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"The Grammar Translation Method versus a more dynamic teaching approach proposal: The teaching-through-songs strategy"

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CHAPTER I:

Introduction

1.1 Introduction

It is usually believed that music has well known positive effects on people, mostly for suiting a relaxed mood, helping them to create a special environment to study. Music can also be used for teaching, thanks to the fact that music and language share structures, and music create a special connection and a close relation. This relation allows students to listen to the target language unconsciously through the different songs that they hear. Now, can we use songs for teaching a specific content? Or, can we use songs for more than creating the right environment for studying? We will try to answer some of these questions by creating a more dynamic teaching strategy that we are going to call "teaching-through-songs strategy" which consists of using songs in every class according to the contents of the school we have chosen for this research study.

Since music has been an almost permanent tool for teachers to get English closer to students, we will try to accomplish this task by adding to our investigation some previous reading concerning national education, input theories and the use of songs in English lessons among other resources. In this respect we are going to focus on external and internal factors that affect our students' learning.

In this thesis we will try to ascertain if using songs in lessons is really useful for teachers and students by comparing results of same content taught in different schools with different strategies, being one of them the use of songs in the lessons and the other one a traditional method. The lessons will take place in tenth grade classes of two schools located in La Florida and Puente Alto.

So, along this study, we expect to get hints regarding the effectiveness of the "Teaching-through-songs strategy" (see appendix A.1) versus the "Grammar Translation Method" (see appendix A.2). Even if music is such an effective tool to use in classrooms, it is also possible to create some affective filter troubles or perks, that is to say, some students will accept the music as an information transistor and teachers will find a tool to motivate their students. On the other hand, some students will not be comfortable with this methodology and their attention will be focused on anything but our lesson.

1.2 Aims.

To make the thesis clearer, we want to take the idea of using songs in some lessons, and see if we can prove their effectiveness in the students' production and assimilation of EFL lessons. This will help teachers to have an alternative strategy in order to innovate the traditional lessons, also to give them an extra tool to motivate students in terms of developing a better understanding and create a comfortable atmosphere inside the classroom.

1.2.1 General aim.

Music inside the classroom is a topic which addresses a variety of challenges, since it has been a resource used by teachers to innovate inside the classrooms, where a radio or CD player may be the "most advanced" device in the lesson that can be found in some schools. So this situation has made us think of the following two questions: Is it really necessary to refresh the traditional teaching methods? Do students show any improvement when they are exposed to a different strategy based on the use of songs? With these kinds of questions in mind, the main aim we are trying to achieve is to establish the degree of effectiveness of the two teaching strategies, when they are applied to the same content. The idea is to see by ourselves if this so called "teaching-through-songs strategy", truly makes the difference in

terms of results compared with the Grammar Translation Method. These two methods will be applied simultaneously in the two schools chosen using the PPP (Presentation, Practice and Production) Lesson plan model.

1.2.2 Subsidiary aims.

We have decided to include two subsidiary aims: the first one is to determine if there is a relationship in terms of effectiveness in teaching contents through the two methods studied, that is to say, using the teaching-through-songs strategy and the Grammar Translation Method, we intend to find out if the teachers who have been using songs in their lessons are capable of obtaining better results. The second subsidiary aim is also related to content and it intends to determine if the same objectives can be achieved in two different ways. We are trying to get the final results by applying a pre and a Post-Test based on the Cambridge Face2Face textbook (Redston, 2006). We chose this test because it has been validated and measures the same contents that we will teach in the experimental phase of the investigation. The idea is to use the two methods to teach the same content to students of tenth grade in different classes and schools. We are applying this methodology using tests to compare first the level of the students and then the level of improvement after the lessons.

1.3 Hypotheses.

At some point in their careers, teachers may go through an experimental phase looking for new activities in order to innovate and motivate students. Sometimes, good teachers are always trying to do something new for their students, so they will try out some new resources, and songs can be one of them. Bearing this idea in mind, we finally set the following working hypothesis: "Songs help tenth grade students understand the use of past simple tense in English as a foreign language".

We hope that this idea can be proved with some students in both schools, through tests and lessons and then by comparing the results. After we get the results, we will be able to observe in this particular case if the teachers who used songs in their lessons got better results. On the other hand, our null hypothesis is: "Songs do not help tenth grade students understand the use of past simple tense in English as a foreign language", this statement claims that some factors can make our results vary, i.e. when the affective filter increases, the students usually block themselves to receive new knowledge and may not pay attention to the class, they may not be interested in such teaching strategies and our idea would become useless.

CHAPTER II:

Theoretical Framework

2.1 Chilean education today

English is the most spoken language in the world because of the constant increase of speakers who acquire it as a second language (Mckay, 2003, p. 139). The main reason for this is the economic globalization, which has raised the need of having a common language to establish economic relationships among countries that do not share the same mother tongue. Thus, English was chosen as the lingua franca, which means that this language is used to make communication possible between people not sharing a mother tongue, in particular when it is a third language, distinct from both mother tongues (Viacheslav A. , 2008, p. 31)

In our country, being competent in English is considered a basic and indispensable requirement for getting better jobs. This is reinforced by the "Centro de Investigación Educativo" (2004), which revealed that "90% of high school students considered learning English as an important issue and 85% indicated that they were interested in doing so. Also, Chilean students motivation to learn English is centered on instrumental reasons" (Matear, 2008, p. 137). That is to say, English is an important tool in order to get better opportunities.

A national diagnostic test for competence in English (October, 2004), which was applied by the Chilean government (2010) Ministry of Education and designed by the University of Cambridge local examination (UCLES), and ESOL (English for speakers of other languages), revealed that Chilean students did not reach the Cambridge ESOL examination basic level of English; in fact, ESOL had to create two extra levels: Pre-breakthrough and Lower breakthrough (Ministerio de Educación/SIMCE/Cambridge ESOL Examinations, 2004, as cited in Matear, 2008, p. 136) to place Chilean students' results (Matear, 2008, p. 136). The results of the diagnostic test are shown in the table below:

Table 1. Results of the National Diagnostic Test for Competence in English, 2004.

	Level of performance	Student abilities	Percentage at each level	
			Grade 8 (Primary)	Grade 4 (Secondary)
Autonomous user	Autonomous (Threshold/ALTE2)	Understand key ideas on familiar themes such as work, school, and free time. Get by on holiday or while travelling.	1%	4%
Basic User	Upper Basic (Waystage/ALTE 1)	Understand sentences and everyday expressions.Understand simple descriptions of their surroundings and of themselves. Handle information on familiar and routine topics.	2%	9%
Basic User	Lower basic (Breakthrough)	Understand everyday expressions and basic phrases for specific needs.Understand if they are spoken to clearly and slowly. Extract the key ideas from a text.	20%	37%
Level devised for Chilean study	Elementary comprehension (Lower break-through)	Understand simple oral and written instructions. Read short texts. Recognise words and expressions (aural).	67%	45%
Level devised for Chilean study	Does not under-stand English (Pre-breakthrough)	Students have not yet reached the above level.	10%	4%

Adapted from: Ministerio de Educación/SIMCE/Cambridge ESOL (2004).

(Matear, 2008, p. 137)

The table shows the results of the national diagnostic test for competence in English applied in Chile. There are explanations of the different levels of performance and the students' abilities in every stage and also the two new levels, which had to be created to place Chile in the English world level.

In the first column we have the level of performance that ESOL established for countries where English is spoken; the last two levels are for Chilean people. Next, we have a column in which the students' abilities are explained according to the level of English that they show and finally the last two columns show the percentage of students in 8th (primary) and 4th (secondary) grade respectively at each level.

2.2 Methodologies used to teach English in Chile.

In past years, the Ministry of Education established that English teachers had to use the communicative language teaching approach in their classes. However, research showed that this methodology was never adopted by teachers, since they thought it was not appropriate for the Chilean context (Mckay, 2003, p. 143). According to McKay, "Most teachers refer to the problem of the large number of students in the classes, the lack of time, discipline problems, and the tendency of students to go off-task". (Mckay, 2003, p. 144).

It is possible to affirm (out of our experience as students), that English classes were carried out through grammatical rules explained in Spanish, followed by the translation of paragraphs from English into Spanish, the completion of worksheets and the memorization of long vocabulary lists.

According to (Sheehan A. , 2004), Chile is still focused on teaching the grammatical rules of English. The method of teaching that is used is the "Audio-lingual method", based on the behaviorist theory; which professes that certain traits of living things, in this case humans, could be trained through a system of reinforcement— the correct use of a trait would receive a positive feedback while an incorrect use of that trait would receive a negative feedback. (Barker, 2001)*. The *"*Reading approach", involves students improving their knowledge because they are demanded to read more (International, 1999) and the *"*Grammar translation method". This method is the one that we are going to work with, because it is used in the schools where our investigation is taking place.

2.3 The Grammar Translation Method.

The Grammar translation method was considered, as Kroeh says "an important advance in the art of teaching a language" (Raouf, 2010, p. 1). The Grammar Translation Method (GTM) was spread in the eighteenth century in Greece and Rome, where it was used to teach languages such as Latin and Greek (Mallol, 2006, p. 132). It was believed that modern languages could also be learnt through this method; by the late nineteenth century, the GTM was criticized and blamed for the failure of teaching foreign languages

(Raouf, 2010, p. 1). In order to offer new alternatives to teach foreign languages, new methods emerged. However, GTM is still being used in TESL/TEFL contexts nowadays.

This method is focused on detailed and deductive analysis of grammatical structures and literary texts in terms of subsequent translation and grammatical structures from the foreign language into the first language (L1). It is classified into the structural view, in which there is no space for the development of listening and speaking skills, leaving aside the aim of language for communicative purposes (Raouf, 2010, p. 2). The GTM main objectives are to develop reading and writing skills, and to give students access to literature (Ibid).

In this method, the teacher is the main protagonist; that is to say, teachers are the only speakers and the authorities in the class. They do not offer the students opportunities to participate nor to interact with their peers (Raouf, 2010, p. 2). Also, teachers use the students' mother tongue as the means of instruction. They also give emphasis on accuracy over content, and mistakes are always corrected directly. The teacher uses the sentences as "the basic unit of teaching and language practice" (Richard, J. & Rodgers, Th., 2001, p. 6)

In a typical class focused on the GTM, the teacher gives a text which is read and analysed by the students using three groups of questions. The first question is based on the text content, the second question is meant to make students infer in their own words, and the last one is intended to make the students reflect and relate the text with their own life experience. Also, students work with their own dictionaries looking up for synonyms, antonyms and definitions of given words. Besides, exercises like fill-in the blanks and translation of sentences or small texts from L1 to FL and vice versa are common (Raouf, 2010, p. 1)

This method has one main advantage for students; it makes them feel less stressed since the lesson is taught in their mother tongue and they are not asked to speak in the foreign language (Medrano, 2004).

Despite the fact that GTM does not have advocates, it is still used in many classrooms, mainly because it neither requires high levels of proficiency nor hard work from teachers (Richard, J. & Rodgers, Th., 2001, p. 7).

2.4 PPP lesson plan model.

Due to several English teaching problems that our country has faced through the years, the government has proven different kind of methodologies such as: The Grammar Translation Method, Reading Approach, and The Audio Lingual Method. This problem may have been caused by the fact that, as a country, we have not found the specific methodology that fits with our culture, children, teachers, etc. That is why both, educational policies and the Ministry of Education decided not to impose a specific methodology to semi-private schools. Therefore, Colegio Polivalente Domingo Matte Mesías has implemented the PPP teaching lesson methodology in their English curriculum. As the English department coordinator Ricardo Zárate said: "we agreed to use this type of lesson methodology in our classrooms because, for us, it is the most practical model in terms of effectiveness, it is easier, and our students feel very comfortable with it". (Cook, 2001) Contends that "the PPP pattern has been the mayor distinctive of the mainstream EFL style for the last thirty years or even longer"

In order to explain this class model, the first part of the lesson is focused on presenting the target language. The beginning of the lesson involves the introduction of the new language with a real situation; it could be new vocabulary, a written text, a grammatical structure, a reading activity, a listening task, or another activity that involves using the new language. After

that and with this model in their minds, the students practice the new language in several "controlled" activities. After a certain amount of practice, students go into a type of "productive" stage where the language taught is used without correction or control.

In order to explain this, the chart below shows the stages of a common PPP lesson plan model:

Time	Interact	Activity	Procedures	
10 min	T - Ss	Lead-in To introduce Ss to the topic of the class.	T asks Ss what they know about frequency adverbs and daily actions. Example how often do you go running? Teacher explains frequency adverbs and right usage In a daily context.	
10 min	T - Ss	Presentation To get the main idea of the text.	T asks students to listen to a text and identify general information such as: context, who is talking and what's the text about.	
10 min	T - Ss	Practice	T gives out a copy of the script. Sts read the script as they listen to the text and underline the words they don't know. Students respond a worksheet given by the teacher.	
10 min	Sts - Ss	Production To practice using the language in a personalized context.	Ss interview a classmate and guess what he/she does regularly. Finally Ss write about what they often do.	
5 min	T - Ss	Wrap-up / Feedback	T asks Ss what the aim of the class was. Ss answer. T reinforces the aim of the class.	

This chart contains four different levels that must be present in the PPP lesson plan model. The first column shows the time assigned to each step in the lesson plan, that is to say, how much time the presentation, the practice and the production stages would last. The second column shows the

interaction among the actors in a class, for example: the teacher with students (T-Ss) or interaction among students (Ss - Ss), the third row defines all three procedures presented in a lesson. Finally the last column of this lesson plan model explains in detail the procedures developed by the teacher in the classroom.

Despite the apparent success of this kind of method, and as stated in the article called PPP basics of the website (Tefl bootcamp, 2005), "the Three P's approach to Language teaching is the most common modern methodology employed by professional schools around the world. It is a strong feature of the renowned CELTA certification and other TEFL qualifications offered especially in the United Kingdom". There are plenty of criticisms around this lesson methodology and one of them is made by Case, who postulates in his article 15 reasons why PPP is so unfashionable. In fact, one of the most relevant points is the fifth, where he states that "PPP came about at a time when there was a reaction against the false claims of scientific infallibility of the Audio-lingual Approach" (Case, 2008). That is to say, this type of teaching lesson methodology was created in response to solve some problems with other kinds of methodologies such as; the Grammar Translation Method, the Reading Approach, the Audio Lingual Method, etc.

Finally, as a group, we can say that the PPP model may be an effective lesson plan methodology because the teacher can develop all four

skills known, and it is simpler than other lesson plan designs. However, the big issue for every teacher is to have the capacity to combine this type of lesson plan with one or more of the methodologies mentioned above.

2.5 Music and language: a close relation

This research is focused on the use of music in the English class. As future teachers, we have to find ways to catch the attention of our students and reach the goals of the classes in terms of contents and language development.

