

IMPROVING COMPREHENSION AND RETENTION THROUGH LAST STORY SYNDROME APPROACH

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STUDENT OUTPUTS

Improving Comprehension and Retention through Last Story Syndrome Approach

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Abstract

The study was an attempt to investigate the effectiveness of teaching Literature to Grade 9 English learners through songs. The participants of the study consisted of 60 Grade 9 students who were divided into two groups –experimental and control group. The experimental group consisted of 30 students, as well as the control group. The experimental group was instructed using the Last Story Syndrome Approach–literature-content songs and the control group was instructed using traditional method. Five sessions were spent working on teaching literature for each group. Before the intervention, the researchers matched the participants using their previous grade in English as reference. After finishing the treatment, the teachers used a teacher-made test to measure the amount of comprehension and retention in each group. An Analysis of Covariance (ANCOVA) was used to reveal whether there was a statistically significant difference between the mean scores of the experimental group and control group in terms of comprehension and retention, using their previous grades as covariance. The findings revealed that the experimental group improved significantly in terms of comprehension and retention compared to control group. The use of the Last Story Syndrome Approach engaged students by providing personal interest and provided a mnemonic device for remembering the details of the story. The use of songs has relevance from a constructivist approach as they were used to help students build meaning; from a socio-cultural perspective in terms of student engagement; and from a cognitive viewpoint in that in these cases they helped students make connections in learning. The results obtained in this study would suggest a number of implications which can be useful for teachers, and language practitioners in ESL context.

Keywords: song, comprehension, retention, English language learners

Themes: Educational Innovation

1. Introduction

Background of the Study

Educators and students are constantly searching for simple, effective ways to remember textual information. Of the existing techniques, one of the most popular is using mnemonics. An example of this technique, the method of loci, uses familiar spaces to provide structure for new material. By assigning each piece of information to another object in the room, the participant remembers the information by imagining those objects when the information needs to be recalled. Regardless of the strategy that is used, intentional learning by adding some kind of structure to the information should improve memory capacity (Kilgour, Jakobson, & Cuddy, 2000).

One way of using mnemonics is through a song. Music is the heartbeat of every adolescent. Students can be found in every middle school today who carry their favorite tunes to school on MP3 players. Even though music is a part of everyday life for most young people, it is seldom used to engage and help students learn in the secondary classroom. Songs can transfer knowledge and elicit emotion, and have the potential to reach students in ways other teaching strategies cannot. Song lyrics can be used to carry information; music can elicit memories, and melodies can activate recall of thoughts and ideas (Jensen, 2000; Jourdain, 1997).

Jensen (2005) summarizes why educators should include music in the curriculum: its social nature, emotional impact, ability to carry a message, accessibility and relevance. Lyrics, rich with information and embedded in music are more likely to be remembered. Songs, specific melodies, rhythms, and tones all have the potential to engage content learning in this way (Jensen, 2000, p. 84). Recommendations for implementation of literature-based content music into the curriculum include using songs at any point in the learning process as either the focus of a lesson or to supplement it by enhancing and enriching learning. Because there is a limited amount of research in this area, a definition of literature-based content music must be generated from other sources, including the songs themselves.

2. Literature Review

Music and Brain

Recent advances in cognitive neuroscience have provided a wealth of information about the brain and how it encodes, stores and retrieves information. Music is especially powerful for memory as it encodes learning in emotion. ‘It is the reason that advertisers package so much of their message in stories and scenes that are intended to tug at the heart and kindle basic emotion’ (Caine & Caine, 2001, p. 47). Any instruction situated in emotion binds and improves learning (Jensen, 2008). Sousa (2006) summarizes, ‘emotions consistently affect attention and learning’ (p. 44) and strengthens the neural network that encodes emotionally laden memories. Emotions are biological responses to stimuli and when activated, insure that students will be more likely to attend to and remember associated content as neural connections become stronger. Humor, stories and songs are all excellent devices for activating an emotional response, getting attention and encoding multiple neural connections (Sousa, 2006). The more pathways created, the more solid the memory. Any activity that encodes multiple memory routes will result in enhanced learning. Content embedded in music and songs is effective in activating multiple neural networks (Jensen, 2008).

