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TITLE OF THE PROJECT

“ANALYZE THE SONGS AS A METHODOLOGICAL STRATEGY TO IMPROVE THE LISTENING SKILL OF ENGLISH LANGUAGE IN THE 8TH GRADE OF BASIC EDUCATION PARALLEL “A” AT RIOBAMBA HIGH SCHOOL DURING THE SCHOOL YEAR 2016-2017”.

AUTHORS:

ILLESCAS AGUIAR JOHN GUIFOR

THESIS DIRECTOR

MsC. MIGUEL PAREDES

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CERTIFICATE OF MEMBERS OF COMMITTEE OF THE TRIBUNAL

Members of the tribunal of Graduation of the research project entitled:

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Submitted by: John Guifor Illescas Aguiar and directed by: Msc. Miguel Fernando Paredes Amoroso.

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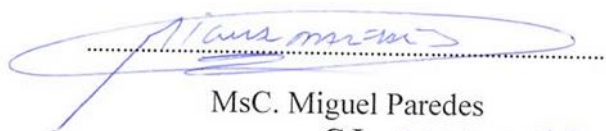
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Master, Paredes Amoroso Miguel Fernando, professor of the Facultad de Ciencias de la Educación Humanas y Tecnologías de la Universidad Nacional de Chimborazo; in my capacity of director of this thesis, presented by the student: John Guifor Illescas Aguiar, prior to obtaining the Degree of “Licenciatura en Ciencias de la Educación, Profesor de Ingles,” whose theme is: **“ANALYSIS THE USE OF SONGS AS A METHODOLOGICAL STRATEGY TO IMPROVE THE LISTENING SKILL OF ENGLISH LANGUAGE IN THE 8TH GRADE OF BASIC EDUCATION CLASS “A” AT UNIDAD EDUCATIVA RIOBAMBA DURING THE SCHOOL YEAR 2016-2017”**.

I certify that this project has been completed to 100%, it fulfilled with all established parameters and has sufficient merit to be subjected to the public presentation and evaluation by the respective tribunal.

Riobamba, May 16th, 2017.

It is all I can certify in honor of the truth.


MsC. Miguel Paredes
C.I. 0601910219
Tutor

AUTHOR OF RESEARCH

The responsibility for the content in this Project of Graduation belongs exclusively to the author John Guifor Illescas Aguiar of languages school with the research work entitled:

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Riobamba, May 16th, 2017

.....*John G. Illescas A.*.....

John Guifor Illescas Aguiar

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John Illescas

DEDICATION

I want to dedicate this Thesis to my dear parents Laura and Carlos for their endless love and support during all my life. To my teachers for giving me the strength to continue and leading me where I am. To all the teachers from Language Career for their time, patience, dedication, motivation and guidance during the development of this investigation.

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RESUMEN

Los estudiantes de 8 vo grado de Educación Básica paralelo "A" en la Unidad Educativa Riobamba quienes aprenden un nuevo idioma a menudo no pueden entender lo que escuchan. Se debe a que las lecciones carecen de actividades para escuchar y la falta de preparación de los planes de clase. Este estudio analiza la importancia de las canciones como estrategias metodológicas para mejorar la habilidad de los estudiantes para escuchar el idioma inglés. Se ejecutó con el octavo grado de Educación Básica paralelo "A" de la Unidad Educativa Riobamba durante el año escolar 2016-2017. El objetivo de este trabajo es analizar la importancia de las canciones como estrategias metodológicas para mejorar la habilidad de los estudiantes para escuchar el idioma inglés. El tipo de estudio es cualitativo de nivel exploratorio. La investigación se llevó a cabo con una población de veintidós estudiantes de los cuales once son hombres y once son mujeres y un maestro. El método cualitativo empleado es etnográfico. Como técnica utilizada es la observación no participativa, ya que el investigador desempeña un rol pasivo. El instrumento de recolección de datos es una guía de observación diseñada para la investigación. En esta investigación, se determinó que el profesor eligió la actividad apropiada para los estudiantes para mejorar la habilidad de escuchar, el propósito de esta actividad fue agudizar la habilidad de los estudiantes para escuchar, aprender y practicar la pronunciación de las palabras, y utilizó otras actividades para involucrar a los estudiantes en tareas creativas para obtener un aprendizaje del idioma exitoso. Por otra parte, se observó que los estudiantes se sentían motivados y tenían un ambiente apropiado para aprender la lengua extranjera, por lo que al final de las lecciones, la mayoría de ellos entendieron lo que estaban escuchando, y les gustó mucho las diferentes actividades con canciones. Todas las actividades fueron útiles para motivar y animar a los estudiantes a aprender el idioma inglés.