There are plenty of methods to bring English closer to students. They mostly receive English language unconsciously. Researches made by Domoney and Harris (1993) and Little (1983) showed that music is often the most important source of English outside the classroom. Music plays a huge role in the life of teenagers as they are in constant contact with it receiving English input without noticing it. "People sing at religious services, bars, in the shower and listening to the car radio. Songs have become an integral part of our language experience, and if used in coordination with a language lesson, they can be of great value" (Gugliemino, 1986, pp. 19 - 26).

It is important to mention that music and language share more than just words. Music and language also share grammar, pitch, rhythm and

structures. In other words, language and music are very much connected. "Music and language evolved from a common ancestor" (Brown, 2001). He described this connection using the term "musilanguage".

Another point that supports our idea of integrating music in high school lessons is Gardner's theory about the nine multiple intelligences. According to Gardner every human being has nine types of intelligences, some of them more developed than the others. Of these nine intelligences we will basically focus on two; the verbal-linguistic and the musical-rhythmic. The first one refers to people who are strong in language aspects, i.e. speaking, reading, writing and listening. People who have developed this intelligence usually have great results in traditional classrooms. And the second type of intelligence that we will use in our study refers to people who learn more effectively through songs, patterns and rhythms. This intelligence is usually overlooked in traditional classes. This is where our interest to carry out this research increased because teachers lose a great chance to motivate students due to the fact that they do not know how to make innovations in their classes, or because they are afraid to develop new activities that could end up in a chaos inside the classroom (Gardner, 1993).

Due to the close relation between music and language, the idea of complementing the verbal-linguistic intelligence with the musical-rhythmical

intelligence could be a useful tool to obtain better results in terms of teaching a foreign language.

Another way to approach Gardner's theory is by using the affective filter theory developed by Krashen (1982). Who established that one of the ways to get closer to students is to develop a lower affective filter. The use of songs is one of the methods to achieve a weak affective filter and promote language learning.

2.6 Krashen's affective filter

In his hypothesis about students' feelings, Krashen established that children can develop some kind of invisible barrier when it comes to educational purposes, that is to say, a child can close himself to knowledge. This barrier can be brought down by the teacher if he or she knows how to deal with students who have their "filter up". The affective factor can be really important when it comes to education. So in order to carry on a good class, the teacher has to deal with the students' emotions.

2.6.1 The use of music as a trigger of motivation

Krashen's affective filter hypothesis states that when the affective filter is up on students, they may experience some kind of emotional disorder inside the classroom such as; stress, anxiety, lack of self-confidence, and other feelings that reduce the acquisition of a language.

On the other hand, some children that actually have a lowered filter can develop a totally opposite behavior, misbehaving during the lessons because "they are too comfortable" and interrupting the class or asking inappropriate questions. It is the teacher's duty to keep an eye on the affective filter's development.

The teacher also has to take care of the classroom environment, since it is also a factor that determines the affective filter modifications; for instance, cases of bullying can affect the affective filter by getting it higher. This is why such behavior cannot be allowed in the classroom.

Using songs inside the classroom can result in a lowering filter factor. The feeling of anxiety or stress, for example, can be canceled to achieve a meaningful learning.

Now, the idea of students using songs to learn or to get closer to EFL is to boost their eagerness by reducing the affective filter. Students or teenagers tend to sing popular songs all the time, even if they are not capable

of understanding the lyrics completely. This is why songs may be great tools of education as motivation starters. For example a shy student who is not participating in the lesson can participate if the use of pop songs drives him to put away his issues and relax inside the classroom.

Also some of the students' needs can be covered by taking into consideration the students' opinions, making them feel important. This follows the fact that teenagers have the need for attention. The teacher can fulfill this need by asking his students what kind of songs they like and using them in some of his lessons, so the students may feel that they have been taken into account.

In the educational context the music can provide variety, fun and encourage harmony within the group and the students themselves. Music creates a happy and relaxed environment (Brewer, 1995) .The use of songs is really important, it gives the students an opportunity to develop themselves inside the classroom and the teachers can motivate them to participate in the lesson using extrinsic motivation, in other words, offering some kind of reward such as points for the next test. On the other hand, songs can motivate students to participate in the lesson without expecting an external reward; they are taking a participative role in the class because they want to do so, this is known as intrinsic motivation.

In both cases, the use of songs is highly recommended, because it creates an appropriate environment by lowering the affective filter and allowing students to acquire a target language. This is why intrinsic motivation leads students to keep information in their long term memory (Brown, 2001). Music is more related to this kind of motivation, so it is more related to the students' lives as they enjoy songs naturally, and the new lessons may catch their attention more quickly.

So far we have mentioned motivation, since the topic of this investigation is music, and motivation and music are closely related. So, we think it is necessary to add a definition of motivation. Thus, the Longman Dictionary of Contemporary English defines it as both, the eagerness and the willingness to do an activity without expecting to be told or forced and with no reason to do it.

The motivated individual does the task with effort, is persistent and attentative to the task at hand, has goals, desires, aspirations and enjoys the activity, he also experiences reinforcements from success and disappointment from failure, is amused and makes use of strategies to aid in achieving goals (Heckhausen, J. et al, 2010). When students feel motivated to work in the classroom, they see a purpose in the lesson; hence meaningful learning can take place. It may be clear that the use of songs is a motivation

trigger; this is why it is important to keep students motivated to work by using songs inside the classroom.

This investigation can keep on course in the field of motivation, because songs can be used for English lessons as well as for suiting the mood for any other class.

2.6.2 Input hypothesis.

In 1970 and 1980, Stephen Krashen proposed the input hypothesis as a group of five hypotheses of second-language acquisition. In primary importance, Krashen puts the comprehensible input (CI) that means that the language learner is exposed to.

Learning is seen as heavily dependent on the mood of the learner, with learning is reduced if the learner is under stress or does not want to learn the language.

The clearer and more constant the message, the easier the students will acquire knowledge. In order to fulfill a meaningful learning the teacher has to know the previous acquired linguistic competence and extra-linguistic knowledge (represented as "i"), and also has to be creative enough to pull out an understandable input. If the teacher succeeds in this process, the subject

has more chances to acquire a foreign language. One way for the teacher to make a clear input, is to simplify a bit his domain of the English language, that is to say "i-1" (To make English so much closer to the students), so they can comprehend the input. The level of English may not be so high nor so low to create new knowledge in the students, that is to say, the children might get "i+1" (+1, represents new knowledge or language structures that the learner should be ready to acquire) in EFL. If English teachers speak to L2 learners, using simplified speech, the teacher may get more results in students' L2 proficiency.

After the child has acknowledged the input, he may go through a silent period, where he will not be able to speak or produce any kind of speech related to L2, maybe caused by the fear of speaking a language that is not the mother tongue, it will not matter if production takes place in a public or private place. If the teacher is looking for a development in students' L2, the input has to be clear, "the more comprehensible input the greater L2 proficiency" (Krashen, 1985).

With this background, the teacher has to apply a system that is clear for the students. The best activity could fail to develop the acquisition of EFL if the children did not understand the teacher's instructions. The goal in a lesson is to achieve i+1, that is to say, a bit beyond the current level of competence of the students. The optimal performance is based on what we

acquire, in our command of the English language and how we manage to use it in context.

2.7 Cognitive psychology

The term cognitivism was coined by Ulric Neisser in 1967, adding a new scientific field into the learning area. Along the years since this term was created, the field of cognitivism has grown as a valid science in the field of education, helping teachers to develop better lessons. Since behaviorists thought that every act of the human being was provided and modified by the environment, cognitivists said that every act occurred within individuals is provided by internal processes that will lead them to behave in a specific manner. That is to say, everyone's behavior is dictated by the brain, even the ones that seems to be spontaneous.

(Lucksinger, 2001) Claimed that the cognitivist process not only involves problem solving, memory and perception, but also involves processes where affective factors such as feelings, intentions, creativity and meaning are in close relation. In other words, in the classroom, teachers have to deal with every aspect of the students' mind.

According to cognitivism, memory has an important role when acquiring information (Atkinson & Shiffrin, 1968). Atkinson and Shiffrin

proposed that information is stored in a multi-store system. Information is perceived by organs being assimilated by the sensory memory. If the perception of the given information was attended consciously, it is likely to get stored into the short memory system. When it is recalled, the probability of getting it from the short term to the long term memory increases. Then if the new information is not rehearsed, it is most likely to be replaced by new information, that is to say, it is highly expected to be forgotten (Mcleod, 2007).As it is explained in the following diagram.
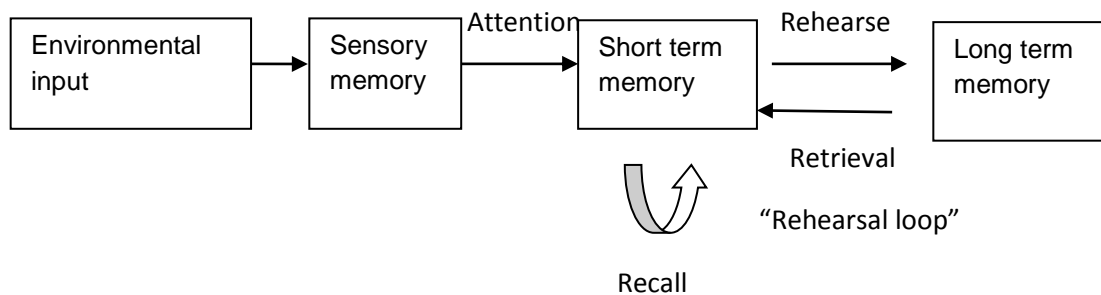
The former deals with the background data, it means, going from the most general to the most specific information in order to comprehend details (Mcleod, 2007) On the other hand, Gibson (1966) described that the world is perceived from the most specific details to the most general; in other words, the stimulus itself triggers the perception.

As we can see in the diagram above, the environmental perception triggers the memory of the student, the attention of he or she can allow the new information to be stored in the long or short term memory. The information of the short memory would be remembered, mainly, if the student keeps recalling it. The information stored this way has more chances to be forgotten.

On the other hand, the new information which is in the short memory, has more possibilities of being stored in the long term memory by the constant rehearse of the content. This way, the new information tends to be remembered by the student, allowing him access it whenever necessary. This loop can be described as a "Rehearsal loop" or "Phonetical loop" (Atkinson & Shiffrin, 1968)

2.7.1 Cognitive psychology and music

Cognitive psychology is interested in the way a person understands and how the brain processes the information. Humans have a structure called "filter" in the system of processing the information. This is located between the sensorial memories and short-term. That means that the brain would accept only relevant information. The filter acts in function of the affective

state of the organism, motivational levels of the subject and the stimulus intensity.

To deepen into the matter, an experimental process called "dichotic listening" procedure was first introduced by Broadbent (1954) and later refined by Kimura (1961), by which each ear is a channel and that serial processing is not simultaneous. This is a very important finding because there are better performances when replying by ear versus peer.

The filter acts before the conscious process, helping us to comprehend in a better way the importance of listening skills in the classroom and how they act in the learning process.

Considering these facts, it is believed that music in the English class would become a major assistant in the learning process. Indeed, teachers implement songs as part of their methodologies, because they can foster the performance of such processes in students. As stated by Cullen "the first is bottom-up processing where the listener builds up the sounds into words, sentences and meaning. The second is the top-down processing where the listener uses background knowledge to understand the meaning of a message. Practicing both of these processes is essential to develop listening comprehension" (Cullen, 1999).

CHAPTER III:

The Study

3.1 Introduction

In our research, we used a quasi-experimental design defined as "those social situations in which the researcher cannot present the values of independent variable at his own will, nor create the experimental groups randomly. But the researcher could introduce something similar to the experimental design in its programming procedures of data collection." (Campbell, D. & Stanley, J., 1979). That is to say, this type of design compared two different groups arbitrarily formed. Both groups took a Pre-Test that sought to know a sense of evenness before the experimental appliance. Nevertheless, if these groups showed the same data in the Pre-Test, there are plenty of factors that tell them apart, such as motivation, language skills and other kind of affective filter issues. "That is why there is no reason to considered equivalent groups" (McGuigan, 1996). Without considering the Pre-Test results, the researcher must choose randomly the group to which the experiment was applied.

There are several types of quasi-experimental design. One of them was the "Nonequivalent Comparison Group Design" also known as "Comparison Group Pre-Test/Post-Test Design" (McGuigan, 1996). It consisted in a comparison between two groups (a group with a type of intervention and the other without this intervention), that was investigated for a period of time. It was measured by a Pre-Test and Post-Test in order to

obtain more evidence in the comparison, and analyzed the different influential factors in the research process.

According to the "Nonequivalent Comparison Groups Design", we decided to name Colegio Polivalente Domingo Matte Mesías as the experimental group, which means that, in this school we implemented the "Teaching-Through-Songs strategy". On the other hand, the Chilean Eagles College was the control group, that is to say, that group was the one without any intervention (Grammar Translation Method).

3.2 Problem & Solutions

In our research, we could find some troublesome situations. One of them is the students' lack of interest in the content. That is to say, what would happen if students did not feel attracted to the songs? Or what would happen if the songs did not have the results that we expected? Even though the teacher has chosen the songs, trying to be as close as possible to the students' taste, there was still a chance that he/she was not entirely right when it comes to choosing the song.

It could be possible that the answers to these questions might be found in backup activities, through the application of exercises that the teacher could use to present the songs. For instance, the teacher may had some

pieces of songs, that is to say, portions of songs could be useful to teach specific contents and may be effective in the students' educational process in the class. At the time when the teacher chose the songs, he/she had to be careful with the level of English, rhythm, meaning, pronunciation and, of course, the grammar aspects which were included in the songs. Along with the right song, that is, with the correct content, it was important for the teacher to get one that fits the interests of the students. Thus, the teacher needs to have more songs in mind to be used inside the classroom that allow him or her to vary the lessons according to the context, adapting the songs to the needs of the class. Besides, using a complete song could reduce the attention of the student. This is why it could be more productive to have a portion of the songs ready to be used in the classroom. Using just extracts of the songs, the student saw that there is a difference between songs, creating a variation in the lesson, motivating some students to pay attention to the lyrics. This led the class through the contents obtaining the learning process that we expected.

The previous explanation led us to our null hypothesis, which is: "Songs do not help tenth grade students understand the use of past simple tense in English as a foreign language". This statement claimed that some factors could vary our results, i.e., when the affective filter increases, the students usually block themselves to receive new knowledge. This solution

could help teachers who are working or will use this strategy to engage the students, to produce a great atmosphere in the classroom and improved the relationship with his students.

3.3 Study Description

In our research, the first step was to select two schools of similar socio-economic conditions, English level and didactic resources. The investigation intended to compare and establish which of these schools achieved better results in terms of effectiveness and language development. Each sample of the two schools had its own methodology. As we explained before, we decided to apply the strategy through songs in a group from a school in Puente Alto and the other group from a school in La Florida without any intervention (Grammar Translation Method).

