



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS**

**LANGUAGES CAREER**

**TITLE OF RESEARCH WORK**

OBSERVATION OF THE USE OF AUDIOS AND SONGS AND THEIR  
IMPORTANCE IN THE LISTENING SKILLS IN THE STUDENTS OF CUARTO  
AÑO DE EDUCACIÓN BÁSICA CLASS  
“C” AT UNIDAD EDUCATIVA JOSÉ MARÍA ROMÁN FREILE, DURING THE  
ACADEMIC YEAR 2016-2017.

Work presented as requirement to obtaining the Bachelor's Degree of “Licenciatura en  
Ciencias de la Educación, professor de Idiomas Inglés”

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**AÑO**

2017

## COMMITTEE MEMBERS CERTIFICATED



UNIVERSIDAD NACIONAL DE CHIMBORAZO  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS  
LANGUAGE CAREER

### COMMITTEE MEMBERS CERTIFICATED

The members of the Graduation Court of the title research project Observation of the use of audios and songs and their importance in the Listening Skills in the students of cuarto año de Educación Básica class "C" at Unidad Educativa José María Román Freile, during the academic year 2016-2017, presented by: Diana Carolina Chávez Guzmán and directed by ING. Luis Alberto Machado Cevallos.

After hearing the oral defense and reviewed the final report of the research project for graduation purposes written in which has been verified compliance with the observations made, forward the present for use and custody in the library of Facultad de Ciencias de la Educación Humanas y Tecnologías of the UNACH.

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### CERTIFICO

Que el presente trabajo OBSERVATION OF THE USE OF AUDIOS AND SONGS AND THEIR IMPORTANCE IN THE LISTENING SKILLS IN THE STUDENTS OF CUARTO AÑO DE EDUCACIÓN BÁSICA CLASS "C" AT UNIDAD EDUCATIVA JOSÉ MARÍA ROMÁN FREILE, DURING THE ACADEMIC YEAR 2016-2017, de autoría de la señorita Diana Carolina Chávez Guzmán, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud autorizo la presentación del mismo, para su calificación correspondiente.



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Ing. Luis Machado

## **AUTHORSHIP**

I, Diana Carolina Chavez Guzmán, student of language career, declare that I am the only author of the research named "OBSERVATION OF THE USE OF AUDIOS AND SONGS AND THEIR IMPORTANCE IN THE LISTENING SKILLS IN THE STUDENTS OF CUARTO AÑO DE EDUCACIÓN BÁSICA CLASS "C" AT UNIDAD EDUCATIVA JOSÉ MARÍA ROMÁN FREILE, DURING THE ACADEMIC YEAR 2016-2017" and the ideas and commentaries specified in this document are responsibility of the author.

Riobamba, 25 de Julio del 2017



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**Diana Carolina Chávez Guzmán**

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## **DEDICATORY**

I want to dedicate this thesis to my handsome son, Matías González, to Francisco my husband for every second of happiness together. To my father Segundo Chavez for whom I have been able to reach a goal in my life, my mother Yolanda Lemache for her support and her unconditional love and, Carmen Guzmán my dear aunt who was always supporting me at all stages of my life.

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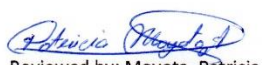


## RESUMEN

El problema de la presente investigación son las dificultades que tienen los estudiantes al momento de desarrollar la destreza de escuchar en la clase. Consiste en un estudio de como el docente puede desarrollar la destreza de escuchar de sus estudiantes. Se lo ejecutó en el cuarto año de educación básica paralelo “C” de la Unidad Educativa José María Román Freile, durante los meses de febrero y marzo de 2017. El propósito general de esta investigación es describir el uso de audios y canciones como recurso para la enseñanza de la destreza de escuchar. El tipo de estudio es cualitativo de nivel exploratorio. La investigación se realizó con una población de 34 estudiantes de cuarto año y 1 profesor. El método cualitativo empleado es etnográfico. Como técnica empleada es la observación no participativa ya que los investigadores efectúan un rol pasivo; el instrumento de recolección de datos es una hoja de cotejo diseñada por los ejecutores de la investigación. Se concluye que las dificultades de los estudiantes al momento de desarrollar la destreza de escuchar inglés se deben a la falta del uso apropiado de recursos que ayuden a su desarrollo, además los estudiantes no practican con audios, como canciones o conversaciones cortas durante las actividades en clase.

