UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS, Y TECNOLOGÍAS
CARRERA DE IDIOMAS

Work presented as requirement for obtaining the Bachelor's degree as "Licenciada en Ciencias de la Educación, Profesora de Idiomas Inglés"

TITLE OF RESEARCH WORK

"Analysis of the use of English songs as a methodological strategy in the development of the listening skill at Primer Año de Bachillerato "H" at Unidad Educativa "Isabel de Godín" in the city of Riobamba, Chimborazo province, during the academic period 2018-2019"

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COMMITTEE MEMBERS CERTIFICATE

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS, Y TECNOLOGÍAS

"ANALYSIS OF THE USE OF ENGLISH SONGS AS A METHODOLOGICAL STRATEGY IN THE DEVELOPMENT OF THE LISTENING SKILL AT PRIMER AÑO DE BACHILLERATO "H" AT UNIDAD EDUCATIVA "ISABEL DE GODÍN" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2018-2019"

Research presented as a part of the requirements to obtain the degree as "Licenciada en Ciencias de la Educación, Profesora de Idiomas: Inglés." It has been approved by the Committee Members at Universidad Nacional de Chimborazo

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Que, **CAIZA MORA CAROLINA ARACELLY** con CC: **180410239-8**, estudiante de la Carrera de **IDIOMAS**, Facultad de **CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado **"ANALYSIS OF THE USE OF ENGLISH SONGS AS A METHODOLOGICAL STRATEGY IN THE DEVELOPMENT OF THE LISTENING SKILL AT PRIMER AÑO DE BACHILLERATO "H" AT UNIDAD EDUCATIVA "ISABEL DE GODÍN" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2018-2019"**, que corresponde al dominio científico **DESARROLLO SOCIOECONÓMICO Y EDUCATIVO PARA EL FORTALECIMIENTO DE LA INSTITUCIONALIDAD DEMOCRÁTICA Y CIUDADANA** y alineado a la línea de investigación **EDUCACIÓN SUPERIOR Y FORMACIÓN PROFESIONAL,** cumple con el 8%, reportado en el sistema Anti plagio **URKUND**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

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The content of this research is under the responsibility of the author Carolina Aracelly Caiza Mora, student of the Language Career, with the following theme:

"ANALYSIS OF THE USE OF ENGLISH SONGS AS A METHODOLOGICAL STRATEGY IN THE DEVELOPMENT OF THE LISTENING SKILL AT PRIMER AÑO DE BACHILLERATO "H" AT UNIDAD EDUCATIVA "ISABEL DE GODÍN" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2018-2019"

The contents, thoughts, analysis and conclusions are those of the author and correspond to the National University of Chimborazo.

Riobamba, 4 febrero, 2019

Carolina Aracelly Caiza Mora

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DEDICATORY

To God for his blessing to overcome all the journeys during my life.

To my mother, brothers, uncles and grandparents whom always supported me during the race despite the distance and difficulties. They have given me strength and advice to get ahead.

To my five friends with whom I shared memorable moments. So I will always carry them in my heart.

Carolina Aracelly Caiza Mora

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RESUMEN

Este trabajo de investigación se centró en analizar el uso de canciones en inglés en el desarrollo de la destreza auditiva de los estudiantes que cursan el Primer Año de Bachillerato "H" en la Unidad Educativa "Isabel De Godín" de la ciudad de Riobamba, provincia de Chimborazo, durante el período académico 2018-2019. El estudio fue propuesto ya que a través de observaciones, se notó que los estudiantes que formaban parte del estudio mostraron signos claros de tener niveles bajos en la destreza auditiva, a pesar de todos los beneficios que ofrece el uso de canciones en inglés. El método utilizado a lo largo del proceso fue el etnográfico, se utilizó una observación y una encuesta para recopilar los datos necesarios para analizar y comprender el problema de la investigación. Todos los instrumentos se desarrollaron considerando los fundamentos teóricos presentados en el marco teórico, particularmente las propuestas de Brown (2006) y Field (2008). Los resultados reflejaron que el procedimiento mediante el cual se utilizan las canciones en inglés en las actividades de escucha tuvo fallas en todas las etapas (pre, extensiva, intensiva y post), el mismo que siguió un proceso mecánico que descuidó la creatividad de los estudiantes. Se recomienda revisar en profundidad el procedimiento mediante el cual se deben usar las canciones en inglés y probar diferentes tareas para aprovechar el potencial de las canciones en inglés y la creatividad innata de los estudiantes.