3.4 Stages of the Study

The first stage of this investigation consisted on finding out the level of English of students in the sample in both schools by giving them a validated Pre-Test taking from "Cambridge Face2Face" textbook.

The second stage dealt with the correction of the validated Pre-Tests and the comparison of the results between the two sample groups.

After that, we applied the planned lessons in four sessions of ninety minutes each, in both schools using the two different teaching methodologies.

Once the teaching process finished, the validated Post-Test was implemented to the same students of the sample and then corrected, in order to prove if there existed a significant improvement in the students' knowledge according to the contents used in the experimental lessons.

Finally, the results of the experiment were processed to obtain well-based conclusions for the experiment, in order to confirm or deny our hypothesis.

3.5 School description

We decided to apply our investigation in two schools, one located in La Florida and the other in Puente Alto. They are Chilean Eagles College and Colegio Polivalente Domingo Matte Mesias, respectively (see appendix D).

We have chosen these schools because we thought they are very similar in terms of social level and infrastructure. Besides both schools are co-educational and have a similar level of English.

3.5.1 Colegio Polivalente Domingo Matte Mesías

This semi-private school located in Puente Alto has classes from first to twelfth grade, and it has 3100 students approximately. English is a mandatory subject for these levels. Students from seventh to tenth grade have three hours of English, whereas eleventh and twelfth grade have four hours per week.

3.5.2 Chilean Eagles College

This is a semi-private school that admits male and female students from first grade of primary school to 12th grade in high school, it is located in La Florida, and it has approximately 1766 students. Students have four hours of English and two extra hours for an optional English course.

3.6 Subject in the study

The study conducted at Colegio Polivalente Domingo Matte Mesías and Chilean Eagles College involved students from tenth grade of high school. The sample was Tenth Grade E (Colegio Polivalente Domingo Matte Mesías) and Tenth Grade B (Chilean Eagles College), which are made up by 40 students in each case. The students were exposed to the Grammar translation method and Teaching English through song strategy.

3.7 Stages of the Study

The first stage of this investigation consisted in finding out the level of English of the students in the sample in both schools by giving them a validated Pre-Test taking from "Cambridge Face2Face" textbook.

The second stage dealt with the correction of the validated Pre-Tests and the comparison of the results between the two sample groups.

The third step was to apply the planned lessons in four sessions of ninety minutes each, in both schools using the two different teaching methodologies: "Teaching-Through-Songs strategy" implemented in the Colegio Polivalente Domingo Matte Mesias and the Grammar translation Method used in the Chilean Eagles College.

In order to clarify the teaching plans and processes, and because the Chilean Eagles College is the control group, there were not any changes about English classes, the teacher had to follow the same methodology used during the previous semester (Grammar Translation Method), but on the other hand, the experimental group, that is to say the Colegio Polivalente Domingo Matte Mesias, was affected by the "teaching-through-songs strategy" that consisted of the following steps:

The first step consisted of presenting the new lexical items used in the lesson, after that students listened to the predetermined songs "Killing Me Softly with His Song" (Fox, 1971) and "Because you loved me" (Warren, 1996) (see appendix F), presented to each class by degree, identifying words taught in the lessons, and the tense presented in the song (Past Simple Tense). After that, the teacher handed out a worksheet and finally after completing the work class, the entire class sang the song in order to have a better understanding of it. The main purpose of this implemented strategy is to improve the students' English level unconsciously in relation to this specific content (Past Simple Tense).

Once the teaching process finished, the fourth step was to implement the validated Post-Test to both sample groups and then correct them, in order to prove if there exists a significant improvement in the students' knowledge according to the contents used in the experimental lessons.

Finally, the results of the experiment were processed to obtain well-based conclusions for the experiment, in order to confirm or deny our hypothesis.

3.8 Data collection instruments

3.8.1 Pre-Test

This evaluation was given in a two hour session in both schools. This test contained the grammatical form "Past Simple tense" .The results did not affect the development of the class because both the experimental and control group were chosen arbitrarily.

3.8.2 Post-Test

This evaluation was applied after two weeks of classes. By applying the Post-Test we knew the progress of the investigated students. Our main objective was to compare the two methods applied to decide which of the two methods were more effective in terms of motivation and language teaching.

The form of comparison will be average versus average, because the marks obtained by the students may determine the group that had a better performance using a specific strategy.

3.8.3 Likert Scale Questionnaire

The Likert scale is a psychometric questionnaire that uses fixed choice response formats and is designed to measure attitudes or opinions (Bowling, 1997), i.e. this scale contains and measures subjective opinions about, almost always, five agreement/ disagreement items (see appendix B.1).

1. It is the duty of doctors to keep people alive for as long as possible.

☐ Strongly Agree
☐ Agree
☐ Agree somewhat
☐ Undecided
☐ Disagree somewhat
☐ Disagree
☐ Strongly disagree

The box above shows a sample of the Likert scale. This table usually intends to collect a subjective opinion about a specific topic.

In our research before and after the Post-Test we applied this type of questionnaire, because we wanted to have an opinion from the students about the implemented "teaching-through-songs strategy", in order to know how they felt during the applied classes.

CHAPTER IV:

Data analysis

4. Pre-Test Survey

4.1 Introduction

As shown in the previous chapters, part of our investigation overviews the interests of our students, and ways to motivate them at the time of facing an English lesson. Before our intervention in the lessons, we applied a survey to our students in order to obtain their opinion in terms of how they felt about the way their teacher carried on the lessons, and their personal interests according to their relation with the music in the target language.

4.1.1 Preliminary survey

This survey was created to collect the students' subjective opinion about their English classes. The main purpose of this data collector was to establish simultaneously the opinion of the students in both schools and the real contact they have had EFL in regular classes. The survey contained fifteen questions but in terms of importance, we chose eight of them in order to have an overall view because we considered that those questions fit better with the needs of our research (see appendix B.1).
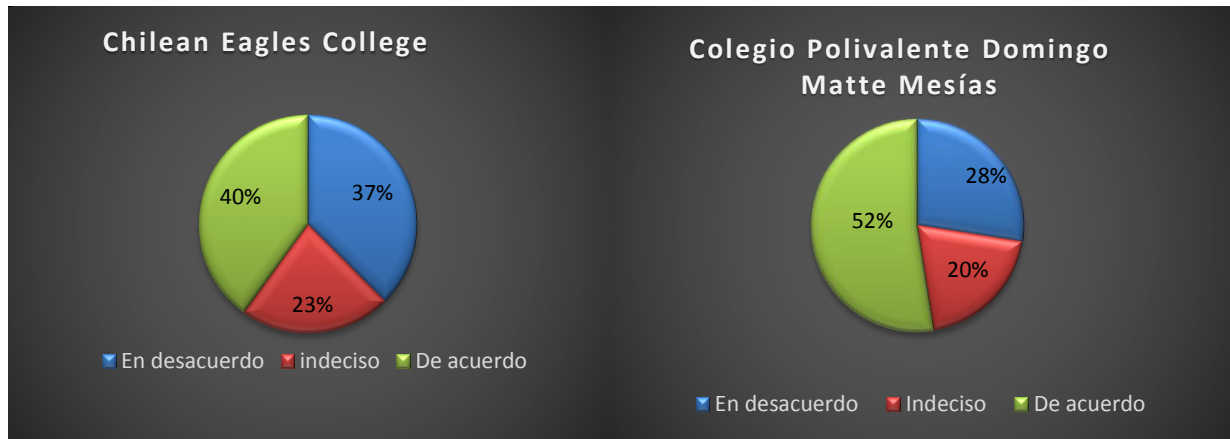
1- La clase de inglés es entretenida.
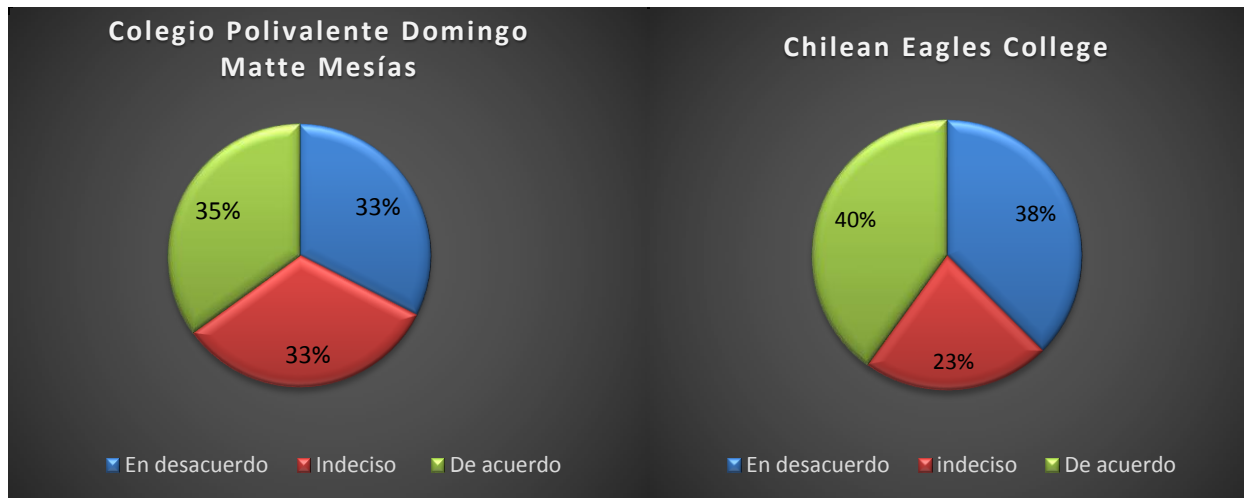
These graphs show the entertainment level of a regular English class, On the one hand, the students at Chilean Eagles College presented a clear tendency for entertainment in their English classes with 40% of agreement. Also the graph shows a 33% of disagreement with regards to this issue. Finally, "the undecided option" was supported by 23% of the students. On the other hand, the students of the Colegio Polivalente Domingo Matte Mesias had a different opinion about this question showing a clearer tendency towards the "undecided option" supported by 33% of the subjects.

2- La manera en que las clases de inglés son enseñadas, facilita mi desempeño.
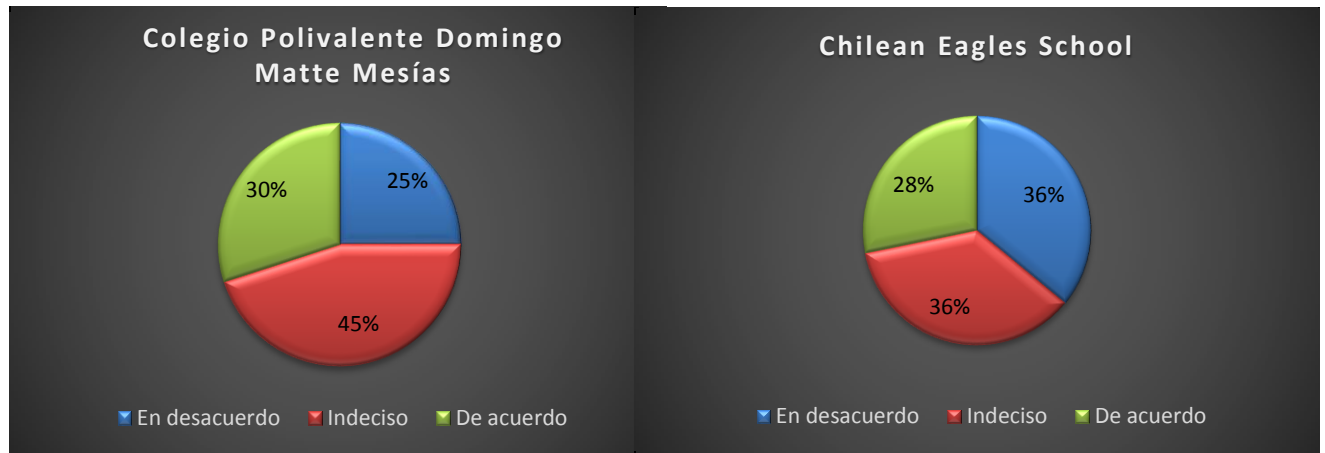
The graph shows that the majority of students in both schools chose the "undecided option". This could make us think that their English classes have not been meaningful for them as it should be. The agreement option was supported without significant differences between the two schools, showing just a 2% difference. Finally, Colegio Polivalente Domingo Matte Mesías showed 25% of disagreement, in contrast with the Chilean Eagles School supporting this option by 36% of the subjects.

3- Escuchar música en inglés ha sido de gran ayuda para entender el
idioma.

Chilean Eagles College

40%   37%

23%

En desacuerdo   indeciso   De acuerdo

Colegio Polivalente Domingo Matte Mesías

52%   28%

20%

En desacuerdo   Indeciso   De acuerdo

Both schools showed a clearer tendency of agreement to this question, students at Chilean Eagles College supported this option with 40% of the subjects and students at Colegio Polivalente Domingo Matte Mesias School with 52% .Also the disagreement option had significant preferences with 37% at the Chilean Eagle College versus 28% at the Colegio Polivalente School. The undecided option was not supported as in the previous questions with 23% and 20% respectively. According to the students' answers, music is a positive and effective way to learn English. Based on Krashen's affective filter hypothesis, music would help students to feel comfortable.

4- Siempre que puedo, participo en clases
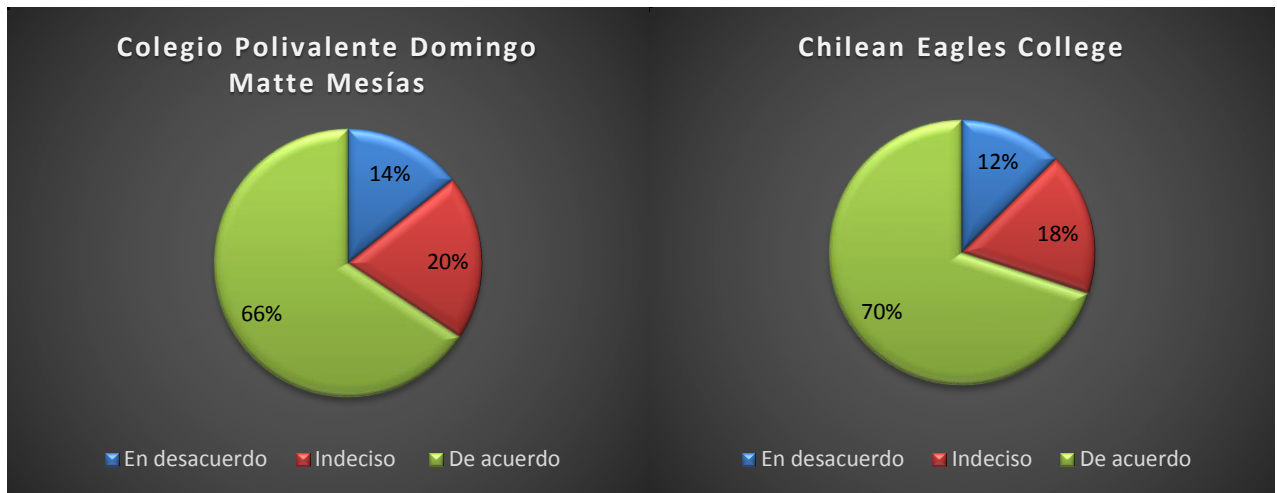
According to this graph the most supported option by the two schools was the agreement option, showing a 66% and 70% respectively. The disagreement and undecided options had low similar percentages. That means, the majority of students felt comfortable when they participated in classes and only a few of them could be affected by affective filter factors.

