

# USING SONGS 2.0 BEYOND FILLING IN THE BLANKS

EDUCACIÓN  TIC

Espacio de Educación y TIC - DGES



**FABIANA FARIÁS**

# TOP TEN REASONS

## 1 INCREASE MOTIVATION AND ENGAGEMENT.

Songs capture students' attention and make learning more enjoyable.

## 2 CREATE A LOW-STRESS LEARNING ENVIRONMENT.

Music can lower students' affective filter, reducing anxiety and encouraging participation.

## 3 CONNECT WITH EMOTIONS.

Emotional connections help students engage more deeply with the language and content.

## 4 PROMOTE ACTIVE PARTICIPATION AND CREATIVITY.

Songs encourage singing, discussion, performance, and creative language use.

## 5 IMPROVE PRONUNCIATION, RHYTHM, AND CONNECTED SPEECH.

Students are exposed to natural patterns of stress, intonation, linking, and reductions.

## 6 SUPPORT VOCABULARY LEARNING.

Songs can introduce, review, recycle, and contextualize vocabulary in meaningful ways.

## 7 PROVIDE MEANINGFUL CONTEXT FOR LANGUAGE.

Songs present language in realistic, communicative situations rather than in isolation.

## 8 REINFORCE LEARNING THROUGH REPETITION WITHOUT BOREDOM.

Repeated exposure to words and structures occurs naturally and enjoyably.

## 9 ENHANCE MEMORY THROUGH RHYTHM AND RHYME.

Melody, rhythm, and rhyme act as mnemonic devices that help students remember language.

## 10 BUILD CONFIDENCE THROUGH ACHIEVABLE SUCCESS.

Repetition, predictability, and musical support help learners gain confidence and achieve early success.

# YOUR GUIDE TO MEANINGFUL SONG ACTIVITIES

ASK YOURSELF THESE QUESTIONS. CHOOSE THE RIGHT ACTIVITY.

## BEFORE LISTENING



“Does this activity prepare students to listen?”



The purpose is to activate knowledge, create curiosity, and prepare students for successful listening.

## WHILE LISTENING



“Could students complete this successfully if the audio was never played?”



If YES → it probably belongs elsewhere.



If NO → it is a genuine listening task.

## POST LISTENING



“Does this activity help students interpret, discuss, analyze, or create meaning from what they heard?”



The purpose is to help students process, communicate, reflect on, and use the meaning of the song.

