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Trabajo Fin de Máster

**THE USE OF MUSIC AS A
COMMUNICATIVE TOOL
IN ENGLISH LANGUAGE
TEACHING**

Alumno/a: Velázquez Reyes, Verónica

Tutor/a: Prof. D. Ana María Ortega Cebreros
Dpto: Filología Inglesa

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Abstract

This master's dissertation proposes a didactic unit that examines the role of music as a communicative instrument in the English classroom. Music provides a different approach to English learning since it promotes students' motivation and the development of self-esteem through communication.

First of all, this dissertation offers a theoretical review that highlights the most important aspects related to the introduction of music in the English classroom. Moreover, it focuses on the attitudes of adolescents towards the use of songs in the classroom and explains the different steps followed by teachers to enhance learning. The theoretical review is followed by an illustrative practice proposal consisting in a didactic unit designed for the fourth year of ESO. This didactic unit integrates different examples of how music and songs can be used to enhance English learning. Finally, different conclusions are drawn in order to summarize the most important contributions of this thesis.

Key words: English language teaching, communication, music, motivation, self-esteem.

Resumen

Este Trabajo Fin de Máster propone una unidad didáctica que examina el papel de la música como instrumento comunicativo en el aula de inglés. La música proporciona un enfoque diferente hacia el aprendizaje del inglés, ya que promueve la motivación y el desarrollo de la autoestima de los estudiantes a través de la comunicación.

En primer lugar, este trabajo establece una revisión teórica que destaca los aspectos más importantes relacionados con la introducción de la música en el aula de inglés. Además, se centra en las actitudes de los adolescentes hacia el uso de las canciones en el aula y explica los diferentes pasos a seguir por el profesorado para mejorar el aprendizaje. A continuación de la revisión teórica se plantea una propuesta práctica ilustrativa, que consiste en una unidad didáctica diseñada para el cuarto curso de ESO. Dicha unidad didáctica integra diferentes ejemplos de cómo la música y las canciones pueden usarse para mejorar el aprendizaje del inglés. Finalmente, se extraen diferentes conclusiones para resumir las contribuciones más importantes de este trabajo.

Palabras clave: Enseñanza del inglés, comunicación, música, motivación y autoestima.

1. Introduction

Music is highly appreciated all over the world. Nowadays, the majority of people listen to music, podcasts, or videos on a daily basis. In Western culture, music represents not only different types of songs or rhythms but cultural values. Music is used as a way to promote cultural awareness and communication among people from different countries. For this reason, the **topic** of this master's dissertation is *The Use of Music as a Communicative Tool in English Language Teaching*.

Songs and rhymes are produced in order to entertain but also as a fundamental tool for instruction. The use of music in the classroom has been developed over time. Initially, it was only used in order to reinforce grammar, pronunciation, or reading, but nowadays, it is also used as a communicative tool. The contents seen in a class are not presented in the traditional way. Now, students listen or read the lyrics of a song that helps them to learn and talk about the content or topic proposed by the teacher.

In connection with this, the development of advanced technology has provoked an increase in the number of listeners since it is easier to have access to different songs. Adolescents play a significant role in those numbers because they are most of the time listening to music. What is more, students are able to find several music genres such as pop, rock, rap, jazz, or trap from which they can choose their preferred musical style. That variety fosters the spread and the increase in the use of music. In addition to this, music is seen, for many adolescents, as a psychological tool. This may be due to the fact that they listen to different songs in good and bad situations. Songs help them to have a better understanding of their feelings and to learn how to control them.

Education and music are interrelated due to the didactic function of music in the classroom. Therefore, the main **objective** of this dissertation is to focus on the different uses of songs and rhymes following the Communicative Approach. In this dissertation, musical patterns will be used not only to reinforce the knowledge of grammatical structures. My experience as a teacher in a private academy has taught me that this approach to English is something exciting because most of the students do not want to learn English by learning long lists of vocabulary, grammar rules, or irregular verbs. They want to learn communicatively, that is, learning new things and topics through participation, speaking interaction, cooperation, and group work.

The practice of different interactive activities shows adolescents a new perspective in the learning of a foreign language. Besides, these types of activities help them build their communicative competence, which is obviously, very important for them. As the *Common European Framework of References for Languages* (2001, pp.13-14) states it, the role of **interaction** in the learning of a language is crucial since it does not only imply the knowledge of the language that a person has but his or her ability to mediate and make communication possible.

This dissertation is going to concentrate on five main **sections**, which are going to describe and analyze the role of music in the English classroom. First, it will develop a theoretical review that focuses on the use of music as a communicative instrument in class. This theoretical part will offer an explanation of different types of songs, the role of the teacher in the classroom, and the benefits and limitations of the use of music for learning a language. Then, these ideas will be developed in a didactic unit devised for students of the fourth year of Compulsory Secondary Education. This didactic unit, which is divided into six different sessions, is going to be further explained step-by-step. Finally, the last part is going to show the conclusions and expectations generated after the lesson plan is applied.

2. Objectives

The principal objective of this master's dissertation is to show how the communicative use of music can enhance students' L2 learning. Music is interrelated with language learning, and for this reason, we consider that it is one of the most beneficial tools to teach English. Following the Communicative Approach, this dissertation proposes several music-based activities in which students interact with each other. Adolescents need instruments and materials that encourage the use of the language in conversations, group work, and role-plays in order to practice their listening, speaking, reading, and writing skills.

Considering the practice part of this dissertation, different factors have to be taken into consideration. The purpose of the lesson plan here developed is to teach grammatical patterns, vocabulary, and expressions related to the past through the use of songs and interactive music videos. This way, music may enhance **intrinsic motivation** due to the fact that students get in contact with language and materials that are related to their culture and other cultures.

In this respect, the didactic unit proposed aims to increase students' interest in learning English. We consider that **interest** is one of the essential features that teachers should enhance in the English classroom. If a student is interested in learning English, he or she finds the learning process exciting, and this may increase his or her language level. For this reason, we have included some supplementary materials and instruments, apart from songs, which will be useful so as to motivate students to learn, such as games, flashcards, and Prezi presentations.

Furthermore, we aim to provide students with **appropriate assessment materials**. Students will be evaluated according to diverse activities, group projects, a final exam on vocabulary and grammatical patterns, and a final task. The purpose is that students learn and reinforce their knowledge little by little with those activities, and they do not study the content by heart. The application of those assessable activities has as its primary goal to put students as the center of the learning process. Since students have to get the information by taking part in conversations and performing tasks, the teacher has to provide the students with suitable material and feedback so as to solve possible problems.

3. Theoretical review

3.1. Communicative Language Teaching

Musical abilities may enhance the improvement of communicative skills when using musical videos, songs, limericks, rhymes, and chants in the classroom. Students of English can practice their pronunciation, intonation, pitch, level of vocabulary, and fluency through activities organized in a musical environment. This enables them to increase the number of expressions that can be used in a conversation. Thus, the communicative nature of music comes to light.

In order to understand Communicative Language Teaching, it is essential to take into consideration the concept of **communicative competence**. Tarvin (2014, p.2) defines this term as "the ability to use language, or to communicate, in a culturally-appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions." Pütz & Dirven (1992, pp. 37-38) additionally assess that this concept is essential for all people since it comprises not only the knowledge of a language but also its use with the purpose of communication.

The development of this notion has led to the growth of the **Communicative Approach**. This approach has been influential in language teaching since the 1970s and meant a separation from traditional views of language learning. English teaching used to be considered as an automatic process in which students had to learn new things through repetition and memorization. Currently, this perspective has changed, and most research studies (Chang, 2011; Littlewood, William, Cambridge University Press, & Swan, 1981; Pölzeitner, 2013; Richards, 2006) defend language learning based on **interaction, collaboration, and communication**.

These three features are closely related to the use of music since its introduction in the English classroom facilitates the creation of different communicative and interactive activities. Engh's (2013) report illustrates that the introduction of Communicative Language Teaching fosters the spread of music as a didactic tool in the classroom due to its connection with social, cultural, and physical factors. Music does not only enhance the development of grammatical patterns but also social and cultural development. This way, it is a highly appreciated tool since it covers all relevant aspects of the education system.

There are different **types of activities** that can be implemented in Communicative Language Teaching, depending on the material employed and the skill that teachers want to emphasize. Richards (2006, pp. 14-21) proposes several useful activities, such as jigsaw activities, task-completion activities, or role-plays in which reasoning and information are required. All of these activities focus on pair work and group work because students need to cooperate in order to complete the activities. In addition to group work, students need to receive some input from the teacher. With the help of the information provided by the teacher, students can successfully finish their activities.

Considering this, Richards (2006, p.5) also examines **students' and teachers' roles** in Communicative Language Teaching. He assesses that students learn through participation in groups or pairs instead of learning through a book. They learn through mistakes and errors that are monitored by the teacher. Teachers assume the role of moderators or providers of input in the class in the sense that they have to give students useful information that they can use in their conversations. Hence, teachers are in charge of developing activities in which students learn to communicate and solve misunderstandings. The success of this learning process is based to a very large extent on the students' attention and motivation.

Students' attention and motivation can be reinforced through musical materials, as it has been stated before. Nonetheless, songs are not the only useful material. Some other tools can be used to promote students' attention, such as games. Games do not only provide knowledge, but they also provide movement. Sometimes, adolescents get bored due to hard lessons or challenging topics, so the use of games helps them get out of the monotony of the class.

Games enhance good relationships among students. During adolescence, children go through significant physical and emotional changes, and these relationships help them go through those difficulties. Furthermore, games provide a comfortable environment in the English classroom. The studies carried out by Arnaiz & Guillén (2013) and Mak (2011) focus on the role of **anxiety** in a class, which may have both positive and negative impacts on students. Students' anxiety or willingness to speak in English may help them develop their oral production through participation and collaboration in the class. However, speaking the L2 in class is usually difficult for shy students, who normally find it too challenging to participate in class. Shy students normally experience debilitating anxiety. Thus, creating a respectful and relaxed atmosphere in class is vital in learning a language since it makes teachers' and students' work less stressful.

Although the use of songs and games is beneficial for students, there are some problems with these types of materials since they require much work on the part of the teacher. For this reason, Burns (2011, p. 79) remarks that teachers should be perfectly aware of how, when, and why they are using songs and games. There are times in which this material confuses students instead of helping them because the exercise or topic is not appropriate for their level. Songs are more than fill-in-the-gaps exercises. They provide knowledge about the world and interest in the English language. Therefore, a primary goal of this dissertation is to provide a better understanding of how to use songs as a communicative tool in grammar teaching.

3.2. Relationship between music and language learning

The relationship between music and language learning has been discussed in different fields of research, such as First and Second Language Acquisition. Some scholars such as Murphey (2013), Bartle (1962, p.11), Richards (2006), and Zeromskaite (2014) discuss that songs play a fundamental role in the development of the language of young children since speech patterns and musical patterns have some features in common like pitch and intonation. Medina (1990, p.4) states that "although meaningful

information is memorized with greater success than less meaningful information, retention is even greater when more meaningful verbal information is learned with music.”

Murphey (2013) mentions that, at first, children find it easier to remember and produce a song instead of producing a part of speech since it is related to rhythm and intonation. Although the **rhythm** and **intonation** of a song are similar to speech, the repetition of musical patterns in a song facilitates retention and helps children to memorize songs. After memorizing songs, children are able to use these patterns to accelerate language learning. Legg (2009) elaborated a study in which pupils’ language ability was analyzed. This study showed that pupils that were instructed with music had learned past tenses references with more confidence than their partners. This result reveals that students’ knowledge of the different aspects of the English language can be enhanced by employing music.

Besides, the use of music in the English classroom promotes cultural and communicative actions. Several types of music can be implemented in the classroom so as to encourage students’ learning of diverse cultural events. These musical pieces may facilitate students’ communication since they are able to understand a piece of given information or topic through interaction with those musical fragments.

3.3. Music and the human brain

Forster (2006, p. 66) and Salcedo (2010, pp. 21-22) try to illustrate how the connection between music and the learning process takes place in the **brain**. This relationship is attributed to the development of the brain hemispheres as children grow up. Research suggests that rhythm, intonation, and accent are located in the right hemisphere of the brain. On the other hand, the understanding and processing of the meaning of words are situated in the left hemisphere. Thus, when a song is used in the classroom, it is firstly stored in the right hemisphere during the first active listening. Then, when there are implications and understanding of meaning, the song is processed in the left hemisphere. This way, this shows that there is a strong interrelationship between language learning and musical features.

Moreover, it is worth mentioning that songs are employed in English language teaching as didactic instruments in relation to the **Multiple Intelligences Theory**. This

theory, developed by Howard Gardner in 1983, states that human beings are in possession of eight different skills that enable them to perform diverse daily activities. Hence, the application of those skills or intelligences is very relevant in society because it promotes the creation and solution of different problems.

The **eight intelligences** mentioned by Gardner (1983, 2011) are linguistic intelligence, logical/mathematical intelligence, visual/spatial intelligence, kinesthetic intelligence, interpersonal intelligence and intrapersonal intelligence, and musical intelligence. All of these intelligences are essential for children's development since they foster social relationships, logical reasoning, or visual knowledge. However, due to the nature of this dissertation, the focus is laid on musical intelligence.

The development of musical competence, as it is mentioned in Gardner's *Frames of Mind* (2011, pp. 115-117), takes place little by little. In their early stages, children learn to produce and repeat different sounds. When they are two years, most of them have the ability to sing different songs, and by the beginning of school, more or less, all of them have the knowledge in their minds of what a song is. Thus, it is crucial to promote the use of songs and rhymes in the classroom so as to promote the development of musical intelligence.

Gardner (2011) further states that although many teachers may not have the intention to develop musical intelligence, the use of this intelligence can help to achieve the development of different language skills. Music may be a useful instrument for teachers because it helps them to carry out different activities in the classroom. Following the different intelligences, the activities proposed by the teachers may promote a better knowledge of the subject or topic. Hence, the development of different intelligences is convenient for both teachers and students. Teachers get an idea of what is more important and necessary for their students, and students have a clear understanding of what they are doing or what they have to do.

In this regard, Overy's research (1998, p. 2) mentions a study carried out in Switzerland in which some of the children of a class were given extra music classes. These children, in comparison with the rest of the class, became better in reading and writing. For this reason, and in order to enhance a better understanding of the content, the use of musical patterns in the English classroom can be useful.

3.4. Psychological aspects of music

3.4.1. Music and mood

It is well known that music has diverse effects on the population, such as stress relief, blood pressure increase or decrease, or anxiety relief. These effects have been studied by many authors (McCraty, Barrios-Choplin, Atkinson, & Tomasino, 1998; Arnaiz & Guillén, 2013) so as to obtain an apparent response to physical and mental problems. In order to do so, much attention has been drawn to music therapy. **Music therapy** was introduced in the United States in the late twentieth century, and it was mainly used in hospital patients. Bunt & Stige (2014) and Kemper & Danhauer's (2005) researches show that patients that had cardiac or neurologic problems found helpful the application of songs in their treatments. Songs have proved to be an excellent solution not only for physical problems but also mental ones. In relation to this, many of the studies carried out over the years have dealt with the connection between mood and music.

This connection illustrates the relationship previously established among music, intelligence, and the brain. McCraty, Barrios-Choplin, Atkinson, and Tomasino (1998) make reference to the term *designer music* so as to refer to the type of music that affects specifically the mood and the emotions. This study was focused on analyzing the effects that classical, grunge rock, or designer music had among 144 people. The results show a shift of emotions in almost all of them. Depending on the type of music they were listening to, there was an increase or decrease of anxiety, hostility, or sadness. For example, grunge rock showed a significant increase in sadness and hostility, while designer music seemed to have a calming effect due to the stress relief appreciated during the listening phase.

Moreover, McCraty et al. (1998) also found differences between adults and teenagers during the listening stage. These differences are related to the type of music and the consequences it has on them. On the whole, music was found to produce more fatigue and sadness in teenagers than in adults. This fatigue may be caused by the emotional and physical changes that teenagers are suffering in this stage.

In this regard, a study conducted by Saarikallio & Erkkilä (2007) shows that music is a fundamental tool for the regulation of adolescents' mood. This research studied the musical choices of Finnish students who were 14 to 17 years old. In order to analyze

students' responses, they proposed "The Music Mood-Regulation Scale" based on the POMS (Profile of Mood States) scale.¹ This scale tests the use of music as a mood regulation tool in a variety of circumstances and revealed that:

The use of music in mood regulation was determined by specific needs that stem from various personal factors, including mood. The adolescents said that they did not usually choose to play, sing, or listen to music in order to achieve specific goals. However, they did have a sense of what kind of music they thought they needed at a given moment. (Saarikallio & Erkkilä, 2007, p.93)

As it has been stated, the relationship between mood and music is fascinating, so that it plays a fundamental role in the English classroom. Teachers have designed a few strategies for the exploitation of music in this area. Activities such as music tests, musical descriptions, or drawings have been developed throughout the years. The most acclaimed strategies used in Secondary Education are, as Harmer (2007, p. 69) states, **role-play activities, videos, and mood discussions**.