5- Me gusta utilizar el texto de inglés que me da el colegio

As in the previous question, there is a clear tendency in these graphs to one option: the disagree option, showing a 63% at the Colegio Polivalente Domingo Matte Mesias and 65% at the Chilean Eagles College the others options had similar percentages, which to our point of view are not relevant according to this question. This could mean that students may need a more dynamic lesson or text book in order to have a possible meaningful learning.

6.- Escuchar canciones en inglés me ha ayudado a mejorar mi pronunciación
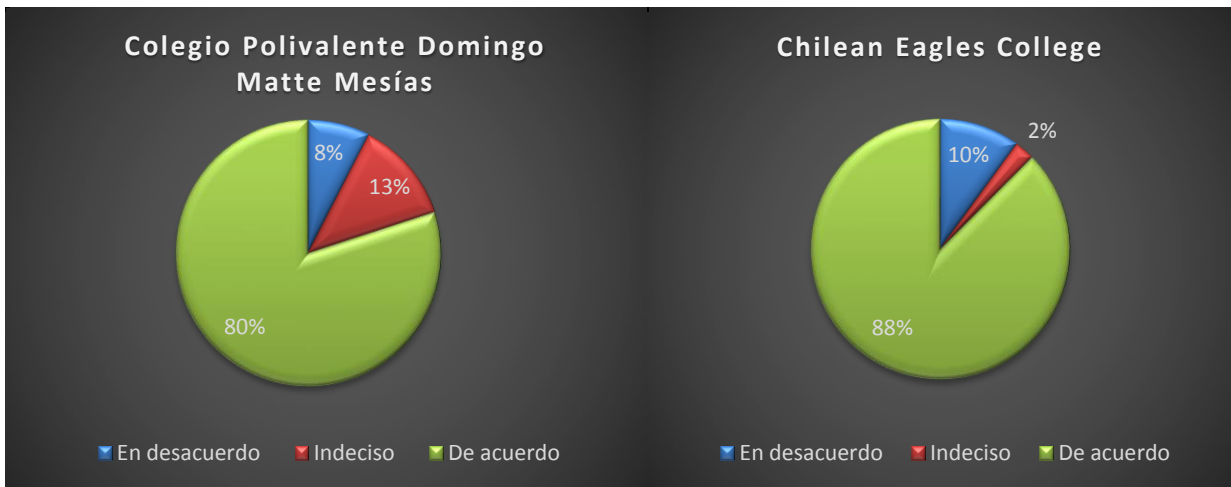
These indicators deal with the help provided by songs to improve students' pronunciation, the majority of students in both schools demonstrated a clear percentage of agreement, reaching 80% at Colegio Polivalente Domingo Matte Mesias and 88% at Chilean Eagles College. The disagreement option reached a pretty low percentage with 8% and 10% in each school; the undecided option had low similar percentages too, showing 12% and 2% respectively.

7.- Me gustaría que mi profesor/a nos enseñara inglés a través de canciones.
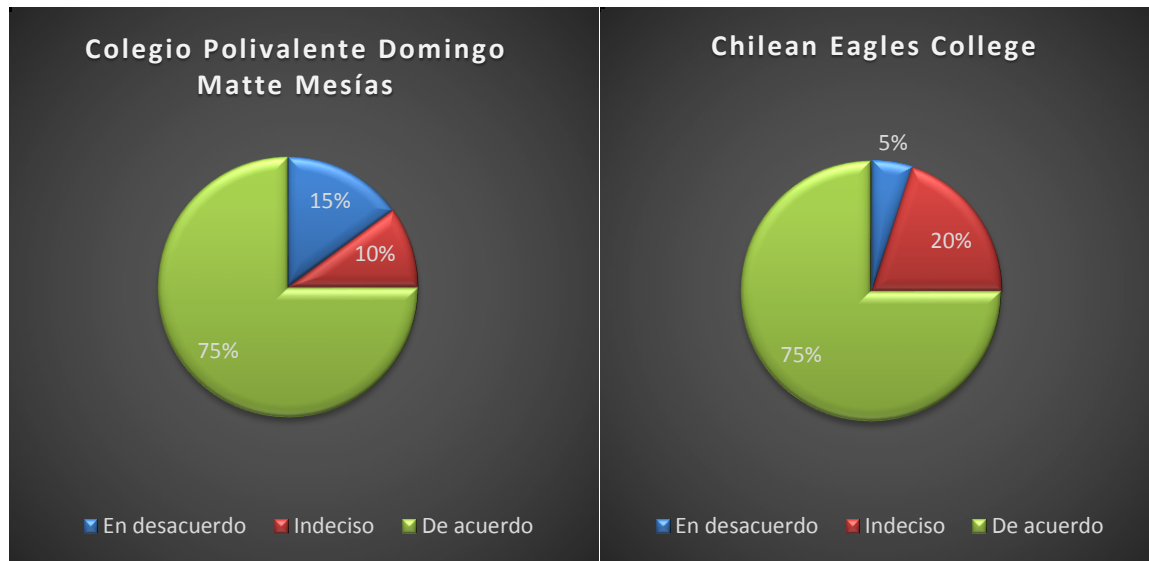
Students showed a big interest in learning English through songs with 75% of agreement in both schools. This fact demonstrates that students generally acquire English input by listening to songs. A small minority was not clear about this question, obtaining 10% at Colegio Polivalente Domingo Matte Mesías and 20% at Chilean Eagles College. Finally only a few students disagreed with this statement with 15% and 5% respectively.

8- He aprendido significado de palabras nuevas el escuchar canciones en inglés

The level of disagreement for this question was similar to the previous one with 5% in both schools. Some students were not clear about their answer with 12% at Colegio Polivalente Domingo Matte Mesías and 10% at Chilean Eagles College.

Finally the vast majority of students agreed with this statement in 83% and 85% respectively. This result demonstrated that students learn vocabulary through songs.

4.2 Pre-Test

4.2.1 Introduction

Keeping in mind the fact that we wanted to know which strategy develops better results in the students, a Pre-Test was took to have clear data about their level of English. These results will help us identify their weaknesses in order to reinforce them and after the experimental phase, compare these results with the Post-Test to decide which of the two strategies, the "Teaching-Through-Songs strategy" or the "Grammar Translation Method" achieved part of our investigation.

The following information shows the results of the Pre-Test in each school. The first table shows the results of the Pre-Test at Colegio Polivalente Domingo Matte Mesías and the second table shows the results of the Pre-Test at Chilean Eagles College (Marks go from 1.0 to 7.0).

2.2 Pre-Test marks

Table 1: Chilean Eagles College

Student	Mark	Student	Mark
1	4.3	21	5.0
2	3.6	22	2.6
3	2.0	23	4.8
4	2.9	24	3.8
5	4.3	25	2.0
6	2.8	26	4.8
7	4.8	27	3.3
8	4.8	28	3.3
9	2.6	29	4.0
10	2.4	30	4.5
11	5.3	31	2.4
12	4.5	32	2.0
13	2.4	33	5.3
14	2.9	34	3.2
15	2.0	35	4.3
16	4.0	36	4.5
17	4.5	37	4.3
18	4.8	38	2.4
19	4.8	39	4.8
20	5.5	40	5.3

[*] The average of the whole class is 3. 79 (see appendix C.2).

Table 2: Colegio Polivalente Domingo Matte Mesías

Student	Mark	Student	Mark
1	5.0	21	4.0
2	5.5	22	4.3
3	2.0	23	3.7
4	5.0	24	3.4
5	3.1	25	3.0
6	4.5	26	3.6
7	4.3	27	3.4
8	4.0	28	4.3
9	5.0	29	4.0
10	5.0	30	3.4
11	3.6	31	5.5
12	2.8	32	3.8
13	4.0	33	2.7
14	4.5	34	3.7
15	2.8	35	2.8
16	2.0	36	3.1
17	4.0	37	4.3
18	3.3	38	4.5
19	2.1	39	3.6
20	2.2	40	3.8

*The average of the whole class is: 3. 74 (see appendix C.2).

4.2.3 Analysis of the results

The charts above show two classes, one from the Chilean Eagles College (La Florida) with 40 students; 18 failing and 22 passing, and the other one from Colegio Polivalente Domingo Matte Mesías (Puente Alto) with 40 students; 22 failing and 18 passing. Both classes showed low results in the Pre-Test applied at the beginning of the units. In the first one we used the Grammar Translation Method, and in the second we used the teaching-through-songs strategy.

With this background, we can observe the students' performance. At the same time, we can infer that students have weak knowledge of the Simple Past Tense, the difference between regular and irregular verbs, and how to use the aforementioned tense (referring to grammar structure and the context of the sentences).

Finally, according to the objective of our thesis, we decided to implement a different strategy called the "teaching-through-songs strategy".

4.3 Post-Test

4.3.1 Introduction

Once the experimental classes were applied, a Post-Test was given in order to know if the students improved their score in their level of English. After this, we compared the results obtained in the Pre-Test, and thanks to this, we established the degree of improvement or worsening in the performance of the students.

The following graphs show the results of the Post-Tests in both schools, the first one from Chilean Eagles College and the second one from Colegio Polivalente Domingo Matte Mesías.

4.3.2 Post-Test marks

Table 1: Chilean Eagles College

The next chart shows the results obtained by the subjects attending the school where the "Grammar Translation Method" was applied.

Student	Mark	Student	Mark
1	5.8	21	4.3
2	4.5	22	4.0
3	3.0	23	4.0
4	4.0	24	4.6
5	4.3	25	2.6
6	3.7	26	4.5
7	4.8	27	3.7
8	4.0	28	4.5
9	4.5	29	5.0
10	3.8	30	4.8
11	4.8	31	3.6
12	3.6	32	3.0
13	4.3	33	5.8
14	4.8	34	4.0
15	2.3	35	4.0
16	3.6	36	5.0
17	4.3	37	5.3
18	4.5	38	3.5
19	4.8	39	5.0
20	6.3	40	6.0

* The average of the whole class is 4. 22 (see appendix C.3)

Table 2: Colegio Polivalente Domingo Matte Mesías.

The chart below shows the marks obtained by the subjects attending the school where the "teaching-through-songs strategy" was applied.

.

Student	Mark	Student	Mark
1	5.3	21	3.9
2	5.3	22	4.5
3	2.6	23	3.8
4	5.3	24	3.4
5	4.5	25	3.7
6	4.0	26	5.0
7	4.3	27	3.4
8	4.9	28	5.5
9	5.3	29	4.8
10	5.3	30	4.0
11	5.0	31	6.0
12	3.0	32	3.8
13	3.5	33	3.7
14	4.0	34	4.5
15	3.1	35	3.7
16	3.9	36	3.6
17	4.3	37	5.0
18	3.7	38	5.5
19	3.1	39	4.3
20	3.7	40	3.9

* The average of the whole class is 4. 55 (see appendix C.3).

4.3.3 Analysis of the results

The charts above show the results obtained by both groups in the Post-Test. In the first one, which is the Tenth Grade E at Chilean Eagles College in La Florida, in a class of 40 students, 29 students succeeded and 11 failed, this shows a slight improvement in relation with the Pre-Test.

On the second chart, we have the Tenth Grade B from Colegio Polivalente Domingo Matte Mesías in Puente Alto. Out of 40 students in the class, 18 failed and 22 succeeded. This school applied the Grammar Translation Method to cover the contents.

Comparing both classes, we can infer that the "teaching-through-songs strategy", is a better strategy at the moment of teaching, because we thought it can cover all the requirements of the students to learn grammar structures, vocabulary, context of the sentences and pronunciation. Also, it is very useful to engage students, to produce a nice atmosphere and to help with the connection between the teacher and his students, creating a closer relation.

4.3.4 Comparison of the results

Table 1: Pre and post test results at Colegio Polivalente Domingo Matte
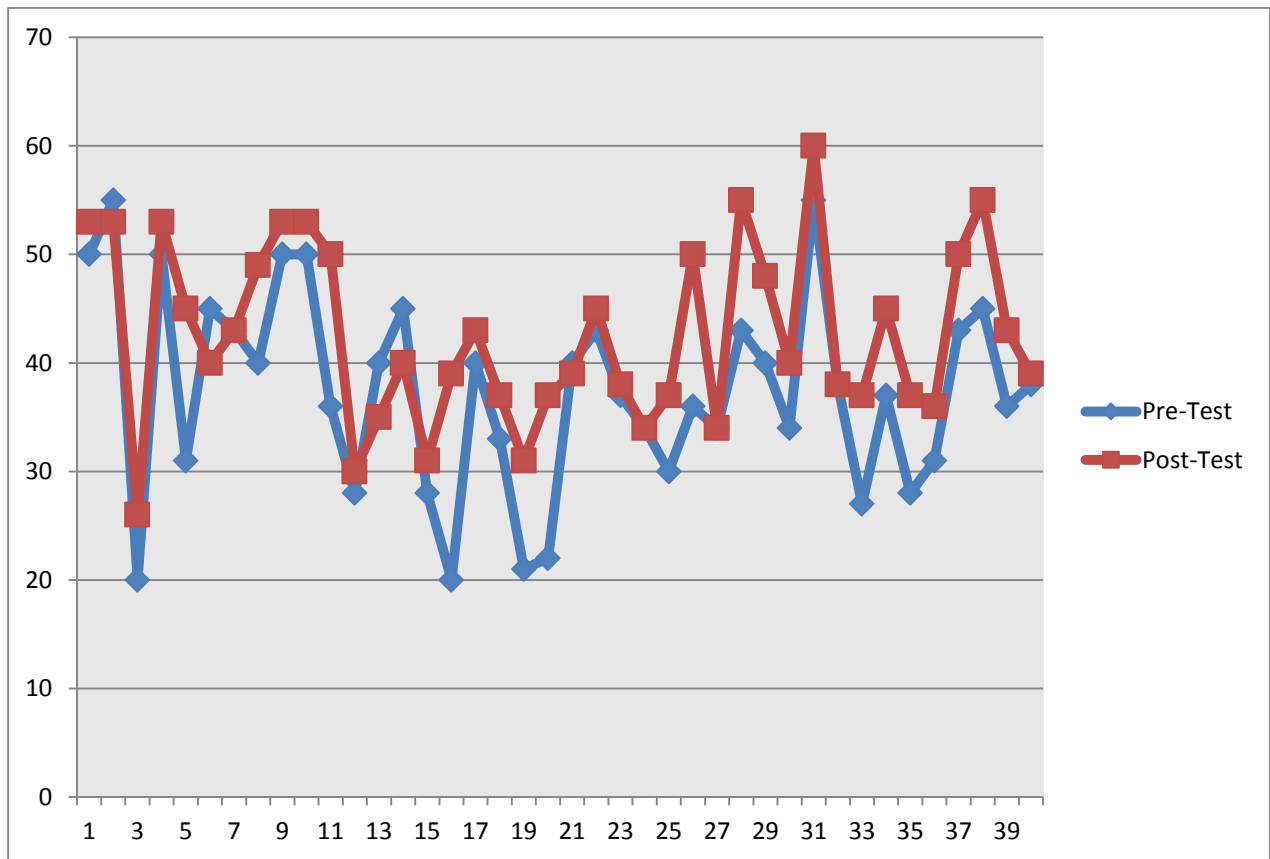
Mesías

The table above shows the comparison of results of the Pre-test and

Post-test individually. This school showed an increase of 0.81points.