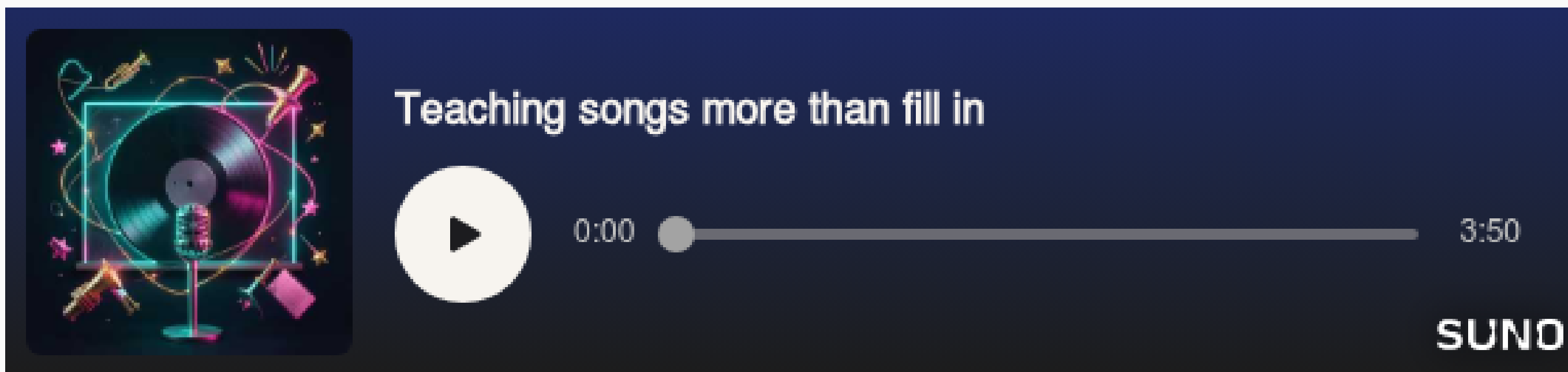
**CORRECT ACTIVITIES**

• **FOCUS LISTENING** • **DEEPER LEARNING**

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# TEACHING SONGS



Teaching songs more than fill in

0:00 3:50

SUNO

# Beyond FILLING IN THE GAPS

A SONG FOR DEVELOPING LISTENING SKILLS



We listen not just to understand words, but to understand meaning.



We've all seen worksheets come and go,  
Questions answered, scores that show,  
But listening's more than getting right,  
It's building skills beneath the sight.



Field reminds us what we need,  
Not just outcomes, but the process indeed,  
Learners grow when they decode the stream,  
Not simply guess what words might mean.



Prediction, monitoring,  
Verification all the way,  
Strategic listeners learn to hear,  
Not just survive the listening day.



We're going beyond filling in the gaps,  
Building listeners, not just maps,  
Dehydrated lyrics, hear every clue,  
Reconstruct the language coming through.



Missing function words, catch what slips,  
The little sounds on singers' lips,  
From stress to linking, weak forms too,  
Listening skills are breaking through.



Impossible gap-fills raise the bar,  
Students listen for who we are,  
Articles, contractions, sounds reduced,  
Every detail must be produced.



Minimal pairs sharpen the ear,  
Ship or sheep? Make it clear!  
Sound mapping helps them understand,  
How English sounds connect and blend.



Attention, decoding,  
Meaning built from sound and speech,  
The closer learners listen in,  
The further listening skills can reach.



We're going beyond filling in the gaps,  
Building listeners, not just maps,  
Dehydrated lyrics, hear every clue,  
Reconstruct the language coming through.



Missing function words, catch what slips,  
The little sounds on singers' lips,  
From stress to linking, weak forms too,  
Listening skills are breaking through.



Order the lines, follow the thread,  
What comes next? What was just said?  
Correct wrong words, detect the change,  
Notice when the language rearranges.



Extra words don't belong at all,  
Cross them out when you hear the call,  
Lyric detectives search for signs,  
Piecing together hidden storylines.



Dictation trains the listening brain,  
Capturing language phrase by phrase,  
Stress detectives hear the beat,  
Finding where meaning and rhythm meet.



Connected speech reveals the truth,  
Why real English sounds so smooth,  
Linking, elision, weak forms too,  
Helping learners make sense of what they do.



We're going beyond filling in the gaps,  
Building listeners, not just maps,  
Field and Vandergrift show the way,  
Listening grows day after day.