Role-play activities are used in the classroom to introduce music and encourage students' participation in the class. These activities allow students to practice English in conversations in which each of the students has to interpret a different role that can be related to several topics. This way, the students can interact, participate, and learn in the class while having fun. Together with role-plays, **mood discussions** are also used in the English class to promote participation and learning. However, they are also used to talk about the feelings and emotions that students feel when they listen to music in order to encourage better communication among teachers and students. Finally, the last strategy used in the English classroom includes the use of videos. These **videos**, which normally incorporate music, can be used to learn several words by listening and reading the lyrics of the song. By using these types of activities, students can listen to different music pieces, talk about different real situations, and simulate these situations in the class. For this reason and due to the relevance of these activities, some of them will be later covered in our didactic proposal.

¹ The Profile of Mood States scale was developed in order to study and evaluate emotional changes in a critical period. This scale evaluates different moods such as anger, confusion, depression, or fatigue.

3.4.2. Music and personality

Musical styles change over the years. Every year, new musical pieces come to stage while others disappear or stay on the surface. This change is motivated by the context, the economic situation, or even people's personality and feelings. The personality and feelings of a student are crucial in the organization and inclusion of music in the classroom. Some research studies (Delsing, Ter Bogt, Engels, & Meeus, 2008; Chamorro-Premuzic & Furnham, 2007; Schwartz & Fouts, 2003) have shown that music is related to personality and that this relationship may or may not influence the learning process.

Individual differences are related to musical experiences depending on the rhythm and the beats of the song. Rock, pop songs, or classical music have dominated studies related to personality. A study developed by Schwartz and Fouts (2003) revealed that rock songs are preferred by adolescents dealing with internal or external conflicts and have lower self-esteem. In contrast, teenagers that prefer pop songs tend to have healthy relationships and are more interested in the consequences of their actions. Hence, this is also connected with personality traits such as introversion and extroversion. The previous study shows that extroverted people tend to listen to pop songs, while introverted people listen to rock songs.

Concerning this, there are many YouTube creators as for example, "1 Million Tests," who have participated in the introduction and analysis of the relationship established between music and personality by using **interactive videos**. Many videos show tests that are useful for teachers and learners so as to get to know learners' personalities in agreement with their musical preferences. This analysis may help teachers to develop their activities because he or she can adapt the activity proposed for the learners. In the elaboration of our didactic unit, we have chosen one video that covers this topic. In this video (see figure 1), students will know what kind of personality they have so that the results obtained will be used in diverse activities, and this will motivate and help them to have more information about themselves.

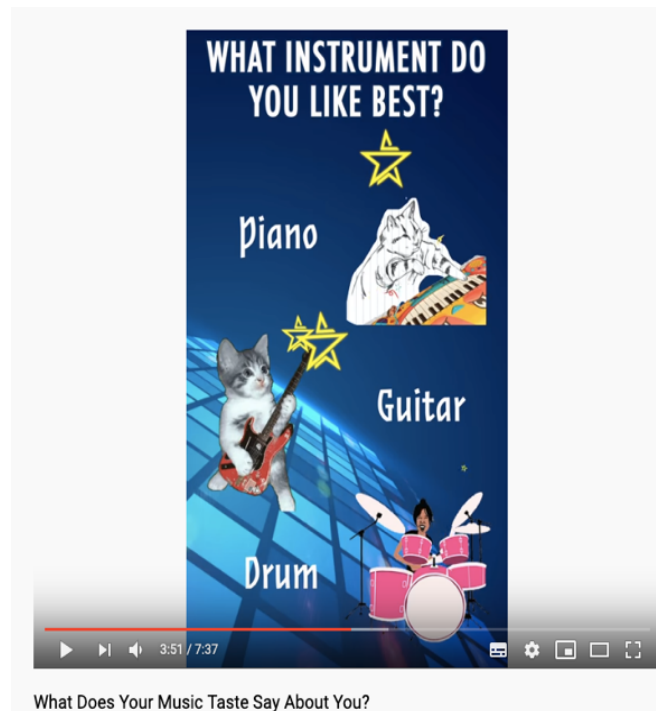


Figure 1. Taken from: <https://www.youtube.com/watch?v=b0vfuORDu28>

3.5. Types of songs

The *Cambridge Dictionary* defines **music** as “a pattern of sounds made by instruments or by singing or by a combination of both, or the written symbols representing these sounds.” These patterns may vary in their forms, generating different musical genres. Jazz, pop, or rock are the most renowned genres among people around the world. This may be due to the combination of rhythmic patterns that are proved to be inspiring for young children or adolescents. The English classroom would not be left behind since a wide range of songs can be used by the teacher as informative material. It depends on the age, the class, and the purpose of the song that teachers may choose limericks or chants or even pop music. For this reason, it is crucial to make a clear distinction between some of the different types of songs that can be wisely applied.

Graham (2006), in Zhang (2011), defines **Jazz Chants** as rhythms that are usually retrieved from English songs and contain common language. These rhythms have to be similar to the intonation of a native speaker in order to let learners get familiarized with the rhythm. Jazz chants are usually designed for young children due to the language and rhythmic pattern used. The teacher provides the material as warm-up activities. First, there is a discussion of the title, and later, students learn to work with the chant through

repetition. An example of a jazz chant could be “Sally Speaks Spanish, But not Very Well”:²

“SALLY SPEAKS SPANISH, BUT NOT VERY WELL.

WHEN SHE TRIES TO SPEAK SPANISH,

YOU REALLY CAN'T TELL

WHAT LANGUAGE SHE'S SPEAKING

OR TRYING TO SPEAK.

THE FIRST TIME I HEARD HER,

I THOUGHT IT WAS GREEK.”

Source: <https://sites.google.com/site/wewanttospeakenglish/on-line-studen/olga-b/sallyspeaksspanish>

This chant can be used by teachers in order to practice the pronunciation of the “s” sound at the beginning of the sentence, which is something beneficial for Spanish speakers.

Action songs, as Nurhayati (2012) points out, are often considered another type of song used in the English classroom. This type of song is usually beneficial for children who are in preschool. These songs do not only require rhythm, but they also require movement. Teachers regularly use these songs to promote cognitive, spatial, and social development. One of the most famous action songs is “Hop a Little Jump a Little,” by Kiboomers.³

“HOP A LITTLE, JUMP A LITTLE,

ONE, TWO, THREE;

RUN A LITTLE, SKIP A LITTLE,

TAP, ONE KNEE;

BEND A LITTLE, STRETCH A LITTLE,

NOD YOUR HEAD;

YAWN A LITTLE, SLEEP A LITTLE,

IN YOUR BED.”

Source: <http://www.english-for-students.com/Hop-A-Little-Jump-A-Little-1.html>

² This Jazz Chant is available at <https://www.youtube.com/watch?v=3zwgeWqfLyl> (Last access: 16/05/20).

³ This action song is available at <https://www.youtube.com/watch?v=4eKmWHuGIA8> (Last access: 16/05/20).

Limericks are another type of song that can be used in the English class. The *Merriam-Webster* defines **limericks** as “light or humorous verse form of five chiefly anapestic verses of which lines 1, 2, and 5 are of three feet, and lines 3 and 4 are of two feet with a rhyme scheme of *aabba*.” In order to teach pronunciation, many teachers employ limericks in their English classrooms. These verses are devised for beginners or intermediate learners of English who are improving their intonation and pronunciation. A traditional limerick would be “There was a Young Person of Crete” by Edward Lear⁴.

“THERE WAS A YOUNG PERSON OF CRETE,
WHOSE TOILETTE WAS FAR FROM COMPLETE;
SHE DRESSED IN A SACK,
SPICKLE-SPECKLED WITH BLACK,
THAT OMBLIFEROUS PERSON OF CRETE.”

Source: <http://www.eng-poetry.ru/english/Poem.php?PoemId=5039>

Finally, the last type of song that can be employed in the English classroom is **pop songs**. These songs are familiar to everyone since they are prevalent in our society. They are conceived for adolescents and adult learners due to their familiarity and difficulty. In this dissertation, we are going to focus on the use of these songs in class so as to observe the numerous uses that can be given to these tools. According to Baoan (2008), songs can be used for many purposes since they do not only talk about happiness, love, or memories but also about historical and cultural events. Pop songs are not only resources for teaching content, but they are also sources of cultural consciousness and social awareness. Songs like “Zombie” by The Cranberries⁵ (1993) or “Gimme Shelter” by The Rolling Stones⁶ (1969) deal with historical events linked to the concept of war. These songs are used in order to entertain, but also to show people social events that happened in the past.

3.6. Implementations of music in the English classroom

The learning of the English language is based on the development of the different language skills. According to the *Common European Framework of Reference for Languages* (2001), these skills are: speaking and interacting, reading and interacting, listening, and writing. Music can be introduced in the classroom so as to promote the

⁴ This limerick is available at <https://www.youtube.com/watch?v=wlsjLH1-wDw> (Last access: 16/05/20).

⁵ This song is available at <https://www.youtube.com/watch?v=6Ejga4kJUts> (Last access 16/05/20).

⁶ This song is available at <https://www.youtube.com/watch?v=RbmS3tQJ7Os> (Last access: 16/05/20).

practice and reinforcement of those skills, and it can be useful for writing, listening, speaking, or reading activities in class.

As Baoan (2008) mentions, one of the most renowned applications of music in the classroom is the practice of **listening skills**. Songs and rhymes are used in the English classroom in order to practice listening in a different way. Typically, teenagers train their listening ability by listening to different recordings. Although technology has improved, the use of recordings is usually found annoying for them since the accent and intonation are not familiar to them. By using songs and rhythms, students break with the monotony of the class, and they pay much more attention to the activity that they are doing.

Reading and **intonation practice** is also fundamental in English. Teachers prepare musical activities to enhance these skills, and the steps that they follow have a similar order. First, there is an active listening of the song, and later, students are asked to read sentences aloud so they can improve their reading, pronunciation, and intonation skill. The rhythm and intonation patterns that are found in songs help students get familiar with the English intonation patterns. Furthermore, this process makes students aware of their level of English so that they continue training those skills.

Together with the practice of **reading**, students may find handy the use of the lyrics so as to practice spelling and other activities such as fill in the gaps. After the first active listening of the song, students may be asked to fill the gaps with verbal tenses, missing words, or missing letters from a word. Many teachers primarily use these types of exercises, but many of them do not know how to work with them appropriately.

Furthermore, it is fundamental to mention the relationship between music and **speaking and interacting**. Songs and rhymes help to expand students' knowledge since songs contain new words and expressions that can be useful in their daily conversations. This way, students can practice these expressions and improve their oral production and confidence when talking in public or interacting with other people.

To sum up, it is relevant to point out that in order to learn a new language students have to practice all the skills at the same level. Not only grammar and vocabulary have to be encouraged but listening and speaking interaction. In this dissertation, students will work with songs so as to promote the use and knowledge of distinctive grammatical patterns. Thus, they can see that grammatical patterns do not

need to be learned using usual exercises or worksheets, but they can learn them by using songs and rhymes too.

3.7. Music apps used in English language teaching

The introduction of the Internet has provoked a revolution all over the world. The Internet allows people from different countries to communicate and interact with other people. The Internet is one of the significant changes that the educational system has suffered. Another big change has taken place thanks to the development of new technology such as computers, tablets, or mobile phones.

These electronic devices have changed the way that education is seen nowadays. **Computer-Assisted Language Learning (CALL)** has been introduced in the English classroom so as to enhance language learning through computers. CALL allows not only teachers to adapt diverse material but also students to recognize useful information. By using this program, students learn which information is relevant and necessary to carry out their projects or activities. This is essential since the information selected by the student may determine the final result of his or her activity (Beatty, 2003, p. 7).

In Spain, the introduction of digital boards, projectors, and laptops helps teachers during the class, and it also allows them to increase student participation. As Gallego, Cacheiro, & Dulac (2009, pp. 125-130) state, a study carried out in Madrid showed that the majority of teachers found digital blackboards useful. Moreover, it showed that approximately 8,6% of the students participated more and had a better experience. This is why more efforts are being made in order to incorporate new technology in class. Teachers are receiving training programs and instructions about it so that technology is being incorporated gradually.

Along with this use of electronic devices, additional development is being achieved with mobile phones or tablets. Although some of these electronic devices were not allowed in high schools, nowadays, more and more devices are introduced in the classroom. These gadgets use different apps that are commonly used. Multiple apps promote, facilitate, and help teachers to enhance the use of music in the classroom. Nonetheless, Camp (2015) and Berk (2009) point out that the most frequently used apps for the introduction of music in the English classroom are **Spotify** and **YouTube**. These two apps do not only offer a wide range of music, but they also offer students the

opportunity to work with songs since most of the songs include the lyrics and the music video.

In relation to this, we have to argue that although many students are able to access the Internet by means of those devices, there are some of them who are not able due to economic reasons. Therefore, it is crucial to consider students' economic situation before deciding to use electronic tools in order to avoid the discrimination of part of the students.

3.7.1. YouTube

The inclusion of **music videos** in the English classroom is not new, as Berk (2009) argues, and it was motivated by the interest that teenagers had in tv programs or films. Although music videos started to be introduced a long time ago, there are some things that have changed, like the format, sound, video quality, and the variety of music that can be found. Many artists include their new songs on YouTube because it is one of the most important digital platforms in the world.

Moreover, it can be said that the use of music videos is beneficial in language teaching. The use of videos can help students to concentrate and pay more attention to the English lesson. What is more, it can help them to reduce their anxiety. Often students find the English lesson stressful due to their difficulty in understanding the teacher or the activities they are doing. For this reason, YouTube is a crucial tool for the promotion of music in English language teaching.

Berk (2009) additionally argues that the inclusion of videos fosters the **development of students' intelligence**. As has been previously mentioned, human beings have different intelligences that can be fostered by practice and training. This study shows that the use of video clips makes it possible for students to train musical and spatial intelligence in relation to the nature of these tools.

3.7.2. Spotify

Spotify is a virtual platform that was created in 2006. Although it was not very famous at first, this platform has increased its reputation with the pass of time. It consists of a compilation of music playlists that can be created by users depending on their preferences and desires. Besides, this platform is always updated because new music is incorporated gradually so that its users enjoy and have fun with new music.

Its application in the English classroom is not well-known among teachers, but it can be handy for them since it contains much music that is organized by topics, emotions, or preferences. As Camp (2015, pp. 375-378) mentions, the English teacher is able to create his or her own playlist for each course and topic. Thus, when students are studying likes and dislikes, or they are studying past references, teachers can use one playlist for each subject matter as we can appreciate in the following example:

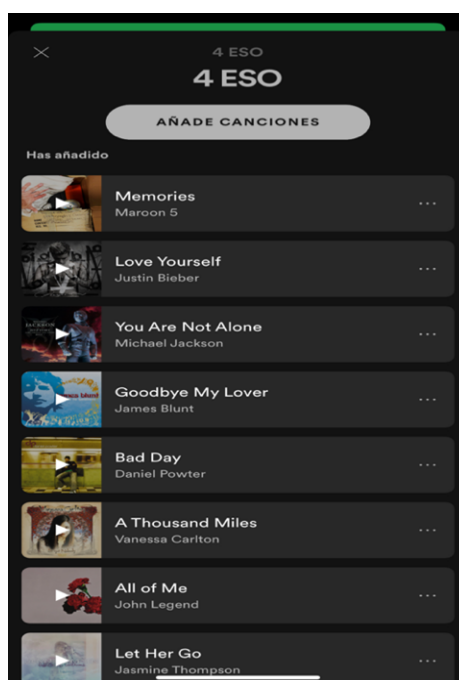


Figure 2. 4 CSE playlist. Source: by the author.

The previous example shows a playlist that has been created when designing the didactic unit here proposed in order to teach past references. With the help of this playlist, the teacher can elaborate different exercises that will help students work in pairs or groups. Furthermore, Spotify makes it possible to listen to a song and read the lyrics at the same time. This is why it is a musical tool that comes in handy in order to train listening, reading, listening, vocabulary, and grammar skills.

One practical case would be the song “Memories” by Maroon 5. This song is an excellent example since it is beneficial for the practice of vocabulary related to the past, grammar expressions, events, or cultural awareness. “Memories” talks about celebrations and memories of people who are not here. This motivates learners to know more about celebrations and compare these celebrations to the ones they have in their country. The exercise carried out by the teacher consists in showing the lyrics of the song on the digital blackboard in the first active listening. Later, the teacher will give each group some of the lines so that they have to rearrange the lyrics. Finally, students can share the lyrics so that they complete the song. In addition, the teacher could use the topic of this song, that is, memories, to promote a discussion or to make students write about their memories with their family or friends.

What is more, it is essential to mention that the previous songs, even though they have been chosen for students of the 4th year of Compulsory Secondary Education, may be used for other levels. “Memories” is a song that mixes pop rhythms and rap, so students of the second year of Non-Compulsory Secondary Education can practice rap as tongue twisters and, in a way, they can have fun while they are learning.

3.8. Steps for selecting songs

The wide range of songs, rhymes, and chants that society provides influences language learning. Songs deal with different contents and topics, and they can be written in Italian, French, Spanish, English, among others. Thanks to that variety, teachers of different foreign languages are able to select songs depending on the degree of difficulty, the topic chosen, or the artistic or emotional knowledge he or she wants to transmit.