Neuroscientists have begun to unlock the mystery of why music activates emotion. As a listener processes sensory input from music, the brain uses apparent patterns to predict what will come next. ‘Music sets up anticipations and then satisfies them’ as the listener searches for expected patterns (Jourdain, 1997, p. 312). When variations in expectations provide surprise, an emotional response occurs and the amygdala is activated. Composers use bridges and other musical devices to control expectations by deliberately and methodically breaking established patterns (Levitin, 2006). Emotional responses to music enhance memory by focussing attention to establish stronger and multiple neural connections (Jensen, 2000).

Memories encoded in an emotional state are stronger and offer multiple paths for encoding and retrieval. The more pathways that have been established, the more ways there are to access memory. In music, melody and lyrics work together to cue each other for memory

retrieval (Sousa, 2006). When multiple neural paths have been established, memories can be accessed using more than one stimulus. In this way, music also serves as a mnemonic device for enhancing memory. Bellezza (1981) defines mnemonic devices as ‘learning strategies, which can often enhance the learning and later recall of information’ (p. 247) and include visual images, or words in the form of sentences and rhymes. They work by building associations within cognitive structures. Bruning, Schraw, Norby, and Ronning (2004) identify stories, rhymes and songs as specific mnemonic devices associated with visualization and language devices.

Music is a common thread through culture and experience. Songs can transfer knowledge and emotion, and have the potential to reach students in ways other teaching strategies cannot. Jensen (2000, 2008) advocates the use of songs for teaching and learning based on new understandings within neuroscience and educational theory. Music’s potential as a teaching strategy comes from an understanding of how it is processed in the brain and how the combination of melody and lyrics provide multiple neural pathways to store, access and retrieve memories. Songs carry content in lyrics and can be used to construct understanding of science concepts through experience.

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Theoretical Framework

Cognitive Load Theory (or CLT) is a theory which aims to understand how the cognitive load produced by learning tasks can impede students’ ability to process new information and to create long-term memories.

During learning, information must be held in your working memory until it has been processed sufficiently to pass into your long-term memory. Your working memory's capacity is very limited. When too much information is presented at once, it becomes overwhelmed and much of that information is lost.

Cognitive load is typically increased when unnecessary demands are imposed on a learner, making the task of processing information overly complex. Such demands include the unnecessary distractions of a classroom and inadequate methods used by teachers to educate students about a subject. When cognitive load is managed well, students are able to learn new skills easier than when high cognitive load interferes with the creation of new memories. By understanding the principles behind cognitive load theory, teachers can optimize the way they present novel ideas to students to make them easier for their audience to understand. Sweller believed that factors which make learning unnecessarily complex, or distract us from information we are trying to pay attention to, increase a person's cognitive load as they are processing it. As a result of higher cognitive load, a stimulus is more difficult to pay attention to, rehearse and remember, making learning less effective (Sweller, 1988).

Cognitive load takes one of three forms: it may be intrinsic, extraneous or germane. Intrinsic cognitive load refers the demand made of a learner by the intrinsic quality of information being learnt. The load exerted on a learner depends on the complexity of the task set or concept being presented, and a learner's ability to understand the new information. The intrinsic nature of such a cognitive load makes it difficult to eliminate: you will always find a difficult, new activity (e.g. solving a complex equation) more challenging than a simple task (e.g. adding two small numbers together).

Extraneous cognitive load is produced by the demands imposed on learners by the teacher, or the instructions that they are asked to follow. This type of cognitive load is extraneous to the learning task, and is increased by ineffective teaching methods, which unintentionally misdirect students with distracting information or make a task more complex than it needs to be. Effective presentation methods can help reduce the extraneous cognitive load imposed on a learner, instead freeing them to rehearse and remember a lesson.