## ABSTRACT

The problem of this investigation deals with difficulties that students face in the development of the listening skill in the class. It consists of a study of how the teacher can develop the students' listening skill. It was carried out in the fourth year of basic education "C" of the Educational Unit José María Román Freile, during the months of February and March of 2017. The general purpose of this research is to describe the use of audios and songs as a resource teaching listening skill. The type of study is qualitative of exploratory level. The research was carried out with a population of 34 fourth year students and 1 teacher. The qualitative method employed is ethnographic. As a technique used is the non-participatory observation because of researchers play a passive role; the data collection instrument is a checklist designed by the research implementers. It is concluded that students' difficulties developing English listening skill 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.

  
Reviewed by: Moyota, Patricia  
Language Center Teacher



## INTRODUCTION

Currently in Ecuador the English language has been considered important and useful in the teaching-learning process, professional life and in the social aspect too, but many teachers consider that the students cannot dominate the English language and conclude, students need to develop their listening skills to start with a correct communication at the time of the interaction with a native person or a national who speaks the English language, Carlos Antunez said that “The natural way to get started in learning any language is to "listen", remember how they learned Spanish and for this reason is so important that students listen English all time in their classes.

In the Riobamba city many teachers know that the students have difficulties in the moment of developing their listening skill and many of them do not give importance to the use of resources to improve it, reason why the level of English of the students is low in many public institutions.

This research will be done at Unidad Educativa José María Román Freile with the students of fourth grade of basic education class “C” during the academic year 2016-2017, the investigation pretends to discover the relation between the use of audios and songs in the teaching- learning process due to students have difficulties at the moment to develop their listening skill in the class.

This topic and research problem has been chosen due to the fact that as a new English language teacher, the aim is to help students to successfully carry out communicative activities using another language and also to help them to overcome the challenge in which they have become proficient in English as a second language.

This research tries to make known the importance of the use of basic resources like audios and songs which in turn are interesting and attractive to students. It is important because there are not investigations similar to this. The academic importance of it has in the teaching-learning process is so useful thanks to the audios and songs catch the students' attention for that reason this process will be more effectivity. In the personal aspect it is important because this investigation can help to develop techniques that the teacher uses into the class in a better way and the teacher can get closer.

This research was performed in order to explore different resources, that teacher use for developing in students listening skills in an effective way. It is relevant because the future

teachers must know new strategies for develop each skills and also how motivate to their students to do it.

Five chapters had been applied, which are detailed below:

**CHAPTER I:** Referential Framework had been checked the research problem, problem definition, problem formulation, questions guidelines, objectives, justification of the problem.

**CHAPTER II:** Theoretical Framework had been reviewed background of investigations, regarding the problem, theoretical foundation, definitions of basic terms

**CHAPTER III:** Methodological Framework had been analyzed the type of research, level of research, research design, population and samples, procedures and techniques for processing and interpretation of data.

**CHAPTER VI:** Analysis and Interpretation of results are detailed the analysis and description of the Tally Sheet

**CHAPTER V:** It contains conclusions and recommendations.

Finally, it is presented the references and some annexes.

## CHAPTER I

### REFERENTIAL FRAMEWORK

#### 1.1.THE PROBLEM RESEARCH

**Problem:** Students have difficulties at the moment to develop their listening skill in the class.

#### 1.2. PROBLEM DEFINITION

This research will be carried out to describe the use of audios and songs in the listening skill with the students at the Fourth Grade, class "C" of the Unidad Educativa José María Román Freile, the Riobamba city. This Institution located at Brasil y New York streets in the Riobamba city. It here has been found 4 English teachers, 1.250 students divided in 62 groups or courses. The director is Dr. Geovany Borja. According to the initial observation the investigation it could be noticed that realized in this institution some English teachers use Spanish so that students lose the only opportunity to listen to the English language and therefore practice and develop the listening skills.

In the Unidad Educativa José María Román with students of 8 years old during the academic term it has been able to show that English is not so beloved by students for various reasons and so they do not give much interest to learn. Therefore, we could find some factors that influence in the underperformance of the listening, some factors are English is feared by students, teachers do not use audio materials, and finally teachers do not use the language in the class. The overall purpose of this research is to describe that Students need to develop their listening skills.

Within the teaching-learning of the Cuarto Año de Educación Básica class "C" of the Unidad Educativa José María Román has seen a great weakness as far as "Listening Skills" because the students do not use tools with that they can practice and to understand the new language through audios and songs. Through the observation, it was noticed that when the teacher proposes activities and the students are unable to develop their listening skills. During pre-professional practices, thought the observation there was the opportunity to get about how the mother tongue influences and creates a limit on students to develop their English receptive.

This project will investigate the difficulties of students to develop their listening skill in the classroom, which will make known the importance of the use of didactic resources such as audios and songs within the teaching learning process and thus invite teachers the appropriate use of these materials and promote the development of this skill in students.