So as to select appropriate songs, there are different steps and pieces of advice that teachers should follow. These tips, which are detailed by Cameron (2001, p. 32), as mentioned in Millington (2011), can be classified into three **different steps**: the first step consists in a preliminary analysis of the class and the topic; the second step refers to the actual activity proposed by the teacher; and the third step is used to promote students’ practice of the subject matter they have been working on.

First of all, teachers should take into consideration the **group of students** and their English level. It is essential to analyze the overall level of the class in order to work

with an appropriate song. If a song does not meet students' needs, they may find the exercise very hard, or they may feel that they have a low level. This is something dangerous since it can cause demotivation and low self-esteem. Considering this, it is significant to mention that songs and rhymes should **adjust to the topic or unit** seen in a class. It is essential that the tools used during the class relate to the lesson. However, it can also be related to the previous lesson in order to practice or review previous content.

Secondly, lyrics, videos, and the material proposed by the teacher can be used to **practice different skills**. Students may practice listening, grammatical patterns, vocabulary, or even reading. Depending on the situation and the time devoted to the activity, students may concentrate on one skill or the other. However, it is worth mentioning that all the skills may be practiced. Not only listening and reading but also speaking and writing activities.

Thirdly and lastly, teachers should encourage and **reinforce** the practice of the content seen in the class by preparing extension activities such as role-plays, debates, or discussions. This is helpful for students since they are not only able to learn linguistic aspects, but they are also able to reflect on the ideas conveyed by the songs.

Together with the different steps for selecting different songs, Cameron (2001) proposes three different stages that are beneficial when carrying out communicative activities that deal with songs. The first stage is called "**preparation**" and consists in the presentation and practice of the vocabulary and patterns that are present in the song. The second stage, named "**core activity**," is the actual activity that students have to do, and the last stage is the "**follow up**," which enables the teacher to ask different questions so as to observe if the students have understood the material. The benefits that these types of activities have on the students are very high since they practice the L2 before and after the actual activity is carried out. For this reason, we have selected these stages in some of the activities that are going to be covered in this lesson plan.

3.9. Benefits of the use of music in class: the promotion of motivation, self-esteem, and cultural awareness

Motivation, cultural awareness, and self-esteem are vital factors for successful learning. Learning a new language requires the development of the motivation, cultural consciousness, and self-esteem of adolescents. According to Harmer (2007, p. 83), adolescents are in a period of transition where they are building up their identity. They are sensitive to changes, and for this reason, both teachers and partners are indispensable for them.

3.9.1. Motivation in the English language classroom

The concept of *motivation* has been studied throughout the years by scholars, such as Dörnyei & Schmidt (2001), Harmer (2007), or Ryan & Deci (2000). This term, as the *Cambridge Dictionary* defines it, makes reference to “the enthusiasm, need, and willingness to do something.” Consequently, as Rosová (2007, pp. 30-31) emphasizes, when students are motivated, they are willing to take part in the learning process, and this may be fostered with the help of interactive activities and the use of music in a class.

In this respect, Dörnyei & Schmidt (2001, p. 6) illustrate that the learning of a second language has **three main elements** that are related to the student’s motivation. The first element consists of the student’s effort to learn the new language. The second element refers to the goal that the student wants to achieve at the end of the learning process. Finally, the third element focuses on the student’s positive attitude in the process of language learning. Each element individually, as Dörnyei & Schmidt (2001, p.6) suggest:

... is seen as insufficient to reflect motivation. Some students may display efforts, even though they have no strong desire to succeed, and may not find the experience particularly enjoyable. Others may not want to learn the language but may have other things that detract from their effort. The point is the truly motivated individual displays effort, desire, and affect.

This notion reveals that motivated students are those who want to learn through hard work, but enjoying the process of learning a new language. This motivation can be intrinsic or extrinsic, depending on the source of motivation.

Intrinsic motivation is traditionally related to internal factors, that is, to human nature. Ryan & Deci (2000, p. 56) indicate that:

From birth onward, humans, in their healthiest states, are active, inquisitive, curious, and playful creatures, displaying a ubiquitous readiness to learn and explore, and they do not require extraneous incentives to do so. This natural motivational tendency is a critical element in cognitive, social, and physical development because it is through acting on one's inherent interests that one grows in knowledge and skills.

In contrast, **extrinsic motivation** establishes a connection between tasks and outcomes. Students who are extrinsically motivated may perform an action in order to achieve or avoid something. Hence, Ryan & Deci (2000, p. 60) show that there are two types of extrinsic motivation: one which has a strong personal connection with the student and the other one, which is related to what is established. Thus, a student who wants to achieve a goal because it is good for his or her future is extrinsically motivated and has a strong personal connection with this goal. In contrast, a student who wants to do something in order to avoid punishment is extrinsically motivated so as to comply with what he has to do.

Intrinsic and extrinsic motivation can be enhanced through different strategies. Considerable importance must be given to several **motivational strategies** that teachers can apply in language learning. According to Dörnyei (2001, pp.20-30), these strategies are used so as to enhance a positive effect on this process. The following figure shows the essential strategies that Dörnyei (2001, p. 29) specifies:



Figure 3. Motivational Strategies (Dörnyei, 2001, p.29).

Promoting cooperation, increasing learning satisfaction, or making the teaching materials relevant to the learners show that motivation does not only depend on the students but also on the role of the teacher and what he decides to do and use in the class. Teachers' attitude is crucial for students' motivation since they are the ones in charge of preparing activities, promoting good relationships, and enhancing participation. If the teacher does not have a positive attitude in this respect, students' motivation may also be affected. Apart from highlighting the importance in motivation processes of having a positive attitude and good relationships, Dörnyei (2001, p. 40) additionally claims that there needs to be a harmonious classroom atmosphere. If there is not a relaxed atmosphere in the class, it is difficult for students to interact with each other. Interaction is one of the most relevant instruments in the language classroom since students need to talk with each other and put into practice what they have learned. This is why it is essential to have a harmonious atmosphere in the class in order to increase interaction and make learning possible.

As well as students' and teachers' roles within motivation, we need to mention the role of music. Music has a close connection with **intrinsic motivation**. Students' interest in language learning may be motivated by using songs in the English classroom. **Interest** is one of the key factors within intrinsic motivation. If a student is interested in learning English, he or she is able and willing to carry out the learning process. Some studies (Kao & Oxford, 2014; Israel, 2013; Pyper, 2005) have related the use of music in the language classroom to intrinsic motivation. These studies showed that the relationship between language learning and music is so close that when a student is learning a language, music makes it a more exceptional experience, and when a student is listening to music, this music fosters language learning.

Music, as Israel (2013) states, is another form of literacy, and as such, it may be considered as an essential material in language learning. Although the strategies employed for the use of music in class may be similar to those employed when using other materials, music has proved to be more entertaining and motivating than any other material. This motivation, as Israel (2013) mentions, enhances successful vocabulary and grammatical learning as well as the promotion of **fluency** and **confidence**, which are fundamental aspects in English. Confidence and fluency increase students' self-esteem and motivate students to continue learning and practicing all different skills (reading, writing, listening, and speaking). This way, students do not only learn, but they keep improving their English level.

3.9.2. Self-esteem

Along with motivation, special attention has been paid to the concept of **self-esteem** due to its relationship with language learning. The *APA Dictionary of Psychology*⁷ defines this concept as:

The degree to which the qualities and characteristics contained in one's self-concept are perceived to be positive. It reflects a person's physical self-image, view of his or her accomplishments and capabilities, and values and perceived success in living up to them, as well as the ways in which others view and respond to that person. The more positive the cumulative perception of these qualities and characteristics, the higher one's self-esteem.

⁷ Retrieved March 28, 2020, from: <https://dictionary.apa.org/self-esteem>.

Lawrence (2006, p. 3) advocates that students' self-esteem starts to develop during the first years. For this reason, it is essential to understand the stages that children go through in their lives. Pamela Levin (1982), in Barrow, Bradshaw, and Newton (2012, pp.71-79), developed this theory, which helps teachers to be aware of students' needs, so that they can provide appropriate information or feedback to the student. According to this theory, there are six stages of development. The first stages of development consist in a period of exploration in which children need support from their parents in order to accomplish some activities. This support is vital since it can later affect the behavior of the child.

Considering the age of our students in our didactic unit, it is especially important to take into account stage number six of development, which goes from 12 to 18 years. In this stage, the person learns to combine what he or she has learned through all the previous stages, and he or she is able to change some aspects. Adolescents are in a period of change, both physical and mental. Thus, they must try different techniques in order to understand their feelings and to learn to accept themselves as they are.

In this position, music, that is, songs and rhymes, provides a way to enhance self-esteem. Adolescents feel identified with the messages and rhythms used by musicians when they compose a song. By learning to understand these messages, they do not only learn grammatical patterns or vocabulary, but they learn to channel their feelings. Boredom, joy, or love can be expressed and controlled by students employing songs and rhymes.

3.9.3. Enhancing cultural awareness

It is widely known that people may find music in many languages. The use of different languages promotes students' knowledge of a language and the development of their interculturality. The *CEFR* (2001, p.43) states that "the linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills, and know-how." This is essential since linguistic and cultural competences make students aware and open to discover and experience new cultures.

Besides, musical patterns help students obtain new information about their own culture and other cultures, which enhances *intercultural mediation*. This concept is

present in the *CEFR* (2001), but it is further developed by the *Companion Volume with New Descriptors*.⁸ It refers to the ability of a person to mediate, that is, to communicate with another person who does not speak the same language. Thus, the person who has the knowledge of the language is in charge of translating the most important parts and ideas of the message conveyed to the other person, facilitating their mutual understanding. Intercultural awareness is crucial in this process.

Together with intercultural mediation, songs also help students to develop **cultural awareness**. As Arevalo (2010, p. 136) mentions, “songs are the product of a culture and share values, commitment, responsibility, love, history, traditions, customs, and specific characteristics of spoken language.” By working with songs in the classroom, students can get to know the values and history of their own country and of other countries of the world.

According to *The Common European Framework of References for Languages* (2001, p. 2), the experience and knowledge that adolescents have of other cultures help them build up a sense of communion that has to be enhanced in order to reduce diversity among them. Consequently, the material that the teacher provides is crucial. As reported by Byram, Gribkova, & Starkey (2002, p. 16), the material provided by the teacher should be based on topics and grammatical structures. After that, the teacher can ask questions that will encourage learners to make comparisons. This way, “the key principle is to get learners to compare the theme in a familiar situation with examples from an unfamiliar context” (Byram, Gribkova, & Starkey, 2002, p. 16).

Not only songs can be used as sources of information. According to Failoni (1993, p. 2), students can use different applications or sources of information such as radio programs, music applications, or podcasts in order to reinforce their cultural knowledge. Teachers may use these new methods so as to break the monotony of the class and to increase students’ interests. These sources of information may talk about the literature or history of a country, as it can be present in a musical piece. This way, students may be able to find information about the events that took place in the past or important literary works of that country.

⁸ The *CEFR Companion Volume with New Descriptors* was launched by the Council of Europe in 2018 and provides a detailed description of the scales previously mentioned in the *CEFR*. Furthermore, it includes a more in-depth description of higher levels and new levels, such as the “Pre- A1” level.

References to **literary works** are present in many songs. Songs, such as “Wuthering Heights” by Kate Bush (1978) and “Thieves in the Night” by Black Star (1998) make reference to two famous novels “Wuthering Heights,” written by Emily Brontë, and “The Bluest Eye,”⁹ written by Toni Morrison. When listening to these songs, students can understand the significant topics of these novels. This understanding is enhanced through the teacher’s comment and explanation of the relevant aspects present in the song. Moreover, the teacher can use voluntary readings in order to encourage the practice of this skill as an extension activity.

In relation to literary works, there are some songs that are connected to **historical events**. Important events like the Civil Rights Movement are present in some songs, such as “Glory,” by Common and John Legend (2014), and “The Times They Are A-Changing,” by Bob Dylan (1978).¹⁰ These songs describe the difficult situation of those years and help people get some knowledge of what happened. This way, it is of great importance that the teacher prepares activities related to this subject matter so that students can get more information.

3.10. Limitations on the use of music

Songs, music in general, are widely known for their versatility since they can be used for many purposes. As it has been stated in this dissertation, music can enhance the development of social abilities, multiple intelligences, learning skills, and cultural and intercultural awareness. Nonetheless, there are some limitations to the use of music in the classroom that need to be mentioned.

According to Millington (2011, p. 136), songs are beneficial for language teaching. However, there are some things that need to be taken into consideration when selecting an appropriate song. **The vocabulary, grammatical patterns, and expressions** that are covered by the selected song **should be adequate** to the level of the students. Otherwise, students will find it difficult to follow the activities or the topic they are working on.

⁹ These examples have been taken from a website “<https://entropymag.org/25-very-literary-songs/>” that compiles 25 literary songs.

¹⁰ These examples have been taken from a website “<https://www.blackenterprise.com/15-awesome-empowering-motivational-songs-playlist-civil-rights/>” that compiles 15 songs related to historical events.

Moreover, there are some limitations with respect to **musical styles**. In terms of songs, adolescents have different musical tastes. Some of them may prefer pop songs over other types of songs, such as rock or rap. In contrast, there are some students that prefer rap songs over pop songs. For this reason, it is essential that the songs proposed by the teacher do not only cover one musical style. The teacher should provide students with different music genres so that everybody has the opportunity to listen to the music that they like. Additionally, teachers can use songs that mix different rhythmic patterns like “Memories” by Maroon 5 in which pop and rap are mixed together.

Besides, it is relevant to consider that songs can have limited applications in some high schools. As Dokulil (2013, p. 14) discusses, there are some high schools that do not have the **necessary material** for using songs as the main instrument for the teaching of English. The lack of computers, speakers, and good connections may make difficult for the teacher to carry out this activity. For this reason, it is crucial to consider the different materials that the high school proposes and elaborate other alternatives. In this situation, the most appropriate thing to do is using worksheets or reading the lyrics aloud.

Finally, it is relevant to consider that songs **may not be enjoyed by everybody**. As it has been discussed before, songs promote the development of motivation, self-esteem, grammatical knowledge, and many other skills. The problem is that there are some students who think that they do not benefit from the use of songs in class. In contrast, some others find it a vital instrument in language learning. Throughout my experience as a teacher, I have found that some students do not want to use songs because they feel that these songs are not sufficiently related to the topic or that they are not attractive enough. This way, teachers should know how and when to use songs wisely in order to avoid these responses. An appropriate implementation of songs by the teacher is crucial in order to encourage students to perceive songs as a valid learning instrument. The following didactic unit is expected to serve as an illustration of how music and songs should be introduced in lessons in order to enhance the learning of a variety of contents by the student in a meaningful way.

4. Lesson plan: “Past Events and Experiences”

4.1. Introduction

The present didactic unit, **“Past Events and Experiences,”** is devised for students of the fourth year of Compulsory Secondary Education (4º ESO). It is developed for a group of 30 students that are approximately 15 or 16 years old. The aim of this lesson plan is to enhance the knowledge of past references, the account of memories, and the different cultural and historical events of London and the United States through the application of music. In this case, students will work with songs as a communicative tool in order to reinforce the learning process.

The teacher will be in charge of organizing six different sessions in which songs will play an essential role. Each session of fifty-five minutes approximately will foster communication through those activities. Within the activities, students can work in pairs or groups of different numbers so as to learn to cooperate and develop their sense of communion. This way, this lesson plan covers all the theoretical points exposed on the master’s dissertation.

4.2. Justification

The contents, key competences, and objectives exposed in this lesson plan are organized according to the Organic Law for the Improvement of the Quality of Education (LOMCE 8/2013 of December, 9th), the Royal Decree 1105/2014, the Decree 111/2016, the Order of July 14th, 2016, and the Order ECD/65/2015, January 21st.

The Royal Decree 1105/2014, proposes several objectives that the students of Compulsory Secondary Education can develop during this period, such as the ability to express themselves in a foreign language appropriately. The English language is widely spoken all around the world, and for this reason, it is essential to know this language. Students need to learn English so as to have a fruitful conversation with people from other countries.

Together with this, the Order of July 14th, 2016 (BOJA number 144 July 28th, p. 211), assesses that the teaching of English as a second language prepares students for the exercise of citizenship, awareness of the world and culture, and cooperation in the

evolution of the knowledge of the society. What is more, it facilitates the maximum development of their abilities and skills to integrate actively in a diverse society and a constant process of development and change.¹¹ Thus, the present lesson plan will play a fundamental role in developing those skills so as to facilitate students' communication and participation with others.

4.3. Background information and contextualization

The didactic unit proposed is called "Past Events and Experiences" due to the relationship that this lesson plan has with the **past**. The Order of July 14th, 2016, determines that students of the Fourth Year of Compulsory Secondary Education need to learn and reinforce their knowledge of past references by differentiating between "past simple," "past continuous," "present perfect" and "past perfect." Moreover, they have to deal with some temporal expressions and adjectives related to experiences, emotions, and feelings, such as "amazed," "delightful," and "depressed."