Germane cognitive load is produced by the construction of schemas and is considered to be desirable, as it assists in learning new skills and other information. A memory schema is a conceptualization of a particular idea or object which tells us what to expect when we encounter it in the future. We hold schemas for people, household objects and ‘script’ schemas for routines and events such as our morning routine, as well schemas for particular ‘roles’ that we find people enacting, which tell us what kind of behavior to expect of them. The first time we experience something new (e.g. attending a first wedding) can be daunting, as we do not have a schema that tells us what to expect, and so a germane cognitive load is produced as we observe and learn about the experience to help us to anticipate and understand it in the future.

Research Problems

1. Does the use of song have any effects on retention and comprehension of Grade 9 English language learners?
2. How can the use of music as a teaching strategy impact student interest, engagement and understanding of a literary story and concepts?

3. Research Methodology

Research Design

In this study experimental design was employed to investigate the research question. To find the effect of song on learning and retention of the learners, the researchers performed song in the experimental group for teaching literature whereas for the control groups, song was not performed.

Participants

The number of the participants of the study was 60 Grade 9 learners who were divided into two groups: experimental group and control group. Both groups were consisted of 30 participants. All of the participants were students from a private school in Cabuyao, Laguna.

Material

The stories which were taught in this study were from the Grade 9 and Grade 10 learning module. The researcher-made songs were used for the experimental group. The selected songs utilized simple and pleasant songs and contained topics that were interesting for the learners.

Instrument

At the beginning of the study, the researchers get the previous grade of the learners in English to make sure of the homogeneity of the participants. After four sessions of the treatment, they were assessed through a posttest to measure their retention and learning to compare the possible effect of songs on learning.

Data analysis

Analysis of covariance (ANCOVA) was used in examining the differences in the mean values of the dependent variables that are related to the effect of the controlled independent variables while taking into account the influence of the uncontrolled independent variables

ANCOVA was chosen because it retains statistical power despite the decreased posttest variance because of a ceiling effect (Cribbie & Jamieson, 2004). The researcher entered the data from the pretest and the posttests into a spreadsheet and into an SPSS file to perform an ANCOVA.

4. Result and Discussion

The analysis of data was done by using statistical software SPSS. To test the hypothesis that students who were taught using Last Story Syndrome Approach–literature-content songs has better comprehension and retention than those in the Traditional Approach, an independent sample T-test was performed.

To evaluate the effectiveness of using literature-content songs in retention and comprehension process, the obtained scores of control and experimental groups are compared with each other. Descriptive information of obtained scores are shown in Table 1.

Table 1

Descriptive statistics for comprehension and retention scores by method of teaching and the stories discussed

Story	Method of Teaching	N	Mean	Std. Deviation	Std. Error Mean
Romeo and Juliet	Traditional	30	7.3333	.99424	.18152
	LSS	30	8.9667	.92786	.16940
Tell Tale Heart	Traditional	30	7.3000	.83666	.15275
	LSS	30	9.2000	.71438	.13043
Orpheus	Traditional	30	7.5667	1.25075	.22835
	LSS	30	9.0333	.99943	.18247
The Last Leaf	Traditional	30	7.6333	1.09807	.20048
	LSS	30	9.1667	.83391	.15225

According to the result of Table 1, it is observed that the mean scores in the four stories discussed for control group (Traditional Approach, N=30) are less than the mean scores of the experimental group (LSS Approach, N=30). On the other hand, according to standard deviation values for both groups, it can be said that variability of scores are equal in both groups. Therefore, according to the mean scores in both groups, there is a difference between two groups in terms of retention and comprehension. To determine the significance of difference between two groups, sample t-test was run. The result can be seen in Table 2.

Table 2*“T” ratio for the difference in the means of control and experimental groups*

t-test for Equality of Means						
Stories	t	df	Sig.	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Romeo and Juliet	-6.578	58	.000	-1.63333	-2.13034	-1.13633
	-6.578	57.725		-1.63333	-2.13039	-1.13628
Tell Tale Heart	-9.459	58	.000	-1.90000	-2.30207	-1.49793
	-9.459	56.610		-1.90000	-2.30228	-1.49772
Orpheus	-5.018	58	.000	-1.46667	-2.05177	-.88156
	-5.018	55.308		-1.46667	-2.05238	-.88095
The Last Leaf	-6.091	58	.000	-1.53333	-2.03724	-1.02943
	-6.091	54.101		-1.53333	-2.03801	-1.02865

The results of Table 2 indicate that the observed difference between the two groups is significant at the 5% level (sig is less 0.05). Thus, according to the mean scores value in table 2, it can be said that experimental group's scores are higher than the scores of control group and this difference is meaningful and significant. According to the result of the study, using songs in teaching literature had a positive effect on the retention and comprehension of the learners.