Palabras clave: Canciones en inglés, Procedimiento Pedagógico, Estrategia Metodológica.

ABSTRACT

This research work was focused on analyzing the use of English songs in the development of the listening skill at Primer Año de Bachillerato "H" at Unidad Educativa "Isabel De Godín" in the city of Riobamba, Chimborazo Province, during the academic period 2018-2019. The study was proposed since along observations, it was noticed that the students being part of the study showed clear signs to have low levels in listening in spite of all the benefits that the use of English songs provides. The method used along the process was the ethnographic, an observation and a survey were used to collect the necessary data to analyze and understand the research problem. All the instruments were developed considering the theoretical foundations presented in the theoretical framework, particularly the proposals by Brown (2006) and Field (2008). The results reflected that the procedure by which English songs are being used in listening activities had failures in all of the stages (pre, extensive, intensive and post), it followed a mechanical process that neglected the creativity of students. It is recommended to deeply review the procedure by which English songs should be used and try different tasks to take advantage of the potentials of English songs and the innate creativity of students.

Key words: Use of English Songs, development of the listening skill.

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INTRODUCTION

The contemporary demands due to globalization and the ICTs development have made it extremely necessary to learn English, the world's "lingua franca" (National Curriculum Guidelines, 2014). Arevalo (2010) argues that today the academic and professional world is more demanding; in consequence, it is not enough to have basic communication skills in the language but, a good development of the four English macro-skills (listening, speaking, reading and writing).

In the national context, for the touristic potentialities the country has and the eminent importance of English, it has been carried out different strategies to improve the quality of the English language teaching and learning process. An example of this is the establishment of the New National Curriculum for the area, there were implemented programs such as "Go Teachers", "It's time to teach English" and the "Teachers and learners national standards", etcetera; all of these, with the goal of improving the quality of English in the country.

The authorities sustain that teaching English has the challenge of developing students' skills to be communicatively competent and to take a more proactive role as world citizens (National Curriculum Guidelines, 2014). Therefore, in the curriculum, the particular and general issues to be developed in each of the skills are widely described.

In this study, since a whole analysis overcomes its purpose, it will approach only the facts related with the "listening" skill. The study focuses on analyzing the use of English songs as a methodological strategy in the development of the listening skill at Primer Año de Bachillerato "H" at Unidad Educativa "Isabel de Godín" located in the city of Riobamba, Chimborazo province.

It is evident the importance of a good development of the four macro-skills, however as stated by Arevalo (2010), this development is not well done by a significant amount of teachers, especially regarding to the listening skill. This fact was evidenced in the context where this study will be developed. Along some observations, it was noticed that these students have problems to developed most of the listening activities proposed.

Regarding to the research methodology, it is assumed that the study fits within the qualitative approach since it analyses the use of English songs for the development of the

listening skill in the students being part of the study. For this target, the ethnographic method was used; the technique for the data collection process was a survey that was applied to the teacher and students. Because the study deals with teaching and learning principals, it belongs to the English-Teaching-Methodology area.

The qualified information the study provides about the use of English songs in the development of listening will probably help teachers to understand why the desired results are not accomplished and so, think about the strategies to follow or the decisions they have to make to solve the problem; this fact certifies the importance of the study.

For a good organization and presentation of the study, it is divided in five chapters which methodically present the research process:

Chapter I. – It is covered the problem statement, the objectives and justification of the problem.

Chapter II. - It contains the theoretical-scientific data which supports the research.

Chapter III. - It is being explained how the research process was done.

Chapter IV. - It is presented the results obtained after applying the data collection instruments.

Chapter V. – In this chapter the main conclusions and recommendation are presented.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1. RESEARCH PROBLEM

The students being part of the study show clear signs to have low levels in listening in spite of all the benefits that the use of English songs provides.

1.2. PROBLEM DEFINITION

The English-listening skill is considered to be one of the most difficult abilities to be developed by EFL students, since it demands students to comprehend words, phrases, clauses, sentences, and connected discourse.

To develop our students' listening skill is essential due to it is the medium through which they give and receive lots of information and create significance of the world surrounding them (Saricoban, 1999). One of the most optimum ways to do this is through music. Whyte & Mould (2011) affirm that using this strategy is not difficult; rather, listening to English songs is a fashion activity for students, the authors state the idea that using "beautiful melodies and highly memorable lyrics… can create a relaxed atmosphere, improve learners' motivation and provide enough language input."

Hornby (1990) shares the previous ideas and adds that a song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. In other words, English songs come to be one of the most suitable strategies to practice authentic listening.