This lesson plan has been designed for students that study in a high school called "**I.E.S. Torre de Los Guzmanes**." This high school has 800 students approximately, and it is situated in "La Algaba," a town located in the northwest of the province of Seville. It has 16.000 inhabitants approximately. Its nearness from Seville facilitates communication with other towns or cities so that it is easier to have access to different jobs or studies. Although the livelihood of the inhabitants of this town is based on agriculture and commerce, more and more young people are investing in new technology such as business information technology or heavy machinery.

On the whole, the level of the class is a **B1 level**, although there are students with a higher and lower level. According to the *Common European Framework of References for Languages* (2001,p. 24), B1 students of English are independent users that:

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.

¹¹ Translated from the Order of July 14th, 2016 (BOJA number 144 July 28th, p. 211).

The class is composed of 30 Spanish students, 16 boys, and 14 girls, and there are a short-sighted boy and a highly gifted girl who requires extensive work. The students are seated in pairs according to the assessment of the teacher, who has organized the class previously based on a study of their English level and relationships. The pairs are formed by one student who is good at some aspects that the other one needs to reinforce. Thus, they can help each other when they have problems with an activity or explanation.

Although students are seated in pairs, they are often going to work in groups because it is important for them to know how to cooperate and exchange their opinions with others so as to carry out an activity. The activities proposed in this didactic unit foster the improvement of their relationship because they facilitate group work and pair work. One specific example could be the creation of a podcast as a final activity since they have to work in groups and as a whole class.

According to the *Cambridge Dictionary*, podcasts are recorded programs that deal with different topics and that are uploaded to the Internet for anybody to listen to. The use of podcasts is increasing nowadays due to their functionality and practicability. Many people use these programs as instruction and reinforcement materials because they help to put into practice what students have learned in the sessions. For this reason, students are going to be divided into five diverse groups of six so as to record this podcast.

4.4. Key competences

DeSeCo (2003), as the Order ECD/65/2015, January 21st (p.1) states, defines the term **competence** as:

The capacity to respond to complex demands and carry out diverse tasks in an appropriate way involving a combination of practical skills, knowledge, motivation, ethical values, attitudes, emotions, and other social and behavioral components that are mobilized together to achieve effective action.

What is more, this Order points out that this capacity is essential because it promotes entirely personal and social development. The European Union focuses on the necessity that a human being has to acquire different key competences so as to have

access to a globalized world. The process of acquiring those key competences is based on a progressive development that enables human beings to modify them when they acquire a higher level.

In connection with this, it is essential to mention that the learning and acquisition of key competences does not finish with the academic period. Students have to be able to apply the competences they have acquired to their lives. In order to do that, the Royal Decree 1105/2014 promotes learning through skills in order to meet the necessities of the students. This way, the teacher's role is crucial because he or she has to promote the development of different skills in their classrooms. The teacher has to take into consideration not only the learning process but also the context in which the learning process takes place.

There are seven different key competences that the subject of English must contribute to develop according to the Order ECD/65/2015 (pp. 8-16):

- C1. Competence in Linguistic Communication
- C2. Competence in Mathematics, Science, and Technology
- C3. Digital Competence
- C4. Learning to Learn Competence
- C5. Social and Civic Competences
- C6. Cultural Expressions and Artistic Awareness
- C7. Competence in Initiative and Entrepreneurship

However, in this lesson plan, we are going to contribute to the acquisition of five of these competences:

C1. Competence in Linguistic Communication (CLC) makes reference to the communicative function since it is developed through social interaction. Students are able to develop their communicative competence by means of communication with other students, teachers, or the people they know. Social interaction can be achieved through oral or written texts, depending on the situation.

C3. The development of **Digital Competence (DC)** implies the use of new technologies so as to get some information. The information retrieved by the student has to be important and useful for his learning. Thus, it is essential to present and develop this competence carefully. Students need to learn how to access the information and use this information to solve the problems they may find.

C5. Social and Civic Competences (SCC) express students' ability to solve social and daily problems through the knowledge that they have acquired. In order to do so, students need to have some knowledge of the rules and behavior of their society. Learners have to be aware of the society and culture they live in in order to function and participate successfully. For this reason, it is essential that they have some knowledge of the events and actions that took and take place in their society.

C6. Cultural Expressions and Artistic Awareness (CEAA) makes allusion to the knowledge of artistic and cultural manifestations established in the curriculum. Furthermore, it refers to the students' capacity to express themselves creatively in different situations. In this specific case, students have to get familiarized with artistic and cultural manifestations that are present in the different songs and text included in the lesson plan.

C7. Together with Digital Competence (DC), **the competence in Initiative and Entrepreneurship (IE)** fosters students' ability to apply the knowledge acquired to their lives. In order to develop this competence, the student has to be able to perform different tasks that analyze and adapt the information used, as it is stated by the RD 1105/2014. Moreover, it is vital to discuss that entrepreneur students are characterized by their sense of initiative, motivation, and self-esteem. In order to carry out innovative tasks or projects, students need to have motivation and self-knowledge due to the fact that it facilitates the elaboration process.

All these competences we have mentioned above will be fostered in this didactic unit by means of songs. Each session promotes the use of different key competences through activities that mix pair and group work. Pujolàs (2012) argues that the development of some key competences requires **cooperative learning**. Students' interaction promotes the acquisition of some competences as, for example, the Competence in Linguistic Communication. For this reason, it is essential to organize the curriculum following the structure of cooperative learning. This is why the activities in our didactic unit foster group work and pair work. In order to carry out these activities

successfully, students need to use their digital, communicative, cultural, social, and entrepreneurial competence.

4.5. Objectives

The different activities proposed in this didactic unit promote the fulfillment of diverse objectives. The **objectives** we want to pursue in this lesson plan are:

- To understand oral and musical fragments related to past events.
- To express fluently ideas from the past.
- To understand written fragments dealing with famous events.
- To write fragments about the cultural and social aspects of the past.
- To learn to work in pairs or groups so as to get essential information from different celebrations.

Considering this, the following chart shows the connection established between the didactic objectives suggested before, the objectives of the stage established by the Royal Decree 1105/2014 and the Decree 111/2016, and the foreign language objectives mentioned in the Order of July 14th, 2016.

DIDACTIC AIMS	OBJECTIVES OF STAGE		FL OBJECTIVES
	RD 1105/2014	Decree 111/2016	Order July 14 th , 2016
To understand oral and musical fragments related to past events.	b) to develop and strengthen habits of study and discipline, as an essential condition for the adequate achievement of learning tasks, and as a way to accomplish personal development.	b) to develop and strengthen habits of study and discipline, and individual and teamwork as an essential condition for the adequate achievement of learning tasks,	1. to understand particular information of oral texts in different communicative situations, adopting a respectful,

	e) to develop basic skills in the use of information sources to acquire new knowledge. Acquire a basic preparation in the field of technologies, especially those of information and communication	and as a way to accomplish personal development	tolerant, and cooperative attitude.
To express fluently ideas from the past.		e) to develop basic skills in the use of information sources so as to acquire new knowledge. Acquire a basic preparation in the field of technologies, especially those of information and communication.	2. to express and interact orally in different situations successfully.
To understand written fragments dealing with famous events.	i) to understand and express oneself in one or more foreign languages appropriately.		3. to read and comprehend diverse texts according to their level so as to get and acquire specific information.
To write fragments about the cultural and social aspects of the past.	j) to know, value, and respect the principal features of their own culture and other cultures and history, as well as artistic and cultural heritage.		5. to write texts with different purposes using appropriate cohesive and coherent resources.
To learn to work in pairs or groups so as to get essential information from different celebrations.	l) to acknowledge artistic creation and figure out the language of different artistic manifestations, using various means of expression and representation.		8. to develop the ability to work in groups, reject discrimination against people based on sex, or for any other social or personal condition or circumstance,

			enhancing social skills and affective abilities necessary to resolve conflicts and dismissing prejudices and stereotypes of any kind.
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Table 1. Didactic aims in relation to the objectives of the stage and Foreign Language objectives.¹²

4.6. Contents

The Organic Law for the Improvement of Quality on Education provides a definition for **contents**. They are defined as:

a set of knowledge, abilities, skills, and attitudes that contribute to the achievement of the objectives of each teaching and educational stage and the acquisition of skills. The contents are arranged in subjects, which are classified into subjects, areas, areas, and modules depending on the teachings, the educational stages, or the programs in which the students participate.

In this lesson plan, the contents proposed are presented in four different blocks that students need for their language development according to the Royal Decree 1105/2014 (pp.435-440). The first block deals with the ability to comprehend oral texts; the second block focuses on the production of oral texts, and the strategies carried out so has to interact with other people. The third block is centered on written comprehension, and the fourth block refers to the strategies used so as to produce written texts. At the same time, these four blocks are organized according to the following criteria: **Comprehension and production strategies, Linguistic exponents, communicative functions, and Sociocultural and sociolinguistic functions**. Following

¹² Table's structure provided by professor Juan Manuel Ángeles Ruiz in the course "Aprendizaje y enseñanza II de la materia de lengua extranjera (inglés)" of this Master's Degree (2019/2020).

this classification, we have elaborated a table so as to specify the different contents covered in this lesson plan:

CONTENTS			
Comprehension and Production strategies	Blocks	1	Listening and understanding of songs related to past experiences. Selecting vocabulary related to experiences.
		2	Requesting information about past events. Taking part in a podcast recording.
		3	Reading and looking for specific information in a text about the first Americans.
		4	Obtaining and summarizing the main ideas from a text. Interacting by means of writing different personal experiences.
Linguistic exponents	Recycled Language		<i>Memory, celebration, remember, forget, family, seasons, surprise party, holiday, Carnival, weddings.</i>
	Vocabulary		<i>Parade, podcasts, native, cheers, bring up, on the way, adjectives related to experiences, time expressions, such as already, recently, or yet.</i>
	Linguistic structures		<i>S+ ____ -ed (revision); S+ was + ____ -ing (revision); S+ have+ past participle; S+ had + past participle</i>

	Grammar	Revision of simple past and past continuous Present Perfect Past Perfect
Communicative functions	Arguing and talking about the past.	
Sociocultural and sociolinguistic functions	Different celebrations and traditions like Columbus Day, Notting Hill Carnival, Royal Weddings, Surprise birthday party, Golden wedding anniversary, end of term party at school.	

Table 2. Contents proposed in the lesson plan.¹³

4.7. Cross-curricular elements

The inclusion of cross-curricular elements in foreign language teaching is essential nowadays. Elements, such as Sociocultural awareness, Citizenship, Entrepreneurship, Education for peace and solidarity, Environmental education, and Health and sex education, are established in the Royal Decree 1105/2014 as well as the Order of July 14th, 2016, Decree 111/2016.

Regarding these cross-curricular elements, our lesson plan aims to foster **Sociocultural awareness** and **Civic education** since students will have to learn to work in groups or pairs so as to gather information from different celebrations. Education based on respect and cultural otherness is essential for the development of different competences in the English classroom. Learning to respect other people's opinions, speaking time, and culture is beneficial for students because it improves their relationships with their partners and friends.

¹³ Table's structure provided by professor Juan Manuel Ángeles Ruiz in the course "Aprendizaje y enseñanza II de la materia de lengua extranjera (inglés)" of this Master's Degree (2019/2020).

4.8. Interdisciplinarity

The contents and instruments provided in this lesson plan can be used by different teachers. Music or Geography are areas in which the use of music may enhance successful learning. The use of videos and songs enables students to get familiarized with several musical elements, such as intonation and rhythm, which are obviously, very important to learn English. The rhythm and intonation of a song are very similar to the rhythm and intonation used in a conversation. For this reason, it is vital for students to get familiarized with those elements.

Moreover, music can be used in other departments, such as the Geography department. This lesson plan is designed so as to work with the **Geography department** since students are going to learn about different events and celebrations from different places, such as the USA. For this reason, they need to know the location and culture of those places.

4.9. Temporalization

For the elaboration of this lesson plan, we have taken into account the distribution of the different subjects in Compulsory Secondary Education¹⁴, that is, the number of hours per week that students have to work in each subject. In this case, students of the Fourth Year of Compulsory Secondary Education have 4 hours of English per week. For this reason, this lesson plan is organized in **6 different sessions** of 55 minutes each one. It is divided into different blocks or activities in which the teacher will work with the students during those 55 minutes, but the last 5 minutes are used for doubts, requests, or handing the material or so.

The distribution of students for each activity is based on cooperative learning. One of the main goals of this project is to show students that they can learn through interaction with their partners and the teacher. This is why students will be working in groups (GW), as a whole class forming a unit (WC), in pairs (PW), and individually (IW).

As far as the temporalization is concerned, this didactic unit is going to be carried out during the first months of the academic year. More precisely, during the month of

¹⁴ Taken from: <https://www.juntadeandalucia.es/educacion/portals/abaco-portlet/content/ec0161a1-736d-46b9-a715-cfeeb143e421>

October due to the fact that it is of significant importance that students reinforce their previous knowledge of past references. In addition, this topic appears in the first units of the book *English World Student's Book 4 ESO*, which we are going to use as some extension material in this lesson plan.

In connection with the time period and the topic covered in this lesson plan, students will learn some important facts about different events and celebrations. As stated above, it is vital for students' motivation and participation, the knowledge of diverse events of the target language. One of the most important celebrations that take place during this month is Columbus Day. **Columbus Day** is a knowledgeable national holiday that takes place in the United States on the second Monday of October. This celebration commemorates the arrival of Christopher Columbus to America, something that connects America with Spain. This connection is essential since it promotes students' motivation and interest in an important historical event, as well as their interest in the English language.

4.10. Attention to diversity

The term ***diversity***, as Westwood (2018) points out, makes reference not only to the different abilities that a student possesses to carry out an activity but also to the personal interest in the language, motivation to learn that language or specific learning style. These features are considered of special importance in order to develop a fruitful lesson plan. This is why in this didactic unit, we are going to propose different extension and reinforcement materials for those students who find challenging the learning process and for those fast-finishers.

So as to propose activities for those students, we have followed an article from Decree 111/2016. The article 20.1 of the Decree 111/2016, of June 14th, entrusts the Ministry of Education with the responsibility of providing educational measures to address diversity. It aims to answer to diverse abilities, rhythms and learning styles, motivations, socioeconomic and cultural interests, and linguistic, and health situations of the students. Thus, it promotes the development of key competences and the accomplishment of the objectives of the stage and the corresponding level.¹⁵

¹⁵Translated from the Decree 111/2016, of June 14th (BOJA number 122 of June 28th), which establishes the arranging and the curriculum corresponding to CSE in Andalusia.

As stated above, the class we are going to work with has 30 students (16 boys and 14 girls). In this class, there are a short-sighted boy and a highly gifted girl. For the highly gifted girl, we have chosen different extension activities such as looking for further information, elaborating a poster for Columbus Day, or doing some listening and grammar activities.¹⁶ With respect to the short-sighted boy, we consider that it is beneficial to give him the material printed in an A3 paper format and seat him in the front row of the class in case he has some difficulty while performing activities on the digital board.

4.11. Materials

Nowadays, the presence of technology is essential in every field of work due to its importance in accessing and retrieving new information. In this high school, there is plenty of useful materials for students to work with, such as laboratories, libraries, and computer rooms that are available to everybody. Furthermore, we have to mention that every class has access to several **technological resources** since there are digital boards and projectors that students can use to carry out their activities.

Apart from this, we have to say that students will use some other materials, such as headphones (to record the podcast), flashcards (to reinforce ideas), Prezi presentations (so as to present new content), and worksheets. Lastly, students will use a book entitled ***English World Student's Book 4 ESO*** that will serve as a support for the new material presented. In particular, we will use unit 1 "Moving On" (pp. 11-13) and unit 3 "Against the Law" (pp. 36-37), which are related to the topic of this didactic unit (past references and experiences). The teacher will use some songs and Prezi presentations to talk and work with several issues, and the exercises and activities from the book will be used as reinforcement materials. Depending on the difficulty of the topic or the estimated time of those activities, students will have to work more or less with the activities.

¹⁶ These extension and reinforcement activities can be seen in the activities proposed and the annexes included at the end of this lesson plan.

4.12. Lesson plan: step-by-step account

4.12.1. Session 1

The first session of this lesson plan aims to reinforce and refresh the contents that the students have previously learned, such as the “past simple” and “past continuous.” Therefore, this session serves as an introductory class in preparation for new material.

ACTIVITY 1: Let’s activate!

Time: 10 min.

Skills practiced: Speaking

Grouping: Whole-Class

Key competences: Competence in Linguistic Communication, Intercultural Competence.

Materials: Blackboard

Description: In this activity, the teacher will present the title of the unit, “Past events and Experiences,” and the topic (past references) they are going to work on for the next few days. In order to do so, the teacher will ask them about their past experiences in another country. The intention is that everyone talks about their experiences and the cultural differences they have noticed. Once every student has spoken, the teacher will propose a discussion about the differences and similarities among students’ experiences.

ACTIVITY 2: Past simple vs. past continuous

Time: 20 min.

Skills practiced: Speaking, reading, and writing.

Grouping: Individual Work

Fast-finishers and highly gifted girl: extension worksheet on grammatical structures (see figure 5).¹⁷

Key competences: Competence in Linguistic Communication, Cultural Expressions and Artistic Awareness.

