

The advantages of the use of songs...

With young learners...

Reinventing Songs & Stories with Mindfulness & Yoga to Recover the Lost

- The SONG as a motivational factor and pedagogical tool in the classroom in the early teaching of the English language...

➤ **The SONG is:**

- ✓ A methodological alternative, based on a set of practices based on songs, in English, with the introduction of strategies and activities that increase the motivational level of students.
- ✓ A powerful and effective pedagogical and didactic tool to achieve, in an innovative and motivating way, the intended objectives according to the students' needs.

➤ **Motivation includes aspects such as:**

✓ **Creativity;**

✓ **Pleasure;**

✓ **Delivery;**

✓ **Spontaneous participation.**

➤ The evaluation of the song's contribution, as a didactic resource, for the development of communicative competence in a foreign language, is also considered.

➤ The British linguist David Crystal defines communicative competence as - a person's awareness of the rules governing the appropriate use of language in social situations (Crystal, 1987).

- The use of song as a motivational factor is also based on the didactic pedagogical approach of the communicative approach.
- The communicative approach in language teaching is characterized by attributing maximum importance to interaction as a means and final objective in learning a language.
- This concept is defined by Australian linguist David Nunan, as - a language teaching method based on the concept that interaction is the key to language learning and that students must have opportunities to communicate during lessons (Nunan, 2007).

➤ The five principles that favour the idea of creating real or credible communication situations:

- ✓ Emphasis on communication through interaction;
- ✓ Introduce real texts in learning situations;
- ✓ Offer students opportunities to think about the learning process and not only about the language;
- ✓ Give importance to students' personal experiences as contributing elements to their own learning in the classroom;
- ✓ Try to relate the language learned in class with activities performed outside of it.

- The song is part of the students' daily life, contributing to the assimilation of the contents, giving another dynamic to the class.
- The lyrics of a song can be worked in the most diverse ways, according to the level of the group of students.
- It leads to the development of all skills, as long as they are properly explored in class.
- It is up to the teacher to plan activities that contribute to a better exploitation of the potential of songs, in the context of teaching.

➤ Tips for using the song as a motivation and effective pedagogical tool for successful learning:

- ✓ Identify and analyse the type of students (learning levels, ages, type of classes).
- ✓ Ensure that the classroom has adequate equipment and acoustic conditions for a class with one or more songs.
- ✓ Select a song with ingredients that reinforce the key points of the lesson objectives.
- ✓ Prepare informative and training sheets to guide student participation, reflection and retention of key material.
- ✓ Keep the class focused on the specific content and make the selected song relate to what is being addressed.

- Each of these small details can influence the student's perception or image of the song, positively or negatively.
- By the way, the North American linguist Linda Williams wrote that: “*En las clases de lengua, aprender canciones es un sistema agradable para crear un vocabulario, aprender novas pautas y conseguir una fluidez. Las melodías que usted utilice deben resultarles familiares a los alumnos*” (cit.: Martínez Roca, 1986).
- The song has many positive aspects and can be an inexhaustible source of information.

➤ The use of a song as a written or oral text in FL teaching brings numerous positive aspects to the classroom:

✓ It is an authentic text, through which students come into contact with colloquial language, which they might not have access to otherwise.

✓ It is a text that not only transmits vocabulary and grammatical structures because, being an association between music and text, it allows the transmission of sociocultural contents.

✓ Allows pronunciation training, without being confined to mere repetition to which some exercises are limited.

✓ It is an element that can motivate students through modernity and sound, staying in their memory and triggering different sensations; usual in the classroom.

➤ The use of the song in the classroom normally follows the following procedures:

✓ 1st - Arouse students' curiosity with different activities, for example brainstorming based on the title. This is the 1st step, known as: warm up.

✓ 2nd - Then, the conscious listening of the song, that is, while listening to the song, still without having the text in front of them, the students must carry out the tasks proposed by the teacher.

✓ 3rd - The third moment must correspond to the understanding of the text. Here too, it is convenient to diversify the proposed activities.

✓ 4th - Finally, the return to the student's universe should be privileged, encouraging the taking of positions.

➤ *Carnival, Carnival!* – children's song adapted from an original musical score:

- ✓ Brainstorming around the song title;
- ✓ They listened and uttered the words, reading the lyrics of the song;
- ✓ They created a melody for the lyrics of the song, through clapping and musical instruments;
- ✓ They performed a Carnival parade and sang the song.

Song: Carnival, Carnival!

Carnival, Carnival

Carnival I love you!

Let's go out and have some fun (2x)

Carnival I love you!

- The song works not only as a motivating element, but also as an audio text that allows students to pronounce and read words from another language.
- The song transports students, as listeners and learners of a FL, to realities and worlds similar and different from ours.
- It is this confrontation with other realities and cultures (when it comes to listening in FL) that gives the act of listening an enriching experience.
- Thus, students, through listening, enrich their vocabulary and linguistic structures in the target language.

- The success of learning inside or outside the classroom is also due to the fact that students listen and sing songs.

- Listening to the song stimulates students' imagination, language development and motivates them to read.

- The main goals of using the song are achieved with:
 - ✓ The promotion of habits and tastes for hearing;
 - ✓ Reading in FL, in a playful and relaxed way.

- The song is very well received by the students, both at the beginning and at the end of the class.

- Student reactions vary by age group and grade level.

- The use of song allows you to value the natural and spontaneous movements typical of their ages.

- In the beginning levels, they are effectively valued in the students' learning with the use of song:
 - ✓ The sensation;
 - ✓ The perception;
 - ✓ Attention;
 - ✓ Memorization.

- In 1st cycle English (3rd/4th year) active participation focuses on:
 - ✓ In the answers of each student, when they reached the understanding of the song;
 - ✓ In the message it contained;
 - ✓ In the inputs transmitted by the singer;
 - ✓ In the student's own experiences.

- The proposed activities can aim not only to exercise language through song, but also to use song to produce language.

- The results demonstrate that the effective use of the song, as a conscious and spontaneous stimulation, around the learning of a FL, is effective.

➤ The use of song as a pedagogical tool makes it possible to diversify communicative practices, leading students to perform certain tasks in FL:

- ✓ Answers to questions;
- ✓ Position takings;
- ✓ Rewriting or creation activities;
- ✓ Simulations;
- ✓ Dramatizations.

(*) Months of the year song...

➤ These activities allow students, in a natural and spontaneous way, to correctly use the skills in an FL.

Months of the year song...

- Explain the children that they're going to play the piano by using the all fingers of their hands and at the bit of each finger they will sing a month.

January, February, March, April, May, June, July, August, September, October, November, December (repeat...)

- They will follow the teacher and when he stops they will have to say something related to that month... a festivity, a special moment, etc...

N.B.: Use a catchy background melody.

<https://www.youtube.com/watch?v=3ssL8vx7Xhg>

Bibliography & webgraphy:

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Websites:

learnenglishkids.britishcouncil.org/en/songs

www.esolcourses.com

<https://www.youtube.com/watch?v=vFp5a8cL1Ow>