The market of English in Ecuador is booming, there are plenty of institutions offering English courses. In this context, famous Universities such as Cambridge, Oxford and Pearson have arrived and instituted new methodologies for teaching English in our country, being the use of songs one of the most stated. Well-known authors like Jeremy Harmer has dictated seminars in Quito, Guayaquil and also in Riobamba at the Escuela Superior Politécnica of Chimborazo, in those events as well as in his English-Teaching-Methodology books the author affirms that the use of songs is extremely effective for developing EFL learners' listening skill (Harmer, 2016).

The study was focused on analyzing the use of English songs to develop listening with students at Primer Año de Bachillerato "H" at Unidad Educativa "Isabel

de Godín" located in the city of Riobamba, Chimborazo province. The study was proposed since the learning results regarding to listening were not gotten. Along the researcher pre-professional practices it was noticed that English songs were used in class, as a result the students got involved themselves. Even though many problems were still happening when doing listening activities.

In this context, the research project entitled "Analysis of the use of English songs as a methodological strategy in the development of the listening skill at Primer Año de Bachillerato "H" at Unidad Educativa "Isabel de Godín" in the city of Riobamba, Chimborazo province, during the academic period 2018-2019" was proposed.

1.3. PROBLEM FORMULATION

How should English songs be used to foster the development of the listening skill of students at Primer Año de Bachillerato "H" at Unidad Educativa "Isabel de Godín"?

1.4. GUIDING QUESTIONS

- How are English songs used when performing listening activities?
- From a theoretical base, which are the tips should be considered to use English songs in a proper way?

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE

To analyze how English songs should be used to foster the development of the listening skill of students at Primer Año de Bachillerato "H" at Unidad Educativa "Isabel de Godín".

1.5.2. SPECIFIC OBJECTIVES

1. To observe how English songs are used when performing listening activities.
2. To contrast the results obtained from the observation with the theory states about using of English songs correctly in the development of the listening skill.

1.5.3. OBJECTIVES OPERATIONALIZATION (TABLE)

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	How should English songs be used to foster the development of the listening skill of students at Primer Año de Bachillerato "H" at Unidad Educativa "Isabel de Godín"?	1. How are English songs used when performing listening activities? 2. From a theoretical base, which are the tips should be considered to use English songs in a proper way?	To analyze how English songs should be used to foster the development of the listening skill of students at Primer Año de Bachillerato "H" at Unidad Educativa "Isabel de Godín"	1. To observe how English songs are used when performing listening activities 3. To contrast the results obtained from the observation with the theory states about using of English songs correctly in the development of the listening skill.

Done by: Carolina Caiza

1.6. JUSTIFICATION

Whyte & Mould (2011) advocate that one of the optimum strategies to develop students' listening skill is through music. The authors point out that using this strategy is not difficult rather, listening to English songs is a fashion activity for students, furthermore using "beautiful melodies and highly memorable lyrics… can create a relaxed atmosphere, improve learners' motivation and provide enough language input." Ross (2006) complements the idea and says, for students "to listen a well-known band's song is fascinating" and adds the fact that "songs follow us at home, at school, at office, at cars, etc."; therefore, with songs students continue to practice English even in extracurricular contexts. These ideas demonstrate the usefulness of songs to develop the listening skill and justify its use in English classes.

In the study is sustained that the proper use of English songs can help to overcome the listening problems that the students who participated in the research have, because English songs constitute a great language package that includes culture, vocabulary, listening, grammar, intonation, rhythm, and a few rhymes. English songs come to be one of the most suitable strategies to practice authentic listening. These factors prove the significance and pertinence of the study. The importance of this study is also evidenced by the knowledge the researcher has acquired along the process which will be useful in her future professional life.

Developing activities would be very beneficial for the students at Primer Año de Bachillerato "H" at Unidad Educativa "Isabel de Godín". Principally, these learners may improve their listening capabilities and be able to distinguish words in different context and pronounced by native speakers. Since, by the means of English songs students are exposed to authentic listening material. Thus, this research would contribute in the development of the students' communicative competences.

The disposal of all the human, bibliographic, technological and economic resources which were necessary to successfully carry out the research process, certifies its feasibility. Furthermore, the approval and support of the authorities, teacher and students at Unidad Educativa "Isabel de Godín", as well as, the Languages Career and the Universidad Nacional de Chimborazo, make possible the optimum development of the research.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND INVESTIGATIONS REGARDING TO THE PROBLEM TO BE INVESTIGATED

Once reviewed the virtual repository of the Universidad Nacional de Chimborazo, there were identified some studies similar to the proposed. One of them is the study performed by Chavez (2017) who looks for the principal reasons by which students have problems with the listening skill. The author concludes that, "… students' difficulties in developing English listening skills are due to the lack of appropriate use of resources to support their development, and students do not practice with audios, such as songs or short conversations during activities in English classes."