Table 2: Pre and Post test results of the Chilean Eagles College
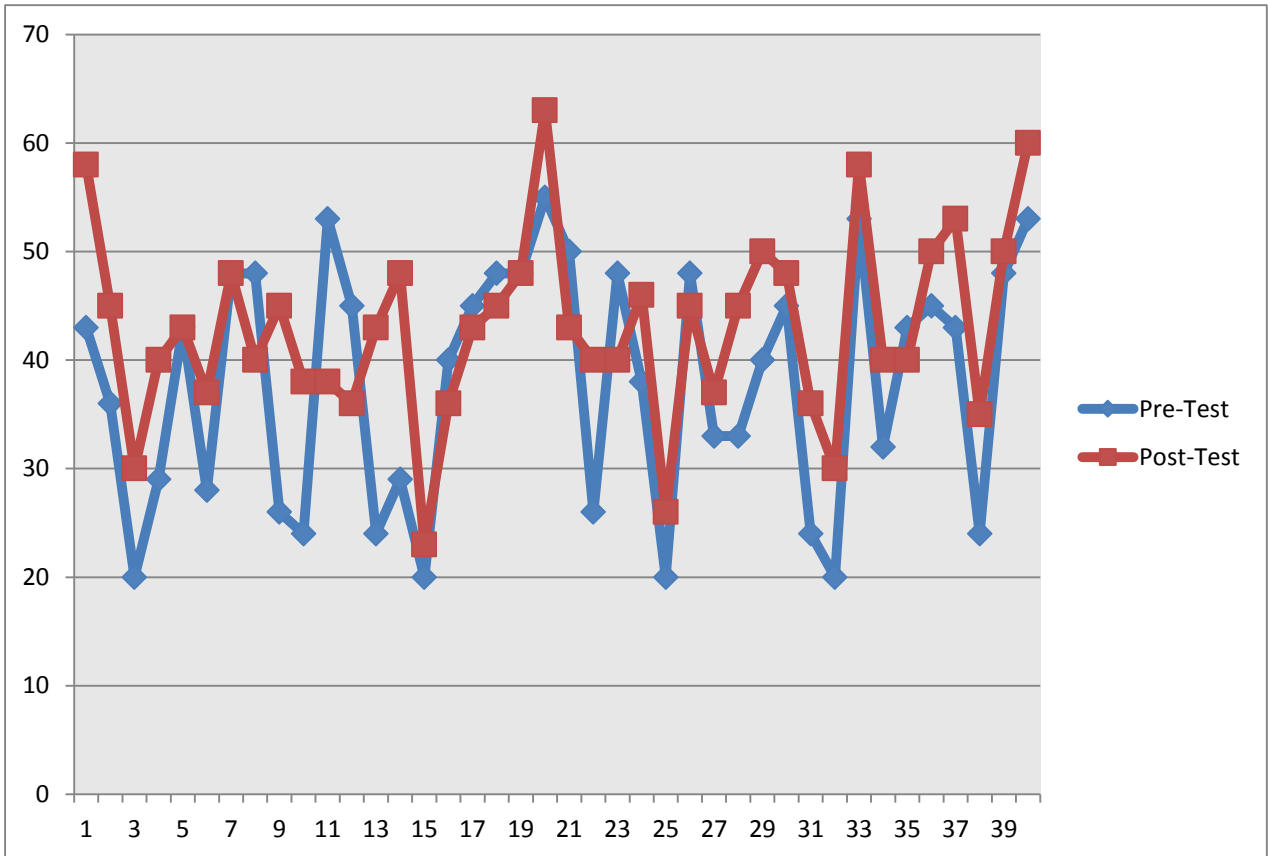
The table above shows the comparison of results of the Pre-test and Post-test individually. This school showed an increase of 0.43 points.

The difference between the total averages at these two schools was 0.38 points.

4.4 Post-Test survey

4.4.1 Introduction

This survey was taken at Colegio Polivalente Domingo Matte Mesías where the "teaching-through-songs strategy" was carried out. After that, we wanted to know how the students felt when they participated in the experimental part of our investigation because we wanted to have their opinion about the implemented strategy (see appendix B.3).

This survey contained nine questions, in which students could only choose between two options: yes or no. We applied this survey after the Post-Test (Face2Face) for twenty minutes after every session. We considered it was important to apply this survey because from our point of view we needed to have another type of measurement, not just a marked test but a complementary point of view with a subjective appreciation of all sessions, in order to get the students' feelings, sensations, likes and dislikes.

In order to have a general view of the survey we analysed all the questions and after that we showed the final results. The students' answers were the following:

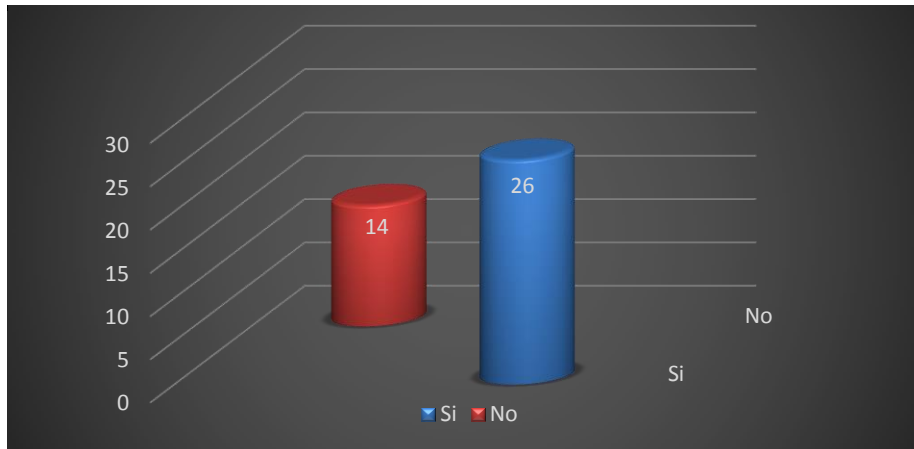**1- ¿Te gustó la manera como empezaron las clases?**
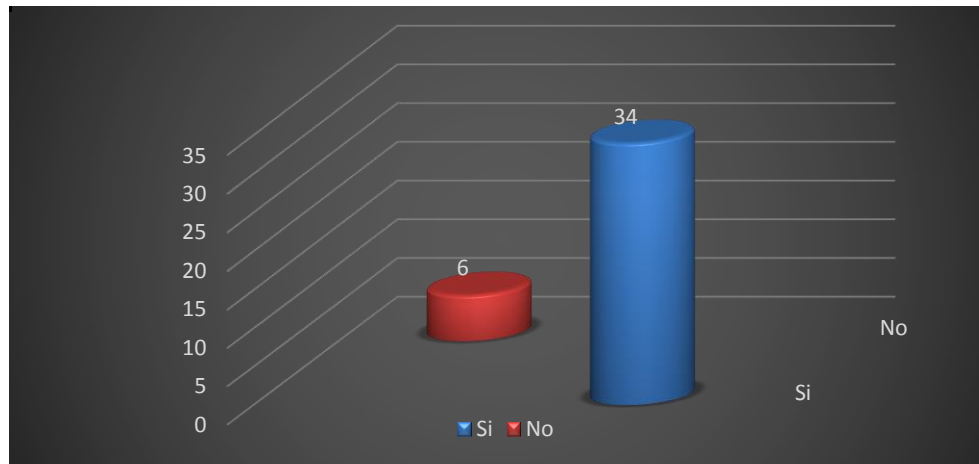
Yes: 34 out of 40 students (79%)

No: 6 out of 40 students (21%)

This graph clearly shows that the majority of the students in the class enjoyed the way the class began, a very different approach considering the Grammar Translation method.

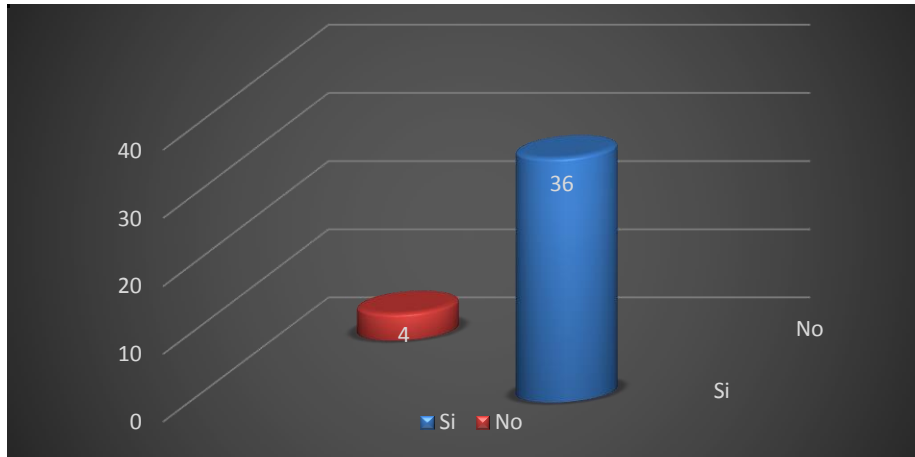**2- ¿Fueron claras las actividades al comienzo de la clase?**

Yes: 26 out of 40 students (65%)

No: 14 out of 40 students (35%)

According to this statement the activities at the beginning of the lesson were clear, students worked appropriately during the first stage of the class.

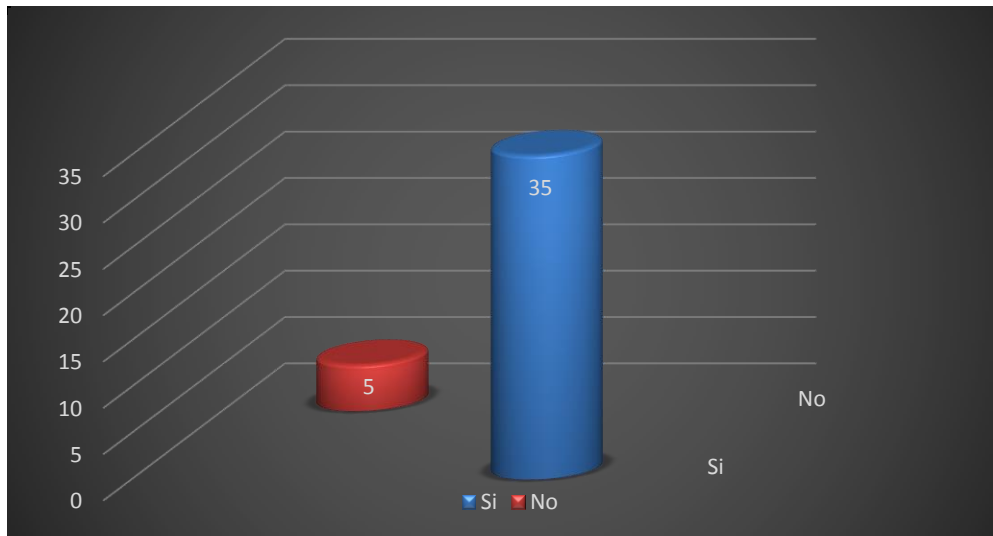**3- Con respecto al material, ¿Fue innovador para ti?**

Yes: 36 out of 40 students (84%)

No: 4 out of 40 students (16%)

  Students responded almost unanimously marking the "yes" option. That means the material used in every lesson was innovative.

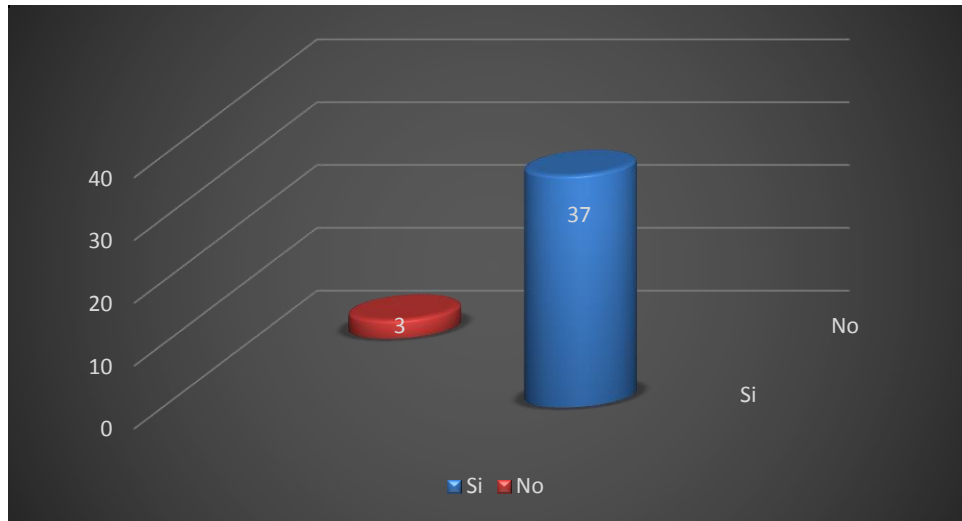**4- ¿Tuviste una participación activa en las clases?**

Yes: 35 out of 40 students (86%)

No: 5 out of 40 students (14%)

During the entire lesson, students showed an active participation in class, which was very positive to our investigation and for the students' learning process.