ABSTRACT

Students of 8th grade of basic education class "A" at Riobamba high school who learn a new language often can't understand what they listen. It is caused because of the lessons lack listening activities and without lesson plans preparation. This study analyzes the relevance of songs as methodological strategies to improve the listening skill of English language. It was executed with the 8th grade of basic education class "A" at Riobamba high school during the school year 2016-2017. The purpose of this work is to analyze the relevance of songs as methodological strategies to improve the listening skill of English language. The type of study is qualitative of exploratory level. The research was carried out with a population of twenty-two students from which eleven are men and eleven are women and one teacher. The qualitative method employed is ethnographic. As a technique used is non-participatory observation since researcher plays a passive role. The data collection instrument is an observation guide designed by the research. In this research, it was determined that the teacher chooses the appropriate activity to the students for improving the listening skill, the purpose of this activity was to sharpen students' listening ability, learning and practice the pronunciation of words, and used other activities to engage students in creative tasks to get successful language learning. On the other hand, it was noted that students felt motivated and had an appropriate atmosphere for learning the foreign language, so at the end of the lessons, most of them understood what they were listening, and liked a lot the different activities with songs. All the activities were useful for motivating and encouraging the students to learn the English language.



Reviewed by: Abarca Sandra
English Language Teacher



INTRODUCTION

The student is not fluent in the vocabulary form hindering listening to some of the content about the song that the teacher uses. Students have difficulties increasing their vocabulary, improving their pronunciation or simply enjoy learning the language, they don't feel motivated for learning the English language, the learning experience became tedious and not attractive or interesting. As a result, students are passive, indolent, receptionist with low participation in the Institution. After apply a variety of songs as methodological strategic to improve the listening skill, it was possible to saw that students could learn different words and phrases, most of them understood what they were listening to. There are researches related to the musical methodology as a contribution to the development of the listening skill. Lopez, C. (2016) say that it has been possible to verify several difficulties in the process of development of the listening skill to learners. There are at UNACH researches related to the use of games and songs as methodological strategies to develop the skills of English Language. Caguas, F. (2016) argues that the problem is that the students feel restricted because they do not understand the second language. It is necessary to analyse the real situation inside the language in the students of 8th grade of basic education parallel "A" at Riobamba high school. During the experience as an English Teacher in my pre-professional practice. It was observed that the problem is that the students can not understand what they listen. According to previous research, the listening skill is one of the most important skills for acquiring English as a foreign language, it is necessary to master the four language skills (listening, speaking, reading, and writing) in order to learn this important language. This topic have been selected because the autor consider that for many students find it difficult to develop listening skills during the process of teaching - learning English as a foreign language. Some investigations have showed that the problem is that the students can not understand what they listen, they feel bored and discouraged about learning a foreign

language. Also, it is showed that students had disinterest in the classroom in the process of listening skill during the observation of classroom activities on the behavior of students they were regularly distracted, aggressive, disobedient they do not like working, and feel sleepy, lazy, and tired. They talk among them.

This research work will help to the students improve the listening skill and give the teachers interesting activities to use in class in order to increase the quality of the English language study.

The research was executed in order to analyze the use songs as a methodological strategic to improve the listenig skill with the students of 8th grade of Basic Education parallel “A” at Riobamba high school.

It is important to apply listening activities, the teacher’s experience is not enough to help students to increase their vocabulary or improve their pronunciation. It is necessary to immerse learners in a native environment. It make, students get involved in real life contexts. If a group of English language learners does not listen to the new language often, it is very difficult to improve listening skills, pronunciation or to learn the target language. The purpose of this research is to recommend some the activities to engage students to use songs in the classroom in order to improve listening comprehension skill.

The present research has been organized in five chapters, of which:

Chapter I.-It presents the referential framework, problem statement. Also it includes the general and specific objectives and justification and importance of the problem.

Chapter II.-It presents the theoretical aspects of the use songs in order to develop listening comprehension skill, which is the scientific support of this research.

Chapter III.-It presents the methodological framework which includes design and type of research, the population and sample, techniques and collecting instruments of data and techniques of procedure for the analysis.

Chapter IV.-It presents the analysis and interpretation of results.

Chapter V.-It presents conclusions and recommendations of this research.

CHAPTER I

1. REFERENCE FRAMEWORK

1.1. PROBLEM DEFINITION

The Unidad Educativa "RIOBAMBA HIGH SCHOOL" in the city of Riobamba, Chimborazo Province. It is located on the street Prensa and Canonimo Ramos. Riobamba High School has around 560 students whose economic status is low. It is an outstanding substructure with around 22 classrooms for all the students. There is a soccer field for sport activities, computer labs and administrative offices. However this high school has almost 50 teachers, 5 of them belong to the English area.

There are researches related to the musical methodology as a contribution to the development of the listening skill. Lopez, C. (2016) say that it has been possible to verify several difficulties in the process of development of the listening skill, it is caused to the scarce use of a musical methodology. Thus, it is understood that the process of developing such skill takes longer than planned, which is why it is sought to involve music as a fundamental part of that process, the effects of the problem are that the teacher does not apply the appropriate musical material, the classes are based on traditional methodology, the low development of listening skills in students and the student's motivation to learn the English language.

There are at UNACH researches related to the use of games and songs as methodological strategies to develop the skills of English Language. Caguas, F. (2016) argues that the problem is that the students feel restricted because they do not understand the second language, it is caused because the teacher does not speak in English during the class. The main effects of the problem were that students don't feel motivated and they didn't have interest in learning this second language. So it requires applying a series of methodological

strategies including games and songs, that help students to learn in a different and fun environment, thus to increase students interest in learning of English.