Around the world, there are many studies that explain in detail how teachers should use English songs to improve students' listening skill. Authors such as Arevalo (2010), Saricoban (1999), Whyte & Mould (2011), Brown (2006), Futonge (2005), Wang (2008) and others have explained in detail the process for using this strategy and having important positive results. This studies will constitute the principal sources to build up the theoretical foundation of the study.

2.2. THEORETICAL FOUNDATIONS

The theoretical framework in this study will provide the necessary scientific information to understand the three principal elements in this research: listening, the English songs and their relationship in the development of students' listening skill.

2.2.1. LISTENING

Saricoban (1999), defines to this skill as "one of the fundamental skills"; a good development of this skill would facilitate the improvement of the rest of skills. The author affirms that listening is the medium through which students gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Rivers (1978) qualifies listening as a creative skill, Wang (2008) as an important but difficult to develop ability and so a study carried out by the Oxford University in 1993, they claim that listening is a complex problem solving skill and it goes further than just a mere perception of the sounds. Listening must be understood as the process to

comprehend the meaning of words, phrases, clauses, sentences, and connected discourse.

2.2.2. LISTENING DIFFICULTIES

Underwood (1990) identifies some of the most common difficulties EFL students have when practicing listening; from the author's perspective, this complications are directly related to the students themselves. Most of students have established learning habits, they are focused to understand everything by listening carefully to teachers who probably speak slowly and clearly, but when listening authentic materials they get lost.

When students fail to understand every word while listening, they simply stop listening and lose the thread, become panic and worry; this block them and make listening activities in some cases an impossible task.

Regarding to these problems, the author states that motivation plays an important role in learning listening. If students are motivated they are not going to give up immediately, and their struggles to improve their listening capabilities will bring positive results. Brown (2006), shares the idea and explains the importance of motivation for an optimum development of the English skills. Because listening is so challenging, teachers need to think carefully about making the activities successful and the content interesting; a suitable way to work on this is by using English songs. It is proved by the means of English songs, the students are stimulated rather than frightened or worried when they are practicing listening (Whyte & Mould, 2011).

Yang (2008) synthetizes the problems involving listening into three aspects. The first is that students are lacking of effective instruction and practice in learning the listening courses, usually teachers do not have the expertise to explain the instructions and most of the time they lack to evaluate those instructions, in consequences teachers are not completely sure if their students understood or not what they have to do. Second, the lack of input makes students into passive learners; the frequency by which listening is practiced in class is limited, mainly the classes are focused on understanding grammatical features. Third, text-based listening methodology will lose students' interests. Unfortunately, in our context this methodology predominates in the English

learning environments. It is not common to appreciate tasks different from this methodology.

2.2.3. SONGS AS AUTHENTIC MATERIAL

Hornby (1990) states that a song is a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs facilitate the practice of rhythm, stress and intonation of English language patterns, at the same time it is possible to teach vocabulary and grammar, develop listening comprehension, writing skills, and speaking. In addition, the author affirms that songs can also provide a relaxed and motivating lesson.

Ross (2006) affirms that an example of authentic listening material is listening to songs of famous bands which at the same time result very interesting for students. When using songs, the opportunities for continue practicing with them expand themselves to extracurricular contexts since, songs always follow us at home, at school, at office, at cars, and so on. In other words, it is not possible to deny that music plays a very important part in our life (Oanh, 2011).

2.2.4. THE USE OF SONGS PROCEDURE

There are plenty ways to use songs in class but this study considers the proposals by Brown (2006) and Field (2008) to determine the most suitable procedure to effectively use English songs and so help students to improve their listening skill. The procedure is established as follows:

Pre-listening

Pre-teach only critical vocabulary

Establish context Create motivation for listening

Extensive listening

General questions on context and attitude of speakers

Intensive listening

Pre-set questions

Intensive listening

Checking answers to questions

Post listening

Functional language in listening passage

Learners infer the meaning of unknown words from the sentences in which they appear

Final play; learners look at transcript

2.2.5. REASONS FOR USING SONGS IN EFL CLASSROOMS

When students are taught a different language, they usually experience anxiety, fear, easily are stressed. In consequence, they feel unable to follow the teacher's instruction in the target language. Almutairi, M., & Shukri, N. (2016) claim that combining the target language with melody can have several advantages in language teaching. The authors affirm that songs have the power to reduce anxiety and provide a harmonious classroom.