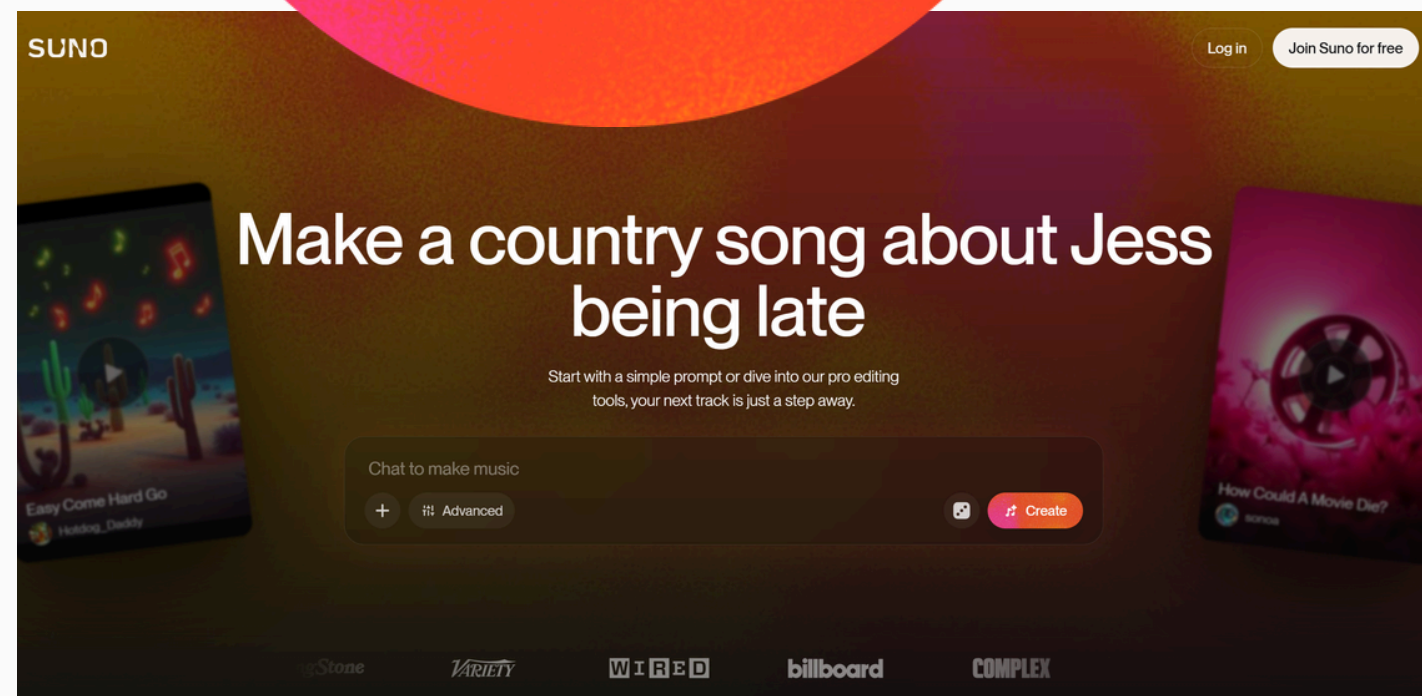
Prediction, monitoring,  
Decoding every spoken cue,  
When learners process what they hear,  
Real listening starts breaking through.



So when the music starts to play,  
Don't let listening fade away,  
Train the process, shape the skill,  
And watch your learners climb the hill.



# SUNO



**01. Choose the topic.**

**02. Write the prompt**

**03. Generate the song**

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# AI TOOL WE EXPLORED

## SUNO AI

Creates songs from:

- prompts (AUTO mode)
- write (MANUAL mode)

Students can:

- write lyrics in English
- use AI to write the lyrics
- experiment with rhythm and vocabulary
- practice pronunciation through singing



# MUSIC STYLES:

- 1- hip hop
- 2- country
- 3- rock
- 4- salsa
- 5- flamenco
- 6- reggaeton
- 7- cumbia
- 8- pop



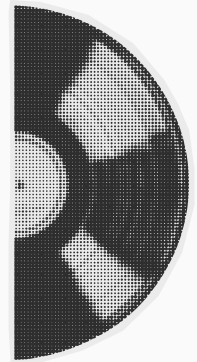


## Dehydrated Lyrics

Students receive only the key content words from a lyric line and must reconstruct the complete sentence while listening. Because grammatical and function words are missing, learners cannot rely on reading alone and must attend carefully to the speech stream. This develops bottom-up processing and decoding skills. It is particularly effective because students learn to notice how words are connected in natural speech.

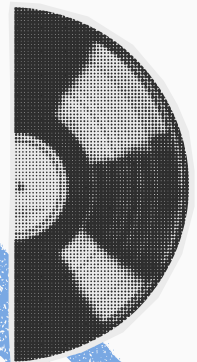
### Example

Students see:



worksheets / come / go  
questions / answered / scores / show

While listening, they reconstruct:



*We've all seen worksheets come and go,  
Questions answered, scores that show,*

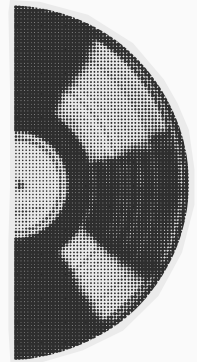


## Missing Function Words

Students receive lyrics with articles, pronouns, auxiliaries, prepositions, and conjunctions removed. Since these words are often unstressed and reduced, learners must listen very carefully to identify them. The activity raises awareness of grammatical structure and connected speech. It helps learners hear language that is frequently overlooked.

