

# The Ringtones...

an effective way to improve English Listening skills!

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## INTRODUCTION

“Through audition, the human being gets more than the 40% of daily communication, the 35% is gotten by the oral expression and a 9% through writing”. Allen, B. (1995) cited by (Abreus, 2010, p. 15). That is the reason why focusing on listening skills for learning English, is so important and also necessary. In addition, “As a ludic activity, music is a discipline that not only reinforces abilities but acts as a great motivational source that helps teachers to make the class enjoyable”. (Perez, 2010, p. 144).

On the other hand, teachers constantly complain about the use of cell phones in classroom. This aspect has become a distraction because students are all the time messaging on facebook, messenger, twitter or any other social networking site. This combination of music benefits and cell phones use in classrooms motivated the author to carry out this research at Universidad la Gran Colombia with students of sixth semester of the B.A. English Program, in 2011.

## Methodology

The students received, through Bluetooth or infrared, Ringtones adjusted and modified by the teacher, who used popular songs taken from famous singers. Also, the teacher sent text messages with the lyrics of the songs. The students had to listen to these ringtones during the week to make workshops one week later. These workshops also included pronunciation, intonation, meaning, grammar rules, expressions and even coherence and cohesion of the songs.

They worked on 15 Ringtones per week. For every single song there was a text message with the corresponding lyrics. There were also 15 workshops with many playful activities in order to make a follow-up to verify the students' interest and active participation in each one of the ringtones, and also to encourage them to continue studying with the Ringtones.

Most of the students chose

the ringtone as incoming call. Some of them went beyond the limit and chose the ringtone as alarm, message alert and even keypad tone. In addition, others downloaded the ringtone in mp3, iPod, usb, cd or laptop, in order to intensify the repetition of listening to the same song.

This research was mainly based on Stephen Krashen's Theory of Second Language Acquisition in which consists of five main hypotheses: The Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis and the Affective Filter hypothesis.

**The Acquisition-Learning hypothesis:** “It is important to take into account real and nice contexts for learning a second language” (Krashen, 1981, p. 79). Besides that, the message the students received could be understood by them without the conscious use of grammatical rules, so that the students could learn grammar in a natural way.

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## misión

Identidad estratègica del programa de negocios internacionales. (Misiòn) el programa de Negocios internacionales de la Corporación Unificada Nacional de Educación Superior CUN está comprometido con la formación integral del ser humano, a través de un modelo innovador que genere competencias académicas y laborales en sus niveles tècnico, tecnològico y profesional acorde con las necesidades empresariales y de negociaciòn internacionales.

## visión

Futuro preferido del programa de negocios internacionales (Visiòn)  
En el 2022, el programa de Negocios Internacionales Formara Profesionales integrales con capacidad ejecutiva y gerencial que responda a las exigencias del país en la globalizaciòn e integraciòn mundial.

**The Monitor hypothesis:** The students, through autonomous learning, are able to identify their own shortcomings, due to the continuous use of the cell phone. This constant repetition of the ringtone during the day, makes the students be aware of their linguistic competence that will help them to comprehend similar texts.

**The Natural Order hypothesis:** Talking about the natural way of learning a language, music has become a landmark, since artistic shows like songs, stimulate senses, in such a way, that human beings are able to memorize many songs.

**The Input hypothesis:** This step, beyond student's current level, is materialized in music, since singers, not only speak faster than normal, but also they use many expressions that make them become more difficult and less understandable.

**The Affective Filter hypothesis:** The function of affective filter made by music is surprising; It relaxes the body as well as the mind.

This Research Project, not only innovated with the creation of new strategies, methodologies and contexts of teaching-learning, but also captivated students, showing them the importance of autonomous learning. As a result, the students

improved listening skills demonstrated through tests and they also got more vocabulary and a better pronunciation.

Funteaching methodologies are definitely one of the best ways for learning, since the students got meaningful learning in a natural way, in which it was shown that they not only learnt English (Language usage), but they acquired it. (Language use)

To sum it up, this project showed that, innovation is opening big paths to education, demonstrating its effect and the good use of information and communication technologies inside the classrooms. For that reason, Albert Einstein used to say: "Imagination is more important than knowledge"

## Conclusions

Abreus, A. (2010). Sistema de tareas con enfoque metodològico para la enseñanza-aprendizaje de la comprensión auditiva en práctica integral de la lengua inglesa 1. Universidad de Cienfuegos. Cuba.