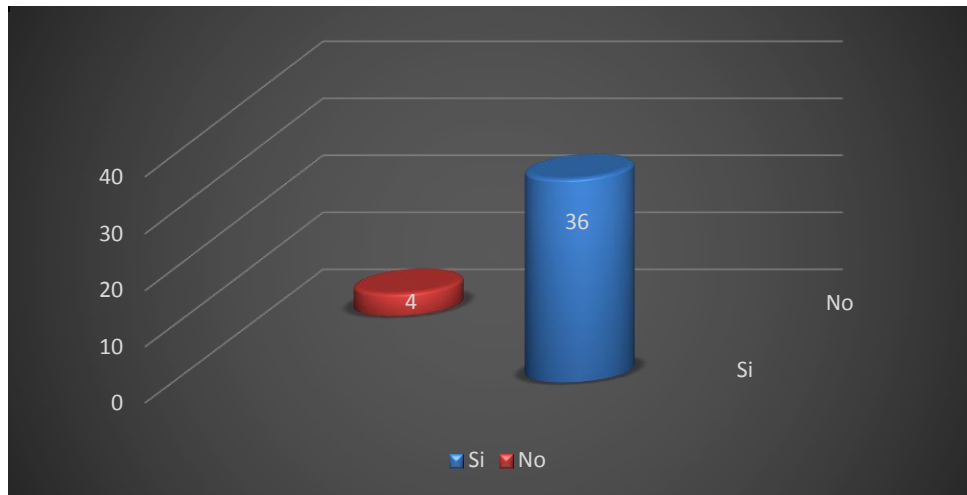**5- ¿El clima de la clase fue cómodo para ti?**

Yes: 37 out of 40 students (93%)

No: 3 out of 40 students (7%)

According to the answers, students felt very comfortable with the class atmosphere. We could confirm this reaction, due to the students' active participation in every session.

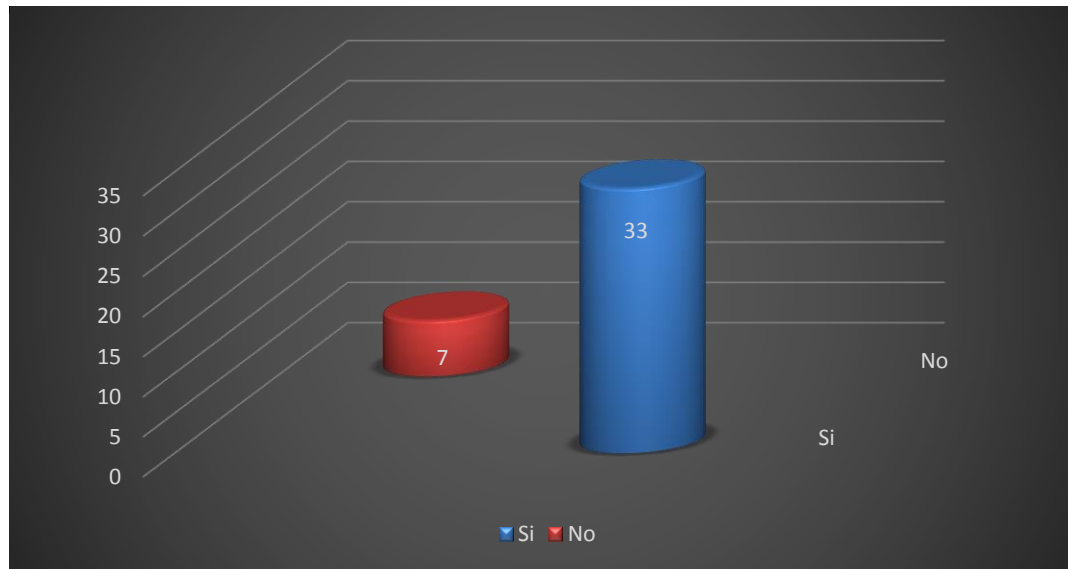**6- ¿Prestaste atención la mayor parte de la clase?**

Yes: 36 out of 40 students (88%)

No: 4 out of 40 students (12%)

We can say that students were very attentive to the class development. We may attribute this to our performance as teachers to new and innovative methodology.

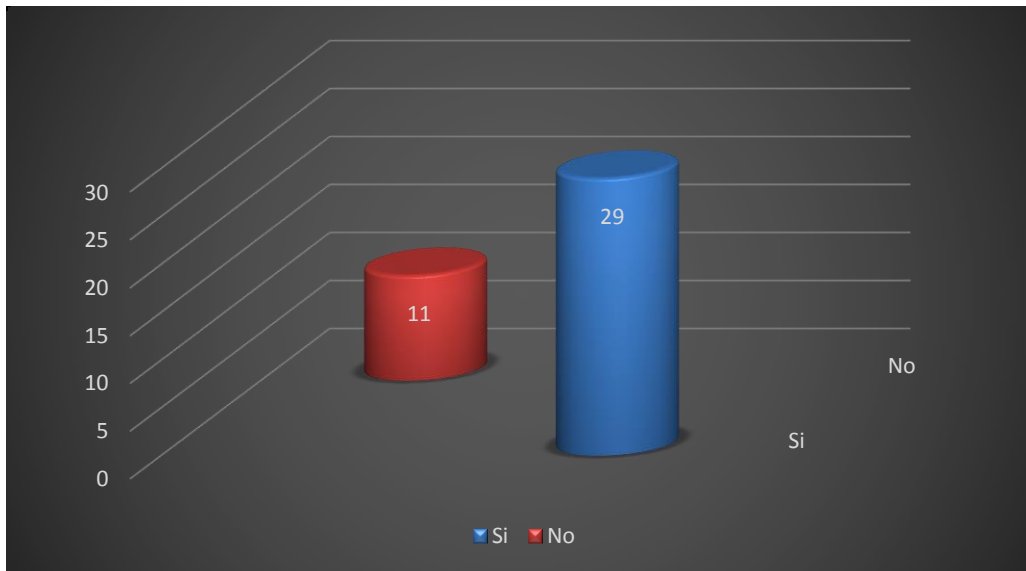**7- ¿Te sentiste motivado para participar en cada una de las clases?**

Yes: 35 out of 40 students (80%)

No: 8 out of 40 students (19%)

In terms of participation students highly agreed with the first option: "yes", who felt very comfortable and motivated participating in every lesson.

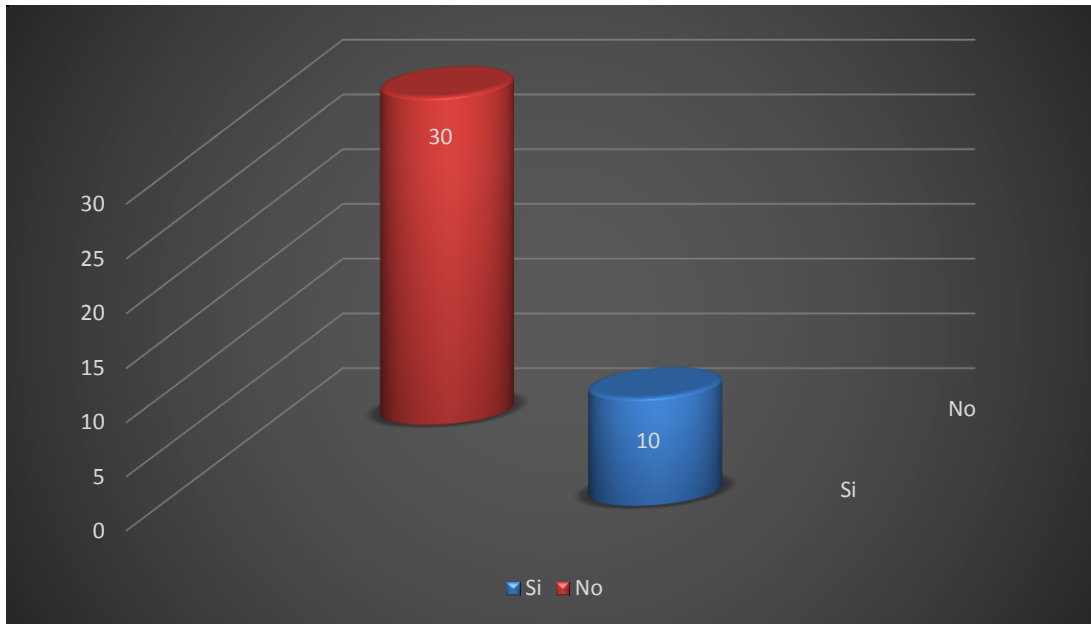**8- ¿Te gustaron las actividades realizadas al final de la clase?**

Yes: 29 out of 40 students (74%)

No: 11 out of 40 students (26%)

Regarding the closing activities; apparently, they were very attractive and effective since they were supported by 74% of the sample.

9- ¿Deseaste durante el desarrollo de la clase que esta terminara?

Yes: 10 out of 40 students (23%)

No: 30 out of 40 students (77%)

Finally, the last question shows that only 23% of the students did not want to be in class whereas a great majority of the students wanted to be in the class, either as a result of the performance of the teacher or the intrinsic motivation of the students.

CHAPTER V:

Conclusions

5.1 Hypothesis Analysis

5.1.1 Working Hypothesis: "Songs help tenth grade students understand the use of past simple tense in English as a foreign language".

We wanted to confirm if this statement was true or false, so the first thing we did was to obtain the point of view of the students about the use of songs inside the classroom. We applied a Likert scale to see if they were interested in such a method. The results of the survey showed that most of the students were eager to try it out. Teenagers deal with music almost every day and they sing the songs even if they do not understand the lyrics. We used this idea as a guide for our investigation.

Also, the application of a Pre–Test was fundamental to get an idea about the students' level of English. After the Pre-Test, we introduced the Teaching-through-songs strategy for two classes. The lessons and the tests dealt with the Past Simple Tense.

The results obtained in the Post-Test confirmed our hypothesis. The students that were taught with the Teaching-through-songs strategy improved their grades in 0. 81 points (the average increased from 3. 74 to 4. 55). On the other hand, the other class which was taught with a different strategy (the

Grammar Translation Method) had a variation in terms of grades between the Pre-Test and Post-Test (0.43 points of variation), giving us the clue that our strategy did not worked as well as we expected (0. 38 points of variation).

5.1.2 Null hypothesis: "Songs do not help tenth grade students understand the use of past simple tense in English as a foreign language".

We presented this null hypothesis because there are some factors that can produce variations in our work. For instance, the affective filter of the students may rise if they get too excited or shy, both effects which could be understood or taken as lack of interest during the lesson, avoids the contact with the contents and makes students lose their motivation.

With these assumptions in mind, we designed several questions based on a Likert scale, in order to know whether students were interested in using songs for the English classes, and applied the questions before the use of the Teaching-through-songs strategy. These questions were related to the atmosphere of the English classroom and how students felt about them.

The results obtained in the survey showed that only a very small percentage of the students were not interested in participating during the classes in which music or songs were used as a strategy to teach the content, that is to say, this result, along with the results of the Pre-Test and Post-Test proved this second hypothesis wrong. Students are interested in songs inside the classroom and improve their performance after lessons with songs.

According to our research, it is clear that students seem not to be fully engaged with their English classes. Therefore, we intended to implement an innovative Teaching-through-songs Strategy that, from our point of view, would be closer, more interesting to the students and also would have better results in terms of their performance. This strategy was compared with the most common method applied in the Chilean classrooms: the Grammar Translation Method, that consists in a detailed and deductive analysis of grammatical structures and literary texts through the subsequent translation of grammatical structures from the foreign language into the first language, as defined by Richard and Rodgers (2001). Consequently, it is focused on the teacher's work (the teacher is the main speaker and the authority in the class).

According to this, we wanted to compare both strategies in two classes with tenth grade students from two schools (located in Puente Alto and La Florida, which are similar socio-cultural contexts).

In order to have a general view of the students' conditions and attitudes before the implementation of the Teaching-through-songs Strategy, a survey was applied in this process. This survey basically consisted in several questions trying to find out the level of commitment or enthusiasm of the students of both schools in relation with the English class. Its results clearly indicated that students were not motivated with their regular English lessons which were carried out using the Grammar Translation Method as can be seen in the description of the tables we presented on page 48. Furthermore, this instrument was useful to find out how both sample groups were attracted to music. As a matter of fact, the survey showed us that they enjoyed listening to songs and they would like to work with them in their regular lessons, conforming Gugliemino's words cited on page 10.

After the analysis of the results of the Pre-Tests we could see that the students' English level was quite unsatisfactory. We believe that this may be due to the teachers' performance, the materials used, the methodology implemented or the lack of motivation on the part of the students. This is why we considered the students' innate interest in music in order to obtain stronger commitment from them in the experimental lessons and their

willingness to participate in the proposed activities.

After two experimental classes, another survey was carried out in order to analyse the effects of songs used in a regular English lesson. The results demonstrated a positive change in terms of participation and motivation during the Teaching-through-songs Strategy. This issue affects the students' engagement in comparison with their attitudes before the new strategy, where the students were exposed to work using songs. One of the most significant changes was a more active participation of the students in class. The survey also showed that students really enjoyed learning through songs, showing the effectiveness of Gardner's theory (the verbal-linguistic and the musical-rhythmic intelligences) mentioned in our theoretical framework. Moreover, there were very few students who showed some level of disagreement with the type of songs used and the activities applied in the lessons.

As for the type of songs used, it must be mentioned that they were different in terms of style. With respect to the activities and materials, they varied according to the goals of each lesson. For example, we used the song "Killing me softly" in order to study the Simple Past Tense, because it is very clear in the pronunciation of the words, it is appropriate for that content and has an appealing rhythm.

Another thing that may have affected the outcome of this study could be the teachers' performance, which refers to the teaching skills. Needless to say, the way in which the teacher behaves in the classroom can influence the students' engagement in the lesson.

As a general conclusion we must say that teachers should use, as part of the EFL lesson, resources that enhance the motivation of the students and consequently increase the possibilities of a meaningful learning. Thus, we suggest that teachers implement songs as part of their regular classes. Also we invite readers to continue this research in the future by comparing different teaching strategies, focusing on ways to motivate students in the EFL lessons or to go deeper into the multiple intelligences at the moment of teaching English.

Based on theory presented in the theoretical framework and our own experience as teachers, here is a list presenting some of the implications that should be taken into account when using songs in the EFL classroom:

- Songs should be contextualized according to the language point of the lesson. Besides, songs should also be chosen according to students' preferences in music.

- Songs should have an adequate speed, that is to say, neither too slow nor too fast.

- Language difficulty should be suitable to students' current knowledge of English.

- Songs may be carefully selected considering students' age, language needs and interests.

CHAPTER VI:

References

6. References

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APPENDIX

APPENDIX A:

Lesson plans

A- Lesson plans

A.1- Teaching-through-songs strategy

Lesson Plan #1

Main Objective:
To identify and produce grammar structures of Simple Past tense in an arbitrary selected song.

Subsidiary aims:
To comprehend the meaning of new vocabulary.

Key Activities :
Listening the song and identify the words learned in class.

<table>
<tr><td colspan="4" align="center">Contents</td></tr>
<tr><td>Skills/procedures:
   Listening skill
   Writing skill
   Reading skill</td><td>Lexis

Hear, sing, have, come, be, Past Simple Tense feel,find,read,pray,keep,know and look.</td><td>Grammar

Past Simple Tense</td><td>Function

Ss identify and clarify past Tense used in a song.</td></tr>
</table>

Assumptions: Ss already know the present continuous tense.