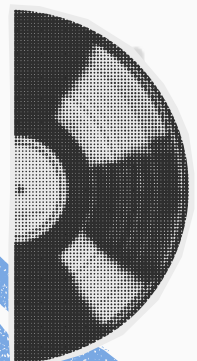
### Example

Students see:



\_\_\_ all seen worksheets come \_\_\_ go,  
Questions answered, scores \_\_\_ show.

Answers:



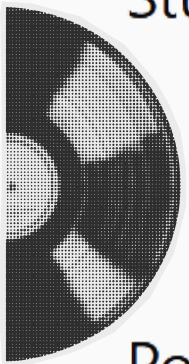
*We've* all seen worksheets come *and* go,  
Questions answered, scores *that* show.

## ★ Impossible Gap-Fill

In this activity, the missing words are deliberately chosen because they are difficult to hear rather than because they carry key meaning. Several answers may seem possible, forcing learners to verify what they actually hear. Students must rely on careful listening instead of guessing from context. This strengthens decoding and monitoring skills.

### Example

Students see:

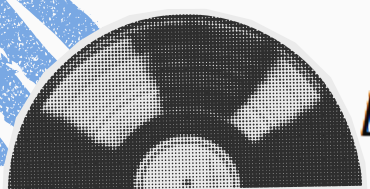


Listening skills are \_\_\_\_\_ through.

Possible answers students might predict:

- moving
- coming
- breaking
- getting

Correct answer:



*Listening skills are breaking through.*



## Order the Lines /Order the stanzas

Students receive several lyric lines in random order and must arrange them according to the sequence they hear. This requires continuous attention because they must track the song while identifying each line. The activity develops both global and detailed listening. It also helps learners follow discourse organization.

### Example

Students receive:

- A. Listening skills are breaking through.
- B. Missing function words, catch what slips.
- C. The little sounds on singers' lips.
- D. From stress to linking, weak forms too.

Correct order:

B → C → D → A

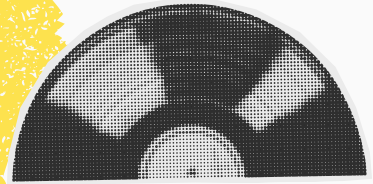


## Correct Wrong Words

Students receive lyrics containing incorrect words and must identify and correct them while listening. The substitutions should be plausible enough that learners cannot rely solely on meaning. This activity promotes precise listening and attention to detail. It encourages learners to verify what they hear rather than assume.

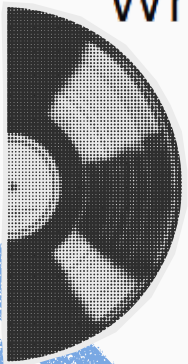
### Example

Students see:



Building listeners, not just **plans**

While listening they correct it to:



Building listeners, not just **maps**

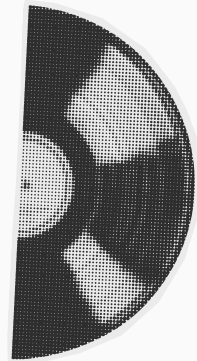


## Identify Extra Words

Students receive lyrics with additional words inserted into the text. Their task is to cross out the words that are not actually sung. Because the extra words seem reasonable, students must compare the written text carefully with the audio. This develops accuracy and discourages superficial reading.

### Example

Students see:

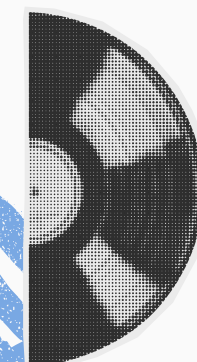


Prediction, careful monitoring,  
Verification all the way,

Correct answer:

Cross out **careful**

Actual lyric:



Prediction, monitoring,  
Verification all the way,