### **1.3.PROBLEM FORMULATION**

What are the resources that the teacher uses in teaching the listening skill to face the difficulties that the students have in the moment of developing it in the class?

### **1.4.QUESTIONS GUIDELINES**

What are the criteria that the teacher uses to select the songs that develop the students' listening skills?

What activities does the teacher use in the listening skill teaching process?

What is the students' reaction?

### **1.5. OBJECTIVES:**

#### **1.5.1. GENERAL OBJECTIVE**

To describe the use of audios and songs as a resource for teaching the listening skill of the students of Cuarto Año de Educación Básica class "C" de la Unidad Educativa José María Román Freile de la ciudad de Riobamba, during the academic year 2016-2017.

#### **1.5.2. SPECIFIC OBJECTIVES**

- To observe the activities, the teacher develops using audios and songs to teach listening skill.
- To identify the criteria for selecting songs that the teacher uses for the develop the students' listening skill.
- To recognize the students' behavior at the moment of completion of the activities of audios and songs to teach listening skill.

## 1.6. JUSTIFICATION

This research is important because many students do not know the importance of listening skills. Listening is the skill of understanding spoken language, Listening is an active purposeful processing of making sense of what we hear. (Helgensen, 2012)

Also because in the teaching-learning process, the students can develop a good interaction with use of audios and songs is easier catch the students' attention, for that reason this process will be more effectivity.

This project is very significant because throughout the observation we can find students difficulties at the moment to develop their listening skills in the class and how can involve the audios and songs like a resources, also how the teachers can motivate their students to learn and develop the best way the listening, as the English language is spoken around the world and in this way the students increase their knowledge and qualifications, will also present data, figures and percentages of the population with difficulties to develop their listening skills that will work according to the results.

This investigation is possible to do in Unidad Educativa José María Román Freile because the director, teacher and students are willing to work whatever is necessary during the process of study. It was done with a lot of knowledge and experience that has been obtained by observing, internet, books and lectures about the topic already mentioned. The estimated time for the study is six months which is a considerable time to achieve the results. The cost is moderate due to the researcher did not spend much money to conduct the study.

Finally, in the institution all authorities, teachers and students will provide the necessary support to make this research.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1. BACKGROUND INVESTIGATIONS REGARDING TO THE PROBLEM TO BE INVESTIGATED**

In our country, there are other researches which are going to be the scientific base for this study; like: THE USE OF SONGS TO ENHANCE THE LISTENING SKILLS IN THE TENTH LEVEL OF BASIC EDUCATION AT “COLEGIO NACIONAL QUINGEO”. By Talía Elizabeth Calle Mejía and Claudia Paola Zhagui Guamán who states, it is necessary to apply listening activities into the class. Because English learners need to listen to native speakers through songs or in a context to follow and reproduce what they understand. They consider that is important guide the students to use their knowledge in the moment of facing real situations in life. It is an enormous opportunity for teachers to make the students get involved in real life contexts, through the use of songs in class. (Calle Mejía & Zhagui Guamán, 2013)

At Universidad Nacional de Chimborazo (UNACH) there is a similar research to the present one; “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” by David Antonio Ureña Lara and Danny Israel Miranda Carrasco. (Ureña Lara & Miranda Carrasco, 2015)

#### **2.2. THEORETICAL FOUNDATION**

Over the time the use of the English language in our country has been increasing notoriously, since for a professional it is fundamental to master this language and for that reason the Ministry of Education has been forced to include it in the Ecuadorian Curriculum, But for a long time the learning of English has been poor and repetitive because teachers do not rely on materials that effectively develop one of the most important skills such as listening skills with that students can have an effective interaction and maintain a correct communication, audios and songs are considered useful materials for teaching English and also very important in the develop of listening



skills. As we all know in our country English teachers have focused more on the teaching of grammar in which in many cases has been used Spanish more often than English so that students have lost the only opportunity to listen to the language.

### **2.2.1. LISTENING SKILL**

“Listening is an active purposeful processing of making sense of what we hear”, (Helgensen, 2012)

“Listening comprehension is the process of understanding speech in first or second language. The study of listening comprehension in second language 14 learning focuses on the role of individual linguistics units (e.g. phonemes, words, grammatical structures) as well as the role of the listener’s expectations, the situations and context, background knowledge and topic” (Richards, 2008).

