Practical case songs

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Abstract

we can point out that our society can easily come into contact with other cultures and languages through communication travel and even new technologies, this is why teaching and learning a foreign language is so important. This factor is well known as GLOBALIZATION, Music has ever existed has a means of communication. Songs contains emotions and appeal our desire of fantasy, so they are an excellent way of teaching language. Children enjoy singing songs.

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Practical case songs
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As a way of introduction we can point out that our society can easily come into contact with other cultures and languages through communication travel and even new technologies, this is why teaching and learning a foreign language is so important. This factor is well known as GLOBALIZATION.

Music has ever existed has a means of communication. Songs contains emotions and appeal our desire of fantasy, so they are an excellent way of teaching language. Children enjoy singing songs. Its use, provide them, with motivation and curiosity, an attractive way to learn English. Along this practical case we will see how the use of songs has a lot of advantages.

In order to justify the practical case we should bear in mind our main current law which is the LOMCE 8/2013 from December 9th or well known as Organic Law to the Right Education Improvement. This law on his Royal Decree 126/2014 from February 28th determines the Objectives, where the importance of the Objective “F” is reflected. It determines the importance of develop a foreign language in our students in at least one foreign language at the end of primary education. Moreover, our Decree 54/2014 from July 10th determines the Basic Curriculum of Primary Education in Castilla La Mancha where the Contents are reflected. Decree 66/2013 from September 3rd determines the attention to the diversity in Castilla La Mancha. Finally, the ECD 65/2015 from January 21st determines the Key Competence.

The context of our school establishes that we are the English teacher at the fifth level of primary education in a school located in the center of the city of Cuenca. It is a one lined school and in our classroom there are twenty one students. There are important digital resources as a Smart Board with a good quality sound and a good internet connection. We are at the third term working the unit number eleven at this fifth level of primary education. Moreover, families are involved in a very positive way on their offspring learning process.

Now we are going to move to talk about the initial evaluation. This will be an important factor in order to determine our students’ previous knowledge as well as their preferences, motivations and interests. It has been developed at the beginning of the course year and at the beginning of any didactic unit of work. It determined that our students are good at oral skills however initial evaluation determined they have medium level at written skills. Also, when we are working pronunciation our students show difficulties with the segmental features on consonants sounds. Moreover, they show interest in pop songs, games and Role Plays.
Coordination is another important factor we should bear in mind. We will coordinate at three focuses: the first one, with the tutor, in order to work in the same line and under the same educative principles. We have design a point program in order to increase the motivation of our students. Coordination with the tutor will be last twice a month. Secondly, it will be with the families in order to involve them in their students learning. It will be developed at any session of work through English to take away as homework as you will see later. Coordination with families will be at least once a term. Finally, coordination with the Orientation department will offer us professional measures to deal with the special education needs we will find in our classroom. Coordination with the orientation department will be last at least once a month.

Now it is the appropriate moment to talk about the Curricular Elements where the Objectives, Contents, Key Competences, Methodology, Session Activity, Attention to the diversity and Evaluation will support the main aspects of the unit to offer all of you a global and specific view of the way we will work with our pupils in the English classroom’s context.

First, we should start with the Objectives. They have been taken from our Royal Decree 126/2014 from 20/02. As we have mentioned before the main one is the Objective “F” in order to develop communicative competence. Moreover, we have selected some Specific Objectives for this section of work that we will have a look before the methodology point. These are the following: Recognize the vocabulary previously seen through songs. Take part in Role Plays with an appropriate pronunciation. Take a positive attitude to learn a foreign language.

Contents have been taken from Decree 54/2014 from 10/07. In our autonomous community there are two blocks of contents. The first one is related to the Receptive skills of listening and reading, and the second one to the Productive skills of where Speaking according to LOMCE 8/2013 takes a more important role over the Writing one. At this section the Contents chosen are the following: vocabulary related to “Feelings” and the structures we will work are related to the correct use of the “Regular Verbs” will be the main contents to develop. Moreover, cultural and social factors that involve the song context will be worked too.

