



PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

**STYLIZED RHYTHMIC MUSIC TO BUILD UP VOCABULARY IN
STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA LICEO
CRISTIANO PENINSULAR. LA LIBERTAD, PROVINCE OF SANTA
ELENA. SCHOOL YEAR 2015-2016.**

RESEARCH PAPER

As a prerequisite to obtain a:
BACHELOR'S DEGREE IN ENGLISH

AUTHOR: JULIO ANDRES ROCA PANIMBOZA
ADVISOR: MSC. JORGE CEVALLOS SALAZAR.

LA LIBERTAD – ECUADOR

2015

**UNIVERSIDAD ESTATAL
PENINSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS**

**STYLIZED RHYTHMIC MUSIC TO BUILD UP VOCABULARY IN
STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA LICEO
CRISTIANO PENINSULAR. LA LIBERTAD, PROVINCE OF SANTA
ELENA. SCHOOL YEAR 2015-2016.**

PROYECTO DE INVESTIGACIÓN

Previo a la obtención del título
LICENCIADO EN INGLÉS

**AUTOR: JULIO ANDRES ROCA PANIMBOZA
TUTOR: MSC. JORGE CEVALLOS SALAZAR**

LA LIBERTAD – ECUADOR

2015

La Libertad 11 de Abril, 2016

ADVISOR’S APPROVAL

In my role as Adviser of the research paper under the title **“Stylized Rhythmic Music to build up vocabulary in students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular. La Libertad, province of Santa Elena. School Year 2015-2016”** prepared by Julio Andres Roca Panimboza undergraduate student of the English Language Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its evaluation of the Board of Examiners.

Sincerely

.....
MSC. JORGE CEVALLOS SALAZAR

La Libertad 11 de Abril, 2016

STATEMENT OF AUTHORSHIP

I, Julio Andres Roca Panimboza with ID number. 2400098238 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper **“Stylized Rhythmic Music to build up vocabulary in students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular. La Libertad, province of Santa Elena. School Year 2015-2016”** certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

Julio Andres Roca Panimboza

2400098238

BOARD OF EXAMINERS

Dra. Nelly Panchana Rodríguez, MSc.
FACULTY OF EDUCATION AND
DIRECTOR LANGUAGES DEAN

Lcda. Glenda Pinoargote Parra, M.A. Ed.
ENGLISH TEACHING CAREER

Lcdo. Jorge Cevallos Salazar, MSc.
ADVISER

Ing. Robert Montalvan, Burbano, MBA.
SPECIALIST PROFESSOR

Ab. Joe Espinoza Ayala
GENERAL SECRETARY

DEDICATION

I dedicate this research paper to those who have been during my whole career, to my cherished wife Carolina Yagual who stirred me to follow this English teaching career, to my daughter Noelia Roca that was the main engine to carry on and get around all the upcoming goals that I will have, to my parents Maria Panimboza and Pedro Roca who were in charge to build this imperfect person, and to my sister and brothers that nurture me with some advice.

I dedicate to all those individuals that took part of my formation and support in the development of this project.

JULIO

ACKNOWLEDGMENT

First of all, my thankfulness goes to someone who does not want something back, still forgives for the bad deeds I have been doing, is an unconditional friend, gives me breath every single day, and has done everything for me; he is my Lord.

I thank to all the professors that have been educating me during these last 5 years; sure enough, nothing can be done without sacrifices and the disposal that teachers go to enlighten us.

I also acknowledge to the director of the English teaching career Glenda Pinoargote who perfectly run this career. I appreciate my tutor's help Jorge Cevallos Salazar, as well.

I would like to express my sincere gratefulness to my specialists Jason R. Levine and Stephannie Michaux for the recommendations, to the principal, tenth grade students, and everyone who was involved.

JULIO

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY
RESPONSIBILITY; THE INTELECTUAL PROPERTY BELONGS TO
PENINSULA DE SANTA ELENA STATE UNIVERSITY.

