

Research Project: LISTENING TO MUSIC AS A STRATEGY TO IMPROVE
PRONUNCIATION AND DEVELOP LISTENING SKILLS IN EFL WITH EIGHT
GRADERS AT COLSUBSIDIO LAS MERCEDES PUBLIC SCHOOL.

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Abstract

Music offers an excellent atmosphere and creates enjoyable environment in the classroom, facilitating the second language acquisition process. Thus, this document is a report of research project carried out with a group of young students in eighth grade in a public school in Bogotá, D.C. Colombia. The objective was to observe the effects of music in EFL teaching and its results in pronunciation and motivation. This research shows how music can be used as pedagogical tool with younger's learning process, because of its versatility and multiple uses in the classroom.

Key Words: *Motivation, Teaching/learning Strategy, Memorizing, Multiple intelligences.*

Introduction

Second Language Learning is a complex process that involves internal and external factors in students. The success or failure of teaching/learning depends on a good integration between these two aspects. According to Douglas Brown, (2000) internal factors refer to psychological aspects such as self confidence, self-esteem, anxiety and motivation. External factors refer to classroom environment, teaching methodology and teaching strategies, among others.

It is at this point, where music plays an important role in EFL learning. Music as an external factor, might have a very strong influence on language acquisition because it is one of the most common and preferred activities by people of all ages. The fondness students may have towards it facilitates the teaching/learning process because students learn more easily through enjoyable activities and pleasant classroom environment.

This document attempts to report the research project developed with a mixed group of young students in eighth grade at Colsubsidio Las Mercedes high school in Bogotá, D.C., Colombia. The current research project has been carried out under the guidelines of the Universidad de San Buenaventura sede Bogotá, as a requirement to obtain the undergraduate title as an English teacher. It belongs to the line of research of the

School of Education named *Desafíos contemporáneos en la enseñanza aprendizaje de lenguas extranjeras*.

First of all, the problematic situation as well as the reasons why this project was worth carried out will be described. Then, some theoretical constructs will be referenced as support to this study. Then the way in which this research project was designed will be described, followed by the instructional design in order to delineate the procedures for data collection. Finally, the findings, interpretations and conclusions of this research project will be reported.

LISTENING TO MUSIC AS A STRATEGY TO IMPROVE PRONUNCIATION
AND DEVELOP EFL LISTENING SKILLS IN STUDENTS OF EIGHTH GRADE AT
COLSUBSIDIO LAS MERCEDES PUBLIC SCHOOL.

1. Statement of the problem

During the last year working with adolescents as a Practicum Teacher in the Colsubsidio Las Mercedes IED School, I noticed that my students of eighth grade in Basic English level proficiency shows some faults in pronunciation. From the first class I could observe that for them it is complicated to pronounce words such as: You, good, thanks, meet, afternoon, name, are, evening and many others, even after several repetitions the failures still continues. At the same time, they have told me the difficulties they have to understand English words that other people say, and for that reason they cannot answer the questions easily, nor keep conversation in English. Then, it was clear for me that they also have problems in listening skill. In fact, asking my students for what would be their most difficult aspect in their English learning process, most of them, answered listening and pronunciation skills. Wondering for an appropriate strategy that can be used by me as a teacher in order to improve listening and pronunciation skills in this group of teenagers, and taking into account the fondness for the music that they have, I decided to carry up a research project in which I can show how thorough a set of exercises mediated by listening to music the students can improve their listening and pronunciation skills.

For developing this research project, I have taken as theoretical sources three hypotheses from Krashen's (1983) Theory, which is: Input, affective filter and self-monitor. Those theories are strongly linked to effects of the music in the classroom environment, and the way that music exposes the learner to the authentic users of the language. At the same time, how important the affective filter is, in the learning process.

In some informal conversations held with teachers regarding their opinion about using music in EFL teaching, they agreed on seeing it as one of the most effective activities in order to enhance listening and pronunciation skills, because both children and teenagers learn throughout enjoyable activities, this opinion confirmed what said by Douglas Brown (1991), he pointed out that learners are intrinsically more interested and motivated to acquire the target language once levels of anxiety and stress decrease. Using music the learning process is meaningful and abiding. Furthermore, English music fosters the autonomous learning because learners can develop many kinds of tasks and free practices with music outside of the classroom. According to Gebhard (1996), Music as authentic listening material, gives to learners the opportunity to be exposed to the language target in a real way rather than texts books performer dialogs.

In the next section, the reasons why this project was worth carrying out are given,

2. Justification

The current research was born from my interest to find EFL teaching strategy in which the students of seventh and eighth grader of Colsubsidio Las Mercedes School enhance the pronunciation and listening skills. In this field, I have found that music can be this strategy, given its versatility and extended uses in listening and pronunciation, and many other linguistics aspects in English teaching process. Throughout my own experience I have noticed that teenagers have some special fondness for listening to music; it is because they feel identified with its lyrics, rhythms, tones and famous singers. In addition music offers an excellent classroom environment creating an appropriate atmosphere that motivates the EFL learners.

Many studies as about the use of music in the learning process of a language have demonstrated that music is a tool to help learning process and developing language abilities as well as grammar a vocabulary. Some of these studies as the one developed by Medina (1991) cited by Medina (2002) whose results can be seen the improvements in vocabulary and spelling. Other researchers as Cox, Beth; Tipton, Juanita E; et al (1991) have made important findings in literacy process throughout music in EFL classroom, after reading the lyrics of a song and writing about it, learner enhance the mental process and creativity for reading and writing. On the other hand, taking into account the influence that music has on pronunciation and listening skills Perez (2009) cited by Morales (2007) highlights "While listening to a song we can read the lyrics and clarify pronunciation

issues, we can sing and practice speaking and pronunciation skills, and we can write opinions or answer questions about our understanding of the songs". (Morales, 2007: 163).

The current research represents a challenge for me as student and researcher, because I have never teach EFL to adolescents; Even though, my good feeling and willingness to teach to a group of people which are called by many teachers the problem guys is the vehicle that move me to work on that. I only hope this research can offer some strategies applicable in the classroom and help to find one way for students can enhance their pronunciation and listening throughout activities that they really enjoy such as listening to music. Besides, from the of results of this research project, the English Department of Colsubsidio Las Mercedes IED, could develop a syllabus based on music activities, focused on motivating to the students and improve the language skills. For me as student researcher, the results of currents research will allow to me to find in the music a tool that can help to students to develop listening and pronunciation skills among others, while they enjoy the classroom activities.

Taking into account the reasons to carry out this research, and the studies developed by others researcher in this field, the following section will state the research questions, and objective emerged from this study.

3. Research Questions:

Main question:

1. What effect does the use of music as a pedagogical strategy have on young learners' pronunciation and listening skills?

Related question:

2. How is the use of music and students' motivation related when working on their L2 development of listening and pronunciation skills?

4. Research Aim:

This research project aims to contribute to deal with the student's struggle for enhancing pronunciation and listening skills, through the use of listening to music in the English classroom.

5. Research objectives:

1. To describe the ways in which music may contribute to the development of listening and pronunciation skills by using music as a pedagogical tool.
2. To describe what the students perceptions towards the use of music in their language learning process are.

In the next section, a theoretical discussion as well as a short description of the constructs that theoretically support this research project. Such as: The SLA process, Motivation in EFL classroom, the multiple intelligences, music as authentic material, and, teaching listening and pronunciation.

6. Literature Review

The Second Language Acquisition Process:

This research project have its fundamentals in Krashen (1982), who based his theory in five hypotheses of which I have taken three of the most relevant for this research. First one, Input Theory in SLA; Krashen (1982) pointed out that when the learner is longer exposed to the target language, its acquisition is imminent. Listening to music is an activity in which the learners are hardly exposed to this input, because they can center the hearing sense in English songs, so this input are going deep in the brain in order to be processed, additionally they can have an excellent sample of proficient language speaker, it is because the majority of Anglo singers are native speakers. This is important in this research, because students can hear the pronunciation of the words with American or British accent, what closer to the real context. Another important point to highlight is the Comprehensible Input hypothesis that Krashen (1982: 21) Claims.

“We acquire, in other words, only when we understand language that contains structure that is "a little beyond" where we are now. How is this possible? How can we understand language that contains structures that we have not yet acquired? The answer to this apparent paradox is that we use more than our linguistic competence to help us understand. We also use context, our knowledge of the world, our extra-linguistic information to help us understand language directed at us.”

In other words, FLA process implies the needed to give relevant materials that being one step beyond of current level of proficiency. According to this, the music is a suitable material because it contains both communicative and linguistic aspects of a

language that can be taken directly from qualified and native speakers. The improvements in listening and pronunciation among others can be evidenced after many practices listening to music.