Table 3*Table of the students' answers for SOP2*

Students' Answers	(N=30)	Percentage
I can easily remember the story.	12	40%
I understand the story even better.	7	23.33%
It is my favourite song so I love the tune.	1	3.33%
The lyrics are beautiful and creative.	3	10%
I love the song!	1	3.33%
It's fun to know the story through singing.	1	3.33%
It fosters us to compose the story through a song.	2	6.66%

It will ruin the dramatic scenes.	1	3.33%
I want to know the true story and observe every detail of it.	2	6.66%

To answer research question no. 2, “How can the use of music as a teaching strategy impact student interest, engagement and understanding of a literary story and concepts”, an interview with the learners was conducted.

The result form Table 3 shows that 40% of the students from the experimental group (LSS Approach) easily remembered the story and details of it and only 9.99% of the students do not like stories presented through songs. This shows that when music is situated as an aid to learning strategies in the language classroom, both cognitive and metacognitive strategies are enhanced (Jones, 2008) together with comprehension and retention.

Discussion

If more awareness is assigned for teaching literature, literary items will be retained better and more effectively over longer time periods. The work of Laufer and Hulstijn (2001) provides convincing evidence that, in fact, classroom tasks that place greater cognitive demands on participants and allow them to do more with literary items lead to better learning outcomes in second language learners in terms of their retention and comprehension. Employing music and songs in literature class is not a replacement to other methods, however, they can be considered as an acceptable material for classroom instruction (Salcedo, 2002). We can employ a song with enough resilience to stick in mind long enough for learners to experience success with certain language structures, learn features of the target culture, or achieve listening enjoyment, as Salcedo (2002) states.

In this study, the experimental group in which more emphasis was placed on retention and comprehension by performing song, outperformed the control group in the posttest. The results indicate that teaching literature through song has significantly increased learners’ achievement in learning literature and positive attitudes toward the musical instruction and the retention and comprehension of the learners in the musical-mode, experimental group, compared to the nonmusical-mode, control group. Interestingly, musical-mode group (experimental group) learners obtained higher scores whether immediately after the instruction or after the interval. In

terms of attitudes towards English learning, the musical-mode group had more positive attitude towards English learning and showed greater degree of confidence as well. Therefore, performing song is a good method for attracting learners' attention and making a good atmosphere for learning English.

Appendices:

STORY 1 - Romeo and Juliet

Star-crossed Lovers

(In the tune of Two Less Lonely People, KZ Tandingan's rendition)

I. In Verona, there were 2 families
Montague and Capulet - oh hate!
Romeo and Juliet fell in love at a party.
But they came from families, who abhor each other.

II. (Romeo)
Did my heart love 'til now? I swear
I never saw true beauty 'til this night
Unknown to consequences I might face
The moment that we touched, I knew that there will be...

Chorus

Star-crossed lovers living in this world
It will never be fine.
But out of all the people in the world, I just can't believe you're mine...
In our family we know that this is wrong. It will never be right
But we'll be married by Friar Lawrence ... oh my!

III. (Juliet)
Do not swear by the inconstant moon.
For then your love will be inconstant, too.
I do love you and I want to marry you.
But my parents forced me to marry Paris instead

Chorus 2

I won't marry Paris, Oh Romeo!
You're my world and my light.
And out of all the people in the world, I just can't believe you're mine...
In our family we know that this is wrong. It will never be right
But let us trust the plan of Friar Lawrence ... oh my!

Bridge

Juliet: Tonight, I'd fake my death for you.

I hope the letter would be sent to you.

Romeo: Seemed to come to me so late!

I think that I have failed...

Chorus 3

Star-crossed lovers living in this world

It will never be fine.

