person
- c. Your eyes are brilliant

2. Wake up:

- a. To travel to another place
- b. To open the eyes in the morning
- c. To clean your bed

3. Hands up:

- a. To raise your hands
- b. To hold someone's hands
- c. To write a story by hand

4. Get on stage:
 - a. To come in front of a public
 - b. To dance in a certain place
 - c. To come back

5. Don't care:
 - a. To pay a lot of attention towards something
 - b. To forget something somewhere
 - c. To avoid worrying about some aspect or situation

6. On earth:
 - a. To be the best
 - b. To be in a good situation
 - c. To be in a bad situation

7. Better than he can:
 - a. When someone does something in a more suitable way
 - b. To do the things worse than the others
 - c. To improve an action by force

8. Give me a sign:
 - a. To send a message to someone

- b. To give the address of a place
- c. To provide an idea about something that is not clear

9. Let you down:

- a. To regret a past moment
- b. To disappoint someone
- c. To forget

10. Make up:

- a. To apply cosmetics one`s face
- b. To develop different things in a given moment
- c. A tatoo in a person`s back

11. Let`s go:

- a. To start a game
- b. To invite others to go somewhere
- c. To take distance from someone

12. No regrets:

- a. Not to grow fast
- b. To avoid complaining about something
- c. To worry about an already done action

13. Look back:

- a. To remember some things from the past
- b. To travel to forget something
- c. To return where you were before

14. Take a chance:

- a. To bet money in a bet
- b. To help people in difficulties
- c. To take advantage of a given opportunity

15. Drive away:

- a. The distance among two places
- b. To go far from a place
- c. To drive a new car

16. Spit someone out:

- a. To fight against someone
- b. To treat a person badly
- c. To through spit in someone`s face

C. Choose the appropriate synonym that can replace the following highlighted words in the sentences:

- 1. Wake up in satin sheets, to the **noise** of big city streets:

- a. Strength
 - b. Richness
 - c. Sound
2. Dress up checking my **style**:
- a. Trend
 - b. Beauty
 - c. Interest
3. We are so **classy** and so chic:
- a. Cool
 - b. Rich
 - c. Fashionable
4. We do not have to **wait** in line:
- a. Go
 - b. Stay
 - c. Send
5. We got them platinum chains and **leather**:
- a. Cloth

b. Goatskin

c. Material

6. I am a **superstar**:

a. Manager

b. Winner

c. Celebrity

7. I **crashed** my car into the bridge:

a. Blast

b. Fall

c. Run

8. We gotta kill this **switch**:

a. Place

b. Change

c. Try

9. Any girl like you deserves a **gentleman**:

a. Refined man

b. Crazy

c. King

10. I tell the punchline **wrong**:

- a. sorry
- b. Street
- c. Bad

11. Things were kinda **heavy**:

- a. Weird
- b. Weighthy
- c. Straight

12. We'll be young **forever**:

- a. Evermore
- b. Often
- c. Long

13. I am living a **teenage** dream:

- a. Adulthood
- b. Fantastic
- c. Adolescent

14. Now I **believe**:

- a. Forgive
- b. To accept as true

c. To be confident on others

15. I watch your **shadow** fade:

a. Gloom

b. Spirit

c. Mind

16. I was **poison** in your mouth:

a. Liquor

b. Venom

c. Danger

17. You **drained** me down:

a. Throw down

b. Break down

c. Hit

18. You're not gonna break my **soul**:

a. Friend

b. Courage

c. Spirit

19. Your love was **cheap**:

- a. Unsure
- b. Inexpensive
- c. Expensive

20. I got this feeling on the **summer** day when you were gone:

- a. A landscape in front of the sea
- b. A season
- c. A hot place

Once applied this test, the researcher will proceed to analyze students' answers with the purpose of identifying what words, expressions and sentences taken from some of the songs that will be applied in the study are recognized by them.

Students will listen to song number one "I put my hands up in the air" (S_U_N_Hi) (appendix C) and to song number two "I love it" (Charli XCX) (appendix D). At the same time, they will look at the video with these songs' lyrics. The teacher will provide for them some sheets of paper with the songs' lyrics to work in groups of three and she will ask them to develop the next activities:

Materials: videos, photocopies, notebooks, pencils

1. Students will mark with a red pencil the words that are unknown for them in these songs. Also, they will define them in their notebooks with the use of dictionaries (10 minutes)

2. In the next activity students are going to discuss in couples about which of the two previous songs they liked more (5 minutes). After discussing it, the teacher will ask them to express in English their preference for one of the two songs and to say why they prefer it (15 minutes).