In this regard, Tseng (2012) remarks that in order to create a more relaxed classroom atmosphere, teachers should use activities like songs to decrease anxiety. Keskin (2011) adds that, "one of the most important advantages of using English songs in the EFL classroom is that they increase students' motivation and save the lesson from being boring and monotonous."

Shen (2009) explains that songs convey meaning and tell memorable stories, usually stories that fits with some personal experiences of students. The same author qualifies songs as active, short, and repetitive material that contain vocabulary that enriches students' linguistic input, and constitute a useful tool for adding variety to language classrooms (Fras & Polona, 2015) as expressed before, songs are very advantageous for students when practicing activities such as listening comprehension, vocabulary and pronunciation, translation and discussion.

2.2.6. SONGS AS PEDAGOGICAL TOOLS

Sevik (2012) mentions that teachers should not be carried away by the rhythm of the songs and its enjoyable atmosphere. The author claims that always teachers must have a goal when using songs. Using songs without a significant purpose will make students feel bored and lose their interest.

When using songs in EFL classes there are certain aspects that teachers have to consider, for instance: the age of the students, their interests, their language level and the language of the songs.

Pérez (2013) reflects about the plenty of activities that could be developed in class when using songs. For mentioning some of them, we have information gap activities, finding synonyms and antonyms, learning vocabulary, creating discussion and clarifying doubts about abbreviations or slangs.

2.3. BASIC TERMS DEFINITIONS

This study because of its particular characteristics stablishes the definitions of some specific terms that have to be understood as follows:

Listening is the students' ability to understand English oral patterns.

English song is a melodic composition that has suitable lyrics and rhythm for practicing listening.

Procedure is the way or methodology a teacher uses for carrying out a specific activity within the classroom.

Performance is considered the way by which students act, react, develop or apply the proposals teachers do in any academic encounter.

Strategy is the methodology which teachers use to engage students and discover their potentials.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

This research fits to the characteristics of the qualitative approach since it analysed the main causes why the use of English songs with students at Primero de Bachillerato at Unidad Educativa "Isabel de Godín" was not as effective as in other academic encounters. As the information was gathered in the exactly contexts the problem appears, the method used was the ethnographic and the techniques were an observation and surveys which were applied to students and teacher respectively.

3.2. TYPE OF RESEARCH

Qualitative. - Because it focuses on analyzing the principal causes why the use of English songs with students at Primero de Bachillerato at Unidad Educativa "Isabel de Godín" was not as effective as in other academic encounters.

3.3. LEVELS OF RESEARCH

Descriptive research. - since it presents information descriptively about why the use of English songs with students at Primero de Bachillerato at Unidad Educativa "Isabel de Godín" is not being as effective as in other academic encounters, it will be applied an observation and a survey to students and teacher respectively.

3.4. METHODS OF RESEARCH

Ethnographic method. - Because this method is considered to be most useful for the educational field; since it helps to explore the problem in a direct and natural way in the exactly context it appears. Therefore, this becomes a very useful method for accomplishing the principal goals of this study.

3.5. POPULATION AND SAMPLE

Population: The proposed study was carried out in the Unidad Educativa "Isabel de Godín" located in the City of Riobamba, Chimborazo province, with students at Primero de Bachillerato "H", constituted by 36 students and 1 teacher.

Sample: since the population was relatively small, it was not necessary to take a sample, therefore the study was developed with the whole population.

3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

To collect the necessary data to analyze and understand the research problem, it was used an observation and a survey that was applied to the teacher and students as well. All the instruments were developed considering the theoretical foundations presented in the theoretical framework, particularly the proposals by Brown (2006) and Field (2008).

3.7. PROCEDURE

Previous the observation process, some administrative actions had to be developed in order to obtain the authorization to perform the study in the Unidad Educativa "Isabel de Godín" which is located in the City of Riobamba, in the Chimborazo province. The population selected for the study was the Primer Año de Bachillerato "H".

Once developed the information-gathering instruments and the tutor´s approval the observation process was performed. This phase lasted about two months in which there were observed 8 classes, each one with a specific purpose and criteria to be observed.

The information collected was analyzed and contrasted with the scientific contributions presented in the theoretical framework to determine the principal causes that impede the development of the students' listening skills in spite of all the benefits that the use of English songs provides. The results showed that the procedure by which the teacher uses English songs has some problems. It was observed that the teacher just explained the difficult and key words to students, then play the recording and finally check the exercise answer. This, became a monotonous process that resulted in a

passive listening teaching model which only dampens students' interests and reduces the effectiveness of teaching.