The second hypothesis that supports this research is the *Self Monitor*. This hypothesis says that being aware of your own mistakes, is a starting point for the learners, doing a reflection about their own process of acquisition of L2 (Krashen 1982). Through listening to music, the learner can be conscious about their own mistakes in pronunciation and listening, so that they can correct them. Moreover, while the learners are listening to music, they can focus their attention in the language target and they can concentrate hardly, identifying patterns and rules in pronunciation and making corrections. For the current research project, the Monitor Model developed by Krashen, can be applied because it is centered in EFL learning process in younger and adults. Other studies such as developed by Selinker (1981); Rubin (1987) conceive the Monitoring as learning strategy.

The third hypothesis is the *Affective filter* which state: “A number of affective variables play a facilitative role in second language acquisition” (Krashen, 1982:130) According to this hypothesis, these variables include: motivation, self-confidence and anxiety. Dr. Krashen asserts that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. The use of music in SLA classroom has strong influence in those above variables. It have been demonstrated that music makes a huge influence in learning process, because it gives to the EFL learner more relaxed environment in the classroom,

and help to them overcome their fears and insecurities, and reduce the levels of anxiety and stress, and the process of learning is enjoyable and abiding. On the other hand, the second language learning process entails other important variable such as classroom environment, which is an essential factor at the time of creating a pleasant atmosphere in the classroom. Many teaching experiences in using music during English classroom show us how this tool helps the students feel better, because they are connected with the same language with the teacher. e.g.: Brock (1991) in his article *Using Music as a second language* shows how through the use of music in his literature class, his group of adolescents felt comfortable because the music closed the distance between he and his students. “*Most of us can benefit from closing the gap between ourselves and our students. The common language of music can bridge the chasm and lead to improved communication in both directions*” (Brock, 1991: 72) Similarly, the article *Words and Music in the English Classroom*, written by Cox, Beth; Tipton, Juanita E; et al (1991) *join* the teaching experiences of fifteen English teacher who included music in their classroom activities in order to develop different abilities, such as, reading, witting, creativity, artistic culture, etc. All of them agreed with the positive changed from the boring environment an isolated working for an integrative, collaborative and cooperative learning through the use of music in their lessons.

The Multiple Intelligences Theory applied to SLA Process:

The SLA process implies not only mental process but also psychological aspects, which have been object of study for several researchers. For example, in the field

of Psychology there is an important findings made by Ph. Howard Gardner (1983), and his Multiple Intelligences Theory; which claims that all people's brain has the capability to develop eight different intelligences, thus: Musical, spatial, logical, linguistic (verbal) logical-mathematical, bodily-kinesthetic (movement), interpersonal (understanding others) and intrapersonal (understanding self) and naturalist (observing and understanding natural and human-made patterns and systems). Additionally to that, Gardner argues that it is responsibility of the educational systems to create strategies to potentiate these intelligences. Connecting listening to music in SLA process with his statements it is necessary to talk about Musical Intelligence. According to Howard Gardner, all of us have different kinds of intelligences, and most of us can develop musical intelligence, related to that, Gardner (1983 p. 56) pointed out:

“Human' beings intelligence is classified in eight categories, one of those is the Musical Intelligence, where the learner can often use songs or rhythms to learn and memorize information and may work better with music playing in the background.”

The use of the Music in the classroom helps to develop the Musical intelligence, because unconsciously the knowledge is going on into the human brain, increasing the capacity of memorizing words, expressions and grammatical rules in English language. In addition, music helps the learner to improve the pronunciation doing use of the phonological concepts such as: intonation, stress and rhythm. In last decade, music has been gaining ground in the educational field; many studies about the use of music in learning process have been developed, specifically in SLA. For instance, for developing vocabulary and rote memorization Medina (1991) found that using songs the amount of

vocabulary was more than listening told stories. Similarly, the combination between songs and illustrations resulted in greater vocabulary acquired rather than told story and illustrated.

Motivation and SLA

Another important point in the psychological dimension of SLA in this project is related to Motivation. According to Douglas Brown (2000) Motivation refers to of “One’s impetus to learn” (p75), for him this aspect it is one of the most important variables that can make the Second Language Learning process either a success or a failure. Supporting this idea we have researches such as (Robert Gardner & Wallace Lambert 1972) they distinguish motivation in two different orientation which are: Integrative (the aim to learn a L2 for social and cultural purposes), and instrumental, (the aim to learn a SL is educational, to obtain a certification, educational or academic purpose), both orientation are associated with high or low level motivation. From a Behaviorist point of view, there are two different forms of motivation, Intrinsic and Extrinsic, both designates a continuum of possibilities of intensity of feeling or drive, ranging from deeply internal, self generated rewards to strong, externally administered rewards from beyond oneself. Brown (2001 p75) defines Motivation as “The impetus or intensity to learn a SL determine the high or low level of motivation at the same time this motivation depends on the aim for which that language is learned (p75). Whatever the purpose for which we study a second language, motivation is essential to the achievement

of objectives. In the field of SLA Classroom, Douglas Brown (2000) says that it is necessary to take into account the importance of increase the intrinsic motivation throughout the use of techniques that let the learner increase their self confidence, and develops their own personal autonomy and critical thinking in order to achieve success in L2 learning process. Teachers need to develop a set of techniques intrinsically motivating, these techniques must be positive and enthusiastic, full of affective strategies. It is here where the music plays an important role listening to music, create a good relationship with learners, and create a pleasant, enjoyable and relaxed classroom atmosphere. Music rises up the level of motivation because it enhances the emotions and feelings of the learners. This aspect can be evidence in the research project developed by Aubrey, (2007) with a group of Latino children in elementary school, the results from her studies demonstrate that music helps young students improve their oral language skills by providing a risk free environment to practice English, and improving their social skill. In addition, the study reveals the positive perception that parents and teachers have about the role that music play in motivating, improving self-confidence.

Learning/Teaching Strategies:

The third construct for this research is Second Language Learning Strategies. For O'Malley & Chamot (1990) learning strategies can be classified in three main categories, thus, *Cognitive* (Repetition, Resourcing, and Translation), *Metacognitive* (Self-monitoring, Directed Attention, selective attention, Delayed Production) and *Socio*

Affective (cooperation and question for clarification). Music can be included as cognitive learning strategy because this is helpful to develop memory skill through exercises of repetition. On the other hand, Rubin (1987) classify the learning strategies as cognitive strategies, where memory and monitoring are included. Oxford (1999) distinguish two types of strategies, indirect and indirect, where memory skills belongs to the direct strategies, while monitoring and affective strategies belong to the indirect strategies. In terms of strategy-based instruction (SBI) this theory claims that we have seek for making the language classroom an effective environment for learning. (Mc Donough 1999). In this field, we can find one of the most useful manuals of SBI developed by Rebecca Oxford's (1999) in which we can observe that indirect strategies such as Affective Strategies (lowering your anxiety, encourage yourself and taking your emotional temperature), are directly linked with the use of music in EFL classroom. It can be observed in

The age is a learner variable in SLT, Brown (1985), explains that it is not the same to teach infants, adults or teenagers, each target population has specific characteristics; therefore, the teaching strategies must be performed and focused according to these characteristics. Because of the current research was carried out with a group of teenagers of high school between 13-15 years old, it is necessary to describe the main characteristics as well psychological as cognitive about this age. Adolescence is a stage, in which the learner is passing to a process of transition from children to young adult; this is an age of hard changes, as physical as mental, and where teenager are looking for their own identity. According Erikson's (1954) Psychosocial Development Theory, adolescence is stage No. 4

called Identity-crisis; children are exploring their independence and developing a sense of self. Early adolescence is a stage at which the peer group becomes increasingly important, with conformity to peers at 11–13 years, adolescents report that they are far happier spending time with similarly-aged peers as compared to adults (Costanzo & Shaw 1966). In this research of self identity, teenagers feel identified with specific type of music, a famous singer, and follow particular way to dress, make up, and talk, as this singer. Music has special connection with teenagers because it represents the way that they see the world and life, their feelings and senses even the way in which they perceive the love.

Jean Piaget's (1969) Theory of Cognitive Developmental, distinguishes five different stages of cognitive development in humans being, thus: Sensorimotor stage: – the approximate age for this stage is 0–2 years, Preoperational stage: the approximate age for this stage is 2–7 years., Concrete-operational stage: The approximate age for this stage is 7–11 years., Formal-Operational stage: the approximate age for this stage is 11 years to adult. It is in this last stage in which the teenagers are now able to use a more logical sense when thinking and use them abstractly rather than concretely. In this sense, it is necessary to follow some strategies to work on teaching process with this kind of population.