But out of all the people in the world, I just can't believe you're mine...

In the end, they both died together.

Romeo drank poison and died!

Then Juliet woke up and stabbed herself to die!

Oh woah!

I just can't believe they died!

Now there's no more family feud!

For never was a story, of more woe and pain, than oh!

Juliet and Romeo!

Rome and Juliet!

Oh, love.

Name:

Year level:

Age:

Grade in English (3rd quarter):

I. Read each statement and answer the given questions.

1. Where is the setting of the story?

- a. Verona b. Venezuela c. England d. Paris

2. Juliet belongs to the family of _____.

- a. Mantua b. Montague c. Capulet d. Capello

3. Romeo is the only hope of his family, the _____.

- a. Capulet b. Montague c. Capello d. Mantua

4. Who said the following line, "Did my heart love 'til now? I swear. I never saw true beauty 'til this night"?

- a. Rosaline b. Benvolio c. Juliet d. Romeo

5. Romeo and Juliet were married by who?

- a. Friar John b. Friar Lorenzo c. Friar Jonah d. Friar Lawrence

6. In which scene did Juliet deliver the following line, "Do not swear by the inconstant moon. For then your love will be inconstant, too."

- a. at the party scene b. at the streets of Verona
c. balcony scene d. at the church with Friar Lawrence

7. Who failed to deliver the message to Romeo that Juliet is not dead?

- a. Friar Lawrence b. Friar John
c. Friar Lorenzo d. Friar Jonah

8. How did Romeo die in the story?

- a. He was killed by Tybalt. b. He drank the poison from apothecary.
c. He was killed by Paris. c. He drank the poison from Friar Lawrence.

9. How young is Juliet when she got married?

- a. 14 b. 16 c. 15 d. 17

10. Romeo and Juliet are known to be the best example of star-crossed lovers. How would you define the underlined statement?

- a. They are partners who love each other but soon realized that they were cousins.
b. Two people who decided to be virgin forever.
c. Partners who are living under the same household and decided to separate.
d. Two people who immensely love each other but due to their circumstances cannot be together

II.

In 5 sentences, write down the plot of Romeo and Juliet.

III.

Directions: Please answer the following questions honestly and to the best of your knowledge.

1. Have you heard this song before? Yes___ No___

2. Do you think music help you to learn English language?

1- not at all

2- sometimes

3-most of the time

4- always

3. Which aspect of music helped you learn?

(Check as many as apply)

___ melody (a tune, especially the main tune in a piece of music for several instruments or voices)

___ rhythm (a regular repeated pattern of sounds)

___ tempo (the speed of piece of music)

4. Which aspect of the story did you remember after listening to the song? (check as many as applied)

___ setting

___ characters

___ conflict

___ plot

___ theme

5. Did you like these stories presented through songs or music?

Yes ___

No___

Explain: _____

6. When taking the test, how much did you use the song to recall the details of the story?

1-none at all

2-sometimes

3- a lot

7. After the song was sang in class, how much did the song play back in your head?

1-none at all

2-sometimes

3- a lo

STORY 2 - Tell-Tale Heart

Zombie

(In the Tune of Zombie by The Cranberries)

There was a nameless person who has extreme senses...
He was not sick, nor insane, this is what he insisted:

But you see, it's not me, it's not my family
In my head, in my head, he is crying!
With his eyes, oh his eyes, yes his eyes, vulture eyes
In my head, in my head, he is crying!

In my heeeaaaaaaaad.... In my head...
Zombie...zombie... old maaaa-aaa-an..
What's in my head.... In my head....
Zombie...zombie... old maaaa-aaa-an..

He loves the old man except his horrible blue eyes
For seven days, he visits the old man and on 8th he killed him
He cuts him and then drags him, hides him under the floor
A neighbor heard the screaming, then 3 policemen soon came

But you see, it's not me, it's not my family
In my head, in my head, his heart's beating!
With his eyes, oh his eyes, yes his eyes, vulture eyes
In my head, in my head, his heart's beating!