The Key Competences are an important factor to deal with. This is reflected in our Decree 66/2013 from 03/09. There are seven Key Competences that will be worked along all the units of my programming. However, for this section we are going to give priority to the Cultural Competence because we are working through songs where our students will learn cultural factors, as we have mentioned before, through songs. Moreover, linguistic competence will be an important factor too in order to learn and practice phonological patterns. Sociocultural competence will be worked in order to develop respect and tolerance among others when they pronounce through songs.

The Methodology will be an important point to develop at this practical case. It will be open and flexible to our students’ needs and interests: moreover, it will be based in an Eclectically Method where the main reference will be the Communicative Approach and where other methods such as Suggestopedia, Direct Method or even the Total Physical Response will take part in our active methodology.

Students’ arrangements will be varied. The main arrangement will be in U-Shape where with simple chair movements we will work in pairs for speaking activities, in small groups of three or four for Role Plays and even in big groups for competition games.

Materials should be varied. We are going to combine traditional materials as Worksheet or Realia with nowadays materials such as the Smart Board or Internet.

The Roles have changed too recently. The role of the teacher has changed in the last decades. Nowadays, the teacher will be an assessor, a provider of materials and opportunities to use the four skills, an elicitor and the main important of all of them, a good communicator and a motivator or encourager.

Role of the students have changed too. We will give our students the opportunity to be responsible to their own learning. Thus, the learning to learn competence will be an important value too.

Families’ role has changed as the two previous ones. Families are more involved on their offspring’s learning. Thus, we will design some English to Take Away at the end of any session of work to involve them in our students learning process. This will be in form of homework with something funny or interesting to deal with.

Now we will develop an interesting Session of Work where cover our students’ needs and interests will be the main priority and the key of this practical case.
The methodology we will use is based on the well-known “three Ps” where a Warm-up will precede the Presentation Stage and an “English to take Away” in form of homework will enclose the session at home.

As we have mentioned in the context we are at the third term working the unit number eleven at this fifth level of primary education. The title unit is “End of the Day” The title of the unit is the same that one of the most popular songs of “One direction” pop group.

At Warm-up our students will set in U-Shape. We will start with a Warm-up where our students will review the vocabulary previously seen along the unit. They will listen from the Smart Board’s speakers the vocabulary learning in the previously seen in the unit related to “Feelings”. The teacher will provide them a laser pointer for this activity and students should point it out with the laser pointer to the written form of the feelings they have heard. Students know perfectly the rules to the correct use of the laser pointer. It will be last five minutes long.

At presentation stage our students will be introduced to the difficult words that can appear at the song we will work at the next session stage. They will see images to recognize the word-sounds at the same time they practice pronunciation. We will talk too at this stage to the song’s context. This will be last ten minutes.

At practice stage our students will listen the song at their own pace following the lyrics on the Smart Board at the same time they listen to. As During listening activity we will ask our students “What is the song about?” or “Does the author speak about his/her personal experiences?” the time will last ten minutes at this stage.

At production stage our pupils will develop final activity to develop pronunciation. It will be title as “The Voice Kids”. Three students will be set in front of the Smart Board and students by pairs will sing a paragraph of the song with low music sound. If some of the judges turn around, each member of the pair will receive ten points of their point list. Later, children will change their roles. Finally students will upload the video link and the lyrics of the song to the school’s blog.

English to take away will provide our students the opportunity to involve their families in their learning. It will be something worked as something interesting or funny to share with families. At home, both students and families have to visit the school’s blog at their own peace to the recently video upload at today’s session where our students sing the song through “The Voice Kids”. They will provide feedback after watching it just clicking on the appropriate “happy or sad” icon on the web to develop self-evaluation according their individual learning as LOMCE 8/2013 establishes.

Attention to the diversity is an important factor reflected on Decree 66/2013 form 03/09. In our classroom we have a student which is not all the time in the school because her family is moving around our community searching for jobs. Thus, she has got low level at the four skills and she will have an Individual Plan of Work to compensate this drawback. She is considered as an ACNEAE because she has an “Itinerary girl” profile. At this session our student will be provided with a vocabulary list. Also, at production stage she will work the easy part of the song through the “Voice Kids game” Moreover, we will prepare activities for Amplification and Reinforcement measures for those students who needs and extra support, help or an adapted methodology as well as to those who need amplification measures or extra material for fast finishers. Attention to the diversity will try to cover our students’ needs and drawbacks, thus we should be up to date to our students’ demands.