Douglas Brown (2000) suggests a set of considerations to take into account in teaching this level. Among others we can find some which are directly connected with listening to music. 1. Varieties of sensory input are still important, but again, increasing capacities for abstraction lessen the essential nature of appealing to all five senses. 2. Factor surround ego, self-image, and self esteem, are at their pinnacle. Teen are ultrasensitive to how

others perceive their changing physical and emotional selves along with their mental capacities. Brown (2000 p. 92) According to Zoltan Dörnyei (2001) in the context of SLA there is a Motivational Strategies in Classroom, which are directly related with appropriate teacher behavior, pleasant and supportive atmosphere in the classroom, making learning enjoyable and stimulating., enhancing the learner's language-related values and attitudes, making the teacher materials relevant for learners. Dörnyei state that it is necessary to generate, maintain and protect these strategies. O'Malley & Chamot (1990) highlight the importance of learning strategies to develop long/short memory skills, (cognitive strategies), in this point, listening to music plays an important role, as storage vehicle of a correct pronunciation. In the Article: *Using Pop songs* Larry Lynch (2010) asserts that almost everyone loves music. "It is a part of our language and life from before birth onwards. As babies, we hear lullabies. As young children we play, sing and dance to a myriad of nursery rhymes. As adolescents, we are consumed by the beat of popular music artists worldwide. As adults, every form of advertising we hear, every special event we experience, is in part, music". Dubing & Olshtain (1977) cited by Morales (2007) claims "Pop, rock, and folk music is an idiom which is embraced by broad span of young people."

Music as Authentic material in SLA

Instructional materials are key piece in teaching/learning foreign language process. There are two kinds of instructional materials that can be distinguished, thus, created and authentic. Created materials refer to those printed and no printed materials that have been designed for instructional goals, such as: books, textbooks, readers or worksheets, audio

materials, videos, computer –based or readers. Authentic materials are those that have not been designed for pedagogical purposes, such as: Magazines, newspaper, radio, TV, pictures, and music, but can be used for instructional goals. In the Article: *Authentic VS. Graded Material in Second Languages* Julio Foppoli (2010) states:

“Authentic materials, on the other hand, are real in the sense that they are not created for students as the target audience but for native speakers. The obvious advantage, of course, is that by using authentic materials you present students with actual everyday language, just as it appears in real life”

Many teachers nowadays have the tendency to use authentic materials because it contains authentic language and reflect real world. In the case of the music, it is considered as authentic materials according to Arias, Duque, & Mitchell (1996 p. 125) because “it is not graded material, produced by native speakers and for the users of that language without modifications and for the purpose of helping English instructions”. Taking into account that the majority of learners in our country do not have contact with native speakers, listening to music is an excellent way to be exposed to input of the English language. The variety of activities that music offers, teacher can used songs to develop literacy process, grammar and vocabulary, memory skills, and the most important in our case improvements in listening and pronunciations skills. In his Article *Using English Videos And Music In EFL, ESL Classrooms*, Kisito Futonge (2010) claims: “This is especially true of songs that develop a particular theme. Songs are also great for teaching listening”. Other uses of music in field of listening activities is mentioned by Cárdenas (2000) cited by Morales (2007) who pointed out that many kind of activities aimed to improve listening skills can be boring and produce in the learner a sense of frustrations

and fears, therefore, music can be helpful to reduce these conditions given its capacity of entertainment and its authenticity. As authentic material, music provides cultural and linguistic aspects which are necessary to include in the learning process of a foreign language. For example in the lyrics students can contextualize some idiomatic expressions and slangs own of a specific language.

Teaching listening and Pronunciation:

The last theoretical aspect for this research is related with listening and pronunciation. It has its roots in two general approaches Intuitive-imitative approach and Analytic-Linguistic approach. According to (Kelly 1969) the first one has to do with the learners' abilities to listen and imitate the pronunciation of the words of the language target. This approach is characterized because the learning process is carried out without intervention of explicit information. On the other hand analytic linguistic approach uses information and tools such as phonetic alphabet articulation descriptions charts etc. In other words the influence of explicit knowledge is present. This research project it has been designed a set of activities under the influence of the **Intuitive –imitative approach**. Students have to listen carefully the songs in order to memorize the pronunciation, and then they have to imitate the pronunciation given by the native or proficient speaker. Related to the Method, listening and pronunciation come from **Direct Methods** developed in earlier nineteenth century. It is similar to the Intuitive –imitative approach because the learning process is carried out through intuition and imitation, in which students have to imitate a model. In the middle of twentieth century two new approaches were developed,

one in the United States called Audiolingualism and other in Britain called Oral Approach. In both Audiolingualism and Oral approach, the pronunciation was the most important aspect to teach. The Community Language learning was another method developed in the 70's, by Curran (1976) in which the instruction was based on repetition from a proficient model, in this case the teacher who plays the role of counselor. In this method the implementation of tapes recording is an important tool in the learning process. The current research project takes some aspects of these approaches to develop cognitive skills, such as memorizing and repetition. The use of tapes recording in order to record their listening improvements is very important, because through this source both teacher and learner can verify the improvements in listening and of course pronunciation. For that reason I will take some aspects from these approaches.

In the next section, the nature of this research project will be described, as well as a brief definition of data collection instruments and procedures; the participants and setting will be described also in this section.

7. Research Design

Type of Research: Qualitative Action Research

All types of research have its own characteristics according to its purposes, and each researcher choice that best suited depending of its nature. In this sense, Action research is defined as a form of collective self –reflective inquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which this is carried out. Kemmins & McTaggart. (1988:5) Taking into account its reflective nature, this research project have been developed under the main characteristics of Qualitative Action Research.

Action Research is a tool that teachers may use to solve problems, to increase teacher's understanding of classroom teaching and learning and o bring out improvement in classroom practices, Baskerville R. (1999). Action research helps the teacher to focus in specific problematic situation, in this case it allowed me to implement alternative ways to teach specifically with teenagers, and try to find pedagogical tools in order to enhance pronunciation and listening skills, at the same time to do reflection in aspects related with

the EFL classroom environment and motivation in the learners. Because of those reasons the teacher researcher has selected this type of research in the current project.

Settings:

Context: This action research was carried out in a public school called Colsubsidio Las Mercedes IED, Bogotá D.C., Colombia. It is located in the northwest part of the city. It is an Educational Institution, which has 2.500 active students. The classes are held in two times thus: From preschool to fifth elementary grades in the morning, until first to eleventh secondary grades in the afternoon. According to its institutional educative project (PEI) The mission of this institution is to educate citizens capable to contribute with the productive sector of our country. For that reason there are specific technical emphases, in which the students can select in order to focuses their aptitudes and future professional preferences. Following there is a short characterization of the socioeconomics context that surrounded the place where the school is setting.

Bogotá, D.C. City is dividing in twenty big locations, from north to south, and from west and western, each location account with certain number of public schools according to the extended of people that living there. The location in which the school is setting is called Engativá and it is one of the biggest and more crowed locations of Bogotá, for that reason it is necessary that public schools have the greatest coverage possible. The main economic activity in Engativá is based on small business, informal employee, and micro commerce. As a consequence, Engativá is a town pressed by economic problems. Lack of employment, underemployment, and the informal and temporary work are the daily

economic axes that characterize the industry and which apply equally to children, youth, adults and seniors. this area is occupied largely by people who have lost their jobs, retired people who cannot have enough money to themselves maintenance, youth unemployed and insolvent companies or closed without the possibility of hosting the growing labor force appears in the sector. Nevertheless, Engativá is a town of honesty and hardworking people, full of wishes to study and improve their quality life. The local Governments in this area, have created polices oriented to achieve the progress of this place in field of safety, transportation, health and education. Therefore, it is necessary to create public schools such as Colsubsidio Las Mercedes, as part of this polices, to solve the impossibility of the parents to pay for a private school for their children.

Participants:

This research project was carried out with a group of twenty mixed students of eighth graders of secondary, selected randomly by the teacher researcher. The participants were composed by 7 women and 8 who were on average 14 years old. They come from low income social class. I chose this kind of population because in this age the young people have special fondness for the Anglo music, in addition, there are part of special English language supporting program, that school have organized on Saturdays, under a frame of inter-institutional agreement with the Universidad de San Buenaventura Bogotá.

Data Collection Procedures:

The research project data collection was carried out in six sessions. The survey was implemented in the first session. In the other five sessions pedagogical exercises were applied, and in the last session a final interview was conducted to close the data collection procedures.

Instruments:

The current research was developed with the help of following instruments: Survey, field notes, audio tapes recordings, video tapes recording as complement of field notes. and final interview.

The Survey: It is one of the most common and universal instrument in social sciences researches. It is about joint of questions related with a field or problem. Is a data collection tool in which written questions are presented, that are to be answered by the respondents in written form. Gathering all or part of the respondents in one place at one time, giving oral or written instructions, and letting the respondents fill out the

questionnaires; or hand-delivered questionnaires to respondents and collecting them later. Latorre, (2003).