Julio Andres Roca Panimboza

TABLE OF CONTENT

TITLE OR COVER PAGE	i
ADVISOR'S APPROVAL	ii
STATEMENT OF AUTHORSHIP	iii
BOARD OF EXAMINERS	iv
DEDICATION	v
ACKNOWLEDGMENT	vi
DECLARATION	vii
CHARTS	xi
PICTURES	xii
ATTACHMENTS	xiii
INTRODUCTION	1
CHAPTER I	3
THE PROBLEM	3
1. STATEMENT OF THE PROBLEM	3
1.1. CONTEXT OF THE PROBLEM	5
1.2. SCIENTIFIC PROBLEM	6
1.3. RESEARCH OBJECT	7
1.4. ACTION RESEARCH	7
1.5. SIGNIFICANCE	7
1.6. GENERAL OBJECTIVE	11
1.7. DEFENDING IDEA	12
1.8. SCIENTIFIC TASKS	12
CHAPTER II	13
THEORETICAL FRAMEWORK	13
2. LITERATURE REVIEW	13
2.1. English teaching	13
2.1.1. Importance of English teaching	14
2.2. English teaching at general basic education in Ecuador	15
2.3. What is the CEFR?	16
2.3.1 CEFR Common Reference Levels	17
2.3.2 CEFR Common Reference Levels in the Ecuadorian Educational System ..	18
2.4.3. English in the tenth and first year of general basic education	19
2.4. What is vocabulary?	19
2.4.1. Importance	20
2.4.2. Knowing a word	21
2.4.3. Kinds of vocabulary	24
2.5. What is stylized rhythmic music?	25
2.5.1. Music and learning	25
2.5.2. Music and language learning	27
2.5.3. Music and Motivation	28
2.6. Hip Hop in the classrooms	29

2.7. Hip hop educational resource.....	30
2.8. Hip hop pedagogy	31
2.9. Christian hip hop.....	32
2.1. PHILOSOPHICAL BASIS	33
2.2. PEDAGOGICAL BASIS	37
2.3. LEGAL BASIS	39
2.3.1. Ecuadorian Constitution	39
2.3.2. Childhood and adolescent code	40
CHAPTER III	41
METHODOLOGY	41
3.1. RESEARCH APPROACH	41
3.1.1. Qualitative Method	41
3.1.2. Inductive Method	41
3.1.3. Observational Method.....	42
3.2. LEVEL OR TYPE OF RESEARCH	43
3.2.1. Field Research.....	43
3.2.2. Bibliographic Research.....	43
3.2.3. Applied Research	43
3.3 Population	44
3.4. VARIABLES	45
3.4.1. Independent variable: Stylized rhythmic music.....	45
3.4.2. Dependent Variable: Vocabulary.....	46
3.5. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION	47
3.5.1. Techniques	47
3.5.1.1. Focus group.....	47
3.5.1.2. Interview	47
3.5.2. Instruments.....	47
3.5.2.1. Camera, video - camera	47
3.5.2.2. Questionnaire	48
3.6. DATA COLLECTION PLAN	48
3.7. TEACHER OBSERVATION	49
3.7.1. Interpretation of the observation	50
3.8. ANALYSIS AND INTERPRETATION OF THE RESULTS	51
3.8.1. Interview directed to the Principal of U. E. Liceo Cristiano Peninsular.....	51
3.8.2. Interview directed to Specialists	54
3.8.3. Interview directed to English Teacher	60
3.8.4. Focus Group directed to Tenth grade students.....	64
3.8.4.1. Members of the focus group.	64
3.8.5. Analysis of result – Principal from U. E. ‘Liceo Cristiano Peninsular’	68
3.8.6. Analysis of result – Specialist.....	69
3.8.7. Analysis of result – teachers from “Liceo Cristiano peninsular”	70
3.9. CONCLUSIONS AND RECOMMENDATIONS OF CHAPTER III	71
3.9.1. Conclusions.....	71

3.9.2. Recommendations.....	72
CHAPTER IV	73
THE PROPOSAL	73
4.1. INFORMATIVE DATA	73
4.2. SIGNIFICANCE	74
4.3. OBJECTIVES	75
4.3.1 General Objective	75
4.3.2. Specific Objectives	75
4.4. DESIGN AND DEVELOPMENT OF THE PROPOSAL	76
4.4.1. Definition	77
4.4.2. Recommendations of using Stylized Rhythmic Music	77
4.4.3. Advantages of using Stylized Rhythmic Music.....	78
4.5. CONTENTS OF THE PROPOSAL	78
4.5.1. Description of the first activity	78
4.5.2. Description of the second activity.....	84
4.5.3. Description of the third activity.....	90
4.6.1. Numbers from one to ten	96
4.6.2. Comparative.....	97
4.6.3. The use of If and When	98
4.6.4. Simple past	99
4.6.5. Past Progressive	100
4.7. STRATEGY OF IMPROVEMENT	101
4.8. RESULT OF IMPLEMENTATION.....	102
4.9. CONCLUSIONS AND RECOMMENDATIONS OF THE CHAPTER IV	110
4.9.1. Conclusions	110
4.9.2. Recommendations	111

CHARTS

Chart 1 Branching approach	18
Chart 2 Knowing a word.....	23
Chart 3 Population	44
Chart 4 Independent Variable	45
Chart 5 Dependent Variable.....	46
Chart 6 Data Collection plan.....	48
Chart 7 Rubric of the observation	49
Chart 8 Observation sheet.....	49
Chart 9 Students of the focus group.....	64
Chart 10 Interpretation of the focus group.....	64
Chart 11 Beneficiaries.....	74
Chart 12 Strategies of Improvement	101
Chart 13 Diagnostic test result.....	102
Chart 14 Result of the final test	105