According to Douglas Brown in his text *Assessing Listening* in SERGIO E. OSEJO F. research describes that when we hear "in the brain there are four Processes: we recognize sounds; Simultaneously determining the type of Discourse in question; Interpret the literal message and try to infer from the explicit and finally, we select information: only We retain the information we consider most important or relevant (in Where long-term memory is involved).” (Fonseca, 2009)

### **2.2.2. IMPORTANCE**

Carlos Antunez said that “The natural way to get started in learning any language is to "listen". Remember how they learned Spanish. You started by listening to your parents as they spoke. They listened day after day and learned patterns in the context and then gradually reproduce them and transform "listening" into "talking". In order to begin to speak fluently in English it is necessary to practice "listening".” (Antunez, 2010)

For develop listening skills is that the teacher needs to use the english language all time because is the unique opportunity to use it and it is the unique opportunity that the students can listen and speak their second language.

### **2.2.3. STRATEGIES TO HELP TO DEVELOP LISTENING SKILL**

In order to stimulate the development of hearing comprehension ability, It is necessary to create pedagogical strategies that use the new tools provided by the technology and which in turn are interesting and attractive to students; for example, implementation of activities and exercises within the English classes that involve the use of audiovisual materials (videos, computers, tape recorders, CD), which are interesting for students since they find Diversity of subjects to be addressed and allows them to develop their ability to Listening in different ways (Fonseca, 2009).

According the experiences many students and teachers think that is important and so useful the use of audios and songs because the students can develop better their ear when they listen the native pronunciation for this reason is necessary they use. Another positive aspect is that the students can increase their vocabulary and it helps to develop the others skills too.

### **2.2.4. AUDIOS AND SONGS**

The teachers can and should use songs as part of their classroom teaching- learning process. Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students.

The use of audios and songs help to the students to recognize new words and also they can help to learn new vocabulary. When the students learn a new language for them is complicated to understand to native speakers.

Alicia Sánchez said that “Audios and songs make language acquisition learning easier and will not soon be forgotten. It is very necessary to use music in an ESL class. There are many benefits of using music to teach English. The printed notes indicate that there is a relationship between music and language development. Music can help improve listening and listening comprehension. It also helps students attend and improve their memory and abstract thinking. (Lynch, 2016)

Larry M. Lynch wrote that there are Some key reasons songs can work exceedingly well in the foreign language classroom include the following:

- **Songs almost always contain authentic, natural language**

This often contrasts the contrived, stilted language found in many student texts. Of course songs can also go to the other extreme by using overly crude, foul or otherwise objectionable language. With careful screening, an extensive library of usable songs for language learning can be compiled.

- **A variety of new vocabulary can be introduced to students through songs**

Looking to boost student vocabulary with useful phrases, vocabulary and expressions? Songs are almost always directed to the native-speaking population so they usually contain contemporary vocabulary, idioms and expressions.

- **Songs are usually very easily obtainable**

Cibemba and Silozi notwithstanding, songs are usually not that difficult to obtain. Local sources may be available including the students themselves. There's always the internet which can connect you with song downloads in all but the most obscure languages.

- **Songs can be selected to suit the needs and interests of the students**

In English especially, so many songs are available that selection of songs with suitable themes, levels and vocabulary is not at all difficult. Allowances can also be made for complexity or simplicity of language, depending on the students, by selecting and using suitable songs.

- **Grammar and cultural aspects can be introduced through songs**

Most if not all songs have a recurring theme or story. So excerpting cultural elements is usually a possible, but often overlooked aspect of using songs. I still use "Hit the Road Jack" sung by the late Ray Charles to illustrate spoken contractions. He uses spoken contractions is virtually every line of the song.

- **Time length is easily controlled**

Whether you have an hour, 30 minutes, or only 15 minutes or so, a song can be used in the course of a planned lesson. Use of songs is very flexible.

- **Students can experience a wide range of accents**

A good thing about songs is that you can expose the students to many different kinds of English. British English, American English, Caribbean English are all widely available

through songs. Accents too are well represented by songs from different regions and in a variety of types and formats. Gospel, soul, R & B, Pop, Rock, Reggae, Jazz and other styles change not only accents, but vocabulary and usage too.

- **Song lyrics can be used in relating to situations of the world around us**

Songs have been used as vehicles of protest for civil rights, workers' rights, even prisoners' rights along with an untold number of other causes. They've expounded on pollution, crime, war and almost every social theme or cause. We won't even mention how many songs are about, related to or explore the theme of sex.

- **Students think songs are natural and fun**

Well actually they are, aren't they? Fun, even silly songs abound in English. Some singers actually made a career out of them. (Ray Stevens, anyone?) They make offbeat, fun changes of pace with classroom use. (Lynch, 2016)

### **2.2.5. HOW SONGS ARE USED TO TEACH LISTENING?**

The songs are an excellent tool or resource that helps to teach another language so that many teachers have chosen to use them in their classes. The songs are used to develop the ability to listen or improve the pronunciation of students and also for increase the vocabulary.