In this Action Research Project, In this Action Research Project, The Survey was designed in Spanish because the English level proficiency of the students was low, besides the interest was on their opinions more than in the language used to gave them, The Survey was build with three kinds questions: Open questions, yes/no questions and multiple choice, each one of them with the objective to know about the fondness, kind and frequency which the music is listened to by students, in the same way, the perception that teenagers have about the use of music to learn English in the classroom. The survey was applied to 20 young students in the first session. (See appendix No. 2)

Field Notes: According to Kemmins and McTaggard, (1988) field notes

Contain more subjective and personal reflections and interpretations that relatively formalize recordings of notes. This data colleting has been institutionalized in social research with qualitative and contextual study in teaching practice. Kemmins and McTaggard, (1988)

In the present Action Research Project the field notes helped me to register all relevant aspects of the group such as attitude, motivation, behavior and main characteristics and details for my research. Similarly, these notes showed me different

reactions of students related with bringing music at English classroom. All six sessions were registered in the field notes. (See appendix No. 3)

In this project the Audio Tapes Recording, were a key data collecting instrument, because these let me know the possible mistakes in the pronunciation before listening the song, as well as the corrections after of that, at the same time I can quantify the level of improvement of the skills through a comparison between both tapes records.

Audio Tapes Recording: The audio tapes recordings are used to capture conversations, interactions, and interviews; providing more detail, especially in terms of verbal communication and selection of episodes to microanalysis. The most valuable thing of audio tapes recording is that it offers a greater accuracy of what was said; also, it provides richness of data and it can be reinforced when its are combined with photographs or slides. Latorre, A (2003)

In this project the Audio Tapes Recording, were a key data collecting instrument, because these let me know the possible mistakes in the pronunciation before listening the song, as well as the corrections after that, at the same time I could quantify the level of improvement of the skills through a comparison between both tapes Recordings.

Audio Tapes Recordings Transcriptions: As complement to audio tapes recording it was necessary to make a transcription. This step, allows researchers to scan particular

classroom episodes relatively quickly without the need to review the whole recording, verifying information given a certain point. Audio transcription is a time-consuming manual process. It includes orthographic transcription (proper names, hesitations, noise, intonation, pronunciation variants). For this specific research project, I made the transcription of the final interview student by student.

Video Tapes recording: There are multiple issues for video tapes recording.

Whatever kind of action in the classroom can be registered, obtaining not only imagines, but also, sounds and voices. It can be also used as shown. It provides imagines from both students and teachers Latorre, A. (2003)

Video tapes recording, Let me observe details that could not be noticed in the tapes recording, so it was a perfect complement to the field notes. With the video tapes recording I had the opportunity to observe the student's attitude before and after activities, their comments and opinions and in general the developments of the class. The tapes recording were used in three times, to collect data specifically for the pronunciation activities twice, and final interview.

Final Interview: An interview is a data-collection technique that involves oral questioning of respondents, either individually or as a group. Answers to the questions posed during an interview can be recorded by writing them down (either during the interview itself or immediately after the interview) or by tape-recording the responses, or by a combination of both. Latorre, (2003) distinguish between both structured and semi-

structured interview; it depends of the criteria in which the interview is developed. E.g.: Structuration, management, objective and number of participants. Freeman, D. (1998) defines interviews as “face-to-face verbal sessions conducted by the researcher as unplanned, planned or structured interactions.

The kind of interview I selected was semi-structured, because it provides a more relaxed environment to answer. The Final interview for this research project was carried out as an important complement of the rest of data collection instruments used. It allowed me to know the feelings, beliefs, attitudes, options, from students. It was designed in Spanish language to avoid confusions; the questionnaire had eleven questions that attempt to know the opinion from the students about the whole classroom activities which the music was used. At the same time, this final interview let me identify relevant aspect such as motivation, learning process improvements in listening and pronunciation and general perception of the Students in learning English through listening to music. Even the participants in this research project were 20, I decide to take a shown, and so the number of students interviewed was seventh who voluntarily wanted to participate. It is necessary to highlight that a piloting process was developed before to the final interview, it was necessary to conduct in order to prove the questions were understandable by students; otherwise it would be necessary to modify the questions. In this case, the results were positive, so it was possible to conduct the questionnaire with group of students who wanted to collaborate with it. The interviews were made individually without the influence of the classmates, using the audio tapes recording as tool to collecting data. (See appendix No. 4)

Following the time line for all sessions will be showed:

Time Line:

- ***Second Session:*** (Saturday, September 04th 2010) a listening exercise through the use of a song was implemented. It was developed as complement of first class. Teacher researcher used a worksheet to collect data. Video and field notes were used in this session.
- ***Third session:*** (Saturday, October 06th 2011) Pronunciation exercise. Students read a lyric of a song, then, they listen to the song twice and read again. The goal was for the students to find their own mistakes in terms of pronunciation.(45 minutes.) Teacher researcher used individual tape recordings for this session.
- ***Fourth session*** (Saturday, October 09th 2011) Listening exercise. Students listened to a song and developed a worksheet related to filling in gaps with the correct word. Video tapes and field notes were used to collecting data, as well the students artifacts developed in classroom activities.
- ***Fifth Session:*** (Saturday, October 30rd 2010) Pronunciation exercise. Students read to each other the lyric before and after listening to the song. Teacher researcher used audio tape recording in this session, video tapes and field notes.

8. Instructional Design

The current pedagogical intervention was planned with the objective to observe how the pronunciation and listening skills can be improved through the use of music. For that reason, I have selected some songs for students listen, each song was linked according to the topic in the syllabus course. Also, I developed different sorts of tasks related to music. These tasks helped me to compare how the students identify words previously learned, and work on the way they are using them. Finally, I attempt to observe the effects that music has in their attitude, emphasizing on aspects, such as, motivation in young learners.

As a starting point it is necessary to highlight what the meaning of teaching is, as well as to characterize the teacher and learner roles that are involved in the EFL process, and finally what is the role of the language classroom. First of all, I agree with the concept of Kumaravadivelu's (2003) conceptualizing of teaching as a subjective activity to carry out in organized way, Teaching is not an act can be touched, measured or weighed, but it can be structured and formal planned . Other authors claim that teaching is as well an art as science and many others as Hansen, (1995: 5) defines teaching as a vocation. Teaching as a vocation comprises "a form of public service to others that at the same time provides the

individual a sense of identity and personal fulfillment” Teaching is aimed at creating optimal conditions for desired learning to take place in as short a time as possible Kumaravadivelu (2003). Secondly, teacher plays an important role in EFL. From a Vygotskian perception teacher is not only a facilitator but also a mediator between the learner and knowledge, Guerrero (2007 p. 219) claims “ The teacher is responsible for introducing the learner to new concepts and help him/her walk through this new knowledge until the learners appropriates it. Therefore, there are teachers who makes teaching possible because are they who has direct contact with the learner. The third aspect to take into account is the Learner, whose role in the teaching process is to receive the knowledge. Nowadays we can observe that the role of the learner have been changed in last years in a more interactive way, therefore, the classroom role has changed within the learner

Main Objective:

The purpose to implement this pedagogical intervention was to develop listening activities with music, in which students can reinforce the listening skills and at the same time, enhance their pronunciation.

Specific Objectives:

1. To work on young learner’s listening and pronunciation through music.

2. To observe and take pedagogical actions that allows evidence how music affects the motivation in learning process in a pleasant atmosphere.
3. To have an impact on the student's motivation and attitude, toward their own process of learning a second language through enjoyable activities.

Methodology:

Methodology chosen for the pedagogical intervention has been carried out taking some elements of Natural Approach Method (NAM) in Second Language learning, this method helped to me to design and developed activities for learner comfort and enjoyment, at the same time teacher researcher could connect the syllabus contend with the topic for the lessons, selecting the appropriate songs and lyrics. According to Krashen and Terrell (1983) who state that Natural Approach Method (NAM) offers a comprehensible input, this method let me to exposure the students to a meaningful learning through the use authentic material such as listening to music, and creates a grateful atmosphere classroom, where student feel motivate to use the language.. In addition, the role of the teacher is a facilitator, but not interfering in the activities while students are listening to the songs. In addition, the L1 is not allowed to be used in the classroom activities.

Assessment:

The evaluation that I will work in this group is qualitative, taking into account the improvements in pronunciation, listening and attitudes, motivation, the level of engagement with the activities and in general all the process. The activities and workshops using music, will serve to me as evidence to evaluate the class exercises. At the same time the video tapes recording will help to me to observe in a deep way many other aspect related to the attitude showed by the learners in the sessions.