Evaluation will be necessary. It is based on the Order 05/08/2014 which regulates the evaluation and organization of the primary education stage. Through evaluation we will try to answer to the three classical answers: when to evaluate, what to evaluate and how to evaluate.

To answer to the first question, when to evaluate, we will do it at three different moments: the first one with an Initial Evaluation at the beginning of the course year. It will be a double intention: the first one to determine our students’ previous knowledge and the second one to know about their preferences, motivation and interest. It will be very important to work with a more attractively methodology. Secondly, it will be formative along all the course year and finally it will be summative at the end of course year to evaluate all the whole learning process as well as the teaching one.

What to evaluate will be the second question to answer. At this point we will evaluate our students’ results and our students’ records. LOMCE 8/2013 establish the need to evaluate according to Co-Evaluation and Self-Evaluation. Co-Evaluation will let our students to evaluate our students’ group knowledge as well as why there are different marks to different efforts and the second one, Self-Evaluation to evaluate their own individual learning.
How to evaluate will be the last question to make ourselves. We will evaluate through direct observation, through the teacher’s register diary and with a term exam where we will evaluate the four skills. Evaluation will be developed in an intrinsically way at sessions five, six, seven and eight most of the time through activities, games and role plays at production stage. At this point, the teacher with the use of her/his direct observation and her/his teacher’s register diary will evaluate pronunciation patterns when our students are playing through “The Voice Kids” game. Moreover, once a term our students will be evaluated on the four skills with a term test. LOMCE 8/2013 determines the need to use the Evaluation Criteria as well as the Standards of Evaluation. Thus, the Evaluation Criterion we will work for this session of work will be the following one: Develop the correct pronunciation of the vocabulary of the unit. The Standards of evaluation is related to this criterion which is: Use a correct pronunciation of the vocabulary previously seen through songs.

As a way of Conclusion we can point out that learning a foreign language is a difficult task. Songs are an excellent tool to be used in the English classroom. Our students are motivated with their usage. If we carefully plan the way to work with attractive activities that combine our students’ preferences, interests and motivation factors we will develop a step forward on the aim we share with our current law LOMCE 8/2013, which is develop Communicative Competence in our students. Initial Evaluation could be the better way to know about our students preferences. If we combine it with an Eclectically methodologies will cover our students needs and learning styles.

Teachers should be aware to the latest researches in education to offer our students the best opportunities to learn. Information and communication technologies offer all of us an opportunity to teach correctly where our students are digital natives at this twenty-first digital century. We should motivate and increase our students’ motivation; positive feedback will help them to acquire the main goal of our communicative approach which is to develop communicative competence at the end of primary education.

Just a final reflection: Learning could happen anywhere, at anytime and can come from everybody; just we need to have an open mind for engage it!

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**Bibliography**


Moreover, some important laws have been taken into account along the unit as the following listed:

- LOE 2/2006 from 03/05: Organic Law of Education
- LOMCE 8/2013 from 09/12: Organic Law to the Right Education Improvement.
- R.D 126/2014 from 28/02: Curriculum of Primary Education.
- D. 54/2014 from 10/07: Basic Curriculum of Primary Education in C-La Mancha.
- D.66/2013 from 03/09: Attention to the diversity Decree of Castilla La Mancha.
- ECD 65/2015 from 21/01: Key Competences.
- O.03/08/2014: Evaluation and developments Order
- O.02/07/2012: Organization and centers’ development.
- D.7/2014 from 22/01: Plurilinguism’s law Decree.

Moreover, there have been used some interesting Web pages like the following: www.goanimate4schools.com which provides the opportunity to send and receive animates videos and emails among schools all over the world. www.primaryresources.co.uk/english/english.htm which provides interesting materials for children and teachers such as pdfs and games for all ages. www.teachingenglish.org.uk/teaching-teens/resources a British Council Web page which provides lesson plans, activities, stories and poems, songs, CLIL activities and teaching tools for teachers and teenagers.