PICTURES

Picture 1 Teenagers get familiar with the song.....	79
Picture 2 Teacher explains the activity	84
Picture 3 Students unscramble the sentences.....	90
Picture 4 Teacher checks students' answers	91
Picture 5 Unidad Educativa "Liceo Cirstiano Peninsular"	137
Picture 6 Focus group with tenth grade students	138
Picture 7 Interview to English teachers.....	139
Picture 8 Interview to specialist.....	140
Picture 9 Diagnostic test	141
Picture 10 Final test	141
Picture 11 Tutoring session at UPSE University	142

ATTACHMENTS

Attachment 1 Interview directed to the principal “U.E. Liceo C. P.”	120
Attachment 2 Interview directed to Specialist	121
Attachment 3 Interview directed to English Teachers	123
Attachment 4 Focus group directed to Tenth grade students	125
Attachment 5 List of tenth grade.....	126
Attachment 6 Diagnostic and final test	127
Attachment 7 Answer sheet	134
Attachment 8 Rubric for vocabulary.....	135
Attachment 9 Request to the institution for the implementation	136
Attachment 10 Application of focus group with tenth grade students.....	138
Attachment 11 Application of the interview to English teachers	138
Attachment 12 Application of the interview to specialist.....	139
Attachment 13 Application of the tests.....	140
Attachment 14 Certification anti-plagiarism	143



PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

“STYLIZED RHYTHMIC MUSIC TO BUILD UP VOCABULARY IN STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA LICEO CRISTIANO PENINSULAR. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”.

Author: Julio Andres Roca Panimboza
Adviser: Lcdo. Jorge Cevallos Salazar Msc.

ABSTRACT

The main aim of this project is to build up vocabulary by implementing stylized rhythmic music to students of tenth grade at Unidad Educativa “Liceo Cristiano Peninsular”. This research paper was supported by theoretical framework, interviews, focus group, diagnostic test, and the implementation of the proposal. Teenagers sometimes are difficult to cope with, but there is one possibility to direct them to the learning without boring them. The stylized rhythmic music well known as hip-hop music has played an important role in the development of this project. Before the implementation, the environment of the class was tense because there were not any of those activities that activate them to learn this language. Once the proposal was applied, students changed their behavior and started being part of the process; and as a result, the acquisition of English words was meaningful. Therefore, it can be asserted that utilizing stylized rhythmic music is one of the strategies to build up vocabulary. In the proposal, besides of being used as a motivational aspect to study this language, there are other factors that can be covered. The increase of practicing English was noticeable and if the students are guided for a long period of time, they will finally get astonishing outcome in the building up of the vocabulary.

Key words: Stylized rhythmic music – vocabulary building – hip-hop music.

INTRODUCTION

Brewer (1995) in the twentieth century music, as a strategy, has been used for the acquisition of English language. Some researchers have conducted to a general part which is learning English, yet they have not put emphasis on vocabulary aspect before developing speaking, writing, reading and listening skills.

It might be the case that vocabulary should be taught first and keep on the track of steering the simulation of English words. Perhaps, teachers may find this issue in the institution they are working, and sometimes teaching English might be a tough task for some teachers in guiding students to lean on learning words from text.

Trainers may have made use of motivation; nevertheless, they struggle to handle with the opposite side of it. Thus, teachers ought to be creative in the development of their classes.

Stylized rhythmic music (hip-hop music) is the manner to manage the vocabulary problem. Just as hip-hop music has a catchy sound along with the rhythm of the song, and the wide range of vocabulary that singers employ in the creation of it, it is possible that students change their mind and be enthusiast in obtaining phrases, idioms, and useful expressions that support the building up of vocabulary.

This research paper has four chapters that will be described in the following paragraphs.

Chapter I is about the problem along with the statement, context of the problem, the scientific problem, the research object, action research, and the significance describe the main issue of the research; general objective and defending idea is

about the purpose of why the researcher is eager to develop this research paper; and the scientific tasks reflect on the following chapters.

Chapter II is about the theoretical framework that is structured in four items such as literature review which supports the two main variables; philosophical basis and philosophical basis are provided with previous studies from prominence researchers; and the legal basis points out some articles related to our society.

Chapter III talks about the methodology, the level or type of research, the techniques and the instruments that were used to have an accurate data collection along with the transcripts and interpretation of the participants; and finally the conclusions and recommendations regarding the current chapter.

Chapter IV covers the proposal of the research paper. This specifies the description of the proposal such as the diagnostic and final test and the contents; the result of the implementation; and conclusion and recommendations of the proposal.