Stages	Interaction	Materials-Timing
Presentation (warm-up)	- **T shows Ss some images (related to the verbs) in order to introduce the new vocabulary items, Ss may infer the meaning of the words.** - **Ss repeat by drilling the words learned (Ss repeat the sounds after the T).**	20 minutes - images
Practice	- **T plays the song; Ss pay attention and identify specific information.** - **T plays the song again, Ss have to identify the words learned.**	40 min - **Radio** - **Song script**

	- **T sings the parts of the song in past simple tense appears, Ss have to infer the structure shown.** - **T gives Ss the script of the song, Ss have to underline the sentence where the verb in past tense appears.**	
Production (Wrap-up)	- **Ss have to complete a worksheet applying regular and irregular verbs in past tense.** - **In groups, Ss have to sign the song.**	**30 min** - **Worksheet (1)**

Lesson Plan #2

Main Objective:			
To produce grammatical structures in an arbitrary selected song.			
Subsidiary aims:			
Clarify past tense usage			
Key Activities			
Song listening, continuing Work sheet (1)			
Contents			

Skills/procedures:
  Listening skill
  Writing skill
  Reading skill
	Lexis
	
	Stand,make,bring,find,hold, See,be,can,lift,give,believe, Love.
		Grammar
		
		Past Simple Tense
			Function
			
			Ss identify and clarify past tense used in a song.

Assumptions: Ss already know the simple present tense and some verbs in past tense.			

Stages	Interaction	Materials-Timing
Presentation (warm-up)	- **T shows Ss some images in order to introduce the new vocabulary items, Ss may infer the meaning of the words.** - **Ss repeat by drilling the words learned.**	**20 minutes** - images
Practice	- **T plays the song, Ss just listen.** - **T plays the song again, Ss have to identify the structure already learnt.** - **Ss have to sing the parts of the song where the past continuous tense appears.** - **T gives Ss the script of the song, Ss have to underline the sentence where appear the verb in past tense.**	**40 min** - **Radio** - **Song script**

Production (Wrap-up)	- **Ss have to complete a worksheet applying regular and irregular verbs in past tense.** - **In groups, Ss have to sign the song.**	**30 min** - **Worksheet**

A.2- Grammar Translation Method

<u>Lesson Plan #1</u>

Main Objective:
To produce grammatical structures in an arbitrary selected song.
Subsidiary aims:
Clarify past tense usage
Key Activities :
Song Translation, Worksheet.

Contents			
Skills/procedures:	**Lexis:**	**Grammar:**	**Function**
Reading skill: **Ss read a song passage.** **Writing skill:** **Ss write and translate the song selected by the teacher.**	**Hear, sing, have, come, be, feel,Find,read,pray,keep,know and look.**	**Past Simple Tense**	**Ss identify and clarify past tense usage In a song.**
Assumptions: Students already know Simple present tense usage.			

Stages	Interaction	Materials-Timing
Presentation (warm-up)	**T presents the vocabulary (verbs) using translated flashcards, Ss repeat by drilling the words taught .Finally Ss write down in their notebook the lexical items with their corresponding translation.** **T explains and gives examples with the verbs taught the past simple tense usage.**	**20 minutes.** **Flashcards** **Board**

Practice	• Ss are called upon to read a few lines from the song given, and then they translate into their mother tongue the few lines they have just read. The teacher helps them with suitable translations in case the lack the required vocabulary. • T asks them in their mother tongue (Spanish) if they have any questions. Questions and answers are communicated using the mother tongue. • Finally, Ss read the translation made by them, in order to correct it and clarify some doubts.	• 40 minutes • Song script • Dictionaries
Production (Wrap-up)	• Ss complete a worksheet given by the T.	• 30 minutes • Worksheet (1)

Lesson Plan #2

Main Objective:			
To identify grammatical structures in an arbitrary selected song.			

Subsidiary aims:
Clarify past tense usage

Key Activities :
Song Translation, continuing Work sheet (1).

Contents			
Skills/procedures: **Reading skill:** **Ss read a song passage.** **Writing skill:** **Ss write and translate the song selected by the teacher.**	**Lexis:** **Stand,make,bring,find,hold,** **See,be,can,lift,give,believe,** **Love.**	**Grammar:** **Past Simple Tense**	**Function** **Ss identify and clarify past tense usage In a song.**

Assumptions: Students already know Simple present tense usage.

Stages	Interaction	Materials-Timing
Presentation (warm-up)	**T presents the vocabulary (verbs) using translated flashcards, Ss repeat by drilling the words taught .Finally Ss write down in their notebook the lexical items with their corresponding translation.** **T explains and gives examples with the verbs taught the past simple tense usage.**	**20 minutes.** **Flashcards** **Board**

Practice	• Ss are called upon to read a few lines from the song given, and then they translate into their mother tongue the few lines they have just read. The teacher helps them with suitable translations in case the lack the required vocabulary. • T asks them in their mother tongue (Spanish) if they have any questions. Questions and answers are communicated using the mother tongue. • Finally, Ss read the translation made by them, in order to correct it and clarify some doubts.	• 40 minutes • Song script • Dictionaries
Production (Wrap-up)	• Ss complete the worksheet given by the T.	• 30 minutes • Worksheet (1)

APPENDIX B:

Surveys

B- Surveys

B.1- Pre-Test survey

<div align="center">**Pre-Test Survey**</div>

1- La clase de inglés es entretenida.

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

2- La manera en que las clases de inglés son enseñadas, facilita mi desempeño.

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

3- Escuchar música en inglés ha sido de gran ayuda para entender el idioma.

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

4- Siempre que puedo, participo en clases

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

5- Me gusta utilizar el texto de inglés que me da el colegio.

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

6- Escuchar canciones en inglés me ha ayudado a mejorar mi pronunciación.

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

7- Me gustaría que mi profesor/a nos enseñara inglés a través de canciones.

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

8- He aprendido significado de palabras nuevas el escuchar canciones en inglés.

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

B.2- Students' Sample: Pre-Test survey

<u>Pre test Survey</u>

1- La clase de inglés es entretenida.

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

2- La manera en que las clases de inglés son enseñadas, facilita mi desempeño.

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

3- Escuchar música en inglés ha sido de gran ayuda para entender el idioma.

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

4- Siempre que puedo, participo en clases

a- Muy en desacuerdo
b- En desacuerdo
c- Indeciso
⊙ De acuerdo
e- Muy de acuerdo

5- Me gusta utilizar el texto de inglés que me da el colegio.

⊙ Muy en desacuerdo
b- En desacuerdo
c- Indeciso
d- De acuerdo
e- Muy de acuerdo

6- Escuchar canciones en inglés me ha ayudado a mejorar mi pronunciación.

a- Muy en desacuerdo
b- En desacuerdo
c- Indeciso
d- De acuerdo
⊙ Muy de acuerdo

7- Me gustaría que mi profesor/a nos enseñara inglés a través de canciones.

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

⊚ Muy de acuerdo

8- He aprendido significado de palabras nuevas el escuchar canciones en inglés.

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

⊚ Muy de acuerdo

B.3- Post-Test Survey

1- **¿Te gustó la manera como empezaron las clases?**

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

2- **¿Fueron claras las actividades al comienzo de la clase?**

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

3- **Con respecto al material, ¿Fue innovador para ti?**

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

4- **¿Tuviste una participación activa en las clases?**

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

5- **¿El clima de la clase fue cómodo para ti?**

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

6- ¿Prestaste atención la mayor parte de la clase?

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

7- ¿Te sentiste motivado para participar en cada una de las clases?

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

8- ¿Te gustaron las actividades realizadas al final de la clase?

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

9-¿Deseaste durante el desarrollo de la clase que esta terminara?

a- Muy en desacuerdo

b- En desacuerdo

c- Indeciso

d- De acuerdo

e- Muy de acuerdo

B.4- Students' sample: Post-Test survey

Post test Survey

1- ¿Te gustó la manera como empezaron las clases?

a- Si
b- No

2- ¿Fueron claras las actividades al comienzo de la clase?

a- Si
b- No

3- Con respecto al material, ¿Fue innovador para ti?

a- Si
b- No

4- ¿Tuviste una participación activa en las clases?

a- Si
b- No

5- ¿El clima de la clase fue cómodo para ti?

a- Si
b- No

6- ¿Prestaste atención la mayor parte de la clase?

a- Si
b- No

7- ¿Te sentiste motivado para participar en cada una de las clases?

a- Si
b- No

8- ¿Te gustaron las actividades realizadas al final de la clase?

a- Si
b- No

9-¿Deseaste durante el desarrollo de la clase que esta terminara?

a- Si
b- No

APPENDIX C:

Pre and Post Tests

C- Pre and Post-Test

C.1- Pre-Test.

Face2Face Placement Test

Name: _____

Grade: _____

Question Sheet

- Choose the best answer for each question.
- Choose one answer only.
- Write you answers on the Answer Sheet.
- Spend qa Maximum time of 30 minutes on the test.
- Please stop if the questions become too dificult.

1. Maria_____ (find) a necklace on the street
   a) find   b) found   c) did find   d) did found

2. Jim _____ (make) me cry.
   a) made   b) maken   c) make   d) did make

3. Paul _____ (be) the best student in the high school in 2001.
   a) Were   b) be   c) was   d) is

4. The priest _____(bless) a child.

a) Bless   b) blessed   c) blesst   d) did blessed

5. _____ you _____ (give) your opinion in the meeting?
    a) Do/give   b) Did/gave   c) Did/given   d) Did/give

6. What _____ she _____ (say) ?
    a) Does/say   b) Did/said   c)Did/say   d) Does/said

7. My brother _____ (see) an UFO!!
    a) Saw   b) seen   c) seed   d) Did saw

8. You _____ (not/bring) the homework yesterday.
    a) Not bring   b) Did brought   c)Didn't bring   d) Didn't brought

9. She _____ (believe) in his words.
    a) Believed   b) believe   c)believeded   d) did believed

10. _____ we _____ (love) between us?
    a) Did/love   b)Did/loved   c)Did/loveded   D) Do/love

11. What _____ she _____ (have) in her bag?
    a) Did/has   b) Did/had   c) Do/have   d) Did/have

12. When _____ you_____ (lose) you notebook?
    a) Do/lose   b)Does/lost   c) Did/lose   d) Did/lost

13. Susan _____ (not/can) speak 3 languages
    a) Cannot   b) Could not   c) Didn't can   d) Couldn't did

14. Mike _____ (not/touch) the cactus!
    a) Not touch   b) Didn't touch   c) Didn't touched   d) Don't touched

15. Chris _____ (say) bad words!

---

a) Did say   b) said   c) Do said   d) say

16. I _____ a yellow flea last night.

a) Heard   b)Hearing   c)Did heard   d)Hear

17. Anna _____ in class yesterday because she was happy.

a) Sing   b) Sang   c) Singing   d) Do sing

18. It was snowing last night. I _____ snow in the backyard!

a) Finding   b) Find   c) Finded   d) Found

19. Lucy _____ her mother's dress, but she bought a new one.

a) Keeping   b) kept   c) Keeped   d) keep

20. We _____ in the library for three hours yesterday.

a) Look   b) Looking   c) Looked   d) did looked

21. I _____ an e-mail and I knew that they fired me

a) Read   b) Reading   c) Did read   d) Readed

22. The two cousins _____ to come to the airport in the afternoon

a) Has   b) Have   c) Had   d) Haved

23. The dog _____ to my bedroom and he barked very loud

a) Came   b) Come   c) Camed   d) Comed

24 - Yesterday I _____ at the swimming pool.

a) were   b) was   c) weren't   d) wasn't

25- Were _____ at home last Monday?

a) he   b) I   c) they   d) it

26- Where were you last night?

- _____ at the cinema.

  a) I was   b) She was   b) They were   d) You were

27- I _____ like you were angry with me.

  a) Felt   b) Feel   c)Feeled   d) Have feel

28- Nicolas_____ that his girlfriend was playing with him.

  a) Don't knew   b) Didn't know   c) Know   d) Knowing

29- Did you _____ the new album of madonna?

  a) heard   b) Hearded   c) Hear   b)Hearing

30- I _____that he would finish but he just _____ right on.

  a) Prayed/Kept   b) Pray/Kept   c) Prayed/Keep   d)Pray/Keep

C.2- Students sample: Pre-Test.

Name: *Artigas*.

Class: 2do E.   School: *Domingo Mate Mesias School*

Face2Face Placement Test

Question Sheet

- Choose the best answer for each question.
- Choose one answer only.
- Write you answers on the Answer Sheet.
- Spend qa Maximum time of 30 minutes on the test.
- Please stop if the questions become too dificult.

1. Maria_____ (find) a necklace on the street
   a) find   b) found   c) did find   d) did found

2. Jim _____ (make) me cry.
   a) made   b) maken   c) make   d) did make

3. Paul _____ (be) the best student in the high school in 2001.
   a) Were   b) be   c) was   d) is

4. The priest _____(bless) a child.
   a) Bless   b) blessed   c) blesst   d) did blessed

5. _____ you _____ (give) your opinion in the meeting?
   a) Do/give   b) Did/gave   c) Did/given   d) Did/give

6. What _____ she _____ (say) ?
   a) Does/say   b) Did/said   c)Did/say   d) Does/said

7. My brother _____ (see) an UFO!!
   a) Saw   b) seen   c) seed   d) Did saw

8. You _____ (not/bring) the homework yesterday.

   a) Not bring   b) Did brought   c)Didn't bring   d) Didn't brought

9. She _____ (believe) in his words.
   a) Believed   b) believe   c)believeded   d) did believed

10. _____ we _____ (love) between us?
   a) Did/love   b)Did/loved   c)Did/loveded   D) Do/love

11. What _____ she _____ (have) in her bag?
   a) Did/has   b) Did/had   c) Do/have   d) Did/have

12. When _____ you_____ (lose) you notebook?
   a) Do/lose   b)Does/lost   c) Did/lose   d) Did/lost

13. Susan _____ (not/can) speak 3 languages
   a) Cannot   b) Could not   c) Didn't can   d) Couldn't did

14. Mike _____ (not/touch) the cactus!
   a) Not touch   b) Didn't touch   c) Didn't touched   d) Don't touched

15. Chris _____ (say) bad words!
   a) Did say   b) said   c) Do said   d) say

16. I _____ a yellow flea last night.
   a) Heard   b)Hearing   c)Did heard   d)Hear

17. Anna _____ in class yesterday because she was happy.
   a) Sing   b) Sang   c) Singing   d) Do sing

18. It was snowing last night. I _____ snow in the backyard!
   a) Finding   b) Find   c) Finded   d) Found

19. Lucy _____ her mother's dress, but she bought a new one.
   a) Keeping   b) kept   c) Keeped   d) keep

20. We _____ in the library for three hours yesterday.

    a) Look   b) Looking   c) Looked   d) did looked

21. I _____ an e-mail and I knew that they fired me

    a) Read   b) Reading   c) Did read   d) Readed

22. The two cousins _____ to come to the airport in the afternoon

    a) Has   b) Have   c) Had   d) Haved

23. The dog _____ to my bedroom and he barked very loud

    a) Came   b) Come   c) Camed   d) Comed

24. Yesterday I _____ at the swimming pool.

    a) were   b) was   c) weren't   d) wasn't

25. Were _____ at home last Monday?

    a) he   b) I   c) they   d) it

26. A) Where were you last night?

    B)_____ at the cinema.

    a) I was   b) She was   b) They were   d) You were

27. I _____ like you were angry with me.

    a) Felt   b) Feel   c)Feeled   d) Have feel

28. Nicolas_____ that his girlfriend was playing with him.

    a) Don't knew   b) Didn't know   c) Know   d) Knowing

29. Did you _____ the new album of madonna?

    a) heard   b) Hearded   c) Hear   b)Hearing

30. I _____that he would finish but he just _____ right on.

    a) Prayed/Kept   b) Pray/Kept   c) Prayed/Keep   d)Pray/Keep

C.3- Students' sample: Post-Test.