It is necessary to analyse the real situation inside the language in the students of 8th grade of basic education parallel “A” at Riobamba high school. During the experience as an English Teacher in my pre-professional practice. It was observed that the problem is that the students can not understand what they listen. It is caused because of the lessons totally lack listening activities and lack of lesson plans’ preparation. Also, the book that is used from the Ministry of Education called “English Level one”, is divided in two parts with different activities and grammar exercises, all activities developed by the teacher are oriented to the student in Spanish language, besides the texts are used in a mechanical way with a repetitive work and rote hindering the student. The student is not fluent in the vocabulary form hindering listening to some of the content about the song that the teacher uses. The main effects of the problem were that students have difficulties increasing their vocabulary, improving their pronunciation or simply enjoy learning the language, they don’t feel motivated for learning the English language, the learning experience became tedious and not attractive or interesting. As a result, students are passive, indolent, receptionist with low participation in the Institution, they feel bored and discouraged about learning a foreign language. Also, it is showed that students had disinterest in the classroom in the process of listening skill during the observation of classroom activities on the behavior of students they were regularly distracted, aggressive, disobedient they do not like working, and feel sleepy, lazy, and tired. They talk among them.

It is important to apply listening activities, the teacher’s experience is not enough to help students to increase their vocabulary or improve their pronunciation. It is necessary to immerse learners in a native environment. It make, students get involved in real life contexts.

If a group of English language learners does not listen to the new language often, it is very difficult to improve listening skills, pronunciation or to learn the target language.

Listening activities can accomplish to motivate and improve comprehension through listening. It is possible through the use of listening activities like songs that help the students get involved with the new language. This research demonstrate that the use of songs in English provides a methodological strategic to improve listening skills in the English language.

1.2. FORMULATION OF THE PROBLEM

How important is the use of songs as methodological strategies to improve the listening skills of english language in the 8th grade of basic education parallel “A” at Riobamba high school during the school year 2016-2017.

1.3. QUESTIONS OR PROBLEMS ARISING GUIDELINES

- Which is the most appropriate activity for improving listening skill?
- Which are the activities to engage students to use songs?
- Did the students feel motivated in their English classes?

1.4. OBJECTIVES

1.4.1. General Objective

To analyze the relevance of songs as methodological strategies to improve the listening skill of english language in the 8th grade of basic education parallel “A” at Riobamba high school during the school year 2016-2017.

1.4.2. Specific Objectives

- To determine the most appropriate activity for improving listening skill.
- To identify the activities to engage students to use songs.
- To make the students feel motivated in their English classes.

1.5. JUSTIFICATION

One of the principal subjects of students in most of the educational institutions has become the study of the English language. This research work will help to the students improve the listening skill and give the teachers interesting activities to use in class in order to increase the quality of the English language study.

The project will help to improve the level of English and identify the needs in order to increase the quality of the English language among students and teachers, considering that English is a foreign language spoken in Ecuador. The English language is important because the people need to communicate daily in this globalized world and influence in our environment. For this reason English gives good opportunities to get a job in another country.

This topic have been selected because the autor consider that for many students find it difficult to develop listening skills during the process of teaching - learning English as a foreign language. Therefore, it is considered that this research will help the students of eighth grade Basic Education parallel "A" at Riobamba high school to develop the ability to listen by using songs as part of teaching methodology, this research provides a new teaching-learning process to future teachers because it improves the ability to listen to the language, the new methodology may alternatively guide students to improve and solve problems, this

strategic provides teachers with the use of new songs according to the tastes and preferences of the younger generation in their curriculums and thereby improve the quality of education. Today, music is a important tool to improve learning of a foreign language; furthermore, songs can be a source of interest, motivation and appreciation specially for students. It is known teenagers like to listen to music, it is important because they can get motivated, so they will like to learn the English language. A person who listen to a song, doesn't try only to sing it well, but he trys to understand the message of the song.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 INVESTIGATION ANTECEDENTS RELATED TO THE PROBLEM

This research deals about the use of songs as methodological strategies to develop the listening skills of the english language in the 8th grade of basic education parallel “A” at Riobamba high school during the school year 2016-2017.

Once reviewed other tittle of researches at the library of National University of Chimborazo was possible evidence two researches related to the use of songs as methodological strategies to develop the listening skills of english language.

“APPLICATION OF METHODOLOGICAL STRATEGIES BASED ON MUSIC FOR LISTENING SKILL DEVELOPMENT TO STUDENTS OF PRIMER AÑO DE BACHILLERATO AT COLEGIO SAN VICENTE DE PAÚL, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING 2014-2015 ACADEMIC YEAR”

This work was developed by DAVID ANTONIO UREÑA LARA and DANNY ISRAEL MIRANDA CARRAZCO; according the author of this research handle the English language among the exposure for develop the listening skill 6 that is a principal problem in English learning process in our educational system, bearing on mind this can be told that sharing the information implicit in this research can be a great aid for riseing the English level. The research came up from the experiences and several cases of students who have had troubles during listening skill development process, these are due to lack of target language exposure, for this reason it is essential to apply new and innovative techniques to facilitate listening development in students, and so prove that it does not have to be difficult, dull and irksome. New technique developed by the researchers MIXED SONG is an important part of this research, because the whole study is based on its principals, which are “eliminate the second

language exposure gap and tune up the hearing sense”, taking into account the theory of listening skill development. When methodological strategies based on music were apply; students tune up the hearing sense then students could follow the speed of speech that was difficult for them at first, so they developed the listening skill to comprehend the words also they were able to understand general vocabulary implicit in the techniques.