After finished the results analysis, the report of the study was developed in order to be presented and approved by the tutor. Then, the results were reported by the professors who are part of the thesis committee. It is important to declare that all the phases aforementioned were monitored and supported by the tutor.

3.8. WORK FIELD

Along the research process it was necessary to maintain a permanent contact with the authorities of the Unidad Educativa "Isabel de Godín" and also with the authorities of the Languages Career-Unach. In addition, it was necessary to discuss and socialize with the teacher and students at Primer Año de Bachillerato "H" about the principal objectives, procedure and activities that the research process involves. It is important to mention that before talking with the students, it was needed to agree with the teacher about how the information obtained in the study was going be used.

To carry out the field work, it was also considered different important factors to take into account. These factors were the institution location, context, accessibility, the number of students, the professional instruction of the teacher, and her professional experience, since this information was useful to deeply understand when, where and how the process had to be done.

3.9 OPERATIONALIZATION OF SPECIFIC OBJECTIVES

SPECIFIC OBJECTIVE	INDICATORS	RESPONSIBLE	CONTEXT	INSTRUMENTS AND TECHNIQUES	TIME
1. To observe how English songs are used when performing listening activities	**Pre-listening** • The teacher pre-teaches critical vocabulary • The teacher establishes context or elicits students' previous knowledge • The teacher motivates students for listening **Extensive listening** • The teacher focuses students to answer general questions about the context and attitude of speakers **Intensive listening** • The teacher asks students to answer the pre-set questions • The teacher checks students' answers • The teacher corrects students' answers	Researcher	Primero Bachillerato "H" at Unidad Educativa "Isabel de Godín"	**Technique:** Survey Observation **Instrument:** Questionnaire Observation Guide	Six months

	Post listening				
	• The teacher makes students identify the functional language presented in the listening passage • The teacher fosters learners to infer the meaning of unknown words from the sentences in which they appear • The teacher lets learners look at transcript and listen again the audio • The teacher gives to the students some tips for working on their listening weaknesses.				
2. To contrast the results obtained from the observation with the theory states about using of English songs correctly in the development of the listening skill.	• The factors that Brown (2006) and Field (2008) suggest to be considered by the teacher when using English songs and practicing listening.	Researcher			

Done by: Carolina Caiza

CHAPTER IV

4.1. ANALYSIS AND INTERPRETATION OF RESULTS

In this chapter, the most relevant results obtained after applying the survey are presented. For analyzing these results it was used the "triangulation" technique to cover, in this way, all the information obtained by the surveys and the observation and to contrast these with the scientific theory presented in the theoretical framework.

OBJECTIVES	ITEMS	ANALYSIS AND INTERPRETATION OF THE GATHERED RESULTS	CONTRAST WITH THEORY
To observe how English songs are used when performing listening activities	**PRE-LISTENING**	It was affirmed that the vocabulary that students are going to use in the listening task is always taught and the students confirmed this fact. The problem in this issue was that it was not evaluated the students' understanding of the new vocabulary. Because these words were pronounced in a different way than in English songs, the students could not distinguish them and the task was not well developed.	This fact is closely related with what Yang (2008) states, the problems involving listening are produced due to usually teachers do not have the expertise to explain the instructions and most of the time they lack to evaluate those instructions, in consequences teachers are not completely sure if their students understood or not what they have to do.
		It was supported the importance and necessity of diagnosing the students' previous knowledge before starting any activity. But, along the observation stage, it could be evidenced that the students' previous knowledge was not elicited at all; in consequence,	Brown (2006) and Field (2008) support this ideal and explain that to determine the most suitable procedure to effectively use English songs and so help students to improve their listening skill, it is important