Activities:

The activities were planned in advance according to the syllabus content, and there were many aspects involved in the design of activities. Among others, It was necessary for me to take into account the kind of population, the level of proficiency of the language target, and the most important thing, the fondness for English music. The activities were planned to be carried out in five sessions. Two sessions for listening activities in which students had listened a song for two times; then, they had to fill the gaps according to teacher instructions. In the other two sessions pronunciations exercises were developed. Students had to read a verse of a song, while I was recording them. Then, they had to listen to the song for two times in order to clear doubts about the pronunciation of some words;

Finally they had to re-read the same verse, each one of them was recording again in order to compare improvements in pronunciation and listening before and after reading. Those activities allowed them to be conscious about their own learning process. The last session took place in the final class for the practicum program in the school. The teenagers sang a song especially chosen by them, helping by a karaoke track the whole group made a performance.

In the following chart there is a detailed description of each one of the activities developed in the classroom, as well as dates, type of activities and objectives for all of these.

Chart No. 1 (Detailed description of classroom activities)

Session No.	Type of activity	Description	objective
<i>Meeting the group.</i> 21/Aug/10	Contextualization	In this session I had the opportunity to meet the group of students, their social and economic status, and the environment in which they live. Related to the school is this session I also knew the school and get information about the PEI and curricula.	To have first contact with the target population for this research. To know the profile of the group of students. This warming stage allowed me designs the tasks according to their fondness and expectations with English learning. It was possible through the conduction of a survey applied fro the beginning of the research

			project.
1 <i>Greetings</i> 04/sept/10	Listening	For this activity I brought the song “ <i>You Say Goodbye</i> ” By The Beatles. I was going to play it two times; while they were listening to the song, they have to develop a worksheet. Students have to fill the gaps with the greetings that they can get, as well as the times needed by them.	To put students in a real contact with the target language through the use of a song, in this case it helped them clear doubts related to their pronunciation, at the same time, they identified some greetings previously learned in the classroom. This activity aimed to improve the listening skills.
2 <i>Parties and Celebrations</i> 02/oct/10	listening Exercise	For this topic I selected the lyric of the song “ <i>I got a Feeling</i> ” By Black Eyed Peas” This exercise was developed in two sessions, in the first session students have to read mentally a verse of the lyric of this song. Then, students had to read orally the same verse, at the same time I was recording each one of them. To finish, they had listen the song for two or three times and reading orally again, while, I recorded them again.	To engage the students with the topic. With the first reading students got familiarized with new vocabulary, expressions and grammar forms. With the second reading students will pronounce the words in the lyric how they suppose are. And in the last reading students were conscious about their own process of improvements in pronunciation skills. The main objective of this exercise was to improve pronunciation skills.
3 09/Oct/10	Listening Exercise	For this topic, I chose the song “ <i>Oda to my Family by Cranberries</i> ” because it contains the appropriate lyric that connects exactly with the topic. I brought a worksheet	The main objective of this exercise was developing listening skills and observe the improvements this field using music.

		in which student have to fill the gaps with the missing word.	
4 <i>Friends and Relationship</i> 30/oct/10	Pronunciation Exercise	For this session I wanted to select the song “ <i>I will be there</i> ” By Michael Jackson. Because it was very relevant with the topic. I brought a lyric; students had to read it mentally. Then they listened the song for two or three times. Then, They developed a worksheet in which they have to fill the gaps with the correct word.	To develop listening skills. Students may be reflective about the meaning of the song and its dimensions in the senses field.
5 Singing the song. 13/nov/10	Listening and Pronunciation	Using the same song, “ <i>I will be there</i> ” By Michael Jackson. Students’ heard the song in order to memorize it, because they had to sing it for the final class.	<ul style="list-style-type: none"> • To observe the improvements in pronunciation. • To observe aspects such as attitude, motivations and classroom atmosphere. • To analyze the level engagement of the students for the final project using songs that they likes.

9. Data Analysis

In previous chapter teacher researcher described how a data collection procedure was carried out. Now, in this section the teacher researcher is going to describe how data analysis was developed and how different categories emerged from data collected in this research project.

The Theoretical foundation used to develop the current data analysis was Grounded Theory. This is an approach for data analysis in which the data are read a re-read, highlighted, and conceptualized and join again together in a new ways; According to Strauss and Corbin (1990) “It is the central process by which theories are built from data and its purpose is to help the researchers to develop a descriptive theoretical framework of loosely interwoven concepts” (p. 57). In other words, this approach allows that theory emerged from the data, once the information obtained is organized and conceptualized.

Based on that Grounded Theory Approach, the procedures began with Open Coding Techniques, in which the data were broken down after a deep reading, making comparison and asking of questions process, then labeling and conceptualizing each aspect found, and finally those concepts were grouped in a same concept in order to categorize them. In the last part of categorizing steps the naming of each category was done.

Once the coding processes were carried out, four categories emerged from data analysis, these are:

1. *Enjoying classroom activities increase the Motivation,*
2. *Singing and listening to music; an effective strategy in EFL*
3. *Memorizing to improve listening and Pronunciation Skills*

These categories are evident in the different data collected by means of the instruments used, which have been identified with the following conventions: Survey (S), Student artifacts (SA) Field Notes (FN) Final Interview (FI) and Video Tapes Recording (VTR) as supporting of the field notes. In the same way the student participants have been identified with a number, (S1), (S2) etc, in order to protect their identity. For Ethical issues, the participants were informed previously through a consent format, about the objectives of this research and their role in it (see appendix No. 1)

1. Enjoying classroom activities for increasing motivation

For the students, Motivation was one of the most relevant aspects in EFL learning processes, student made connections between learning and having fun. For them, music means to have fun, therefore listening to music increases

motivation for EFL learning. It could be viewed in the answer that students gave inquiring if they would like to use music in the English classroom; they commonly answered things like the following:

“Si. Porque es más dinámico y divertido” (S, S1)

“Sí, porque nosotros somos jóvenes y pues creo que nos gustaría más y nos motivaríamos.” (S, S2)

“Considero que de esa manera la clase sería más didáctica y divertida, así no se volvería monótona y no nos aburriríamos” (S, S5)

These responses showed how students of Colsubsidio Las Mercedes through activities such as music, felt more motivated, because they enjoyed the classes and had fun. The perception that to use music makes the class less boring and more dynamic was common among them. The following graphics showed the general answer given by the whole group of students about if they would like the use of music in the English class. (See graphic No. 1)

(Graphic No. 1)

Fondness for the Music in EFL classroom



This graphic showed that unanimously all EFL learners would like the use of music in The classroom

All of students agreed that they would like the use of music in English classroom because they considered that music made more dynamic, funny and didactic the English class. The students thought that music motivated them.

In the same way, in the Final interview, the question about what students thought when the teacher brought music at the English classroom, the answers were these:

“Que... o sea... cambia la dinámica de la clase, pero... sigue siendo muy chévere... muy divertida” (F1,S7)

“...pues me pareció chévere, my divertida, eeh disfruté demasiado las clases... pues creo que participé a lo máximo.... y.....pero me gusto demasiado... Mucho.” (FI, S1)

“Entonces... pues se siente Bacano y se siente un ambiente relajado.” (FI, S9)

In those opinions, students expressed the happiness they felt with music in the class, in addition they said how much they participated in class activities, they thought that music changes the class dynamics, the environment are less stressed and more relaxed. Those appreciations are directly connected with the hypothesis of affective filter claimed by Krashen's (1983). According to this hypothesis, a group of affective variable plays an important role in language acquisition process, these variables include: motivation, self-confidence and anxiety. Dr. Krashen asserts that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. The answers given by the students showed that they enjoyed the use of music in the classroom activities. The following are the appreciation that the teacher researcher had about the changes in the levels of anxiety and stress through the use of music in the classroom.

“Most of them did not see to my eyes, and many others turned blush; even, most of them laughed with nervousness, then, I asked to them if they would like I bring music to the class, some of them smiled, and some of them answered “siii!, vacano!” After 15 minutes they felt comfortable and less stressful”. (FN: Session No. 1 August 21/ 2010.)

“Everybody focused the attention in the students who were recorded, I gave to the first student some rewards because of her good job, when the song played students looked more relaxed, some of them decided to sing, other moved their head, or feet. The second time recording they were less stressful”. (VTR No. 1 Pronunciation Exercise, Session No.3 October 1/2010)

It is evident that the idea to bring music to classroom, promoted the motivation to come to a class, students felt less stressed and more motivated, it was evidenced that the self-esteem and self-confidence grew up to the point to wanted sing, even to dance.