“THE USE OF GAMES AND SONGS AS METHODOLOGICAL STRATEGIES TO DEVELOP THE SKILLS OF ENGLISH LANGUAGE” This research was developed by CAGUAS CHAFLA FLOR FELICIA and CAUJA ALLAUCA MARIA INES, who established in her thesis that it was convenient to develop this research because through this project was possible to help students to develop: listening and speaking skills at the same time, through the application of games and songs. This research is relevant because as future teachers we are interested in understanding the use of games and songs as methodological strategies to develop the listening and speaking English language skills. Their conclusions were that the use of a variety games and songs as methodological strategies in classrooms are important because they help students to learn English more easily, also develop and improve their communicative skills such as listening and speaking in a funny and comfortable environment, let students interact with each other and feel motivated to perform the activities.

2.2. THEORETHICAL FOUNDATION.

2.2.1. Song

Song: it is usually a short piece of music with words that are sung, also it is the act of singing or singing when considered generally, a song is also the musical sound that a bird makes, (Cambridge, 2016).

2.2.1.1. Types of Songs

There are many types of songs which can be used in the classroom, ranging from nursery rhymes to contemporary pop music. There is also a lot of music written specifically for English language teaching. A criticism of the latter is that they often lack originality and musical appeal but there are good examples to be found of stimulating, modern, ‘cool’ music, appealing to the real tastes of language learners.

‘Real’ music that the students hear and play every day can be extremely motivating in the classroom, too. However, the lyrics may not always be suitable: they may, for instance, contain slang or offensive words, there may be grammatical mistakes and they may only marginally teach the language points you want to focus on. (LEMS, 2001)

2.2.1.2. Advantages of using Songs in the Classroom

Murphey, (1995) say that one advantage of using songs in the classroom is their flexibility, songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool, songs can help learners to develop their listening skills and pronunciation so they improve their speaking skill, also songs can be useful tools in the learning of vocabulary, sentences structures, and sentence patterns but the greatest benefit to using songs in the classroom is that they are fun, songs can add interest to the classroom routine and potentially improve students motivation.

Krashen, (2014) says Otherwise to this opinion, the exposition of the language learners to sufficient and necessary input is one of the main principles in the language learning process, the rhythmic and repetitive nature of songs can contribute to the ease association between the language and the content, and through it students acquire and internalize the language. Rumley, (1999) say that songs offer outstanding opportunities of repetition and practice, so students absorb and interpret what they hear, but it could become tedious if teachers work with traditional resources for this reason teachers must use all the tools possible to create an interesting class and help students to develop their English skills.

Lo R. and Li, (1998) suggested that the use of songs in the classroom offer a break from the traditional routine, also the use of songs to learn English develops a non-threatening atmosphere in which the four skills can be improved together. Krashen, (2014) say that Songs are more frequently used with the young learners, children are enthusiastic about rhythm and they have not built personal barriers so they participate actively during the activities.

Using songs is an effective way to keep students in touch with English even outside the classroom because nowadays music is general in the world, and students are listening while they are doing something, most of them enjoy more singing the songs.

Songs can change the classic language learning process, it can be a form of breaking the ice in class they are benefit not only for audio visual but also for kinesthetic learners.

2.2.1.3. Reasons for using Songs in the Class

There are three important reasons established by some authors for using songs in the classroom: the affective reason, the cognitive reason and the linguistic reason.

2.2.1.3.1. The Affective Reason

Krashen, (1993) say that “The Affective Filter Hypothesis view that a number of 'affective variables play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. 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. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

2.2.1.3.2. The Cognitive Reason

Segalowitz, N. and Gatbonton, E. (2003) argues that Songs also present opportunities for developing automaticity which is the main cognitive reason for using songs in the classroom. Automaticity is "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses. "Using songs can help automatize the language development process. Traditionally, it was believed that automatization would occur through repetitive exercises in a non-communicative environment, however the major variation towards the communicative teaching methodology requires that automatization occur in a different manner. We must "place students in an environment in which it is appropriate to use target utterances in a genuinely communicative fashion”.

2.2.1.3.3. The Linguistic Reason

Domoney, L. and Harris, S. (1993) and Little, (1983) establish that besides automatization there is a linguistic reason for using songs in the classroom it is because songs are excellent examples of colloquial English that is the informal language in conversations.

The prevalence of pop music in the lives of EFL students, both studies found that music is often the major source of English outside of the classroom. The exposure to authentic English is an important factor in promoting language learning. It relates directly to both the affective filter and automaticity. If students are exposed to songs which they enjoy, more learning is likely to occur since they may seek out the music outside of the classroom.

2.2.2. Methodological Strategies

2.2.2.1 Defining Method

According to Nunan, (1999) “A method is a single set of procedures which teachers are to follow in the classroom”. Methods are also usually based on a set of beliefs about the nature of language and learning. According to Torres, (2010) A method is a systematically set of teaching practices based on a particular theory of language learning, stated to accomplish linguistic objectives.