3. Students will form groups of four. Each group will write two short dialogues following the next example and using expressions and sentences from the two listened songs. These expressions and sentences will be marked with a black pen.

(10 minutes)

Example:

Mary: hello Dany, what are you doing?

Dany: hi Mary. I am writing an e_mail

Mary: I want to ask you something Dany

Dany: what Mary?

Mary: are you going to be bussy this night?

Dany: Of course not, why?

Mary: it is because I want to invite you to a party, if you go, we will be so classy and so chic

Dany: I will be very happy to go there. I hope that party never gonna stop

Mary: yeah!, I put my hands up in the air, this night is time to fly

Dany: I'm so glad that you invite me. So I am calling you this night

Mary: Ok. Dany, now I have to go to tell my parents about it, see you later, bye

Dany: Bye. Bye. Mary

4. Teacher will ask some groups to perform one of the dialogues (10 minutes)

Appendix C: I put my hands up in the air (S_U_N_Hi)

Wake up in satin sheets, to the noise of big city streets

Oh we're so on fire, we gonna take it higher

Dress up checking my style

Wassup when we're looking so fly

No need to look no further we got them

Platinum chains and leather

All the kids wanna roll with you, yeah, yeah

They really wanna be like you

And they wanna get the diamond rings and the limousines

And be rolling in green

It's time to fly

So go reach for the sky

Chorus

I put my hands up in the air

Make everybody stop and stare

Write my name across the sky

I'm a superstar (twice)

I put my hands up in the air

Write my name across the sky

I'm a superstar (twice)

Every day's like a dream

Who knows just what it will bring

We gona live it up, up

The party never gonna stop, stop, no

Coming up with my clique

We're so classy and so chic

Go flash that dollar sign

We don't have to wait in line

All the kids wanna roll with you, yeah, yeah

They really wanna be like you

And they wanna get the diamond rings and the limousines

And be rolling in green

Play lucky seven if you wanna a slice of heaven

Chorus (twice)

Get on stage

Get on stage

Get get get on stage

You can hear me on the radio

Playing cool on a TV show

Follow me in the media_ ah

Tag my name in a sassy picture

Chorus (twice)

Appendix D: I love it (Charli XCX)

I got this feeling on the summer day when you were gone

I crashed my car into the bridge

I watched, I let it burn

I threw your shit into a bag and pushed it down the stairs

I crashed my car into the bridge

I don't care, I love it

I don't care (twice)

You're in a different road

I'm in the milky way

You want me down on earth

But I am in space

You're so hard to please

We gotta kill this switch

You're from the 70's

But I'm a 90's girl

I love it

I love it (twice)

I don't care, I love it

I don't care, I love it, I love it

I don't care, I love it

I don't care (twice)

Students will listen to song number three "treat you better" (Shawn Mendes) (appendix E):

I won't lie to you

I know he's just no right for you

And you can tell me if I'm off

But see it on your face

When you say that he's the one that you want

And you're spending all your time

In this wrong situation

Chorus

I know I can treat you better than he can

And any girl like you deserves a gentleman

Tell me why are we wasting time

On all you wasted crying

When you should be with me instead

I know I can treat you better

Better than he can

I'll stop time for you

The second you say you'd like me to

I just wanna give you the loving that you're missing

Baby, just to wake up with you

Would be everything I need

And this could be so different

Tell me what you want to do

Chorus (twice)

Give me a sign

Take my hand and we'll be so fine

Promise I won't let you down

Just know that you don't

Have to do this alone

Promise I'll never let you down

Chorus

5. Teacher will provide the definition of some words in sheets of paper and students will complete a crossword using the following words (15 minutes).