In your heeeaaaaaaaad.... the policemen said...
Zombie...zombie... old maaaa-aaa-an..
What's in your head.... then the man said....
I killed him, zombieee...eh eh...

Name:

Year level:

Age:

Grade in English (3rd quarter):

I. Read each statement and answer the given questions.

1. Who is the narrator in the story?

- a. an old man b. unknown man c. a young boy d. a weak being

2. Why did the man kill the old man?

- a. He killed the old man for his gold.
b. He killed the old man because of his vulture eyes.
c. He killed the old man because the old man wronged him.
d. He killed the old man for he has debt to him.

3. What did the man try to convince he was NOT?

- a. insane and mad b. weak and young c. healthy and well d. sad and sleepy

4. Where did the man put the old man's body parts after he killed him?

- a. Under the planks in the floor
b. In the old man's garden
c. In the old man's closet
d. Under the roof/over the ceiling

5. How did the police find out the man have killed the old man?

- a. A neighbor said he saw the man kill the old man
b. The police found the body on their own as they searched the house
c. The man shrieked "I admit the deed!"
d. The old man just pretended to be dead.

6. How many days did he visit the old man?

- a. 9 b. 7 c. 8 d. 10

7. On what day did he kill him?

- a. 9th b. 7th c. 8th d. 10th

8. How did the policeman know that there is something not-so-good happened in the house?

- a. The neighbor heard the old man and called the police.
b. The neighbor is a policeman.
c. The old man had called before he died.
d. The nameless man called them so they will not made him a suspect.

9. What sense was acute at the last part of the story?

- a. seeing b. smelling c. tasting d. hearing

10. What was the *tell-tale heart*?

- a. The old man's heartbeat as sign of guilt.
b The heart of the nameless person.
c. Someone's cry for help.
d. Man's heartbeat calling for help

II.

In 5 sentences, write down the plot of Romeo and Juliet.

III.

Directions: Please answer the following questions honestly and to the best of your knowledge.

1. Have you heard this song before? Yes___ No___

2. Do you think music help you to learn English language?

- 1- not at all
2- sometimes
3-most of the time
4- always

3. Which aspect of music helped you learn?

(Check as many as apply)

- ___ melody (a tune, especially the main tune in a piece of music for several instruments or voices)
___ rhythm (a regular repeated pattern of sounds)
___ tempo (the speed of piece of music)

4. Which aspect of the story did you remember after listening to the song? (check as many as applied)

- ___ setting
___ characters
___ conflict
___ plot
___ theme

5. Did you like these stories presented through songs or music?

Yes __

No__

Explain: _____

6. When taking the test, how much did you use the song to recall the details of the story?

1-none at all

2-sometimes

3- a lot

7. After the song was sang in class, how much did the song play back in your head?

1-none at all

2-sometimes

3- a lot

STORY 3 - Orpheus

Orpheus

(Teenage Dream by Katy Perry)

There was a young man
Whose name is Orpheus
Son of Apollo, and Calliope the muse
He's a musician
He loves to play his lyre

Nothing can resist
His music and melody
And everyone one stops
Whenever they hear him play
Beasts, friends, enemies
They were all mesmerized

This young man met a girl
Fell in love, with her
She's Eurydice, a maiden
They got married
And promise to stay forever

Chorus:
I guess forever doesn't exist
Something happened to Eurydice
While she was in the woods
She was bitten by a snake
And immediately she died

Poor Orpheus, he was really sad
He couldn't even play
His wonder, wonder lyre
He misses her oh so much
Oh he wants her back
Oh he wants her back

And he decided
To follow his lady love
With all the courage
He went to underworld
Charon, cerberus were some of those that he met

To the king and queen
He made a plea
He played sad music
With his lyre

I'm begging you please

She's my only one
Wanna live with my girl forever

Chorus:
King hades and queen persephone
Hear my plea
Oh please, oh please, oh please
Allow her be with me again
I wanna take her back
Wanna take her back

The king and queen
Got pity on him
Coz they felt
that he was so sincere
They gave him
another chance
"To the underworld
You may take her now"

But king hades reminded him
As they ascend to the upperworld
He should never look back
That's the only thing he must do
That would enable him
To take his lady love back

When they are about
To reach the upperworld
Orpheus called Eurydice
But oh my, he got no reply
And so he looked back
Oh no, he looked back

Poor Orpheus
He lost his love again
He missed the chance
To be with her again
Because he disobeyed
Hades, the God

To the underworld
Eurydice was pulled back...