2.2.2.2 Defining Methodology

According to Brown H. D., (2000) defines Methodology as the study of pedagogical practices including theoretical underpinning and related research, in other words it is a variety of ways of teaching that explain us how to teach. Nunan, (1999) argues that Methodology has to do with selecting, sequencing, and justifying learning tasks and experiences. Torres, M. (2010) says that Methodology in language teaching has been characterized in a variety of ways. It

has been usually conceived as a way a teacher goes about his/her teaching. It in fact means more than that.

2.2.2.2.1 Principles for Language teaching Methodology

Nunan, (1999) suggests three principles for language teaching methodology:

2.2.2.2.1.1 Focus on the learner

A learner-centered classroom is very important because it is one in which learners are actively involved in their own learning process. To this learner involvement suggest two dimensions; in the first dimension the learners decide what to learn, how to learn, and how to be evaluated, the second is in maximizing the class time in which the learners, rather than the teacher, do the work.

2.2.2.2.1.2 Develop your own personal methodology.

Such as each learner has their own learning style; teachers also have their own teaching style, so they can teach the student in different ways, but all the teaching process have to be focused in the acquisition of the new knowledge.

2.2.2.2.1.3 Built instructional sequences based on a pretask, task, and follow-up cycle.

Successful instructional sequences share certain things in common, regardless of the methodological principles or approaches that drive them. Furthermore all the activities have pre-task, it has some functions: to create interest, help build learners` schema in relation to the topic, introduce key vocabulary, and revise grammatical points.

Following the pre-task comes the task, this consist of several steps or subtasks where the teacher should maximize the time that learners are processing the language or interacting with each other.

Also the teacher should monitor the students to ensure that they know what they are going to do and if they are carrying out the tasks correctly.

After the task is done properly, there should be some kind of follow-up. As a task it also has several functions: to elicit feedback from the learners about their experiences, to provide feedback to the learners on how they had done, to correct errors that the teacher might have not noticed, and to get students to reflect on the task and engage in self-evaluation.

2.2.2.3. Defining Strategy

Oxford, (2016) say that “a strategy is defined as a plan intended to achieve a particular purpose”. Strategies show how the goals will be achieved by the resources, so they are used to get goals successfully. According to Richard and Platt, (2000) the state that learning strategies are intentional behavior and thoughts used by learners during learning for a better understanding, learning, or remembering new information. A strategy is a planned set of actions over time systematically carried out to achieve a particular purpose. Chomsky, (1972) argues that the strategies are rules that allow appropriate decisions at any time of the learning process, so there are ways of working to improve performance.

2.2.3. Listening skill

Thomlison, (1984) defines listening as, “Active listening, which is very important for effective communication, it is a receptive skill and an important communication competence because it involves the process of receive and interpreting the words and

sentences in the brain in other words the understanding of the message. The skill of listening with comprehension is an essential part of communication and basic to second language learning. The goal of the listening skill is to enable the learners to perceive the second language in the way native speakers perceive it. (Robinett, 1978).

Listening skill is an active process that has three basic steps: hearing, understanding and judging, the use of these steps in a correct way will benefit to students.

- **Hearing:** it just means to catch the message that the speaker is saying.
- **Understanding:** it means process the message that people have heard and understand it in their own way.
- **Judging:** after people are very sure that understood what the speaker have said think about whether it makes sense.

2.2.3.1. Second language listening skill development

Byrnes, (1984) say that second language (L2) listening comprehension is a complex process, crucial in the development of second language competence. Listeners use both bottom-up processes (linguistic knowledge) and top-down processes (prior knowledge) to comprehend. Knowing the context of a listening text and the purpose for listening greatly reduces the burden of comprehension. Teachers can help students develop sound strategies for comprehension through a process approach to teaching L2 listening. This will help students learn how to listen and develop the metacognitive knowledge and strategies crucial to success in listening comprehension.

2.2.3.2. Developing Listening Skill through Songs

Philips, (1993) say that Songs play an important role in developing listening skill, students pay attention to the lyrics and try to understand the message of it.

There are some ways of using songs in the classroom, before choosing a song the teacher should take into account the age and level of the students.

According to (Brown, 2006) the procedure of any listening activity can be done by activating prior knowledge, while-listening and post-listening.

2.2.3.2.1 Activation prior knowledge: it is organized in schema: abstract, generalized mental representations of our experience that are available to help students understand new experiences. It is one part of the cognitive model of language processing, this model means when people listen they process the information they hear using their prior knowledge and experiences to assemble their understanding of what they read.

2.2.3.2.2 While –listening: In listening activities teacher should explain to students what the purpose of the activity is, students could listen for details, for making inferences and for the main idea, so students will pay attention on specific information and they can organize and reflect on their learning.

2.2.3.2.3 Post –listening: Teachers can use post listening activities to check comprehension, evaluate listening skills and use of listening strategies helps extend the knowledge gained to other contexts and may transfer what the students have learned.

Some examples of the use of songs to develop listening skill, the teacher can play the cd song and let students listen and do exercises.

2.2.4. Activity using songs to improve the listening skill

Torres, M. (2000) say that when the teacher uses song as the chief material for teaching, it is necessary to go through the language tasks with the students using the lyrics of the song (the words of the song).