The most significant way to teach with songs is through repetition. Children like to remember every word in the song. Repetition through a variety of forms also increases children's vocabulary and provides a more complete understanding of the concepts. The songs are pleasing to children; they love to repeat them." (Orellana, 2013)

Karen Seberg quoted by Monir explains that, learning vocabulary through songs is a good technique that is very fun for children. In addition, it has a significant role in the motivation of young students. In addition, songs develop students' skills in reading, writing, listening and speaking. Another advantage is that singing and memorizing a children's song learn phrases that could later be used in normal speech. (Orellana, 2013)

Finally, Karen Seberg reports that the teacher should use a recording that contains vocabulary related to the subject.

## **2.2.6. CRITERIA FOR THE SELECTION OF SONGS FOR TEACHING ENGLISH.**

To select the songs to be used in the English class, Ruiz Calatrava in Miriam Vaquero González research argues that in order for there to be a good level of motivation in our students, we should try to find music that they like. (González, 2012)

On the other hand, the lyrics of the songs that we choose must be adequate to the level of competence of the students in the foreign language. In this sense, when it comes to see if the linguistic content is appropriate to the level of the students we have to consider:

**1. Age:** The teacher has to take into account the age, tastes and interests of the, students as these will vary according to the circumstances of the teaching / learning:

**First Cycle of primary (from 6 to 8 years):** In this cycle we are in the better teaching moment, since children are like sponges that perceive everything and learn what interests them most. In this phase we can teach songs related to what they are learning at the moment (numbers, colors, alphabet, etc.) and songs that express their own experiences or make reference to everyday events such as the songs of happy Birthday, Marry Christmas, Halloween, etc.

**Second Cycle of primary (from 8 to 10 years):** At this stage we must use songs that reinforce the knowledge acquired previously but in a meaningful way and within a context, with which we can introduce expressions and structures more complex than those studied in the courses above. For example, Head and shoulders or Do you like?

**Third cycle of Primary (from 10 to 12 years):** At this stage, children are pre-teens, so their interests have changed, to the point of thinking that songs are things of little children. Although they are afraid to do the ridiculous in singing in class in front of their classmates, they love music and refer songs as close as possible to the ones they hear on the radio or on your favorite television shows.

**2. Level of vocabulary, structures and functions:** We must keep in mind that the level of difficulty should not be too easy, because it would bore them, nor very difficult, because it would discourage them, and always related to the knowledge acquired previously.

**3. Authentic and / or adapted songs:** Although the first ones are very motivating may be more difficult to work in class, are very useful for pedagogical and didactic reasons, since correspond to the level of competence of the students, that is, they have been modified taking into account the age of the students, the level of vocabulary, structures and functions.

**4. Interests and tastes of the group of students:** The motivation of the students, for the songs in LE depends on these factors and are undoubtedly the most important to take into account when making our choice. Among the different types of songs, we find:

**Counting song:** those songs appropriate for children first or second cycle, since at these ages they love songs that are to tell and something repetitive. An example would be there are ten in the bed.

**Action songs:** in them the students accompany the song with certain gestures, mimicry, body movements, postures, etc. These types of songs are based on the T.P.R. Total Physical Response Method, For example Head and shoulders.

**Traditional songs:** develop in our students the competition sociocultural as teachers, we should encourage our students to discover details on lifestyles and sociocultural aspects of culture Anglo-Saxon: Christmas, Easter, Birthday, Carnival, sports, eating habits, family, animals, songs, etc. In this way we provide our students with a series of socio-cultural elements specific. For example, the Alphabet song.

**Jazz Chants:** Songs with a lot of rhythm and rhyme as an essential element. They are usually related to children's experiences. Improvement of auditory and oral skills, while pronunciation in LE. An example of Jazz chants is these are my blue jeans.

**Songs for special occasions:** songs we sing at certain festivals or moments of the year, for example the Christmas songs (We wish you a Merry Christmas or Happy Birthday).

**Folk songs:** songs from American and British folklore by example Far West Life (Oh, Susannah). More appropriate for students in the third elementary cycle as they are more complex because of their linguistic content.

**Pop and rock music:** they are motivating because they leave on the radio in the stations most frequently heard in our country, such as "The forty main ", " Europe FM "or" Dial Chain ". Some examples of these authors may be "Katy Perry" or "Adele".