And Orpheus created songs
To express his undying love for his lady love (2x)

Name:

Year level:

Age:

Grade in English (3rd quarter):

I Read each statement and answer the given questions.

1. Who are Orpheus' parents?
 - a. Hades and Aphrodite
 - b. Apollo and Calliope
 - c. Zeus and Hera
 - d. Apollo and Artemis

2. What instrument does he play?
 - a. harmonica
 - b. cymbals
 - c. lyre
 - d. flute
3. How did Eurydice die?
 - a. The gods killed her to punish Orpheus.
 - b. She took her own life.
 - c. Orpheus killed her out of anger.
 - d. She was bitten by a snake.

4. Who among the following did he encounter while he was in his way to the Underworld?
 - a. Cyclopes
 - b. Centaurs
 - c. Charon
 - d. Cerberus

5. Who is the queen of the underworld?
 - a. Persephone
 - b. Hera
 - c. Demeter
 - d. Athena

6. Why did Orpheus travel to the underworld?
 - a. to seek forgiveness for the crime he did
 - b. to find the god of the Underworld
 - c. to take Eurydice back to the upperworld

d. to die and be with Eurydice in the afterlife

7. What condition did Hades give to grant his request?
 - a. He should not hold Eurydice's hand
 - b. He should not look back at Eurydice
 - c. He should not talk to Eurydice
 - d. He should not play songs for Eurydice
8. Why did Orpheus take a glance at Eurydice as they leave the underworld?
 - a. Eurydice calls him to stop
 - b. Hades threatens him
 - c. Eurydice doesn't want to leave the underworld
 - d. Orpheus is unsure that Hades actually kept his promise to let her go.
9. How is Orpheus' conflict finally resolved?
 - a. Hades punishes him for disobeying his command.
 - b. He sneaks back into the underworld to see Eurydice one last time.
 - c. He creates a beautiful song to honor Eurydice's memory.
 - d. He is killed and reunited with Eurydice in the underworld.
10. What is the idea highlighted in the story of Orpheus and Eurydice?
 - a. Gods could be easily fooled by mortals.
 - b. Do not make deals with the gods; they cannot be trusted.
 - c. Disobey the gods and their commands at your own risk.
 - d. Gods are heartless and inconsiderate to mortals.

II.

In 5 sentences, write down the plot of Romeo and Juliet.

III.

Directions: Please answer the following questions honestly and to the best of your knowledge.

1. Have you heard this song before? Yes___ No___
2. Do you think music help you to learn English language?
 - 1- not at all
 - 2- sometimes

3-most of the time

4- always

3. Which aspect of music helped you learn?

(Check as many as apply)

☐ melody (a tune, especially the main tune in a piece of music for several instruments or voices)

☐ rhythm (a regular repeated pattern of sounds)

☐ tempo (the speed of piece of music)

4. Which aspect of the story did you remember after listening to the song? (check as many as applied)

☐ setting

☐ characters

☐ conflict

☐ plot

☐ theme

5. Did you like these stories presented through songs or music?

Yes ☐

No ☐

Explain: _____

6. When taking the test, how much did you use the song to recall the details of the story?

1-none at all

2-sometimes

3- a lot

7. After the song was sang in class, how much did the song play back in your head?

1-none at all

2-sometimes

3- a lot

STORY 4 - The Last Leaf

The Last Leaf

In the tune of Roar by Katy Perry

In Greenwich village
City of New York
Best friends Sue and Johnsy used to live
They are both artist
They are good at painting

One day Johnsy got sick she's very ill
When winter came she had a pneumonia
She was so helpless
She felt so hopeless

Her best friend Sue
Always cheers her up
"You'll get better
Please don't give up"

"I think I couldn't
I'm already tired
Don't know if I can still survive"