2.2.4.1. Song Dictation

The purpose of this activity is to sharpen students' listening ability, learning the pronunciation of shortened forms (I'm, I've...) distinction between long and short vowels (/i/ /i:/), which are missed from a hand out that the teacher prepares with the song.

First students are asked to go through the lyrics and try to guess the missing words. Then the teacher explains difficult words and lets students read the lyrics. Then students can listen to the song three times: The first time purely listening and trying to work out what the missing words are, the second time filling in the gaps, and the third time checking to confirm whether the answers are correct or not. After that students practice pronunciation of the words through further listening and singing with the tape.

The kind of activity is used to learn and practice any part of the language, the teacher can decide which language items she wants to practice (vocabulary, adjectives, pronouns, verbs, and so on) and delete appropriate words from the lyrics.

2.2.5. Follow Up Work

Torres, M. (2000) say that it is necessary to bear in mind that students need to develop follow up work to get successful language learning.

There are different activities to engage students in creative tasks:

Ask students to place themselves into different roles related to the characters in the song to do a particular task (e.g. write a letter from one another, write a story about some possible

events in the song, write a composition to tell the teacher something about a situation in the song).

They may also work in groups to write a conversation between the main characters of the song. Students can express freely their ideas in the construction of the dialogue, each telling one another their interests, background, plans for the future, and so on.

2.6. DEFINITIONS OF KEY TERMS

Songs: Cambridge, (2016) say that it is a usually short piece of music with words that are sung, also it is the act of singing or singing when considered generally, a song is also the musical sound that a bird makes.

Methodology: Brown H. D., (2000) argues that methodology as the study of pedagogical practices including theoretical underpinning and related research, in other words it is a variety of ways of teaching that explain us how to teach. Methodology has to do with selecting, sequencing, and justifying learning tasks and experiences (Nunan, 1999)

Language: Cambridge, (2016) say that it is a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work.

Language is a human system of communication that uses arbitrary signals, such as voice sounds gestures and written symbols, it is the most important aspect in the life of all human beings, because through it, we can express our thoughts and emotions, needs and desires.

Skill: Longman Dictionary online, (2016) argues that it is an ability and capacity acquired through deliberate, systematic, and sustained effort and habits to smoothly and adaptively carry out complex activities or job functions involving ideas they are cognitive skills and things technical skill.

Listening: According to Thomlison, (1984) defines listening as, “Active listening, which is very important for effective communication, it is a receptive skill and an important communication competence because it involves the process of receive and interpreting the words and sentences in the brain in other words the understanding of the message.

Method: According to Nunan, (1999) method is a single set of procedures which teachers are to follow in the classroom. Methods are also usually based on a set of beliefs about the nature of language and learning. According to Torres, (2010) method is a systematically set of teaching practices based on a particular theory of language learning, stated to accomplish linguistic objectives.

Strategy: Oxford, (2016) say that “a strategy is defined as a plan intended to achieve a particular purpose”. Strategies show how the goals will be achieved by the resources, so they are used to get goals successfully.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. DESIGN OF RESEARCH

In this research was used the ethnographic design because through this, was possible to collect directly information of the students' necessities in language.

3.2. TYPE OF RESEARCH

In this work the cualitative research was used because collects the complete discourses of the students, to proceed later to its interpretation, analyzing the relations of meaning that occur in a certain culture or ideology.

3.3. LEVEL OF RESEARCH

The level of research is exploratory, because this work has a scientific knowledge and bibliography which support the investigation, also the information was taken directly from the students of 8th grade of basic education parallel "A" at Riobamba high school.

The present research was developed into the academic term September-February 2015-2016 by the time that investigators developed their pre-professional practices in the institution, they collected useful information through an observation of students' behaviors at the moment that they should have been enhanced on listening.

For the present study, researcher had been working during five months which were distributed for the following faces: the field work phase, the analytical phase and finally, the informative phase.

3.4. POPULATION AND SAMPLE

3.4.1 Population

This research took place in the 8th grade of basic education parallel “A” at Riobamba high school, with a population of 30 students and one teacher for this reason we worked with 31 people.

3.4.2 Sample

The investigators choose this population because at Unidad Educativa “Riobamab” there is a program to enrich listening comprehension in students of primer Año de Bachillerato. The program consists in the implementation of certain kinds of interactive books with interesting topics to motivate students to practice listening activities. The class “A” was choose for the level with more bad scores of all the grades of Primeros Años de Bachillerato at the signature of Foreign Language to develop the listening comprehend skill.

The investigators noticed that the most of the student’s books were about english ballads that were not attractive, so they felt more attractive to pop music.

Because of the number of people, the formula to determine the sample is not applied, as consequence all the members were involve in this research process.

3.5. Procedure

To develop this study the researcher had to take some necessary steps to get the results. The following are the steps that the researcher followed to collect the data and results. First Step: Field Access, Field recognition, Report writing, draft, Observation with teacher and students. Second Step: Productive data gathering, Class observation, and Tutor revision. Third Step: Data transformation, Tutor revision, Final report draft revision, Tutor revision, Final report presentation. This research belongs to the METHODOLOGICAL FIELD. This topic was

chosen because people have the most common problems in listening skill during classes, also in class observation we found that the methodologies to develop listening are not interesting, funny to catch the students' attention. This information was collected through online materials, online thesis and books, printed books, scientific articles among others. The observation technique was used to see if the teacher apply the most appropriate activity for improving listening skill and identify the activities to engage students to use songs.