As we can see, the motivation is one of the most important aspects in EFL learning. This view is explained by Douglas Brown (2001:75) who asserts: “Whatever be the purpose for which we study a second language, motivation is essential to the achievement of objectives”. In the field of SLA Classroom, Douglas Brown (2000) says that it is necessary to take into account the importance of raising the intrinsic motivation throughout the use of techniques that let the learner increase their self confidence, and develops their own personal autonomy and critical thinking in order to achieve success in SL learning process. The teachers need to develop a set of techniques intrinsically motivating, these techniques must be positive and enthusiastic, full of affective strategies. It is here where the music plays an important role. The next category will show us the use of music as strategy in EFL

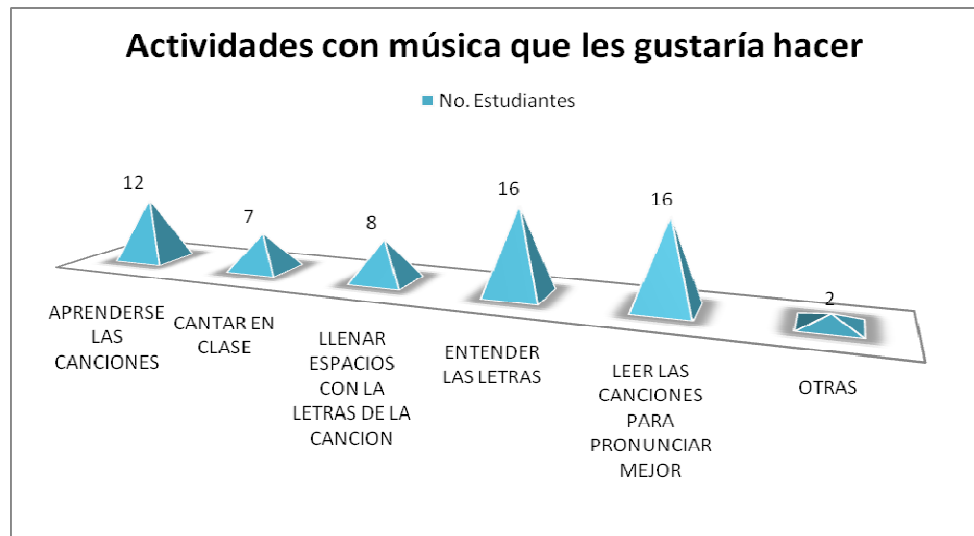
2. Singing and listening to music; a language strategy in EFL

Many common aspects found after data analysis, took the teacher researcher to categorize singing and listening activities as strategy in EFL classroom. It is important to remind the definition for language strategy. O'Malley & Chamot (1990:1) defines language strategy as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" In other words, it is a set of techniques that support the learning process in the students. Similarly, Oxford (19907) pointed out that learning strategies are specific actions taken by students to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.

Taking into account those techniques or actions in the learning and teaching processes, the majority of students considered listening to music as strategy to learn EFL; it was showed in the answer that students gave for the question No. 8 from the Survey, about the type of activities that the students would like to make with music in the English classroom. In the following graphic the results of the answer are showed. (See graphic No. 2)

(Graphic No. 2)

Preferred activities using music in classroom



The results of the survey, shows the diversity of activities using music in the classroom that students would like to do.

The Majority of students preferred to carry out activities in which they could improve the pronunciation, understand the lyrics and memorize the songs, while for others filling gaps and sing were their preferred activities. As it has been evidenced, the students wanted to make different kind of activities in classroom, through the music.

In the following comments from the Field Notes, the teacher researcher observed a class development in a session which to sing and to listening a song was the central activity of the class,

“I could observe that my group of students were very funny today, they were talkative and participative, over all with the worksheet activities, each other had to talk about their own family and how is it composed, I noticed that their enjoyed talking about themselves . When the song was played they focused their attention in the worksheet and tried to fill the gaps with the information in the song. One guy tried to follow the track only with his mouth but without voice. The group kept silence while the song was played. It is important to highlight that students helped each other with the answers and doubts, it’s indicated me that music promoted the collaborative learning.” (FN, Pronunciation exercise, October 01/2010)

“It was the fifth time that students sang the song helped by the karaoke, I noticed that the pronunciation was much better, and the students were more familiarized with the lyrics. (FN, Closure Essay, Nov. 13 2010).

In these comments it can be appreciated how the music not only transformed the classroom environment, but also changed the attitude in the students, making them more participative, interacting among them and helping each other with the activity and promoting the collaborative learning in the classroom. O’Malley and Chamot (1990) classified the learning strategies in SLA/EFL in three main categories: Cognitive, Metacognitive and Socio Affective strategies, it was this last category in which the music played an important role in the interaction, helpfulness, and collaborative learning. Music, in addition made focused the students’ attention, it can be observed how students kept silence in order to concentrate and

centered their senses in disposition to listen carefully. In this regard some of them said:

“Si, porque por medio de la música se le desarrollan más los sentidos” (S, S6)

“Ummm, todo todo, o sea... por ejemplo, en la clase normal que uno nos hacen todo el mundo es distraído... habla... juega... y en cambio con la música como que todos uffff allá, se concentran mucho, o sea sí les interesa.” (FI, S2)

“In order to focus the attention in the pronunciation all the students reading the lyrics and underlined the words that presented difficulties among them. Students smiled and laughed. When the song started to play, some of them came to me and asked about the correct pronunciation of some words such as (Togetherness, whenever,) I could observed a very engaged group, some of them clapped to the beat of the song., some of them took notes on the lyrics”. (FN : Closure Essay Nov. 13 2011)

The before evidences, showed how through to listening and singing, this group of young learners developed their own strategies; for example, took note on the lyrics, or write the pronunciation above the word or underlining it. Similarly, it is evident that the level of concentration increased within the level of engage with the activities. According to the different models of learning strategies created by Bialystok (1981); Krashen's (1983); Rubin (1987) and O'Malley & Chamot (1990) there was a Monitor Strategy, which for the students were conscious about their own learning process, therefore, they made the corrections of their mistakes.

In addition, with regard to education as itself, it was noted that in accordance with the views of students, through music, the teacher taught things that no other had taught them before. Following there is a student opinion.

“Eeh, pues... me pareció muy chévere, porque o sea... nosotros no teníamos conceptos muy claros sobre el inglés y cosas que los profesores o sea... no nos enseñaron, o sea... ellos sólo se concentraban en... tenemos una meta... entontes solo... sólo por esa... se iban, o sea... no nos enseñaban nada mas... en cambio acá nos enseñaron muchas cosas, por ejemplo las partes de nuestro cuerpo, cómo se saludaba, como se despedía, cosas que nuestros profesores no nos hacían.” (FI) (S2)

It is noticed, that students were conscious about their own process, and they felt that the teacher was not concerned about the compliance of content, but they really learn practical things for their future life.

The students in this research had the perception that music was a different way to learn English. For them, music was an easy way to learn EFL. In extra comments in the survey some of them wrote:

“Yo creo que es otra forma distinta de aprender el inglés, gracias por estar dispuesta a enseñarnos inglés de una forma distinta como los es con música.” (S) (S7)

As it could be appreciated in the comment above, students highlighted that teacher researcher brought a different way to teach them, in other words teacher

brought with himself a new strategy, the music. The strategy-based instruction (SBI) theory claims that we have seek for to make the language classroom an effective environment for learning. (Mc Donough 1999). For Rebecca Oxford (1999) there are indirect strategies such as Affective Strategies (lowering your anxiety, encourage yourself and taking your emotional temperature), are directly linked with the use of music in SLA learning process. This was evident in the project developed by the teacher researcher, as it was observed in one of the video sessions.

“Today students were very happy, I brought a set of three lyrics of famous songs, related with today topic Friends and Relationships. (You got a Friend, I’ll be there and Imagine) in order to select that they prefer to sing in the closure session. One student asked me if one of those songs were sung by Kiss, I answered that unfortunately not. I decided to they vote for the song that they preferred. The whole group was wiliness to memorize the lyric to sing in the last session.” (FN Pronunciation Exercise: I’ll be there By Michael Jackson October 30/2010)

“Nosotros somos jóvenes, y pues creo que nos gustaría más, y así nos motivaríamos más” (S) (S2).

It was clear that for students it was important that teacher took into account their age and preferences as well their individual characteristics as strategy in the EFL teaching/learning process. Douglas Brown (1985) pointed out that age is an

important variable to take into account in EFL teaching, for that reason teacher may use the appropriate strategy in classroom; it is not same to teach infants or adults than teenagers, each stage has specific characteristics, therefore, the teaching strategies must be performed and focused according to these characteristics.

3. Memorizing to improve listening and Pronunciation Skills

Continuing with the following category, the current research found that students saw in listening to music, a technique for developing their memory skill, as a consequence improving their pronunciation. It was because using music, the capability to hold in the memory the words pronounced in the song was greater.