On the window, she looked up
And on the wall she saw a vine
She saw leaves falling down

Chorus:
I'm like that vine on the brick wall
It withers and I'm getting weaker
Coz I don't feel better
I couldn't make it anymore
I'm tired and I feel so restless
Coz I don't feel better
I will die if the last leaf falls...
If the last leaf falls oh oh oh
I'll die if the last leaf falls

"How is Johnsy?" Mr. Behrman asked
"She's not okay. She thinks she won't survive"

Like the last leaf on the wall
If it falls she'll die oh oh"

Mr. Behrman wants to cheer her up
But he has no money
And he's old enough
He thinks of ways to help her out
He's just poor painter
Not popular

Strong wind came
and blew that night
And many leaves had fallen down
I see it oh...
I see it now...

Chorus:
But when they opened the window
The next day
The last leaf was still there
And Johnsy's so happy
It really made her strong
Stronger and now she feels better
And just like the last leaf
She survived and she did not fall
She survived and did not fall (2x)

But later on, they have found out
The old Mr. Behrman
Died of pneumonia
He painted the last leaf
That Johnsy saw in the wall
He got soaked in heavy rain that night
Coz Johnsy's faith clings on the last leaf
On the wall oh oh oh oh...
Last leaf on the wall...

Name: _____
Year level: _____
Age: _____
Grade in English (3rd quarter): _____

I. Read each statement and answer the given questions. Encircle the letter of the correct answer.

1. Who is Johnsy's best friend?
 - a. Sue
 - b. Mr. Behrman
 - c. Ellen
 - d. Joanna
2. Where did the story take place?
 - a. Houston
 - b. New York
 - c. Boston
 - d. Indiana
3. In what village do they live?
 - a. Greenville
 - b. Graceville
 - c. Green Meadows
 - d. Greenwich
4. Johnsy and her best friend were both _____.
 - a. singer
 - b. sculptor
 - c. actress
 - d. painter
5. What was Johnsy's health problem?
 - a. pneumonia
 - b. psoriasis
 - c. tuberculosis
 - d. leukemia
6. What did Johnsy say regarding the falling leaves?
 - a. She will go away when the last leaf falls.
 - b. She will be healthy again when the last leaf falls.
 - c. She will pass away when the last leaf falls.
 - d. She will cry when the last leaf falls.
7. What happened when Johnsy asked to see the vine the next morning?
 - a. All the leaves were gone.
 - b. New leaves are starting to grow on the vine.
 - c. There is a leaf left on the vine.
 - d. All the leaves were withered.
8. How did Johnsy feel when she saw the vine?
 - a. hopeless
 - b. helpless
 - c. motivated
 - d. excited
9. Why did Mr. Behrman paint the leaf?
 - a. He wanted to paint a masterpiece and he wanted to protect Johnsy.
 - b. He had been working on a painting of a leaf for many years.
 - c. He was retired and he had free time to paint the leaf.
 - d. He would sell his painting to a rich art collector.
10. How did Mr. Behrman die in the story?
 - a. He died due to pneumonia
 - b. He failed to take his medicines.
 - c. He was killed.
 - d. He climbed on the wall and fell.

II. In 5-10 sentences, summarize the story The Last Leaf.

III.

Directions: Please answer the following questions honestly and to the best of your knowledge.

1. Have you heard this song before? Yes___ No___

2. Do you think music help you to learn English language?

1- not at all

2- sometimes

3-most of the time

4- always

3. Which aspect of music helped you learn?

(Check as many as apply)

___ melody (a tune, especially the main tune in a piece of music for several instruments or voices)

___ rhythm (a regular repeated pattern of sounds)

___ tempo (the speed of piece of music)

4. Which aspect of the story did you remember after listening to the song? (check as many as applied)

___ setting

___ characters

___ conflict

___ plot

___ theme

5. Did you like these stories presented through songs or music?

Yes ___

No___

Explain: _____

6. When taking the test, how much did you use the song to recall the details of the story?

1-none at all

2-sometimes

3- a lot

7. After the song was sang in class, how much did the song play back in your head?

1-none at all

2-sometimes

3- a lot

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