### **2.2.7. ACTIVITIES THAT CAN BE DONE USING SONGS**

**Translation:** The student is given the song in both languages so that the latter has a clear idea of what the lyrics say. Then some important words are deleted to the English lyrics that will be the most we want them to be practiced. With this activity we are practicing merely the vocabulary.

**Rewriting the lyrics** (Write another letter for the same melody). Already the student has learned the song, so now you can create your own version using the same melody. This exercise is a bit difficult for beginners because of the degree of vocabulary they need but it is fun because of the occurrences with which the advanced students come and helps them a lot in their perfection of writing.

**Focus on ...** This activity concentrates on practicing a particular structure. For example, the past, accentuation, adjectives etc.

**Sung drills** (structural choruses). This activity focuses on the chorus of the song or songs where the same phrase is repeated several times.

**Sung dramatizations** (Dramatizations of songs). Here the students must get their acting skills and through gestures they achieve the meaning of the song.

**Summary of the song.** This activity is very beautiful and gives a lot of freedom and creativity to the student because everyone must write in their own words what the song meant for them.

**Creative work.** The idea of this activity is that after listening to the song, the students should make a dialogue where the main characters of the song face no longer singing but speaking and this is how one knows in one way or another what they were saying before, between and after the song.

**Adding lines.** An activity very simple and similar to the one to rewrite the letter.

**Jumbled lines.** This is one of the most used by teachers in classrooms and gives good results. The idea is to cut out the verses and in a disorderly way they are put on the board. Students should listen to the song and order according to the logic of the song.

**Comprehension and repetition exercise.** The stanzas of some songs consist only of one verse that is repeated several times. Once the students know the melody, I utter the first verse aloud and the class sings the whole verse.

**Fill in the blanks.** I write the song by removing some words. Then the students have to write the missing words when they hear the song.

**Musical quiz** (Musical contest). You can ask questions that can be answered with the information that comes in the song. So we see how much attention they put while listening to the song. (Barrenechea, 2011)

#### **2.2.8. BENEFITS OR STUDENTS' ATTITUDES**

1. **Safety:** It gives them emotional security, trust, because they feel understood by sharing songs, and immersed in a climate of mutual help, collaboration and respect.
2. **Concentration:** Music is also beneficial to the child as to the power of concentration, as well as improving his ability to learn. (Orellana, 2013)

#### **2.3. DEFINITION OF BASIC TERMS**

**Competitive:** To enter the world of work directly.

**Comprehension:** Act to understand well whatever situation.

**Materials:** Subset of instruments that the teacher uses in the class for teaching.



## **CAPITULO III**

### **METHODOLOGICAL FRAMEWORK**

#### **3.1. TYPE OF RESEARCH**

Qualitative field approach because a problem of the social field will be studied and education is framed in that area of knowledge. It is not experimental because it will not manipulate the variables rather analyze and interpret the results to contrast the theoretical foundation.

##### **3.1.1. LEVEL OF RESEARCH**

This research is exploratory because the explorative method is used for a problem that has not been studied more clearly, establishes priorities, develops operational definitions and improve the final research design. And It is ethnographic (Qualitative Research Method) because it is suited for the educational field. Ethnography is the study of social interactions, behaviors, and perceptions that occur within groups, teams, organizations, and communities.

##### **3.1.2. RESEARCH DESIGN**

The present research will focus in scientific method.

The research design is Ethnographic because it is well suited for the educational field. This qualitative research method was chosen to describe learning and classroom practice and what specifically do teacher and students in the classroom context regarding the use of leisure for teaching and learning English receptive skills activities. This research was done with the students at cuarto año de educación básica class “C” at Unidad Educativa José María Román Freile, Riobamba, Chimborazo province during two weeks.

#### **3.2. POPULATION AND SAMPLES**

The population was chosen were the students at cuarto año de educación básica class “C” at Unidad Educativa José María Román Freile, Chimborazo province, during the academic year 2016-2017. This population was chosen because in this institution teachers usually speak in our mother tongue and students lose the unique opportunity to listen to the

English language so they cannot develop the listening skills. Most students like to learn English, but as long as their teacher uses new activities or technological resources with which students are adapted. Nowadays with the technological advance students are very interested in learning through ICTS and many of them have opted to enroll in courses that offer the learning of English in an interactive way where students can develop the macro skills correctly.