For example:

S: “Pues... me parece que fue muy buena. Porque... o sea... uno aprende a escuchar... aprende a pronunciar, cosa que esto, o sea...entre uno más escuche y escuche ehh pues uno como que más se va grabando y... va sabiendo cual es el significado de cada palabra, va aprendiendo más.” (FI, S2.)

S: eeh, digamos eeh... cuando uno está cantando uno se graba las palabras entonces uno ya sabe cómo expresarlas o hablarlas. (FI, S4)

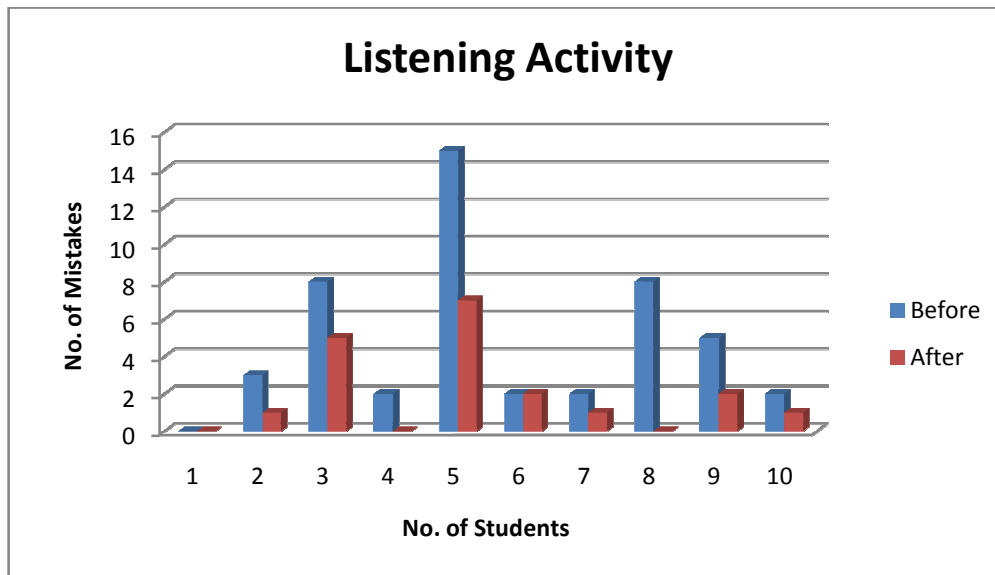
“While students were finishing the exercise, some of them asked to me, Teacher cuándo nos vuelves a poner esa que decía -You say Good Bye You say Hello?”(...)

This showed me that developing memory skills, students remembered songs played in before sessions.” FN October 23/2010

These insights from the participants, showed the role played by listening to music, in developing memory skills. Students felt that as much they listened the songs much better pronunciation they had because they could memorize the words that they had heard in the songs. This type of exercises has its theoretical fundamentals in Rubin (1987) whose model of learning strategies classified the Memorizing as a Cognitive Strategy or Direct Strategy, which is related to storage and retrieval of information, and ways of organizing information in for being storage. Oxford (1990) also includes the Memorizing in the Direct Strategies but separately of the Cognitive strategies.

As it can be observed in the students’ artifacts, the process of memorizing helped them to improve their pronunciation skill. There were two pronunciation activities in which the students had to read a lyric of the two songs, then, they listen the song and read again, for the two times of reading they were recorded. Below in the graphic No. 3 it can be observed the results obtained.

Graphic No. 3 Improvements in listening skills



This graphic shows the results obtained in the listening exercises, through the use of listening to music in the EFL classroom

As it can be evidenced, the results of this activity showed the level of mistakes before and after to listening the song. It can be observed that pronunciation improve dramatically after of listen the song. In the chart No. 2 it can be observed the results obtained in the second one listening activity.

Listening Activity No1 -I'LL BE THERE -By Michael Jackson -

Chart No. 2

STUDENT No. 1	PRONUNCIATION MISTAKES BEFORE LISTENING	TOTAL BEFORE	PRONUNCIATION MISTAKES AFTER LISTENING	TOTAL AFTER
1	You and I must make a pact We must bring salvation back Where there is love, I'll be there	4	You and I must make a pact We must bring salvation back Where there is love, I'll be there	1
2	I'll reach out my hand to you, I'll have faith in all you do Just call my name and I'll be there	3	I'll reach out my hand to you, I'll have faith in all you do Just call my name and I'll be there	1
3	And oh - I'll be there to comfort you, Build my world of dreams around you I'm so glad that I found you I'll be there with a love that's strong I'll be your strength , I'll keep holding on Yes I will, yes I will	9	And oh - I'll be there to comfort you, Build my world of dreams around you I'm so glad that I found you I'll be there with a love that's strong I'll be your strength, I'll keep holding on Yes I will, yes I will	4
4	Let me fill your heart with joy and laughter Togetherness , well that's all I'm after Whenever you need me, I'll be there	8	Let me fill your heart with joy and laughter Togetherness, well that's all I'm after Whenever you need me, I'll be there	3

	I'll be there to protect you With an unselfish love I respect you Just call my name and I'll be there		I'll be there to protect you With an unselfish love I respect you Just call my name and I'll be there	
5	If you should ever find someone new I know he'd better be good to you Cos if he doesn't, I'll be there	8	If you should ever find someone new I know he'd better be good to you Cos if he doesn't , I'll be there	3
6	Don't you know, baby, yeah yeah I'll be there, I'll be there, just call my name , I'll be there	9	Don't you know, baby, yeah yeah I'll be there, I'll be there, just call my name, I'll be there	1
7	Just look over your shoulders, honey - ooh I'll be there, I'll be there, whenever you need me, I'll be there	2	Just look over your shoulders, honey - ooh I'll be there, I'll be there, whenever you need me, I'll be there	0

Comparison of the levels of mistakes made before and after listening the song.

In this chart, it can be observed in red color, the number mistakes made by the students before listening the song and the number of mistakes made by the students after listened the song. It is observed, that improvement was very high over all for student No. 4, 5 and 6. Therefore, both activities 1 and 2 were successful.

Another important aspect highlighted in this research project, was the importance of the repetition along to the all classroom activities, and the perception that this group of teenagers had in relation with these repetitions. As it can be evidenced in the following teacher's classroom notes.

“Students started to write after second time to listen the song. It was necessary played the song for many times. (FN, September 04 /2010).

“I noticed in these guys, doubts about the pronunciation of some words, therefore, I decided to played the song for two times more”. (FN, October 01/2010)

“At the third time that song was played, some of them identified the words and filled the gaps.” (FN, October 23/2010)

These appreciations showed the importance of repeating in the cognitive process, through repeating students could be sure about identifying the correct word that they had to write in the worksheets. For Rubin (1987) the Repetition is a Cognitive or Direct Strategy that belong to the group of Practice Strategies, it refers to the storage and retrieval of information. This includes the strategies of repetition and testing

In the same way, students had the perception that through repetition, they could memorize the pronunciations skills. In the next answers it can be evidencie:

“Si, porque uno va aprendiendo escuchando y a la vez va pronunciando.” (S, S11)

S: Que... entre uno más más mas escucha, pues uno se va grabando digamos cada palabra, por palabra, o sea, la música le ayuda a uno a su pronunciación y escucha. (FI, S2)

“It was the fifth time singing the song helped by the karaoke, I noticed that the pronunciation was much better, and the students were more familiarized with the lyrics. They were conscious about the necessity to listen and repeat for several times the song.” (FN, Oct. 30/2010 Closure Essay Session No. 4)

This comments taken by the field notes, allowed to the teacher researcher to observe that the repetition was extremely linked with the improvements in pronunciation and for developing listening skills, it was useful to students were familiar with the lyrics and at the same time students were conscious about the importance to be constant and perseverant with the listening exercises.

To conclude, the data analysis carried out in the current research project, allowed to the teacher researcher shows each one of the categories that emerged from coding processes. Such us: *Enjoying classroom activities increase the Motivation, Singing and listening to music; an effective strategy in EFL and Memorizing to improve listening and Pronunciation Skills*. In the same way, this analysis can be supported with the theoretical bases from important studies and authorities in SLA/EFL mentioned in the literature review from this paper.

10. Conclusions:

The current research project made evident how the process of acquisition of a foreign language implies not only cognitive process, but also psychological factors such as motivation and affective filter. In addition it is important to highlight the importance of the implementation of different kind of strategies in order to achieve the EFL teaching/learning a successful process.

First of all it can be evidence that the results obtained in this project allowed to apply the SLA acquisition theory according to Krashen's (1982), who pointed out that when the learner is exposed to the language target the SLA is imminent. It can be observed that using music in the English classroom; the students were exposed to the language target. (Input) Also it can be evidence how listening to music in classroom some aspects such as anxiety, self-confidence and motivation, allowing the EFL learning. Krashen's (1982) pointed out that learners with high motivation, self-confidence, a good self-image, and low level of anxiety are better equipped for success in second language acquisition.