3.6. Work field

The process to gather the necessary information for this research started with the respective permission at the Rector of the Unidad Educativa Riobamba school. To Access to the Unidad Educativa Riobamba was necessary make a request via written through Distrito of Education, for this, was needed the help of UNACH language career principal.

However, at UNACH language center, the principal denied the access via verbal way, therefore it was necessary to request via written way with legal documents.

Once the access was permitted, the investigator visited the chosen levels to introduce to the students and making a comfortable atmosphere.

So that, participants were very willing to provide information and their participation was strongly active. This was crucial for the study since it help to find solutions for the research problem.

During the observation to the participants the aspects which were studied were their problems, students' participation, their needs and if students are motivated.

They knew that they were being observed and they have to act as a normal English class. The information which helps to answer the question related with problem was if the students understand the teacher' instruction, if the students participate in the class, if the activities engage to the students to use songs, if student feel motivated for leaning English language.

The observation technique was used in this process, alongside observation guide as

instruments for data collection. Within the analytical phase it was detailed that the data were taken through the participatory observation and was applied from the instrument of the observation guide the data were registered through descriptive records by the researchers. Finally, the information was register on a computer and printed papers.

3.7. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

Observation sheets: This technique let to gather information about the problem to be researched and was applied directly to the students of 8th grade of basic education parallel “A” at Riobamba high school through observation sheets, the information was collected to solve the problem.

3.8. TECHNIQUES AND PROCEDURES FOR ANALYSIS AND INTERPRETATION OF RESULTS

Observation sheets because through this technique we could collect essential directly information from the students so with this information was analyze the results and got conclusions for the research.

CHAPTER IV

4. ANALISIS AND INTERPRETATION OF RESULTS

This research was aimed to the students of 8 th grade of Basic Education at Unidad Educativa “Riobamba”, during the academic year 2015-2016. This work was focused on the use of songs to develop the listening skill. It was developed with the collaboration of the authorities, English teacher and students of 8 th grade of Basic Education at Unidad Educativa “Riobamba”.

During the time of this research, two aspects were used to gather information: the “songs” and “listening skills.” In which internet and books were the principal sources to find information. Beside observation guides were used to obtain direct information from the students and clear ideas about the theme.

Then, the observation guide were applied from February 16th until March 18th, 2016. The observation guides was carried out the third and four week of February month and the first and second week of March moth. During the time of observation the authorities, students and teacher collaborated to bring this research to success.

Finally the observation guide was analyzed carefully, this techniques and instruments for data collection helped the authors of the project to understand the problem and describe the results the use of songs as methodological strategies to develop the listening skill.

Specific Objectives	Gathered Information	Analysis	Contrast with theory
<p>To determine the most appropriate activity for improving listening skill.</p>	<p>Uses songs as methodological strategic.</p>	<p>It was possible determine that the teacher use songs as methodological strategic to improve the listenig skill.</p>	<p>Songs can help learners to develop their listening skills and pronunciation so they improve their speaking skill, also songs can be useful tools in the learning of vocabulary, sentences structures, and sentence patterns but the greatest benefit to using songs in the classroom is that they are fun, songs can add interest to the classroom routine and potentially improve students motivation.</p>

	Chooses fun song.	The song was fun so students felt motivated for learning english, create an appropriate atmosphere for learning and improve the pronunciation.	The greatest benefit to using songs in the classroom is that they are fun, songs can add interest to the classroom routine and potentially improve students motivation.
	Chooses the appropriate activity to the students for improving the listening skill.	The teacher chooses the appropriate activity to the students for improving the listening skill which was song dictation to learn the pronunciation of the verbs.	The purpose of this activity is to sharpen students' listening ability, learning the pronuntation of shortened forms (I'm, I've...) distintion between long and short vowels (/i/ /i:/), which are missed from a hand out that the teacher prepares with the song.

	Uses interesting resources.	Interesting and active resources were not used.	Rumley, (1999) say that songs offer outstanding opportunities of repetition and practice, so students absorb and interpret what they hear, but it could become tedious if teachers work with traditional resources for this reason teachers must use all the tools possible to create an interesting class and help students to develop their English skills.
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	Explains the instruction in Spanish.	Teacher Sometimes the teacher used English but the instruction was translated to Spanish with the help of the dictionary because the students didn't understand the English,	Strategies show how the goals will be achieved by the resources, so they are used to get goals successfully.
	Promotes English listening practice in class.	The teacher promotes English listening practice in class so the students develop the activities successfully, at the moment to sing Frozen song, the students were giving an extra sheet of paper with the lyrics of the song, so teacher played the song and they had to look for the meaning of the	The skill of listening with comprehension is an essential part of communication and basic to second language learning. The goal of the listening skill is to enable the learners to perceive the second language in the way native speakers perceive it. (Robinet, 1978).

		missing words, after they did sentences using the missing words.	
To identify the activities to engage students to use songs.	Promotes the participation of students during class.	Most of the students participated in the class because the teacher checked about the missing words of the song and the students answered which are the missing words.	Following the pre-task comes the task, this consist of several steps or subtasks where the teacher should maximize the time that learners are processing the language or interacting with each other. Also the teacher should monitor the students to ensure that they know what they are going to do and if they are carrying out the tasks correctly.