### **3.3. PROCEDURES**

To develop this research, the investigator 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, Gathering tools recognition, participant definition, observation with teacher and students. Second Step: productive data gathering, class observation N° 1, class observation N° 2 and tutor revision. Third Step: data reduction, data transformation, objectives review, objectives vs. data confrontation, tutor revision, final report draft revision, tutor revision, final report presentation. This research belongs to the **METHODOLOGICAL FIELD**. This theme was chosen because of the difficulties that many students have in developing their listening skills. In class observation, methodologies and techniques for listening were not interesting or striking to capture students' attention. This information was compiled through online materials, theses and online books, printed books, scientific articles among others. This project is possible to do in Unidad Educativa José María Román Freile because the director, teacher and students are willing to work whatever is necessary during the process. First, researcher talked with the Director of the Unidad Educativa José María Román Freile, Dr. Geovany Borja who authorized with a document the petition and appointed the teacher and the classes with which the study was to be carried out. The main aspects observed were: methods and techniques that teacher use, classroom environment, aids that teacher uses, students' attitude, teacher's attitude, classroom management.

### **3.4. TECHNIQUES FOR PROCESSING AND INTERPRETATION OF THE DATA.**

For the development of Processing and Interpretation the data should indicate the techniques that will allow the analysis of the narrative.

1. Preliminary analysis of the narrative of the facts.
2. Classification of the data according to the objectives.
3. Establish the logical chain of evidence and factors, providing meaning when linking categories.
4. Build frames and formats where the information obtained is organized to determine the methodology and objectives.

For the development of the Lcda. Sandra Salazar was the teacher who allowed us the observation of her class; The study was conducted on April 19, 2017 in the the Unidad Educativa José María Román Freile with students of the forth level "C", the technique used for the research was the observation and the instrument applied in this class was a Tally sheet.

The observation technique was used to know how the students developed their ability to listen and if the teacher used resources such as audios and songs for the same purpose, also what were the attitudes of the students during the English class, analyze the difficulties that the students have at the moment of developing their listening skill in the class.

The observer technique used is non-participatory observation as the researchers play a passive role.

## **CHAPTER VI**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

The research work was developed at fourth year class “C” at Unidad Educativa José María Román Freile, in order to observe how students, develop their listening skills in the teaching- learning process. The observation guide was applied, on April 19 for 3 hours; it helped analyze how students develop listening skills. With the data obtained, made the analysis of results.

#### 4.1. ANALYSIS AND DESCRIPTION OF TALLY SHEET

| SPECIFIC OBJECTIVES   | COLLECTED INFORMATION   | ANALISIS   | CONTRAST WITH THEORY  |
|---|---|--|---|
| <p>To observe the activities that the teacher develops using audios and songs to teach listening skill.</p> | <p>Sung drills</p> <p>Rewriting the lyrics</p> <p>Comprehension and repetition exercise</p> <p>Fill in the blanks</p> | <p>Through the investigation the activities were clearly explained at the beginning of the class by the teacher, the first activity began with sung drills, where students had to repeat twice the phrase of the song and then the following sentence to perform the same action, in the second activity students should rewrite the song using other phrases with the same melody, this activity took a bit more time than planned because the students do not have much fluency in their vocabulary but could improvise with the help of the teacher. In the following activity in the comprehension and repetition of the exercise, all the students sang and repeated the chorus of the song without problem and finally the teacher used an extra sheet of her work material in where</p> | <p>According Barrenechea 2011, sung drills focuses on the chorus of the song or songs where the same phrase is repeated several times. Rewriting the lyrics means create a new letter with the same melody, but it is a bit difficult for beginners because of the degree of vocabulary they need but it is fun because of the occurrences with which the advanced students come and helps them a lot in their perfection of writing.</p> <p>The comprehension and repetition exercise are an excellent form for develop listening skill because the stanzas of some songs consist only of one verse that is repeated several times. Once</p> |

|  |   |   |   |
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|  |   | <p>the students had to fill in some blank spaces according to the audio that they heard, in this case was the story of the song belonged that they learned previously and although it took a little time it was successful because the majority of the students were able to carry out the activities without committing many errors.</p>   | <p>the students know the melody, I utter the first verse aloud and the class sings the whole verse. And activities like fill in the blanks is a good idea because teacher write the song by removing some words, the students have to write the missing words when they hear the song. (Barrenechea, 2011)</p>  |
| <p>To identify the criteria for selecting songs that the teacher uses for the develop the students' listening skill.</p> | <p>Age</p> <p>Level of vocabulary, structures</p> <p>Authentic and / or adapted songs</p> | <p>For the selection of songs to be used as a didactic resource, the teacher took into account many positive aspects that should always be considered, the song used was very much in agreement with the age of the students since for all it was attractive and fun as part of the process of teaching-learning. Another aspect was the level of vocabulary and structure of the song that was always according to the knowledge of the students and with an appropriate level of difficulty. For this type of activities, the songs</p> | <p>In Miriam Vaquero González research argues that the aspects that teacher must consider the age of the students because the songs must be according to the circumstances of the teaching / learning in this case first cycle of primary (from 6 to 8 years). Level of vocabulary, structures and functions refers to the difficulty should not be too easy, because it would bore them, nor very difficult, because it would discourage them, and</p> |