Name: Lazo

Class: 2 MEDIO B   School: CHILEAN Eagles College

Face2Face Placement Test

Question Sheet

- Choose the best answer for each question.
- Choose one answer only.
- Write you answers on the Answer Sheet.
- Spend qa Maximum time of 30 minutes on the test.
- Please stop if the questions become too dificult.

1. Maria_____ (find) a necklace on the street
   a) find   b) found   c) did find   d) did found

2. Jim _____ (make) me cry.
   a) made   b) maken   c) make   d) did make

3. Paul _____ (be) the best student in the high school in 2001.
   a) Were   b) be   c) was   d) is

4. The priest _____(bless) a child.
   a) Bless   b) blessed   c) blesst   d) did blessed

5. _____ you _____ (give) your opinion in the meeting?
   a) Do/give   b) Did/gave   c) Did/given   d) Did/give

6. What _____ she _____ (say) ?
   a) Does/say   b) Did/said   c)Did/say   d) Does/said

7. My brother _____ (see) an UFO!!
   a) Saw   b) seen   c) seed   d) Did saw

8. You _____ (not/bring) the homework yesterday.

   a) Not bring   b) Did brought   c)Didn't bring   d) Didn't brought

9. She _____ (believe) in his words.
   a) Believed   b) believe   c) believeded   d) did believed

10. _____ we _____ (love) between us?
    a) Did/love   b) Did/loved   c) Did/loveded   D) Do/love

11. What _____ she _____ (have) in her bag?
    a) Did/has   b) Did/had   c) Do/have   d) Did/have

12. When _____ you_____ (lose) you notebook?
    a) Do/lose   b) Does/lost   c) Did/lose   d) Did/lost

13. Susan _____ (not/can) speak 3 languages
    a) Cannot   b) Could not   c) Didn't can   d) Couldn't did

14. Mike _____ (not/touch) the cactus!
    a) Not touch   b) Didn't touch   c) Didn't touched   d) Don't touched

15. Chris _____ (say) bad words!
    a) Did say   b) said   c) Do said   d) say

16. I _____ a yellow flea last night.
    a) Heard   b) Hearing   c) Did heard   d) Hear

17. Anna _____ in class yesterday because she was happy.
    a) Sing   b) Sang   c) Singing   d) Do sing

18. It was snowing last night. I _____ snow in the backyard!
    a) Finding   b) Find   c) Finded   d) Found

19. Lucy _____ her mother's dress, but she bought a new one.
    a) Keeping   b) kept   c) Keeped   d) keep

20. We _____ in the library for three hours yesterday.

   a) Look   b) Looking   c) Looked   d) did looked

21. I _____ an e-mail and I knew that they fired me

   a) Read   b) Reading   c) Did read   d) Readed

22. The two cousins _____ to come to the airport in the afternoon

   a) Has   b) Have   c) Had   d) Haved

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   a) Came   b) Come   c) Camed   d) Comed

24. Yesterday I _____ at the swimming pool.

   a) were   b) was   c) weren't   d) wasn't

25. Were _____ at home last Monday?

   a) he   b) I   c) they   d) it

26. A) Where were you last night?

   B)_____ at the cinema.

   a) I was   b) She was   b) They were   d) You were

27. I _____ like you were angry with me.

   a) Felt   b) Feel   c)Feeled   d) Have feel

28. Nicolas_____ that his girlfriend was playing with him.

   a) Don't knew   b) Didn't know   c) Know   d) Knowing

29. Did you _____ the new album of madonna?

   a) heard   b) Hearded   c) Hear   b)Hearing

30. I _____that he would finish but he just _____ right on.

   a) Prayed/Kept   b) Pray/Kept   c) Prayed/Keep   d)Pray/Keep

C.4- Answer sheet.

APPENDIX D:

Worksheets

E.1- The teaching-through-songs strategy worksheets.

Colegio Polivalente Domingo Matte Mesías
Coordinación Enseñanza Media
Departamento de Inglés
2º medio

Past Simple Tense worksheet.
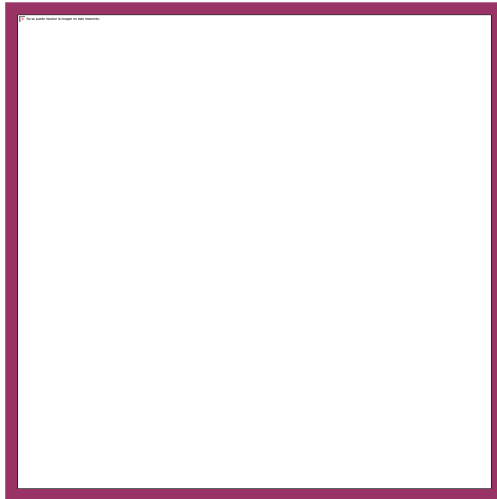
Celine Dion Because You Loved Me

1. **Listen to the first part of the song and write the past simple of verb given in brackets**

For all those times you (1) _____ (stand) by me

For all the truth that you (2) _____ (make) me see

For all the joy you (3) _____ (bring) to my life

For all the wrong that you made right

For every dream you made come true

For all the love I (4) _____ (find) in you

I'll be forever thankful, baby

You're the one who (5) _____ (hold) me up

Never let me fall

You're the one who (6) _____ (see) me through it all

You (7) _____ (to be) my strength when I (8) _____ (to be) weak

You were my voice when I (9) _____ (can't) speak

You were my eyes when I couldn't see

You (10) _____ (see) the best there (11) _____ (to be) in me

(12) _____ (Lift) me up when I couldn't reach

You (13) _____ (give) me faith 'cause you (14) _____ (believe)

I'm everything I am

Because you (15) _____ (love) me

2. **Match the past simple verbs in column A with their present simple form in column B.**

Column A	Column B
Found	
○ flew	○ lose
○ was	○ say
○ lost	○ find
○ believed	○ have
○ touched	○ believe
○ knew	○ touch
○ said	○ was
○ had	○ fall
○ were	○ am
○ fell	○ fly
	○ know

3- Complete the crossword using the clues to help you.
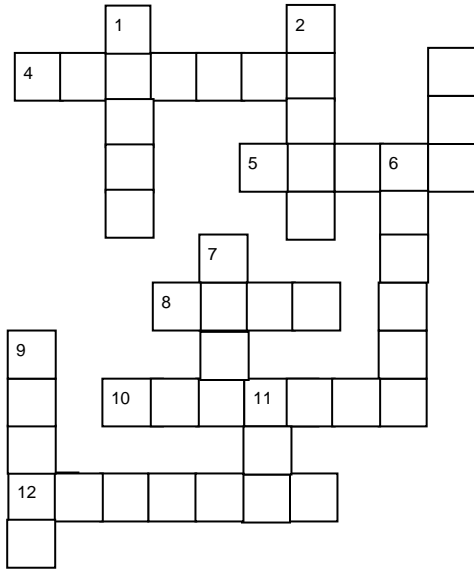
SONG: Killing me softly
Past Simple Tense

The Fugees

---

1. Listen to the song.

2. Complete the song using the verbs in the box

3. Group the verbs

Strumming my pain with his fingers, singing my life with his words
Killing me softly with his song, killing me softly with his song
Telling my whole life with his words, killing me softly with his song

1. I _____ he _____ a good song,
2. I _____ he _____ a style
3. And so I _____ to see him to listen for a while
4. And there he _____ this young boy, a stranger to my eyes.

Strumming my pain with his fingers, singing my life with his words
Killing me softly with his song, killing me softly with his song
Telling my whole life with his words, killing me softly with his song

5. I _____ all flushed with fever, embarrassed by the crowd. I_____ he _____ my letters
6. and _____ each one out loud
7. I _____that he would finish but he just _____ right on.

Strumming my pain with his fingers, singing my life with his words
Killing me softly with his song, killing me softly with his song
Telling my whole life with his words, killing me softly with his song

8. He _____ as if he _____ me, in all my dark despair
9. And then he _____ right through me, as if I wasn't there. And he just kept on singing, singing clear and strong.

GROUP THE VERBS INTO REGULAR Vs IRREGULAR VERBS

Looked   knew   sang   kept   read   prayed   felt   found   was   came   heard
had   song   were   saw   wrote   played   visited   worked   drove   ate   went   spoke
drank   ran

IRREGULAR VERBS

PRESENT	PAST
1. See	ran
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

RREGULAR VERBS

PRESENT	PAST
1. Visit	Visited
2.	
3.	
4.	
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E.2- Grammar Translation Method Worksheets

Chilean Eagles College
Coordinación Enseñanza Media
Departamento de Inglés
2º medio

<div align="center">

SONG: Killing me softly
<u>PAST SIMPLE TENSE</u>

</div>

---

1. Translate the key vocabulary of the song.

2. Translate the song.

3. Make a summary in Spanish about the song.

    I.   <u>Vocabulary:</u>

Translate the vocabulary of the song.

English (Past Tense)	Spanish
Knew:	
Looked:	
Sang:	
Kept:	

Read:	
Prayed:	
Felt:	
Found:	
Was:	
Heard:	
Sang:	
Were:	
Saw:	
Wrote:	

Played:	
Visited:	
Worked:	
Drove:	
Ate:	
Went:	
Spoke:	
Drank:	
Came:	
Ran:	

II.   Translate the complete song.

STRUMMING MY PAIN WITH HIS FINGERS,
SINGING MY LIFE WITH HIS WORDS,
KILLING ME SOFTLY WITH HIS SONG,
KILLING ME SOFTLY WITH HIS SONG,
TELLING MY WHOLE LIFE WITH HIS WORDS,
KILLING ME SOFTLY, WITH HIS SONG.

I HEARD HE SANG A GOOD SONG.
I HEARD HE HAD A STYLE.
AND SO I CAME TO SEE HIM,
TO LISTEN FOR A WHILE.
AND THERE HE WAS, THIS YOUNG BOY,
A STRANGER TO MY EYES.

STRUMMING MY PAIN WITH HIS FINGERS,
SINGING MY LIFE WITH HIS WORDS,
KILLING ME SOFTLY WITH HIS SONG,
KILLING ME SOFTLY WITH HIS SONG,
TELLING MY WHOLE LIFE WITH HIS WORDS,
KILLING ME SOFTLY, WITH HIS SONG.

I FELT ALL FLUSHED WITH FEVER,
EMBARRASSED BY THE CROWD.

I FELT HE FOUND MY LETTERS,
AND READ EACH ONE OUT LOUD.
I PRAYED THAT HE WOULD FINISH,
BUT HE JUST KEPT RIGHT ON.

STRUMMING MY PAIN WITH HIS FINGERS,
SINGING MY LIFE WITH HIS WORDS,
KILLING ME SOFTLY WITH HIS SONG,
KILLING ME SOFTLY WITH HIS SONG,

TELLING MY WHOLE LIFE WITH HIS WORDS,
KILLING ME SOFTLY, WITH HIS SONG.

HE SANG AS IF HE KNEW ME
IN ALL MY DARK DESPAIR.
AND THEN HE LOOKED RIGHT THROUGH ME
AS IF ME WASN´T THERE.
AND HE JUST KEPT ON SINGING,
SINGING CLEAR AND STRONG.

STRUMMING MY PAIN WITH HIS FINGERS,
SINGING MY LIFE WITH HIS WORDS,
KILLING ME SOFTLY WITH HIS SONG,
KILLING ME SOFTLY WITH HIS SONG,
TELLING MY WHOLE LIFE WITH HIS WORDS,
KILLING ME SOFTLY, WITH HIS SONG.

III.   Translation.

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IV.   <u>Summary</u>

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Coordinación Enseñanza Media
Departamento de Inglés
2º medio

SONG: "Because you loved me"
<u>PAST SIMPLE TENSE</u>

Celine Dion

---

1. Translate the key vocabulary of the song.

2. Translate the song.

3. Make a summary in Spanish about the song.

I. <u>Vocabulary:</u>

Translate the vocabulary of the song.

English (Past Tense)	Spanish
found	
flew	
was	
lost	

believed	
touched	
knew	
said	
had	
Were	
fell	

II.   Translate the complete song.

For all those times you stood by me
For all the truth that you made me see
For all the joy you brought to my life
For all the wrong that you made right
For every dream you made come true
For all the love I found in you
I'll be forever thankful baby
You're the one who held me up
Never let me fall
You're the one who saw me through it all.

You were my strength when I was weak
You were my voice when I couldn't speak
You were my eyes when I couldn't see
You saw the best there was in me
Lifted me up when I couldn't reach
You gave me faith 'coz you believed
I'm everything I am
Because you loved me.

You gave me wings and made me fly
You touched my hand I could touch the sky
I lost my faith, you gave it back to me
You said no star was out of reach
You stood by me and I stood tall
I had your love I had it all
I'm grateful for each day you gave me
Maybe I don't know that much
But I know this much is true
I was blessed because I was loved by you.

You were my strength when I was weak
You were my voice when I couldn't speak
You were my eyes when I couldn't see
You saw the best there was in me
Lifted me up when I couldn't reach
You gave me faith 'coz you believed
I'm everything I am
Because you loved me.

You were always there for me
The tender wind that carried me
A light in the dark shining your love into my life
You've been my inspiration
Through the lies you were the truth
My world is a better place because of you.

You were my strength when I was weak
You were my voice when I couldn't speak
You were my eyes when I couldn't see
You saw the best there was in me
Lifted me up when I couldn't reach
You gave me faith 'coz you believed
I'm everything I am
Because you loved me.

I'm everything I am
because you loved me.

III.   Translation.

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IV.   <u>Summary</u>

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