Materials: Blackboard, digital board, projector, Prezi presentation, pencil, and notebook.

Description: The teacher will use students' previous answers so as to see the mistakes they have made. She is going to annotate on the blackboard some of the expressions that are wrong so as to encourage the students to correct their own mistakes. After that, the teacher is going to use a Prezi presentation¹⁸ (see figure 4) that refreshes the information about past simple and past continuous.

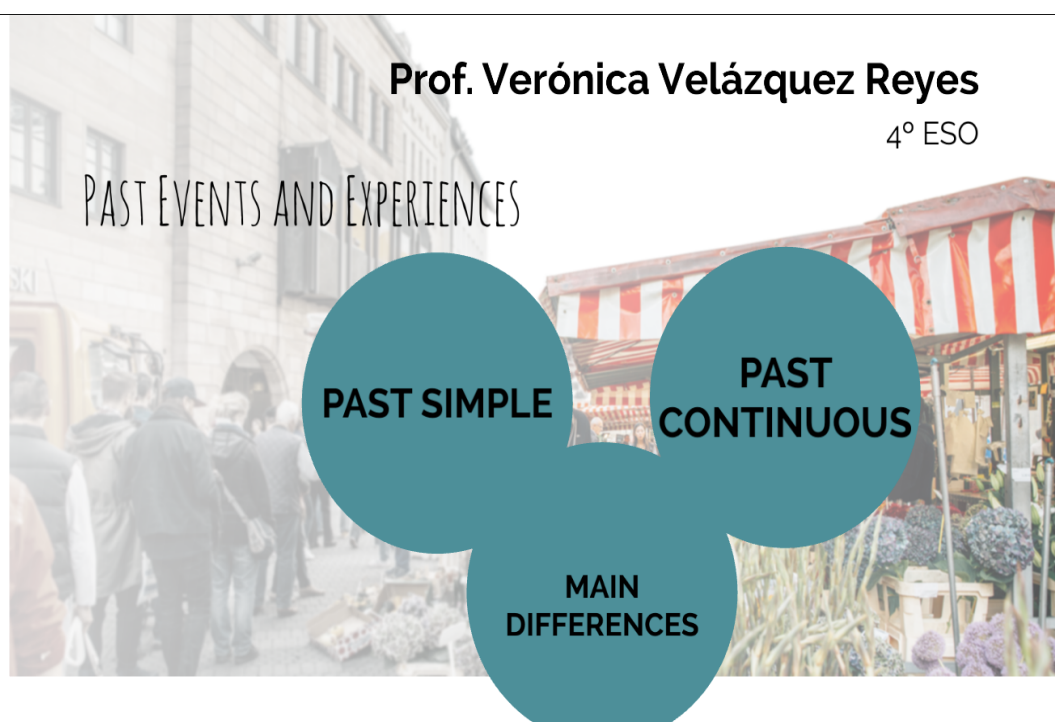


Figure 4. Prezi presentation created by the author.

This Prezi presentation includes the grammar rules of each tense and some activities related to different songs. These activities can be used in the class or at home so as to increase participation and to reinforce the knowledge of these grammatical

¹⁷Retrieved from: http://www.macmillaninspiration.com/new/files/2010/12/Grammar-EXTRA_NI_3_Unit_1_Past-simple-and-past-continuous.pdf (Last access: 18/04/2020).

¹⁸ This presentation is available at <https://prezi.com/view/LrBQZGbSzRFcTI9OWs9u/>

structures. Students will read the information provided in this presentation, and then, they have to do the activities proposed.

1

NEW INSPIRATION 3

Grammar EXTRA! Worksheet 2

Past simple and past continuous

1 Complete the sentences with the correct past simple or past continuous form of the verbs in brackets.

- 1 She _____ (surf) when the shark _____ (attack) her.
- 2 He _____ (dance) at a party when he _____ (meet) his girlfriend.
- 3 I _____ (have) a picnic when I _____ (see) my sister.
- 4 When they _____ (see) the shark they _____ (swim) in the sea.
- 5 Susan _____ (arrive) while I _____ (have) dinner.
- 6 He _____ (play) football, when he _____ (break) his leg.
- 7 I _____ (wait) for my friend when the bus _____ (arrive).
- 8 When I _____ (get back) my mum _____ (cook) dinner.

2 Choose the correct word.

DAVE Hi, Jenny, what (1) <i>did you do / are you doing</i> last weekend? JENNY I (2) <i>was going / went</i> to a party. DAVE (3) <i>Did / Do</i> you have a good time? JENNY Yes, I really (4) <i>am enjoying / enjoyed</i> it. JENNY I (5) <i>met / was meeting</i> this really nice guy. His name's Danny. DAVE Oh, yes? JENNY I (6) <i>was talking / talked</i> to my friend Paula, when Danny (7) <i>asked / was asking</i> me to dance.	DAVE Where's he from? JENNY Liverpool, but he (8) <i>lives / lived</i> in London at the moment. DAVE How (9) <i>does he know / is he knowing</i> Paula? JENNY They (10) <i>are going / go</i> to swimming club together. DAVE So, (11) <i>are / were</i> you seeing him again? JENNY Yes, we (12) <i>go / are going</i> to the cinema tonight. DAVE Great. Have a good time.
--	---

3 Each sentence has one mistake. Write the correct sentences.

- 1 She was seeing the shark while she was surfing.

- 2 What was you doing last night at 8.00pm?

- 3 I was reading a book when my brother was getting back.

- 4 He didn't liked the film very much.

- 5 What did he see while he swam?

- 6 You can turn off the TV, I not was watching it.

- 7 I was talking to Stephen while the phone rang.

- 8 I went to the cinema last night but I wasn't liking the film.

This page has been downloaded from www.macmillanenglish.com/inspiration
© Macmillan Publishers Limited 2012. This sheet may be photocopied and used within the class.

Figure 5. Extension material for fast-finishers and highly-gifted girl.

ACTIVITY 3: Celebrations¹⁹

Time: 25 min.

Skills practiced: Speaking, Listening, reading, and writing.

Grouping: Individual Work

Key competences: Competence in Linguistic Communication, Competence in Initiative and Entrepreneurship, and Digital Competence.

Materials: Computer, digital board, projector, pencil, worksheet.

Description: During the third activity, students will listen to four different people talking about different celebrations. Before listening to the recording, students will do a preparation task (see figure 6) so as to practice some vocabulary and expressions that the recording contains. Then, students will have access to the first listening in which they are going to have some time to read and understand the information given. After that, they are going to listen to the audio for a second time. This time, they are going to complete the activities proposed (see figures 6 and 7). Finally, during the third active listening, they are going to review their answers and complete the missing ones.

¹⁹ Retrieved from: <https://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/celebrations> (Last access: 16/04/2020).

Listening skills practice: Celebrations – exercises

Listen to the speakers and do the exercises to practise and improve your listening skills.

Preparation

Do this exercise before you listen. Match the events with the definitions and write a – e next to the numbers 1 – 5.

- | | | | |
|--------|--|----|-----------------------------|
| 1..... | a party to celebrate the anniversary of someone's birth | a. | golden wedding anniversary |
| 2..... | the marriage of a king, queen, prince or princess | b. | Notting Hill Carnival |
| 3..... | a West Indian carnival held in London every August | c. | end of term party at school |
| 4..... | a celebration of 50 years of marriage | d. | birthday party |
| 5..... | a party normally organised by students to celebrate finishing the school year and completing their exams | e. | Royal wedding |

2. Check your understanding: matching

Do this exercise while you listen. Match the speaker with the celebration and write a – e next to the numbers 1 – 5.

- | | | | |
|--------|-----------|----|-----------------------------|
| 1..... | Speaker A | a. | golden wedding anniversary |
| 2..... | Speaker B | b. | Notting Hill Carnival |
| 3..... | Speaker C | c. | end of term party at school |
| 4..... | Speaker D | d. | Royal wedding |
| 5..... | Speaker E | e. | surprise birthday party |

Figure 6. Listening Worksheet.

3. Check your understanding: gap fill

Do this exercise while you listen. Complete the gaps with the speaker.

A (x2)

B (x2)

C (x 2)

D (x2)

E (x2)

1. Speaker _____ will see people dressed in amazing costumes.
2. Speaker _____ is going to decorate the venue with Chinese lanterns and projections on the wall.
3. Speaker _____ is worried about someone on Facebook spoiling the surprise.
4. Speaker _____ is going to be careful of people stealing things.
5. Speaker _____ is going to listen to old-fashioned music played on an old-fashioned machine.
6. Speaker _____ is in one of the bands that are playing.
7. Speaker _____ is going to taste food from all over the world.
8. Speaker _____ is going to celebrate with the whole family.
9. Speaker _____ is organising a party for her two best friends.
10. Speaker _____ is going to make sure there is no traffic on her street.

Do you have any celebrations planned?

What are you celebrating?

What are you going to do?

Vocabulary Box

Write any new words you have learnt in this lesson.

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Figure 7. Listening Worksheet.

The last activity of this listening will be descriptive. In this activity, students will have to write, without explicitly mentioning their names, a brief description of one experience of the past like moving to another house, celebrating a surprise birthday party, memories from Carnival, etc. For this activity, students have to use the words and expressions that appear in the previous listening.

Then, the teacher will collect the descriptions and mix them. One of the students will have to choose one description and read it aloud. Thus, the rest of the students have

to guess who is the person to whom that experience is related. In order to carry out this activity, the teacher is going to provide the students with a worksheet with several adjectives related to past experiences. The purpose of this activity is that students do not only practice past references, but that they also learn new adjectives that they can use to refer to those events or experiences.

From this worksheet, students have to choose at least three adjectives so that they can practice them instead of learning them by heart.



ADJECTIVES FOR TONE, FEELINGS & EMOTIONS

Describe a Positive Tone	Describe a Negative Tone	Describe Other Tones
agreeable	annoyed	ambivalent
animated	bitter	anxious
bright	disgruntled	bashful
clever	disgusted	candid
encouraging	evil	cautious
fresh	guilty	horrified
gentle	hostile	intelligent
hopeful	hurtful	mysterious
kind	nasty	pragmatic
loving	obnoxious	political
open	oppressive	quizzical
pleased	overbearing	religious
supportive	resentful	secretive
sympathetic	sarcastic	secular
warm	sardonic	strong

Describe a Positive Feeling	Describe a Negative Feeling	Describe Other Feelings
amazed	aggravated	anxious
attractive	awful	awestruck
beautiful	chilly	bashful
bold	depressed	cautious
brave	dirty	composed
cheerful	dreadful	easygoing
comfortable	heavy	horrified
delightful	irritated	intelligent
excited	pessimistic	mysterious
festive	tearful	political
free	tense	quizzical
jolly	terrible	religious
optimistic	tired	secretive
proud	ugly	secular
wonderful	weak	shy

Describe a Positive Emotion	Describe a Negative Emotion	Describe Other Emotions
appreciative	angry	accepting
blissful	disenchanted	calm
contented	distressed	confident
ecstatic	glum	cool
elated	gloomy	earnest
glad	grumpy	easy
happy	grouchy	evenhanded
joyful	miserable	indifferent
jubilant	mad	neutral
merry	moody	nonpartisan
respectful	nervous	passive
sweet	sad	reserved
serene	sadistic	satisfied
upbeat	selfish	surprised
vivacious	sour	tranquil

Figure 8. Adjectives related to experiences.²⁰

²⁰ Taken from: <https://grammar.yourdictionary.com/parts-of-speech/adjectives/list-of-adjectives-to-describe-tone-feelings-emotions.html>

4.12.2. Session 2

ACTIVITY 1: Irregular verbs review

Time: 10 min.

Skills practiced: Listening and Speaking

Grouping: Whole-Class

Key competences: Digital Competence, Competence in Linguistic Communication

Materials: Book, computer, digital board, projector.

Description: The first activity of this session will be dealing with irregular verbs. As we all know, students find it difficult to remember the irregular form of some of the verbs. For this reason, the teacher will use a video (see figure 9) from YouTube that shows the different irregular verbs and their past forms following the beat of a song.

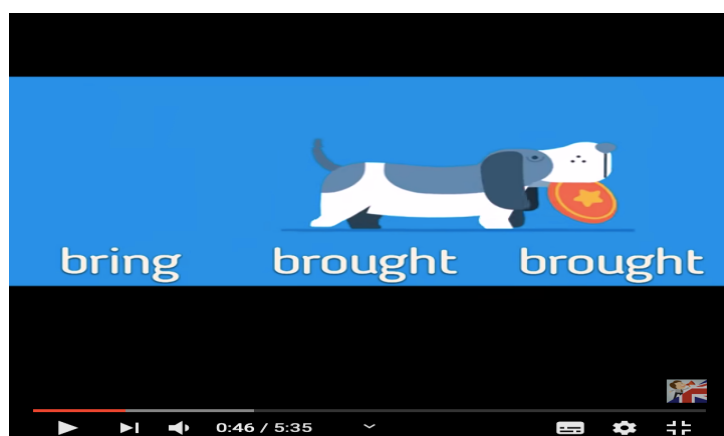


Figure 9. Taken from: <https://www.youtube.com/watch?v=MA3NFtLc22k>

Afterwards, the teacher will go to page 138 of the book *English World Student's Book 4 ESO* and encourage students to read irregular verbs using the beat of a song. Each of the students will read one verb so that all of the students can participate. This activity is really useful because students will practice their oral production, and they will get familiarized with the verbs with the help of the beat of a song. Moreover, this activity will increase students' motivation to participate in the class because music is exciting for most of them. In my experience as a teacher, I have used this activity in different groups adapting the activity for their level, and I have noticed that it is easier for students to remember irregular verbs this way.

ACTIVITY 2: Sticky notes

Time: 5 min.

Skills practiced: Speaking, and reading

Grouping: Whole-Class

Key competences: Competence in Linguistic Communication, Social and Civic Competences.

Materials: Blackboard, sticky notes

Description: The teacher will hand out one sticky note to each of the students with the irregular form of a verb that they have practiced in the previous activity. Thus, each of the students has to find the other irregular forms of the verb. For this activity, the teacher will write each of the verbs in a different colored piece of paper.

Here, it is one example of the sticky notes that students have to collect and then stick on the blackboard:



Figure 10. Irregular verbs' sticky notes.

ACTIVITY 3: Traditions

Time: 20 min.

Skills practiced: speaking, listening, reading, and writing

Grouping: Individual Work, Whole-Class

Fast-finishers and highly gifted girl: looking for more information about Christopher Columbus so that they share that information with their partners.

Key competences: Competence in Linguistic Communication, Digital Competence, Cultural Expressions and Artistic Awareness, Intercultural Competence.

Materials: Computer, video, blackboard, paper, pencil.

Assessment: assessable activity

Description: Holidays and celebrations are a fascinating topic in the English classroom. This topic is convenient so as to see the cultural events of other countries. It is essential that students learn about historical and past events of the country they are talking about. As stated above, students will talk about past events and celebrations during the month of October. In this month of the year, a famous celebration, Columbus Day, takes place. This activity²¹ is based on a YouTube video of the History channel about Columbus Day. In this video, the basic information about Columbus' journey is exposed.

Before students watch the video, the teacher will ask the students what do they know about Christopher Columbus. Then, once the main ideas have been discussed, students will have to watch the video so as to learn more information about this amazing journey.



Figure 11. Columbus Day's video.

²¹ Taken from: <https://www.youtube.com/watch?v=jiWVE4bxbKA> (Last access: 23/04/2020).

After the video, the teacher will ask each of the students to write one of the critical facts that appear mentioned in the video and share it with their partners. These critical facts are going to be compiled in a poster that students will elaborate all together. The elaboration of this poster about Columbus Day is not only employed to reinforce the knowledge but also to reinforce students' ability to work together. By making a poster (see figure 12), the teacher makes sure they have understood the video, and the students have fun participating and collaborating on a group project.