		English songs were not as effective as hoped. It was affirmed that for getting all the advantages that English songs offer, it is essential to motivate students. It could be observed that effectively students were motivated when performing these activities and most of them wanted to participate. This was a positive factor identified along the observation. I can support the importance of motivation due to if students are motivated they are not going to give up immediately, and their struggles to improve their listening capabilities will bring positive results.	to first realize what they already know about the topic. This factor from the view of Brown (2006) is of extremely importance since motivation plays an important role in learning listening. If students are motivated they are not going to give up immediately, and their struggles to improve their listening capabilities will bring positive results.
	EXTENSIVE LISTENING	It was said that before performing the listening task, students are requested to answer general questions about the title, subtitle, and pictures presented in the printed task. After the observation, it could be concluded that this stage was omitted, after giving the instructions and introducing the vocabulary; immediately students were asked to perform the activity. It could be observed that the goals of the activity were not socialized and in this way students did not know exactly what and how to do.	Almutairi, M., & Shukri, N. (2016) affirm that these warming up activities would help students to picture what they will listen and be prepared to develop the activity in an effective way as stated by. Sevik (2012) adds that in this stage the teacher should socialize the goals of the activity and in this way students know exactly what and how to do.
	INTENSIVE LISTENING	It was observed that once finished the listening activity the students interchanged their works and reviewed the	For Pérez (2013) this stage is very important because this would show if

		answers. The correct answers were called out and students had to assign a grade based on the number of right answers their partners got. This was the last action performed when using English songs; questions about the song or about what students understand from the song and the things they consider relevant were not asked, the students did not have the opportunity to reflect about their mistakes and what they can do to improve their listening capacities.	students understand or not the activity, if the vocabulary presented at the beginning of the class can be distinguished, if the task goals have been achieved. In short, this evidence the effectiveness or failure of songs in the development of the listening skill.
	POST LISTENING	The post listening stage was basically to make students listen again the song with the correct answers. It was noticed that the teacher did not make student identify and understand functional language that songs have, unknown vocabulary was not covered, students were not encouraged to understand words from context, tips or strategies to help students listen in a more effective way were not provided. From my point of view, the last factor is of extremely importance because most of students have established some erroneous learning habits, they are focused to understand everything by listening carefully to teachers who probably speak slowly and clearly, but when listening authentic materials they get lost.	It was noticed that some important factors that authors like Brown (2006), Hornby (1990), Ross (2006) suggest for an effective use of English songs in the development of listening were omitted. For instance, to identify and understand functional language that songs have, work on unknown vocabulary, understand words from the context they are used in, and some tips or strategies to help students listen in a more effective way were not provided.
To contrast the results obtained from the observation with the theory states about using of	**The results obtained from the observation**	It was observed that the students' understanding of instructions, new vocabulary and the pronunciation of the new words were not evaluated. It was noticed that students did not understand what to do and how they	Yang (2008) states that usually the misunderstanding of instructions, grammar and vocabulary generates multiple problems and so students do not know what

English songs correctly in the development of the listening skill.		have to perform that task, therefore the task was not effective. I consider that this is one of the factors that affect the accomplishment of the learning goals.	and how to do the tasks.
	The theory states about using of English songs correctly in the development of the listening skill.	To determine the most suitable procedure to effectively use English songs and so help students to improve their listening skill, it is important to first realize what they already know about the topic. In contrast, along the observations, it was noticed that the diagnosis phase was not considered; there was no connection with what learners already know, what they are learning and how they can use this knowledge in future communication events.	Brown (2006) and Field (2008) support this ideal and explain that for using English songs accurately first it is necessary to realize what students already know about the topic.
		It could be observed that while performing the listening activities based on English songs the students were motivated and eager to participate. This factor is of extremely importance since motivation plays an important role in the listening development. The students' behaviour regarding to these activities proved that by the means of English songs, they stimulated rather than frightened or worried when practicing listening.	Brown (2006) states that motivation plays an important role in learning listening and explains that if learners are motivated they are not going to give up immediately, and their struggles to improve their listening capabilities will bring positive results.
		After the observation, it could be concluded that the warming up stage was omitted; the titles, subtitles and pictures presented in the written document containing the English song were not explored, after giving the	Almutairi, M., & Shukri, N. (2016) affirm that pre-listening warming up activities are very useful to make students realize the information they will listen. In addition

		instructions and introducing the vocabulary, students were asked to perform the activity. In this ways, students did not have the opportunity to picture what they will listen and be prepared to develop the activity in an effective way.	Sevik (2012) recommends to socialize the goals of the activity in this stage.
		Once finished the listening activity, the students interchanged their works and reviewed the answers. In this stage some important features were omitted. It was not realized if students understood the song, if the vocabulary can be distinguished when used in English songs, and if the task goals have been achieved or not.	Pérez (2013) explains that the effectiveness of a listening activity is determined by the students' capability to distinguish the vocabulary presented at the beginning of the class.
		The post listening stage was the one that presented the most inappropriate application; basically this consisted in making students listen again the song with the correct answers. Information to analyse the pros and cons of the activities was not gathered, the strategies to help students overcome their weaknesses were not provided, and functional language and unknown vocabulary were not covered. Students were not encouraged to reconstruct their erroneous listening habits such as trying to understand everything by listening carefully or by guessing the meaning of words by its similarities to Spanish lexis.	Brown (2006), Hornby (1990), Ross (2006) advocate that to use English songs accurately, it is important to identify and understand functional language that songs have, work on unknown vocabulary, and understand words from context. Furthermore, the teacher should provide some tips or strategies to help students overcome their listen weaknesses. For the authors, the post stage constitutes an opportunity to understand and modify the teaching performance in benefit of students.