In relation with motivation, it can be observed that through the music students enjoyed the classroom activities and had fun. These results agree with Douglas Brown (2001) who claims that motivation refers to the impetus or intensity to learn a L2. Similarly, Brown, (2000:75) assert that “Whatever be the purpose for which we study a second language, motivation is essential to the achievement of objectives”

Finally, in regarding to the pedagogical strategies, the current research can be shown how through to implementation of listening to music, some teaching/learning strategies were implemented with pedagogical purposes in the classroom activities. For example: Cognitive strategies such as Memorizing and Repeating, were evidence in the pronunciation exercises, in the same way Metacognitive Strategy such as Monitoring were shown in the listening activities where students could observe their improvements and were conscious about their own learning process. The last one was the Social Affective Strategies, such as collaborative learning, which was observed in the majority of the class activities? These strategies were developed in the studies made by O’Malley and Chamot (1990). Who defines the Learning Strategies as a set of techniques that can be implemented with the aim to support the learning helped by the teacher.

It can be concluded, that listening to music is a strategy in order to improve the pronunciation and develop listening skills. The versatility of the music in classroom environment has observed along to the current research. Also this research project has shown the positive effects in listening and pronunciation that it

can be obtained through the use of music in EFL, especially in ELT to young learners.

11. Pedagogical Implications

This research project have shown how through the use of tools as Music in EFL classroom, **it can be potentiate skills** such as listening and pronunciation, in a funny environment, allowing to enjoy the learning process. It can be seen the multiple activities that teacher can develop in EFL classroom, thanks to the great variety of applications of the music. Given its versatility, music could be better used in improvement of other communicative language abilities. Nevertheless, the results demonstrated that music is still under used. According to the student's answers only 43% of the teacher use music in their classroom.

It is necessary that in teaching EFL processes to teenagers and young learners, takes elements that makes the classroom a great place to learn, where the motivation always can be present. **The fondness** for the music in younger should be taken into account as an important aspect that is present in the life of the adolescents.

Despite that music is an excellent tool, it have not been **sufficient exploited** by teachers, Therefore, it is necessary to implement a formal instruction based in

Music, in order to potentiate the several issues in the EFL classroom that music offers.

12. Limitations of this research project and further research.

In development of this research project, there were some limitations to highlight. First of all, it was necessary to include the music activities in the topics of the syllabus, it was difficult because the selection of the songs demanded much time, specially because the lyrics had to be carefully selected, free of violence messages or contents not allowed for this age. Therefore it had to be chosen songs according to the topics, but taking into account the policies of the Las Mercedes School in relation with being careful with the content of the lyrics.

Another limitation was the assistance to a class. Because of this course was voluntary for the students, not always the same students came, I had to postpone some activities because of the lower assistance.

For further research the following topics would be possible to research: The development of writing skills through the use of music. It is because through the lyrics it can be develop literacy process, in order to increase the creativity for writing.

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APPENDIX No. 1

FORMATO DE AUTORIZACIÓN

Proyecto de investigación:

LISTENING TO MUSIC AS A STRATEGY TO IMPROVE THE PRONUNCIATION
AND DEVELOP LISTENING SKILLS IN EFL WITH EIGHT GRADE
STUDENTS OF COLSUBSIDIO LAS MERCEDES IED”

Respetado Estudiante:

Este periodo académico planeo implementar, con el consentimiento del Colegio Colsubsidio las Mercedes IED, y la Facultad de Educación de la Universidad de San Buenaventura sede Bogotá, el proyecto de investigación ***Escuchar Música, una estrategia para mejorar la pronunciación y desarrollar habilidades de escucha de la lengua inglesa.***

El proyecto busca: Analizar los adelantos y mejoras que la implementación de estrategias como lo es escuchar música puede lograr en un estudiante de lengua inglesa.

La recolección de datos se llevara a cabo a lo largo de este semestre, en el aula de clases de Inglés Básico I, en ella se llevarán a cabo las observaciones y la recolección de datos de cada estudiante. Su participación en este proyecto es fundamental y de carácter voluntario, garantizando la reserva de su identidad si usted así lo determina, además de la confidencialidad de la información recolectada y que su participación no incidirá en sus calificaciones.

Agradezco su autorización para contar con usted como participante en este proyecto.

Cordialmente,

Autorizado Por:

Nombre: _____

Firma: _____

Fecha: _____

DORA ESPERANZA MOLINA M.

Estudiante Investigadora

APPENDIX No. 2

FIELD NOTES FORMAT

Date:	Session No.
AIM.	Song:

APPENDIX No. 3

SURVEY

Nombre del Proyecto: **MÚSICA: COMO HERRAMIENTA PARA MEJORAR PRONUNCIACION Y DESARROLLAR HABILIDADES DE ESCUCHA**

Tipo de Investigación: Investigación Acción

Nombre de la Investigadora: Dora Esperanza Molina M.
20063247008

Código:

La siguiente encuesta tiene como fin conocer tu opinión y percepción acerca de la música en la enseñanza del inglés como lengua extranjera, la información suministrada es confidencial

1. ¿TE GUSTA LA MÚSICA EN INGLÉS?

SI	<input type="checkbox"/>
NO	<input type="checkbox"/>

2. ¿CON QUÉ FRECUENCIA ESCUCHAS ESTE TIPO DE MÚSICA?

SIEMPRE	<input type="checkbox"/>
NUNCA	<input type="checkbox"/>
ALGUNAS VECES	<input type="checkbox"/>

3. ¿QUÉ TIPO DE MUSICA EN INGLÉS PREFIERES ESCUCHAR?

<input type="checkbox"/>	RAP
<input type="checkbox"/>	POP
<input type="checkbox"/>	ROCK
<input type="checkbox"/>	HEAVY METAL
<input type="checkbox"/>	HIP HOP
<input type="checkbox"/>	OTRO ¿Cuál?

4. ¿CUÁL ES TU CANTANTE (S) O GRUPO (S) DE MUSICA EN INGLES FAVORITO?

5. ¿ALGUN RPOFESOR TUYO HA UTILIZADO MÚSICA EN SUS CLASES DE INGLÉS?

SI ☐ NO ☐

6. ¿TE GUSTARIA QUE SE UTILIZARA MÚSICA EN LAS CLASES DE INGLÉS?

SI ☐ ¿Por qué?

NO ☐ ¿Por qué?

7. ¿CREES QUE LA MÚSICA PODRIA SER UNA HERRAMIENTA DE AYUDA PARA MEJORAR TUS HABILIDADES DE ESCUCHA Y PRONUNCIACIÓN DEL INGLÉS?

SI ☐ ¿Por qué?

NO ☐ ¿Por qué?

8. QUE TIPO DE ACTIVIDADES TE GUSTARIA HACER CON MUSICA EN LA CLASE DE INGLES? (escoge todas las que apliquen).

- a. Aprenderse las canciones
- b. Cantar en clase
- c. Llenar espacios en la letras de la canción
- d. Entender las letras
- e. Leer las canciones para pronunciar mejor

f. Otra, ¿cuál?

COMENTARIOS:

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Muchas gracias por tu colaboración.

APPENDIX No. 4

Final Interview

Nombre del Proyecto: **Música: Como Herramienta Para Mejorar La Pronunciación y Desarrollar Habilidades De Escucha En Lengua Inglesa**

Tipo de Investigación: Investigación Acción

Nombre de la Investigadora: Dora Esperanza Molina M. Código: 20063247008

Entrevista final

1. ¿Cómo te pareció la clase de inglés en estos últimos meses?
2. ¿Qué fue lo que más te gustó de la clase de inglés? y ¿por qué?
3. ¿Hubo algo que no te gustó? ¿qué?
4. ¿En cuanto a la música, qué opinas de su utilización en las clases de inglés?
5. ¿Te acuerdas de alguna canción que hayamos utilizado en clase? ¿Cuál?
6. ¿Te acuerdas de alguna palabra (s) que hayas escuchado en las canciones de inglés?
¿Cuál (es)?
7. ¿Qué efectos positivos crees tú que la música tiene en los siguientes aspectos:
Pronunciación, Desarrollo de habilidades de escucha, motivación, ambiente de la clase.
8. ¿Consideras que la música te ayuda a desarrollar la habilidad de escucha en inglés?
Porqué?
9. ¿cómo ves el ambiente en clase cuando se coloca música?
10. ¿Te gustaría que se utilizara la música en inglés con más frecuencia en tu clase de inglés?
11. ¿qué pensamientos y/o sentimientos experimentas cuando escuchas música en el aula de clases?

Muchas Gracias Por tu Colaboración.