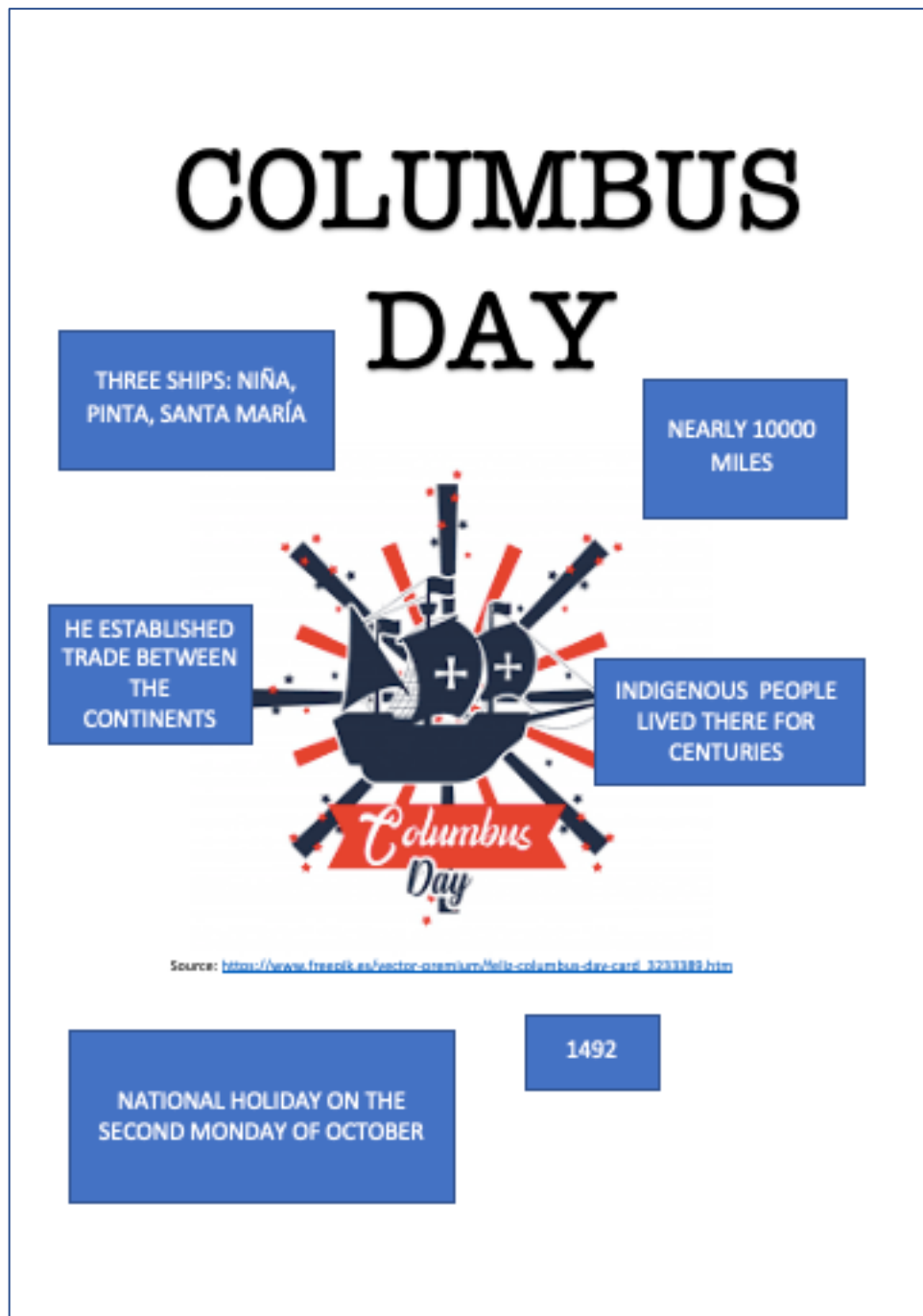


Figure 12. Example of a poster about Columbus Day created by the author.

ACTIVITY 4: Role-play activity

Time: 20 min.

Skills practiced: speaking and interacting

Grouping: Group Work

Key competences: Competence in Linguistic Communication, Competence in Initiative and Entrepreneurship, Cultural Expressions and Artistic Awareness, Social and Civic Competences.

Materials: rubric

Assessment: assessable activity

Description: The last activity of this session will reinforce students' oral production by means of a role-play activity. This activity consists in a simulation of Columbus' journey. Students will have to divide into groups of five so that each of the groups has to create their own journey. In this activity, students will have to imagine that they discovered a new land in 1492. Thus, they have to provide a lot of information, such as the name of the land, the people they found, the food, and the type of music that they listened to.

In order to evaluate students' participation and creativity during this activity, the teacher is going to use a rubric (see figure 30), which is designed to evaluate students' oral production. The purpose of this activity is that students improve their oral production and interaction with the rest of the students. By doing this role-play activity, students will use different expressions of the past, and they will develop their creativity.

4.12.3. Session 3

ACTIVITY 1: Personality test

Time: 10 min.

Skills practiced: speaking, listening, reading, and writing

Grouping: Individual Work

Key competences: Competence in Linguistic Communication, Digital Competence.

Materials: Test, pencil, and notebook.

Description: The first activity of this session is going to be dedicated to the accomplishment of a test that describes students' personalities. The teacher is going to use a video from YouTube so as to analyze the musical preferences of the students and use that information for later activities. One of the questions that are included in this test is the following one:

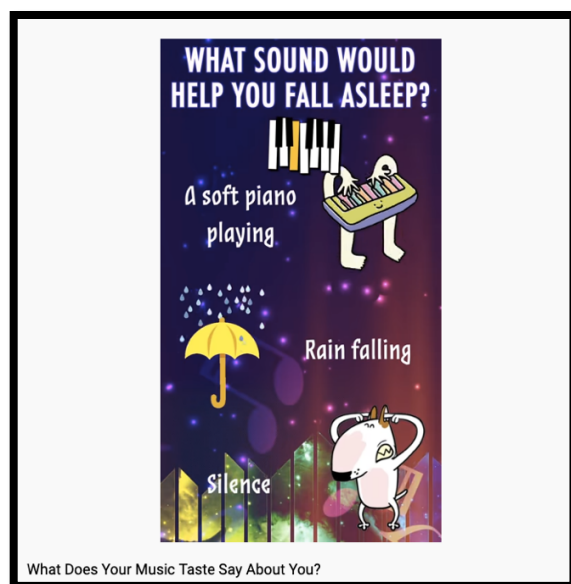


Figure 13. Taken from: <https://www.youtube.com/watch?v=b0vfuORDu28>

ACTIVITY 2: What is your personality?

Time: 20 min.

Skills practiced: speaking, reading, and writing.

Grouping: Individual Work, Pair Work, Whole Class

Key competences: Competence in Linguistic Communication, Competence in Initiative and Entrepreneurship.

Materials: pencil and paper.

Assessment: assessable activity

Description: After the test is finished, the teacher is going to ask students to write about their partner's personalities. Students will have to pay attention to their partner's personalities in order to do so. Following the results of the test, students have to write a brief description of their partner in which they cannot write their names.

Then, the teacher will collect all the descriptions, and she is going to ask each of the students to stand up and choose one of the descriptions. The student who has chosen a description has to read it and find the partner that matches the description. They have to be very careful with the language and the words they use because this activity will be assessable for their final mark.

ACTIVITY 3: *I Still Haven't Found What I'm Looking For*

Time: 20 min.

Skills practiced: speaking, listening, reading, and writing.

Grouping: Pair Work and Group Work

Key competences: Competence in Linguistic Communication, Digital Competence, Competence in Initiative and Entrepreneurship, Competence in Cultural and Expression Awareness.

Fast-finishers and highly gifted girl: looking for more information about “U2.”

Materials: pencil, notebook, computer, video, projector, worksheet, U2 song.

Assessment: assessable activity

Description: The third activity that the students are going to do in this session is based on a song by U2 entitled “I Still Haven't Found What I'm Looking For.” For this exercise, the teacher is going to project the song with the lyrics on the screen so that students can read the song (see figure 14).

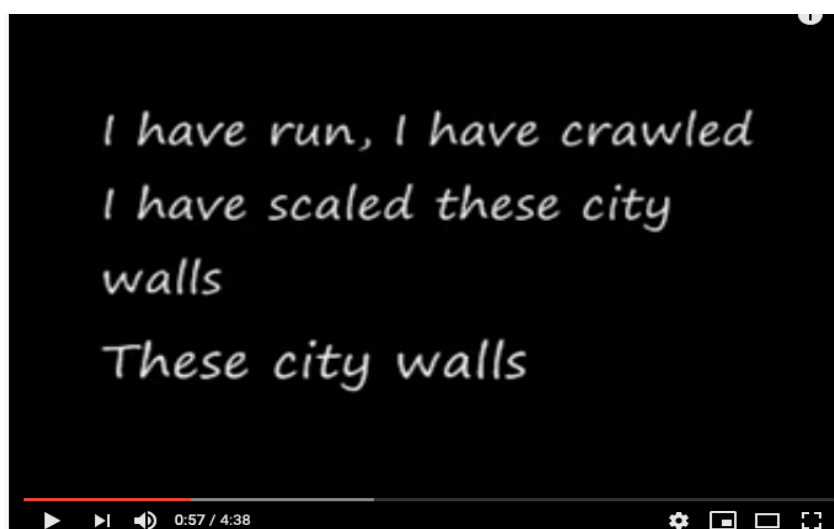


Figure 14. Screenshot of the lyrics of the song.

Afterwards, students are going to be divided into groups of five, so there will be six different groups. These groups are going to be chosen by the teacher according to the test results from the previous activity about personality. The teacher is going to give a worksheet²² (see figure 15) of the song to each group. This worksheet is good for the practice of the “present perfect” not only with gap-fill exercises but also some extension questions that students have to answer related to the content of the song. E. g. “Think of something that you really want to do in your life, but you haven’t been able to do yet.” These questions are expected to increase their self-awareness and their own personal growth, and they are a good topic for pair and group discussion.

PRESENT PERFECT



U2 is one of the most famous bands of the late 20th century and is still going strong. The Irish band has received 22 Grammys Awards. Its front man, Bono, is also internationally well-known as a humanitarian and activist for social justice, especially regarding poverty in Africa. This song is from 1987 and was a number one hit for U2.

I Still Haven't Found What I'm Looking For

I have _____ the highest
 mountains

I have _____ through the fields
 Only to be with you

I have _____, I have crawled
 Only to be with you.

I have _____ these city walls
 These city walls

 Only to be with you.

But I still haven't _____
 What I'm looking for.

But I still _____ found
 What I'm looking for.

I have _____ honey lips
 Felt the healing in her finger tips

 It burned like fire
 (I was) burning inside her.

I have spoke with the tongue of angels
I have _____ the hand of a devil

 It was warm in the night
 I was cold as a stone.

But I _____ haven't found
 What I'm looking for.

But I still haven't found
 What I'm looking for.

 I believe in the Kingdom Come

Then all the colours will bleed into one
 Bleed into one.

But yes, I'm still running.
 You broke the bonds

And you loosed the chains
 Carried the cross of my shame

Oh my shame, you know I believe it.
But I still haven't found
 What I'm looking for. (3)

1. **Listen** to the song and fill in the blanks.
2. Underline all uses of **Present Perfect** in the song.
3. Go over the song and find one **mistake** in the use of **Present Perfect**.
4. Which **Past Participles** are **regulars** and which are **irregulars**?
 Regular: _____
 Irregular: _____
5. Think of something that you really want to do in your life, but you haven't been able to do yet.

Figure 15. Worksheet example.

²²Taken from:

[https://www.eslprintables.com/worksheets with songs/grammar songs/present perfect song/U2 SO NG I STILL HAVEN T FOUN 183872/](https://www.eslprintables.com/worksheets%20with%20songs/grammar%20songs/present%20perfect%20song/U2%20SONG%20I%20STILL%20HAVEN%20T%20FOUN%20183872/) (Last access: 10/05/2020).

ACTIVITY 4: Present perfect

Time: 10 min.

Skills practiced: reading and writing.

Grouping: Whole Class, Individual Work

Key competences: Competence in Linguistic Communication

Fast-finishers and highly gifted girl: extension activities.

Materials: Blackboard, worksheet, pencil, U2 song lyrics.

Description: In connection with the previous activity, students are going to work with the “present perfect.” The song has been used so as to get the first contact with this verbal tense. For this reason, the teacher is also going to use the lyrics in this activity. The learners are going to write on the blackboard the different verbs they have found in the song, and they are going to focus on the structure. During this activity, the teacher is going to help students find the different verbs and structures that are present. Thus, they can remember this verbal tense without needing the master explanation of the teacher.

When they are finished, the teacher will give the students a worksheet with two exercises in which one of the answers is already given. Hence, they can see how the sentence is formed and practice with the rest of the sentences. At the end of this activity, the students are going to correct this activity with the help of the teacher to see if there are any problems with this structure.

1. Put the verb in brackets in the correct form of the present perfect:

1. Lisa _____ has gone _____ (go) to the supermarket.
2. Marta _____ (study) for the English exam.
3. Rachel _____ (learn) to speak French.
4. They _____ (read) a book about Jack Sparrow.
5. Peter _____ (buy) a CD in the supermarket.
6. The English teacher _____ (explain) the present perfect.
7. Sara _____ (understand) the problem.
8. Sheila and Paul _____ (listen) to the radio.

2. Put the verb in brackets in the correct form of the present perfect:

1. John _____ (sing) in the concert today.
2. Dany _____ (finish) his homework.
3. She _____ (go) to London recently.
4. He _____ (see) a horse this afternoon.
5. Jess _____ (build) a house with her boyfriend.
6. Logan and Kelsey _____ (visit) their grandmother after quarantine.
7. Philip _____ (record) the last season of Bones.

Figure 16. Present perfect activity created by the author.

4.12.4. Session 4

ACTIVITY 1: Flipped classroom

Time: 10 min.

Skills practiced: listening, reading, and writing.

Grouping: Whole Class

Key competences: Competence in Linguistic Communication, Digital Competence, Competence in Initiative and Entrepreneurship.

Materials: computer, Mentimeter, video.

Description: In the previous session, students have been asked to watch a video²³ at home about the “past perfect.” This video is beneficial for them because it uses cartoons as a way to focus on the structure, uses, and adverbs of this verb tense. By using these types of activities, the teacher is able to explain students’ doubts about the video, and students are more interested in the topic.

After the students perform this activity at home, in the class, the teacher is going to perform a quick test using Mentimeter. This website is used in the classroom so as to create quizzes, Q&As, word clouds, etc. In this case, the teacher is going to use a word cloud so that students introduce the rules and uses of the “past perfect.” Due to the necessary use of technology, the whole session is going to take place in the computer

²³ Taken from: <https://www.youtube.com/watch?v=-TrE6VdtgLE> (Last access: 27/04/2020).

room. Each of the students is going to introduce a code on the website <https://www.mentimeter.com/> in order to participate in the class. When they have entered this code, they have to write different rules or words that remind them of the “past perfect.” The more one rule is submitted by the students, the bigger it appears on the screen. In order to make it clear, we have created a simulation of this activity:



Figure 17. Mentimeter example created by the author.

In this figure, we can see that there are some rules or words, such as “past action,” “before,” and “when “ that are bigger than the rest of the words. This indicates that these words have been submitted more than the rest of the words.

ACTIVITY 2: *Somebody That I Used to Know*

Time: 15 min.

Skills practiced: listening and speaking

Grouping: Whole Class, Group Work

Key competences: Competence in Linguistic Communication, Digital Competence, Competence in Initiative and Entrepreneurship, Social and Civic Competences, Competence in Cultural and Expression Awareness.

Materials: video, worksheet, projector, pencil.

Description: The teacher is going to reproduce the first fifteen seconds of the song *Somebody That I Used to Know* by Gotye so that the whole class has to guess the title of the song. When they have finished, the teacher is going to reproduce the song with the lyrics so that students will work in groups of five people to analyze the main ideas of the song and find different past tenses.

For this, the teacher will hand out a worksheet (see figures 18 and 19) in which students have to highlight those ideas and past tenses. Then, students have to share

them with the rest of the groups so that they can see the different ideas that each group has found. Finally, each group is going to choose the most important idea of the song and explain why they consider that the concept they have chosen is the most important.

Gotye - Somebody That I Used to Know

1. In groups, read the lyrics of the song and try to find different verbs that are related to the past. Then, highlight the main ideas that you can find in the song.

Now and then I think of when we **were** together
Like when you **said** you felt so happy, you could die
Told myself that you were right for me
But felt so lonely in your company
But that was love and it's an ache I still remember
You can get addicted to a certain kind of sadness
Like resignation to the end, always the end
So when we found that we could not make sense
Well you said that we would still be friends
But I'll admit that I was glad it was over
But you didn't have to cut me off
Make out like it never happened and that we were nothing
And I don't even need your love
But you treat me like a stranger and that feels so rough
No, you didn't have to stoop so low
Have your friends collect your records and then change your number
I guess that I don't need that though
Now you're just somebody that I used to know
Now you're just somebody that I used to know
Now you're just somebody that I used to know
Now and then I think of all the times you screwed me over
But had me believing it was always something that I'd done
But I don't wanna live that way
Reading into every word you say
You said that you could let it go
And I wouldn't catch you hung up on somebody that you used to know
But you didn't have to cut me off
Make out like it never happened and that we were nothing
And I don't even need your love
But you treat me like a stranger and that feels so rough
No, you didn't have to stoop so low
Have your friends collect your records and then change your number
I guess that I don't need that though
Now you're just somebody that I used to know
Somebody (I used to know)
(Somebody) Now you're just somebody that I used to know
Somebody (I used to know)

Figure 18. Worksheet created by the author.

2. Now, write down four different ideas so that you can share them with your partners.

1.	
2.	
3.	
4.	

3. When you finish, you have to write the idea that is most important for you and why do you think so.

Figure 19. Worksheet created by the author.

ACTIVITY 3: The First Americans

Time: 25 min.

Skills practiced: reading and writing

Grouping: Group Work and Pair Work

Key competences: Competence in Linguistic Communication, Social and Civic Competences, Initiative and Entrepreneurship.

Materials: paper, reading worksheet, pencil.

Description: After dealing with Columbus Day in session number two, in this activity, students will have more information about the first Americans and Christopher

Columbus through a reading activity. This reading is composed of many fragments that students will have to read so as to answer the different questions proposed. By working on these fragments, students can get familiarized with the events that took place at that time and take into consideration the importance that this journey had on the Americans.