<p>To make the students feel motivated in their English classes.</p>	<p>Understand the teacher's instructions.</p>	<p>During the observation of students it was possible notice that not all of them understood instructions because some of them did not pay attention to the instructions of the teacher because some of them did other activities in the class.</p>	<p>Understanding: it means process the message that people have heard and understand it in their own way.</p>
	<p>Feel motivated and have an appropriate atmosphere for learning.</p>		<p>Krashen, (1993) say that "The Affective Filter Hypothesis view that a number of 'affective variables play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Learners with high motivation, self-confidence, a good self-image, and a</p>

			<p>low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.</p>
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	Improving their pronunciation.	At the moment to listening and sing the song, the students practiced the English language, so they improved their pronountiation.	Songs can help learners to develop their listening skills and pronunciation so they improve their speaking skill, also songs can be useful tools in the learning of vocabulary, sentences structures, and sentence patterns but the greatest benefit to using songs in the classroom is that they are fun, songs can add interest to the classroom routine and potentially improve students motivation.
	Fill gaps of the chorous or a verse of any song.	At the moment to sing Frozen song, the students were giving an extra	First students are asked to go thought the lyrics and try to guess

		<p>sheet of paper with the lyrics of the song, so teacher played the song and they had to looking for the meaning of the missing words in the dictionary then fill in the gaps.</p>	<p>the missing words. Then the teacher explains difficult words and lets students read the lyrics. Then students can listen to the song three times: The first time purely listening and trying to work out what the missing words are, the second time filling in the gaps, and the third time checking to confirm whether the answers are correct or not. After that students practice pronouniation of the words through further listening and singing with the tape.</p>
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CHAPTER V

5. CONCLUSIONS AND RECOMENDATIONS

5.1 Conclusions

The teacher chooses the appropriate activity to the students for improving the listening skill, the purpose of this activity was to sharpen students' listening ability, learning and practice the pronuntation of words, through further listening and singing with the tape.

The teacher used other activities to engage students in creative tasks like to do sentences using the missing words of the song to know the meaning of the words, beacuse it is necessary that students develop follow up work to get succesful language learning.

The students felt motivated and had an appropriate atmosphere for learning the foreign language, so at the end of the lessons, most of them understood what they were listening, All the activities were useful for motivating and encouraging the students to learn the English language. Students liked a lot the different activities with songs. Besides, it was possible to notice that students could learn different phrases and words.

5.2 Recommendations

The teacher should choose the appropriate activity to the students for teaching the listening skill, sharpen students' listening ability, practice language items like vocabulary, adjectives, pronouns, verbs, and so on, practice the pronunciation of words through further listening and singing with the tape.

The teacher should use other activities to engage students in creative tasks like write a letter from one another, write a story about some possible events in the song, write a composition to tell the teacher something about a situation in the song, the students may also work in groups to write a conversation between the main characters of the song, students can express freely their ideas in the construction of the dialogue, each telling one another their interests, background, plans for the future, and so on.

The students should be motivated and have an appropriate atmosphere for learning a foreign language, so the teacher should apply songs to teach English language. It is important to know that an important factor in an English classroom is students' motivation.

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ATTACHMENTS



NATIONAL UNIVERSITY OF CHIMBORAZO

6. OBSERVATION GUIDE APPLIED TO THE TEACHER AND 8th GRADE AT UNIDAD EDUCATIVA “RIOBAMBA”, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING 2016-2017 ACADEMIC YEAR.

PERSONAL INFORMATION

Place: Unidad Educativa “Riobamba”.

Date: January 2017

Researcher: John Illescas.

Objective: To analyze the relevance of songs as methodological strategy to improve the listening skill of english language.

Instructions: Take a few minutes to complete this brief survey. Read the question carefully before answering.

A=Always	S= Sometimes	R=Rarely	N= Never
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INDICATORS	OPTIONS			
	A	S	R	N
ASPECTS TO CONSIDER IN TEACHER OBSERVATION				
Uses songs as methodological strategic.	x			
Chooses fun song.	x			
Chooses the appropriate activity to the students for improving the listening skill.	x			
Uses interesting resources.	x			

Explains the instruction in Spanish.			X	
Promotes English listening practice in class.		X		
Fill in the blanks focusing in certain grammar points of any song.	X			
Promotes the participation of students during class.		X		
Creates a comfortable environment in class.		X		
ASPECTS TO CONSIDER IN THE OBSERVATION OF STUDENTS.				
Understand the teacher's instructions.		X		
Feel motivated and have an appropriate atmosphere for learning.	X			
Improving their pronunciation.		X		
Fill gaps of the chorus or a verse of any song.		X		
Fill in the blanks focusing in certain grammar points of any song.		X		
Do different roles related to the characters in the song to do a particular task.				X
Participate during class.		X		
Feel self-confidence, a good self-image, and a low level of anxiety.	X			

7. PHOTOS

Unidad Educativa Riobamba



The teacher explains the instruction in English



Developing the observation



The teacher monitor the students



Promotes English listening practice in class.





Students developing the activities