RIGHT, GIRL, SITUATION, LIKE, SECOND, TIME, STOP, GENTLEMAN, CRY,

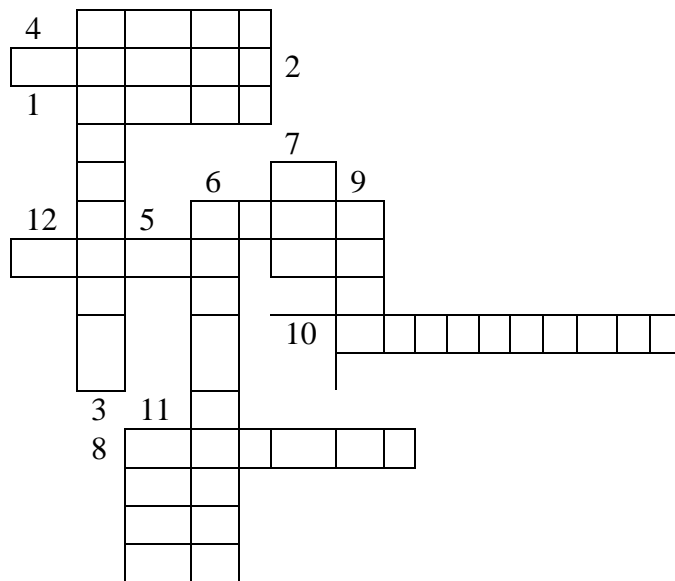
FINE, EVERYTHING, SIGN

Words' meanings (appendix F):

1. A particular moment or hour, the appropriate moment or hour for something
2. Appropriate, perfectly suitable; fit for purpose
3. Position or status with regard to conditions and circumstances

4. To stay; to spend a short time; to reside temporarily
5. A young female human, a female child, teenager or young adult
6. Any well-bred, well mannered or charming man
7. A shedding of tears, a shout or scream
8. A short, interminate amount of time
9. To enjoy, to be pleased by, favor, be in favor of
10. Many or most things. All the things under discussion
11. A visible indication, a clearly visible object bearing a short message in words or pictures
12. Being acceptable, adequate, passable or satisfactory

Appendix G (crossword)



6. Students will listen to the song again and in groups of three people, they will talk about the words that they can remember (5 minutes). They will say these words in English to the teacher with their meaning and she will help them with the pronunciation when it will be required (10 minutes)

Teacher will make students listen to song number four "teenage dream" (Katy Perry)
(appendix H):

You think I'm pretty

Without any make up on

You think I'm funny

When I tell the punchline wrong

I know you get me

So I'll let my walls come down

Before you met me

I was alright

But things were kinda heavy

You brought me to life

Now every February

You'll be my valentine, valentine

Let's go all the way tonight

No regrets, just love

We can dance until we die

You and I

We'll be young forever

Chorus

You make me feel like

I'm living a, teenage, dream

The way you conquer me

I, can't sleep

Let's run away

And don't ever look back

Don't ever look back

My, heart, stops

When you look at me

Just, one, touch

Now baby I believe

This, is, real

So take a chance

And don't ever look back

Don't ever look back

We drove to Cali

And dance a lot on the beach

Built a fort out of sheets

I finally found you

My missing puzzle piece

I'm complete

(Chorus)

7. Teacher will make students pronounce the song's lyrics through repetition a couple of times

(3 minutes)

8. Appendix I (letter soup) (next page)

Z L O P I L L R T E O X S N O U D C M W
 O X I S A T A E L B A R A N C J V A Z E
 F H H L S C S U B W A L T Z F G E E D W
 G C A A R O L M H C F S R M Q R Q A B I
 H I L K K M C C H A B E I O D P S O K L
 B Z A W Y E L E M R P P U E Z Y M F A L
 P I B S A D E C M I S P G O N R J R M B
 Z I X E X O U L A L A A B N N R Z O A E
 Y D U M O W D T A S N X U Y A E J R F Y
 A F L N H N Q E M E B F E U M I V R L O
 W J Q L V A R M E D M I M E N G V A I U
 A D E C L S T T S A Q F E G J H P P E N
 N R A M I F A D I W A S A L R I G H T G
 U U R S T G B K R Z Z S Y X C C E S G F
 R P I W N S N O R E G R E T S H O D J O
 S H W I N I R E D R N A D M R C I A C R
 T S V O H I F A W D A M E T P O M F A E
 E I L T O P E R O C A A N S I V R A Z V
 L I U M N T L O O K B A C K E J J T M E
 C O A Z F M S K T U S H I F T S C A S R
 Y O U B R O U G H T M E T O L I F E U P

The expressions are and sentences are:

1. You think I am funny
2. You brought me to life
3. No regrets

4. We will be young forever

5. Living a teenage dream

6. Let's run away

7. This is real

8. I was alright

9. Come down

10. Look back

9. Teacher will tell students what these expressions mean (5 minutes)

10. Students will organize the following words in the VERSOS from the songs "treat you better" (Shawn Mendes) and "teenage dream" (Katy Perry):

Appendix J

a. you/won/to/I/lie/'t

b. face/it/your/on/But/see

c. time/all/you/spending/are/And/your

d. than/can/I/better/know/treat/can/he/I/you

e. for/time/you/'ll/stop/I

f. me/you/do/Tell/to/what/want

g. let/'t/you/won/down/I

h. pretty/You/am/think/I

i. ll/valentine/my/be/You/valentine

j. all/go/'s/way/Let/tonight/the

k. young/'ll/forever/be/We

l. teenage/'m/living/dream/I/a

m. dance/beach/on/We/lot/the/a

n. piece/missing/My/puzzle

o. ever/'t/back/look/Don

Teacher will make students listen to song number five "part of me" (Katy Perry) (appendix K). They will watch the video and the lyrics

Appendix K: part of me (Katy Perry)

Days like this,

I want to drive away

Pack my bags

And watch your shadow fade

You shewed me up

And spit me out

Like I was poison in your mouth

You took my light

You drained me down

But that was then

And this is now

Now look at me!

Chorus

This is the part of me

That you're never gonna ever take away from me, no (twice)

Throw your sticks and stones

Throw your bombs and bones

But you're never gonna break my soul

This is the part of me

That you're never gonna ever take away from me (twice)

I just wanna throw my Phone away

Find out who is really there for me

You ripped me off

Your love was cheap

It was always tearing at the seams

I fell deep, you let me down

But that was then and this is now

Now look at me!

Chorus

Now look at me I'm sparkling

A framework, a dancing flame

You won't ever put me out again

I'm glowing, oh woah

So you can keep the diamond ring

It mean nothing anyway

In fact you can keep everything, yeah

Except for me

Chorus

11. Students will answer the next questions in their notebooks (appendix L):

- a. What is the first thing she wants to do in this situation?
- b. What did the man do to hurt her?
- c. Why did she decide to become marine?
- d. What does she want to do with her phone?
- e. How does she describe the love that the man gave her?
- f. How did she feel when he did that?
- g. What is she doing in the present?
- h. How does she feel as marine now?
- i. What does she say the man can keep?

12. Students will fill the gaps of the songs "teenage dream" and "part of me" (Katy Perry) in the photocopies that teacher will give everyone. This activity will be done without reading the lyrics; students just will listen to the song and watch the video.

Appendix M

Appendix N

Tenage dream

You think _____

Without any make up _____

You think _____

When I tell the punchline _____

I know you get me

So I'll let my walls come down

_____ you met me

I was _____

But things were kinda heavy

You brought me _____

Now every february

You'll be my valentine, _____

_____ all the way tonight

No _____, just love

Part of me

Days like this,

_____ to drive away

Pack my bags

_____ your shadow fade

You shewed _____

and spit me _____

_____ was poison in your mouth

You took my _____

You drained me down

_____ that was then

and this is now

Now look at me!

Chorus

This is the part of me

We can dance until we die

that you're never _____

You and I

take away from me, no (twice)

We'll be _____ forever

_____ your sticks and stones

Throw your bombs and _____

Chorus

But you're never gonna _____

You make me _____

I'm living a, teenage, dream

This is the part of me

The way you conquer me

that you're never gonna ever

I, _____ sleep

_____ from me (twice)

Let's run _____

And don't ever look back

I just wanna throw my Phone away

_____ who is real y there for me

My, heart, stops

You ripped _____

When you look _____

Your love was cheap

Just, one, touch

It was always tearing at the

_____ baby I believe

This, is, real

I fell deep, you let me down

So take _____

But that was then and this is now

And don't ever look back

Now look at me!

_____ ever look back

Chorus

We drove to Cali

Now look at me I'm sparkling

And dance _____ on the beach

A framework, a dancing flame

Built a fort out of _____

You won't ever _____

I finally found you

again

My missing _____

I'm glowing, oh woah

I'm complete

Chorus

So you can keep the

It mean nothing anyway

In fact you _____ everything, yeah

Except for me

Chorus