THE FIRST AMERICANS

Modern humans first appeared in Africa. They spread all over the world. But how did they reach America?

Today North and South America are joined together and separated from Europe by an ocean. But thousands of years ago it wasn't so. There was a land bridge called **Beringia** (Bering Strait) that connected America with Asia (see the map!). People could walk from Asia to America and they did not need boats to travel.



People in those times were **nomads** who followed the animals that they hunted. They also needed new land to gather fruit and berries. Over hundreds of years they followed the animals and travelled huge distances. At around **11.000 years ago** these people came to America.

These Indians settled all over North and South America. There were many different groups of Indians. The historians put them into 2 groups:

1. **ENVIRONMENTS** (where people live) If the Indians lived by the sea then they fished. If they lived in woods or plains then they hunted animals.




2. **LANGUAGES** (how people speak) There were probably about 200 different languages. The Indians did not write down their languages. So our knowledge comes from what white people saw and wrote. Many of white people did not like the Indians.

iSLCollective.com

Figure 20. Reading fragment taken from:

<https://en.islcollective.com/english-esl-worksheets/grammar/past-simple-tense/native-americans-working-stations/20988>

RITUALS AND CUSTOMS- working station No.5

There is one mistake in each sentence. Correct the mistake.

1. Indians had laws written down.
2. Council was made of men who were rich.
3. They sat and discuss everyday things, dressed in ceremonial clothes.
4. Indians had polygamy because there were more men.
5. Squawes were Indian tepees.
6. Indians hated their families.
7. They always beat their children.
8. The worst punishment for children was throwing hot water at them.
9. Girls' punshment was no hunting with adults.
10. If they couldn't run with the tribe anymore, they left them to die alone.

Figure 21. Reading questions taken from:
<https://en.islcollective.com/english-esl-worksheets/grammar/past-simple-tense/native-americans-working-stations/20988>

After having answered the questions, the teacher will ask the students to get in pairs for the next task. During this task, students will have to make a list of the different ideas that appear in the reading activity related to the topics, such as the environment and the language, so that the pair of students that mentions more ideas wins the game.

ACTIVITY 4: Flashcards: Present Perfect vs. Past Perfect

Time: 5 min.

Skills practiced: reading and speaking

Grouping: Pair Work

Key competences: Competence in Linguistic Communication

Materials: flashcards, pencil, blackboard.

Description: At the beginning of this session, the teacher is going to divide the class into fifteen different pairs and give them some flashcards with the features of the “present perfect” and “past perfect.” Then, the teacher is going to divide the blackboard into two different columns; one for the “present perfect” and the other one for the “past perfect.” Each pair is going to have one flashcard, so they have to decide if the feature they have received belongs to the “present perfect” or the “past perfect” and then stick the flashcard onto the blackboard. After that, the rest of the pairs will decide if it is wrong or right. However, they can ask the teacher if they have any doubts. In order to make it understandable, we have created a simulation of this activity:

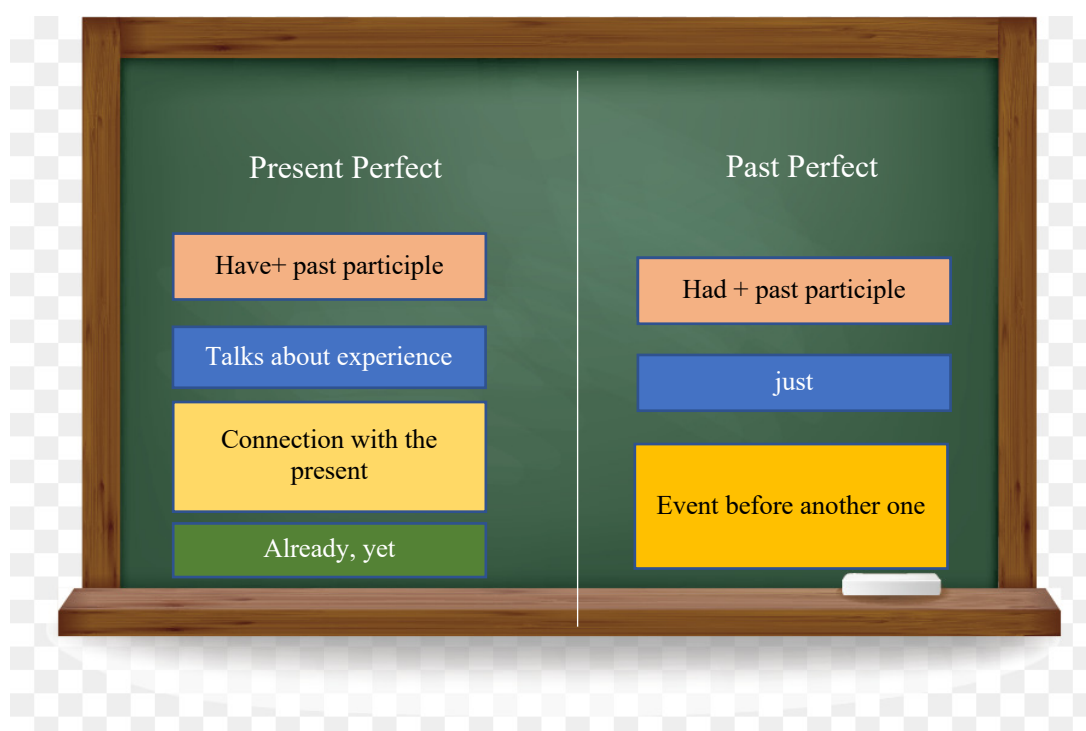


Figure 22. Activity simulation.

4.12.5. Session 5

ACTIVITY 1: *Memories*

Time: 15 min.

Skills practiced: listening, speaking, reading and writing

Grouping: Group Work, Whole Class

Key competences: Competence in Linguistic Communication, Digital Competence, Cultural Expression and Artistic Awareness.

Materials: Spotify, projector, digital board, Maroon 5 song lyrics.

Description: The first activity of this session consists in a warm-up in which the teacher is going to use the song “Memories.” This activity is based on a song by Maroon 5 with the same name. This song talks about reunions, gatherings, and events that happened in the past. With the help of the app Spotify, the teacher is going to reproduce the song with the lyrics so that students can read the lines. This app does not only provide the lyrics but amazing facts about the song, the content, or the group.

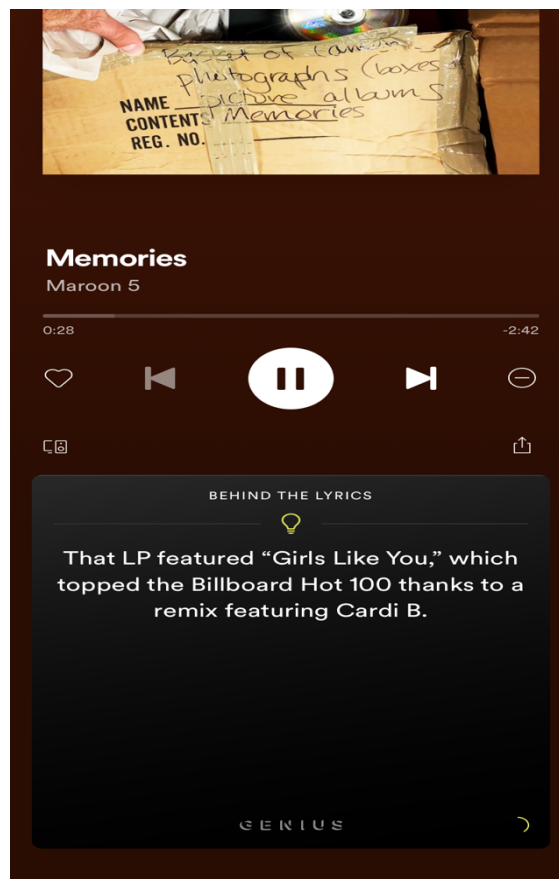


Figure 23. Spotify activity.

Afterwards, students are going to be divided into groups of five, so there will be six different groups. The teacher is going to hand in different paragraphs from the song to each group. These paragraphs are not well organized; that is, the lines of the songs are mixed (see figure 24). Thus, students have to put the lines into the correct order while they are listening to the song. Finally, when they have finished this step, students have to share their results and put the song together so that they can all sing along. This activity will be useful for students' final marks since it is going to be an assessable activity.

GROUP 1	GROUP 2
And the memories bring back, memories bring back you Here's to the ones that we got 'Cause the drinks bring back all the memories Of everything we've been through Toast to the ones here today 'Cause the drinks bring back all the memories Toast to the ones that we lost on the way Cheers to the wish you were here, but you're not	everything would stay the same When I believed in forever, and 'Cause I can't reach out to call you, but I There's a time that I remember, when I did not know no pain know I will one day, yeah Now my heart feels like December when somebody says your name

Figure 24. Mixed lines examples.

ACTIVITY 2: First contact with a Podcast

Time: 5 min.

Skills practiced: listening

Grouping: Whole Class

Key competences: Competence in Linguistic Communication, Digital Competence,

Materials: video

Description: This activity will consist of the explanation of a podcast. For this activity, the teacher is going to use a video from YouTube (see figure 25) in which the main characteristics and uses are explained in an interactive way. Thus, students will get in contact for the first time with a podcast. This step is vital due to the fact that students'

final task consists in the elaboration and creation of a podcast. Hence, students can start thinking about what ideas and songs they are going to include in their podcasts.



Figure 25. Taken from: https://www.youtube.com/watch?v=oerm5Q_9u2A

ACTIVITY 3: Podcast Elaboration

Time: 35 min.

Skills practiced: speaking and listening

Grouping: Whole Class, Group Work

Key competences: Competence in Linguistic Communication, Competence in Initiative and Entrepreneurship, Digital Competence, and Social and Civic Competences.

Materials: “Wavepad,” computers, headphones.

Assessment: assessable activity

Description: After the first contact with the podcast, students will create their own podcasts. In order to carry out this task, the teacher is going to use the computer room because the students have to work with headphones and a computer program called

“Wavepad.”²⁴ This program (see figure 26) is used for voice recording, but also for editing the audio. Moreover, we have to say that it is free, easy to use, and it does not take much space.

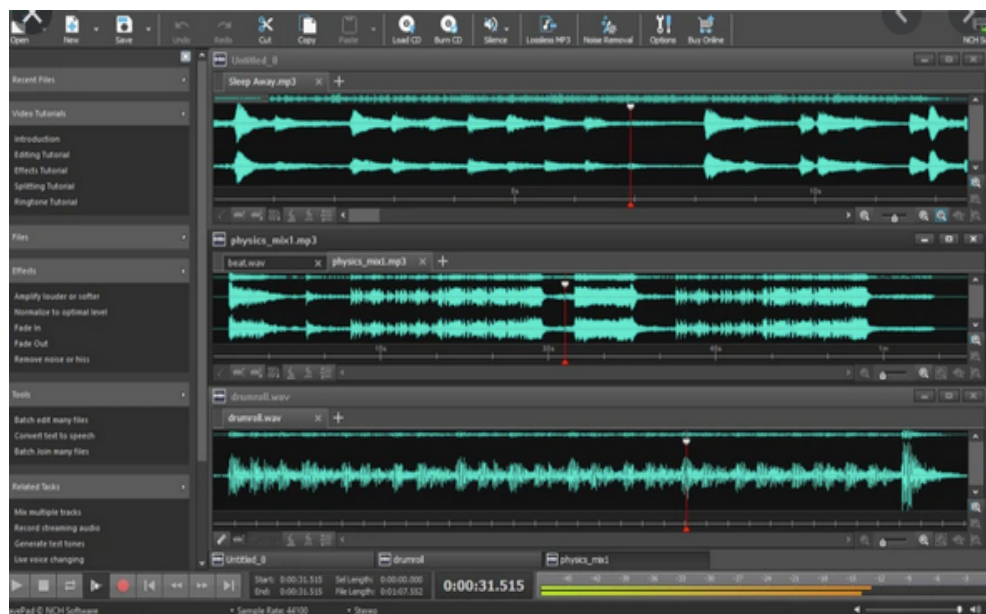


Figure 26. “Wavepad” program.²⁵

First of all, the teacher is going to provide an explanation of the information that has to be included in the final project. Furthermore, he or she is going to explain to the students how this program works. Afterwards, students are going to get in five different groups so that we have groups of six people. The purpose is that students use the verbal tenses and vocabulary learned in the class during the previous sessions, such as adjectives, personality terms, or time references. What is more, the podcast recording aims to teach students how to cooperate and work in groups so as to see what information they need to include.

The podcast will be divided into two blocks of 8 minutes each. In the first block, students will talk about the memorable events that they remember (summer holidays, weddings, parties, family reunions, et cetera) and the music they associate with those celebrations. During the second block, the group will have to explain to other students how the music they have mentioned before makes them feel (happy, sad, excited,

²⁴ Available at <https://wavepad.softonic.com/> (Last access: 10/05/2020).

²⁵ Taken from: https://www.google.com/search?q=wavepad&client=firefox-b-d&source=lnms&tbn=isch&sa=X&ved=2ahUKEwiAttCZnrjAhVmAGMBHYfnDCsQ_AUoA3oECB4QBQ&biw=1440&bih=826 (Last access: 12/05/2020).

nervous, et cetera). Finally, students will recommend music that makes them feel happy or excited so that the rest of the class can use this music for future activities or events.

4.12.6. Session 6

The last session of the unit will be dedicated to a final review of the topics covered in this unit and the elaboration of the final project. In this session, students will finish their podcasts and listen to some fragments of their partners' podcast. When they finish, the teacher will ask them their feelings towards the elaboration of this podcast, that is, if they have found some limitations, difficulties, et cetera.

ACTIVITY 1: Brainstorming of Ideas

Time: 5 min.

Skills practiced: speaking

Grouping: Whole Class

Key competences: Competence in Linguistic Communication, Competence in Initiative and Entrepreneurship.

Materials: Blackboard

Description: The teacher will ask the students the main ideas and topics covered in this didactic unit so as to freshen up the ideas for the final test. In order to do so, the teacher will take notes on the blackboard. By doing this, students can reinforce their grammar and vocabulary knowledge and also solve the doubts they have.

ACTIVITY 2: Podcast reveal

Time: 35 min.

Skills practiced: listening

Grouping: Group Work

Key competences: Competence in Linguistic Communication,

Materials: computer, projector, digital board

Description: Students will finish their podcasts and ask the teacher the doubts they have or if they have any problems with the recording program. When they finish, the teacher will collect all the groups' podcasts and reproduce some fragments so that students can see what other students have produced.

ACTIVITY 3: Discussion

Time: 5 min.

Skills practiced: speaking

Grouping: Group Work

Key competences: Competence in Linguistic Communication, Competence in Initiative and Entrepreneurship, Digital Competence, and Social and Civic Competences.

Materials: Projector, digital blackboard, questionnaire.

Assessment: assessable activity

Description: After listening to some fragments, the teacher is going to ask the students about the advantages and disadvantages they found when working with a podcast. This way, the teacher can get an idea of the possible difficulties that he or she has to take into consideration for the evaluation of this task. Finally, with the permission of the students, the teacher can upload the podcasts to Spotify so that students do not only share their experiences with their peers but also with the rest of the students.

At the end of this activity, the teacher will ask the students to think about the best podcast. For this, he or she will ask the students to do a questionnaire (see figure 27) about the podcast using Google Forms. In this questionnaire, students will have to write their names and surnames and vote the best podcast, so that the winner will get extra points in the final mark.

CHOOSE THE BEST PODCAST!

Answer the following questions about the podcast. Warning: You cannot choose your own podcast

**Obligatorio*

Name, surnames *

Tu respuesta

Group *

Tu respuesta

Which is the best podcast? *

☐ Group 1
☐ Group 2
☐ Group 3
☐ Group 4
☐ Group 5

Solicitar acceso de edición

Why?

Tu respuesta

Enviar

Figure 27. Questionnaire about the podcast created by the author.

ACTIVITY 4: Image and music association

Time: 10 min.

Skills practiced: listening and speaking

Grouping: Group Work

Key competences: Competence in Linguistic Communication

Materials: paper, pictures

Description: The last activity of this session consists in a listening activity. The teacher is going to break the class into groups of three and hand out a paper with three pictures to each group of students (see figure 28). These pictures rememorate different events and experiences so that what students have to do is to associate the music that they think that it is connected to the pictures. Finally, what they have to do is to describe the picture.

Each of the students is in charge of describing one picture so that everybody has the opportunity to practice their oral production. In the description of the pictures, students have to use vocabulary covered in the previous sessions.

	
Source: https://www.vogue.com/slideshow/eaddy-kiernan-vogue-events-director-newport-wedding	Source: https://www.shutterstock.com/es/search/vintage%2Bconcert?image_type=photo
Source: https://www.pinterest.es/pin/451415562634621734/	

Figure 28. Events' worksheet created by the author with some pictures from the Internet.