|  |  |   |  |
|--|--|---|--|
|  | <p>Interests and tastes of the group of students</p> | <p>can be authentic or adapted so the teacher chose to use one that is already fully prepared for her students in structure and vocabulary. Finally one of the most important aspects are the interests and tastes of the group to which the song and the audio selected by the teacher pleased without any problem to the students who showed happiness and enthusiasm for learning in this way.</p> | <p>always related to the knowledge acquired previously. Authentic and / or adapted songs, authentic songs are very motivating may be more difficult to work in class, are very useful for pedagogical and didactic reasons, since correspond to the level of competence of the students, that is, they have been modified taking into account the age of the students, the level of vocabulary, structures and functions. Finally, the interests and tastes of the group of students the motivation of the students for the songs in LE depends on these factors and are undoubtedly the most important to take into account when making our choice. Among the different types of songs, we find: Counting song, action songs, traditional songs and songs for special occasions. (González, 2012)</p> |
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| <p>To recognize the students' behavior at the moment of completion of the activities of audios and songs to teach listening skill.</p> | <p>Students feel motivated learning through audios and songs.</p> <p>All students participate in the activities.</p> <p>Students can identify vocabulary.</p> <p>Students ask questions.</p> | <p>During class activities, not all students showed an effective interest in learning English because they were accustomed to learning in a traditional way but seeing that the new teacher at the institution proposed a new technique of teaching through the auditory media most had a good acceptance to the activities of completion since they were motivated and there was a state of competition among them by those who performed faster and well the work, in the activity participated all the students and 2 with the support of the teacher due to their different Skills but fortunately everyone was able to recognize learned vocabulary and recognized the new by relating it to what they know about it, which greatly helped to complete the activity as well as being very confident in each student at</p> | <p>At the moment to realize an activity is so important that students have safety because it gives them emotional security, trust, in where they feel understood by sharing songs, and immersed in a climate of mutual help, collaboration and respect.</p> <p>Also they need Concentration due to music is beneficial to the child as to the its power. (Orellana, 2013)</p> <p>Music can help improve listening and listening comprehension. It also helps students attend and improve their memory and abstract thinking. (Lynch, 2016)</p> |



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|  |  | that time. |  |
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## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. CONCLUSIONS**

- The activities that teacher used as audios and songs were adequate to promote the development of listening skill.
- The audios and songs selected by teacher fulfilled the appropriate criteria in order to help students positively in the development of listening skill.
- Students showed a good behavior during the songs' activities.

#### **5.2. RECOMMENDATIONS**

- It is recommended to continue using the activities that promote the student's listening skill during the class.
- The teacher should maintain a continue capacitation and the best criteria at the moment of choosing audios and songs.
- The teacher should motivate students to maintain a positive attitude during all of the classes

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## 7. ATTACHMENTS

### TALLY SHEET



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y**  
**TECNOLOGIAS**  
**CARRERA DE IDIOMAS**

**INSTRUMENTO DE RECOLECCIÓN DE DATOS**  
**OBSERVATION DURING CLASSES AT CUARTO AÑO DE BÁSICA “C”**

| <b>TALLY SHEET</b>   |  |            |           |
|--|--|------------|-----------|
| <b>DIMENSIONS</b>  | <b>INDICATORS</b>  | <b>YES</b> | <b>NO</b> |
| <b>ACTIVITIES THAT THE TEACHER DEVELOPS USING AUDIOS AND SONGS TO TEACH LISTENING SKILLS</b> | Sung drills  |            |           |
|  | Rewriting the lyrics                                       |            |           |
|  | Comprehension and repetition exercise                      |            |           |
|  | Fill in the blanks   |            |           |
| <b>CRITERIA FOR SELECTING SONGS FOR TEACHING ENGLISH</b>                                     | Age  |            |           |
|  | Level of vocabulary, structures                            |            |           |
|  | Authentic and / or adapted songs                           |            |           |
|  | Interests and likes of the group of students               |            |           |
| <b>STUDENTS' BEHAVIOR</b>  | Students feel motivated learning through audios and songs. |            |           |
|  | All students participate in the activities.                |            |           |
|  | Students can identify vocabulary.                          |            |           |
|  | Students ask questions.                                    |            |           |

DONE BY: Diana Chávez