Krashen S.D. (1981). Second language acquisition and second language learning. Oxford, Pergamon Press.

Perez, D. (2010). The role of music in young learners' oral production in English.

## References

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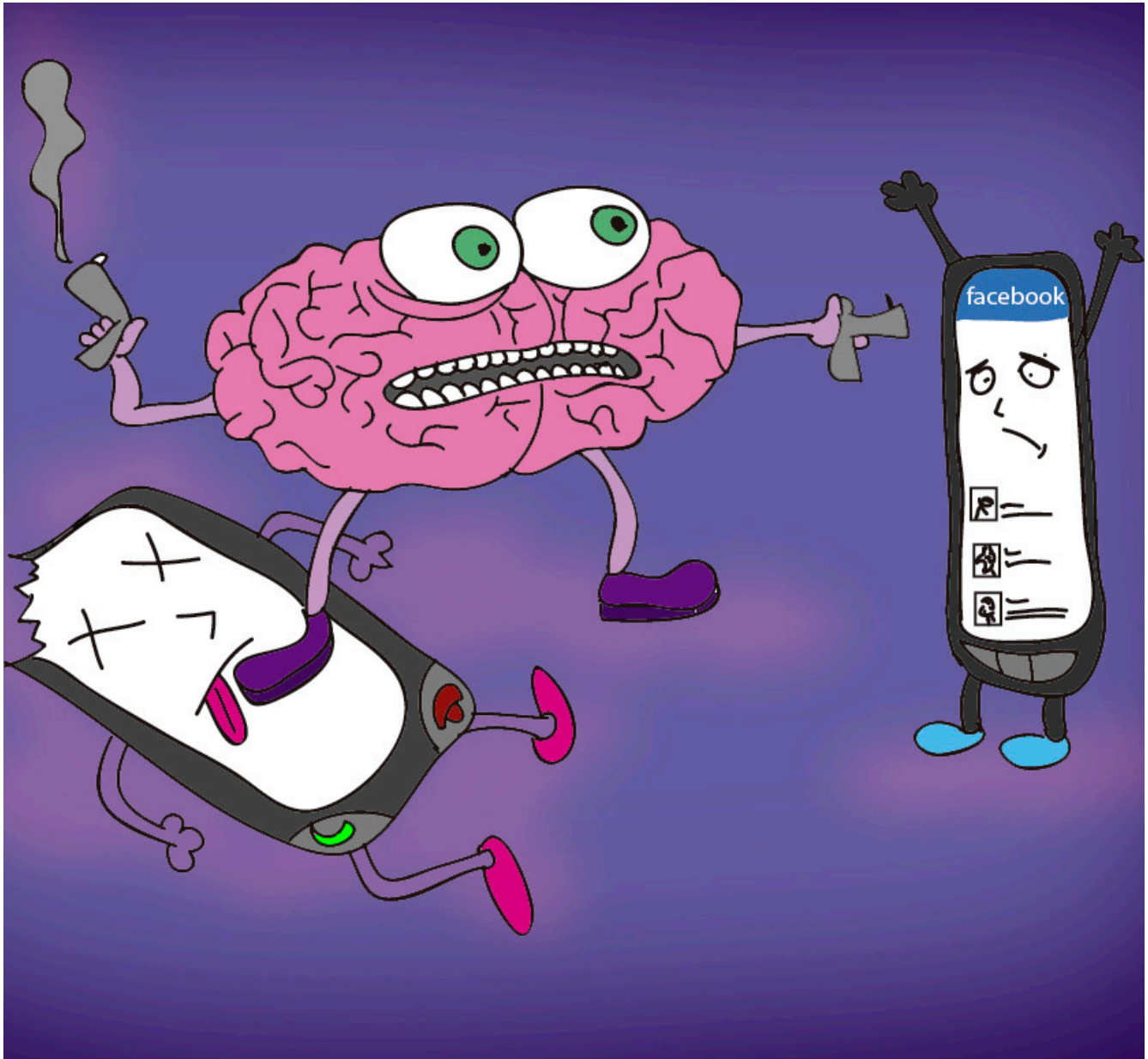


Ilustración: Alan Guerrero