4.13. Evaluation criteria

The evaluation criteria followed in this lesson plan are established according to the Royal Decree 1105/2014, (BOE number 3, of Jan 3rd) whereby the core curriculum corresponding to Statutory Secondary Education is established. Thus, the evaluation criteria proposed are:

- Whether or not the students understand oral and musical fragments related to past events.
- Whether or not the students express fluently ideas from the past.
- Whether or not the students understand written fragments dealing with famous events.
- Whether or not the students write fragments about the cultural and social aspects of the past.

- Whether or not the students learn to work in pairs or groups in order to get essential information from different celebrations.

The table below shows the connection between the evaluation criteria and the assessable standards followed in order to obtain a final mark of the unit:

EVALUATION CRITERIA	ASSESSABLE LEARNING STANDARDS
Whether or not the students understand oral and musical fragments related to past events.	1.1. understands the principal ideas and important details from spoken or recorded voices. 1.6. differentiates, with the help of visual or written material, the principal ideas of engaging and daily topics.
Whether or not the students express ideas fluently from the past.	2.1. makes concise and well-prepared presentations by previously practicing them with the help of visual material. 2.4. participates in formal and informal dialogues, meetings, and interviews about several topics.
Whether or not the students understand written fragments dealing with famous events.	3.2. understands the central ideas and essential information in different text types. 3.5. finds specific information in news articles, educational texts, and other types of text.

Whether or not the students write fragments about the cultural and social aspects of the past.	4.4. takes notes in which the information and opinion about important aspects are present. 4.6. narrates, linearly and coherently, events connected to their area of interest, activities, and previous experiences.
Whether or not the students learn to work in pairs or groups in order to get essential information from different celebrations.	2.3. Takes part in informal face-to-face or telephone conversations or other means, in which information is exchanged and briefly indicates and justifies opinions and points of view; narrates and describes consistently past events expresses and justifies feelings, and describes concise and abstract aspects of several subject matters, such as cinema, music, literature, or present affairs.

Table 3. Evaluation criteria in relation to Assessable Learning Standards.²⁶

For the application of these criteria in this lesson plan, diverse instruments have been taken into consideration, such as teacher's observance, the elaboration of a final task and a poster on Columbus Day, role-play activities, worksheets, and writing compilations. This way, in order to carry out these activities, the students need to use different songs taken from Spotify or YouTube, books, Prezi presentations, headphones, computers with "Wavepad," digital blackboards, projectors, worksheets, videos, and flashcards. In addition, we have included some rubrics so as to evaluate different activities. Activities, such as writing, oral presentations, and the final task will be evaluated thanks to this tool.

²⁶ Table's structure provided by professor Juan Manuel Ángeles Ruiz in the course "Aprendizaje y enseñanza II de la materia de lengua extranjera (inglés)" of this Master's Degree (2019/2020).

	EXCELLENT	VERY GOOD	FAIR ENOUGH	NEEDS IMPROVEMENT	WEIGHT
	4	3	2	1	
PRESENTATION	<i>Excellent presentation. The piece of writing has a good handwriting and the paragraphs are perfectly organized.</i>	<i>Very good presentation and handwriting. The paragraphs are well organized.</i>	<i>Good presentation although the handwriting is not very clear. The paragraphs are not very well structured,</i>	<i>Poor presentation. Paragraphs are not well structured and the handwriting is not clear.</i>	10%
EXPRESSION	<i>Ideas are perfectly clear and well organized.</i>	<i>Good ideas and use of expressions.</i>	<i>Repeated ideas and expressions although they are good organized.</i>	<i>Ideas are not clear enough. Expressions need improvement.</i>	30%
VOCABULARY	<i>Excellent use of words. Plenty of new words and expressions are found.</i>	<i>Uses some expressions and new words in the message.</i>	<i>Only a few of the new words are included in the activity.</i>	<i>No new expressions and there is repetition of many words in the text.</i>	30%
CONTENT AND CREATIVITY	<i>Ideas are perfectly organized. The text is full of content since there are a lot of innovative ideas.</i>	<i>Many innovative ideas included within the text. The message is well organized and has a good content.</i>	<i>Good intentions. The text does not reflect some aspects that need to be included.</i>	<i>There needs to be an improvement with respect to content and ideas. Absence of original ideas and lack of content.</i>	30%
Overall result:					

Figure 29. Rubric for writing activities.

	EXCELLENT	VERY GOOD	FAIR ENOUGH	NEEDS IMPROVEMENT	WEIGHT
	4	3	2	1	
PRONUNCIATION AND INTONATION	Perfect pronunciation and intonation. Words are very well pronounced.	Very good intonation and pronunciation of the words. Some expressions need to be clearer.	Some words are not well pronounced and the intonation is good enough.	Words are not well pronounced. Intonation needs improvement and practice.	10%
EXPRESSION	Ideas are perfectly clear and well organized.	Good ideas and use of expressions.	Repeated ideas and expressions although they are good organized.	Ideas are not clear enough. Expressions need improvement.	30%
VOCABULARY	Excellent use of words. Plenty of new words and expressions are found.	Uses some expressions and new words in the message.	Only a few of the new words are included in the activity.	No new expressions and there is repetition of many words in the message.	30%
CONTENT AND CREATIVITY	Ideas are perfectly organized. The message is full of content since there are a lot of innovative ideas.	Many innovative ideas included within the message. The message is well organized and has a good content.	Good intentions. The message does not reflect some aspects that need to be included.	There needs to be an improvement with respect to content and ideas. Absence of original ideas and lack of content.	30%
Overall result:					

Figure 30. Rubric for speaking activities and oral presentations.

FINAL TASK: PODCAST RECORDING

PROFESSOR: VERÓNICA VELÁZQUEZ REYES
GROUP: _____

CLASS: 4º ESO

	EXCELLENT JOB!	GREAT JOB!	FAIR JOB!	WEIGHT
GROUP WORK	Excellent! The group has worked perfectly organized. All of the participants have collaborated in the activity.	Good job! Some of the members of the group have had some problems with the recording but they have solved them very well	Keep going! The group has had some problems but they have carried out a good job. Some of the participants have not collaborated too much in the activity.	20%
CONTENT AND IDEAS	Ideas are perfectly organized. The recording is full of content since there are a lot of innovative ideas.	Many innovative ideas included within the recording. The recording is well organized and has a good content.	There needs to be an improvement with respect to content and ideas. Absence of original ideas and lack of content.	50%
VOCABULARY AND EXPRESSIONS	A lot of vocabulary seen in the unit has been included.	Good amount of words covered in the podcast.	Needs to include more information and vocabulary in the podcast.	30%
MARK:				

Figure 31. Rubric for the final task.

Moreover, different elements will be evaluated in order to obtain the final mark. The 50% will belong to the elaboration of the final task. Then, the 20% corresponds to a test about grammatical aspects and vocabulary; 20% to assessable activities and the rest 10% would be based on attitude and participation.

5. Conclusions

This dissertation has aimed to provide an explanation for the use of music in the English classroom based on **the Communicative Approach**. Even though this approach was developed during the 20th century, recent pieces of research (Chang, 2011; Pölzleitner, 2013; Richards, 2006) show that it is one of the most beneficial approaches for the learning of a new language. The acquisition of a new language is based on communication and interaction between speakers of different countries since students can put into practice their knowledge.

Music's extensive capacity of application in the class allows teachers to use several techniques and strategies to cover all the skills established by the *CEFR* (2001). Listening, speaking, reading, and writing activities can be enhanced through the use of songs, music videos, or role-play activities. These activities have three main aspects in common: the promotion of **self-esteem**, **cultural awareness**, and **motivation**. Each of the activities above allows adolescents to talk with each other to obtain information and correct their own mistakes rather than listening to the teacher's explanation.

The recent creation of virtual platforms and apps, such as Spotify or YouTube, has increased the communicative aspect of music since new music is available for everyone in no time. The Internet and the expansion of the English language have made possible a global communication for people all over the world. For this reason, it is vital that students learn English by getting familiar with new technology. This familiarization has been possible due to the introduction of computer rooms, digital blackboards, and projectors in the classroom (Gallego, Cacheiro, & Dulac, 2009). Although the introduction of technology is certainly an asset, there are still some concerns in relation to its application and use. A few teachers have expressed their concerns in this respect because there are not enough electronic devices or materials available for them. Moreover, some teachers consider that they need some preparation before the implementation of this new technology, since they are not familiar with the use of these materials, and for this reason, it is important that they receive training programs to obtain a fruitful result.

This last remark is closely related to the role of music in the classroom. Following the tradition, teachers have created several activities that were only focused on the development of listening skills. Songs were used as a means to practice their listening ability, but recent studies (Arevalo, 2010; Baoan, 2008; Engh, 2013; Kao & Oxford, 2014)

have shown that it is possible to train more than the listening skill. Music is not only related to the rhythm, but also to the message that the author wants to communicate. There exist many songs that are full of meaning, and that can change adolescents' life. The hormonal and mental changes of adolescents can be affected by music since many types of research (Saarikallio & Erkkilä, 2007; McCraty, Barrios-Choplin, Atkinson, & Tomasino, 1998) mention the relationship between music and mood. A song may provoke different reactions in the human being, such as relaxation, excitement, happiness, or sadness.

Many techniques have been used so as to improve the introduction of music in the English classroom. One of these techniques is the creation of diverse personality tests that facilitate the addition of new material. Based on the results of the tests obtained, the teacher is able to elaborate and adapt the activities that he or she is going to use in the class. Thanks to these tests, the teacher is able to appreciate not only different abilities but also students' individual differences (Schwartz & Fouts, 2003). It is vital to take into consideration those individual differences if we want to develop our students' capacity and knowledge of English. Personal characteristics such as **introversion** and **extroversion** may affect the learning process if we do not pay special attention to this subject matter (Zafar & Meenakshi, 2012; Delsing, Ter Bogt, Engels, & Meeus, 2008).

Along with personal traits, special attention has to be paid to **motivation**. As stated above, the application of music in the English classroom is related to intrinsic motivation. This tool has proved to be one of the most motivating materials in English since it increases participation and communication (Israel, 2013). **Intrinsic motivation** is crucial in English since if students are not motivated, they may have some difficulties in the learning process. However, motivation does not only depend on the students, but it depends on the teacher too. If the teacher does not have a positive attitude and encourages participation and healthy relationships, it is challenging to motivate students to learn. In order to promote these three aspects, several strategies have been proposed by Dörnyei (2001). Learners' cooperation, satisfaction, and goals, as he states, have to be enhanced in the English classroom.

Considering these strategies, we have designed a lesson plan in which all of them are covered. The didactic unit proposed does not only focus on learning grammatical features through music, but it also focuses on learning to cooperate and to work in groups so as to get essential information about the past forms. Role-play activities,

podcast recording, group projects, or sticky notes help students develop the contents proposed. Requesting information about past events or the listening and understanding of songs related to past experiences, are promoted in these activities. Thanks to the activities stated above, learning development and personal development are possible.

In order to be able to achieve personal and learning development in these activities, several **materials** and **resources** have been employed. Virtual platforms like YouTube or Spotify, computers, headphones, Prezi presentations, or games have been the main support to carry out this didactic unit. Furthermore, we have used extension material like worksheets or a book entitled *English World Student's Book 4 ESO* (Marks & Devin, 2019) to cater for attention to diversity among students: fast-finishers, students with some difficulties, or highly gifted students, it is crucial to give students the necessary material and activities in order to promote successful learning.

Together with the necessary material, students need appropriate assessment tools. In our didactic unit, one of the main objectives is to provide students with appropriate **evaluation criteria** and assessable tools so as to obtain fruitful results. We consider that it is essential to use several evaluation tools, such as rubrics, or assessable tasks, along with the final exam, rather than only put all the weight on a final exam. This is vital to avoid learning by heart and increase students' participation and motivation.

Finally, our didactic unit shows the integrative character of music. Apart from English learning, music can integrate different school subjects such as Physical Education, History, or Geography. Historical events, movement, and diverse places appear represented in many songs with the help of the rhythm but also with the help of the lyrics of the song. In addition to this, motivation, self-esteem, cultural consciousness, cooperation, and grammar and vocabulary reinforcement are found to be developed through this tool. This is why the application of music is essential in the classroom.

6. Bibliography

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6.1. Legal references

Decree 111/2016, of June 14th (BOJA number 122 of June 28th), which establishes the arranging and the curriculum corresponding to CSE in Andalusia.

Order ECD/65/2015, of Jan 21st, which describes the relationships among competences, contents and evaluation criteria in CSE and NCSE. Retrieved from <https://www.boe.es/buscar/pdf/2015/BOE-A-2015-738-consolidado.pdf>

Order of July 14th, 2016 (BOJA number 144 July 28th), by means of which the curriculum corresponding to CSE in Andalusia is developed and specific aspects related to diversity and the process of evaluation are covered.

Organic Law for the Improvement of the Quality of Education (LOMCE 8/2013 of December, 9th). Retrieved from <https://www.boe.es/boe/dias/2013/12/10/pdfs/BOE-A-2013-12886.pdf>

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7. Annexes

7.1. Present perfect reinforcement material

ACTIVITY 1: Complete the following exercise with the past simple and the past participle form of these verbs.²⁷

1. Sell	<u>sold</u>	<u>sold</u>
2. Sleep	_____	_____
3. Lie	_____	_____
4. Do	_____	_____
5. Tell	_____	_____
6. Give	_____	_____
7. Leave	_____	_____
8. Break	_____	_____
9. Sweep	_____	_____
10. Win	_____	_____
11. Rise	_____	_____
12. Lose	_____	_____
13. Dream	_____	_____

ACTIVITY 2: Fill the chart with the appropriate form of these verbs.²⁸

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
	GO	
DO		
		SUNG
TELL		
		READ
	CAME	
FINISH		

²⁷ Adapted from <http://cubictalk.com/cubicboard/matrics/Grammar-Practice-Worksheets/7.Present-Perfect.pdf> (Last access: 02/04/2020).

²⁸ Adapted from <http://cubictalk.com/cubicboard/matrics/Grammar-Practice-Worksheets/7.Present-Perfect.pdf> (Last access: 02/04/2020).

ACTIVITY 3: Rewrite the following sentences using since or for and the verb provided. You may have to change some of the words but keep the same meaning.²⁹

Ex. Bill and Rita got married twenty years ago. Bill and Rita have been married for twenty years. (be)

1. Jordan moved into this apartment in 2005.
_____ (live)
2. Ellen and Rose met each other 40 years ago.
_____ (know)
3. The teacher came to school at 8:00 this morning.
_____ (be)
4. Robbie grew a beard six months ago.
_____ (have)
5. Dennis bought his car four years ago.
_____ (own)
6. Maria started to wear glasses when she was five years old.
_____ (wear)
7. David fell in love with Patricia when they were teenagers.
_____ (be)
8. Mark started to work at the bank three years ago.
_____ (work)
9. Sam learned how to swim three years ago.
_____ (know)

²⁹ Retrieved from <http://cubictalk.com/cubicboard/matrics/Grammar-Practice-Worksheets/7.Present-Perfect.pdf> (Last access: 02/04/2020).

ACTIVITY 4: Complete the following chart with the verbs below. Write fifteen things that you have done with your friends or family so that you can share them with your partners.³⁰

See ride put lend let speak ring be forgive find fly smell hurt learn drink

Ex: I have seen a boat near the river.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

³⁰ Adapted from <https://www.teach-this.com/images/resources/deception.pdf> (Last access: 15/05/2020).

7.2.Past perfect reinforcement material

ACTIVITY 1: Match the first part of the sentence on the left with the correct ending on the right.³¹

- | | |
|--|--|
| 1. Betty's plants died because.... ____ | a) she had lost her doll. |
| 2. Bob couldn't buy the new computer because.... ____ | b) she had left her purse at home. |
| 3. Sammy couldn't fall asleep last night because... ____ | c) he had already left the office. |
| 4. The little girl was crying because... ____ | d) he hadn't studied at all. |
| 5. I didn't have to buy groceries because... ____ | e) he had spent all his money. |
| 6. Kevin failed his exam because... ____ | f) she had forgotten to set the alarm. |
| 7. Monty bought a new camera because.... ____ | g) she hadn't watered them. |
| 8. Clara couldn't pay for lunch because... ____ | h) he had watched a scary movie. |
| 9. Susan slept late because... ____ | i) I had gone shopping the day before. |
| 10. I couldn't speak to the boss because... ____ | j) he had lost his old one. |

ACTIVITY 2: Complete the following sentences using the past perfect tense and the words provided.³²

Ex. I didn't meet Ellie for lunch because... (she/eat/) I didn't meet Ellie for lunch because she had already eaten.

1. My trip to New York was very exciting because.... (I/not be/ before)

2. I couldn't see the doctor because.... (he/already/ leave the office)

3. I couldn't buy the car I wanted because.... (the car dealer/ already/ sell)

ACTIVITY 3: Listening activity taken from:

<https://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/grammar-lessons/one-those-days-past-perfect>

³¹ This activity has been taken from: <http://www.cubictalk.com/cubicboard/matrics/Grammar-Practice-Worksheets/9.Past-Perfect.pdf> (Last access: 16/05/2020).

³² This activity has been taken from: <http://www.cubictalk.com/cubicboard/matrics/Grammar-Practice-Worksheets/9.Past-Perfect.pdf> (Last access: 16/05/2020).