CHAPTER V

5.1. CONCLUSIONS

- ✓ The procedure by which the teacher used English songs in listening activities presented failures in of the stages (pre, extensive, intensive and post listening); it followed a mechanical process that neglected the creativity of students.

- ✓ The omission of some important factors in the application of English songs when performing listening activities hindered the possibility of improving the students' listening abilities.

5.2. RECOMMENDATIONS

- ✓ It is recommended to deeply review the procedure by which English songs should be used and try different tasks to take advantage of the innate creativity of students.

- ✓ The ideals of different authors about the use of English songs in the development of the listening skill should be thoroughly studied, it will help to understand and use this resource in a better way. It has to be understood that even English songs are priceless means in the English teaching and learning process, if applied inaccurately the desired results will not be accomplished.
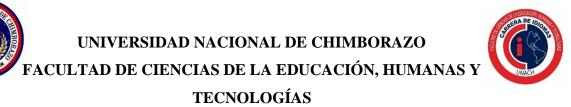
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ANNEXES

ANNEX 1. - STUDENTS' SURVEY

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS
CARRERA DE IDIOMAS

STUDENTS' SURVEY

Objective: 1. To observe how English songs are used when performing listening activities.

Instruction: Tick the statements that best fits your opinion.

Parameters	Strongly agree	Agree	Disagree	Strongly disagree
Pre-listening				
My teacher pre-teaches the vocabulary we are going to use in the listening task				
My teacher diagnoses our previous knowledge regarding to the topic we are going to listen to				
My teacher motivates us to put our best effort in listening activities we perform in class				
Extensive listening				
My teacher requests us to answer general questions about the context and attitude of speakers (title, subtitle, pictures, etc.)				
Intensive listening				
My teacher asks us to answer questions about what we listened				
My teacher checks and corrects our answers				
Post listening				
My teacher makes us identify the				

functional language presented in the listening passage				
My teacher fosters us to infer the meaning of unknown words from the sentences in which they appear				
My teacher lets us look at the transcript and listen again the audio				
My teacher gives to us some tips for working on our listening weaknesses.				

Thank you for your help!!

ANNEX 2. - TEACHER'S SURVEY

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS
CARRERA DE IDIOMAS

TEACHER'S SURVEY

Objective: 1. To observe how English songs are used when performing listening activities.

Instruction: Tick the statements that best fits your opinion.

Parameters	Strongly agree	Agree	Disagree	Strongly disagree
Pre-listening				
I pre-teach the vocabulary which my students are going to use in the listening task				
I diagnose their previous knowledge regarding to the topic they are going to listen to				
I motivate them to put our best effort in listening activities we perform in class				
Extensive listening				
I request them to answer general questions about the context and attitude of speakers (title, subtitle, pictures, etc.)				
Intensive listening				
I ask them to answer questions about what they listened				
I check and correct their answers				
Post listening				
I make them identify the functional language presented in the listening passage				

I foster them to infer the meaning of unknown words from the sentences in which they appear				
I let them look at the transcript and listen again the audio				
I give to them some tips for working on their listening weaknesses.				

Thank you for your help!!

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

OBSERVATION SHEET

Objective: 1. To observe how English songs are used when performing listening activities.

Parameters	Agree	Disagree
Pre-listening		
The teacher pre-teaches the vocabulary which students are going to use in the listening task		
The teacher diagnoses students' previous knowledge regarding to the topic they are going to listen to		
The teacher motivates students to put their best effort in listening activities they perform in class		
Extensive listening		
The teacher requests students to answer general questions about the context and attitude of speakers (title, subtitle, pictures, etc.)		
Intensive listening		
The teacher asks students to answer questions about what they listened		
The teacher checks and corrects her students' answers		
Post listening		
The teacher makes students identify the functional language presented in the listening passage		
The teacher fosters students to infer the meaning of unknown words from the sentences in which they appear		
The teacher lets students look at the transcript and listen again the audio		
The teacher gives to students some tips for working on their listening weaknesses.		