CHAPTER I

THE PROBLEM

STYLIZED RHYTHMIC MUSIC TO BUILD UP VOCABULARY IN STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA LICEO CRISTIANO PENINSULAR. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016

1. STATEMENT OF THE PROBLEM

English is used in every part of the world because of its influential education system related to the three main parts which are; technology, economy and education. Since English became a worldwide language, it has had several ways of teaching this form of communication; therefore, English language has set four principal skills, speaking, reading, listening, and writing that are linked one to another, they are classified in two. According to Harmer (2009), “there are productive skills and receptive skills” (p. 156). Thus, Listening and Reading are considered as receptive skills due to their emphasis on the understanding and comprehension of the information. On the other hand, speaking and writing are regarded as productive skills owing to their production of the language.

In Ecuador, the teaching and learning process are still in progress and have improved by giving small steps to achieve a higher level of education. This current government along with the Ministry of Education have been working so hard. Even though, Ecuadorians have taken great advantage in the way of having

remarkable methods such as grammar translation, direct method, audio-lingual, communicative language teaching, and so on, Most of the them do not desire to improve their skills.

Diamond and Gutlohn (2006) suggest that “vocabulary is the knowledge of words and meaning”. The vocabulary is utterly prominent in acquiring a new language, so it should be taken into account in foreign language teaching; this first element opens other components of English language which are grammar, stress, rhythm, four skills and so on. Beck (2002) claimed that “all the available evidence indicates that there is little emphasis on the acquisition of vocabulary in school curricula”. Learners are not serious to take the advantage of the acquisition of vocabulary and consequently the little vocabulary taught in high schools turns out to be a drawback.

The students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular do not accomplish the standards of the current Ecuadorian curriculum. Starting from the basis, they cannot improve their English skills because they have nothing about vocabulary knowledge. Giving a little importance of acquired words, not paying attention on the words studied, getting bored when developing a vocabulary activity, and not rehearsing neither applying words in context are the main problems that do not let students build up vocabulary properly. For instance, when students are exposed to apply something what they have learned, unfortunately they are not capable to express their opinion because of their lack of knowledge, motivation, habits or they are simply afraid of making mistakes.

Therefore, Tenth grade students are skipping the primary aspect which is vocabulary. They cannot develop the English skills because they have not put emphasis on vocabulary building first. In other words, because of those gaps in any statement these students perform, they will fail. Thus, the lack of vocabulary really affects in every student that is willing to improve communicative language.

Santa Elena province is divided by three cities, in La Libertad there is a high school called “UNIDAD EDUCATIVA LICEO CRISTIANO PENINSULAR”, which was created in 1996 by pastor Alejandro Mora Briones. This high school has 569 girls and 489 boys, there are 54 teachers, and in the English area this institution has 7 English teachers. The high school does not have an English lab; however, every course has projectors and audio. Indeed, teachers can bring all their prepared materials and impart students extraordinary lessons.

1.1. CONTEXT OF THE PROBLEM

Although, the institution has helped students and even teachers, facilitating them all the Information and communication technology (ICT) requirement that Ecuadorian education is demanding, the students of tenth grade have a big difficulty which is the deficit domain of vocabulary and this does not help students to build their own sentences. This was proved when the diagnostic test was applied, there were five sections of the test; the first was selecting the words based on the picture which some of them could not relate, the second was

choosing the synonym which was hard to mark, the third was picking out the meaning of the word which the majority had trouble to find, the fourth was marking the word that does not belong to the group which only a few students could identify, and the fifth was matching the meaning of the phrases with which they felt lost. Unfortunately, their scores were too low in the application of the diagnostic test.

They seem to have no time to study; perhaps they are really busy doing other stuff that is so crucial for them. When they are assigned to do a special task, some of them do it for accomplishing what is required, others do not do it for the complexity, and unluckily a few of them do it because they are keen on practicing this language.

The current teacher of tenth grade has applied a strategy to obtain vocabulary; however, the problem is that students are bound to do it, perhaps they do not feel the inner motivation to get what is sent as homework. The ideal idea is to set up something which students can use in and out of the classroom and not to do as an obligation, otherwise they are eager to get it done.

With these issues in mind, it has been urgently necessary that teachers will be able to use this support which is provided by stylized rhythmic music to build up vocabulary in students of tenth grade at Liceo Cristiano Peninsular 2015-2016

1.2. SCIENTIFIC PROBLEM

The lack of vocabulary knowledge and acquisition to students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular. La Libertad, province of Santa Elena school year 2015-2016.

1.3. RESEARCH OBJECT

To find out the best strategies for vocabulary by using stylized rhythm music in students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular.

1.4. ACTION RESEARCH

Improve the buildup of vocabulary by planning, observing, developing, and evaluating strategies and resources for tenth grade students at Unidad Educativa Liceo Cristiano Peninsular.

1.5. SIGNIFICANCE

According to Seidlhofer (2005), since English became a lingua franca, there have been plenty of methodologies that is being used in the teaching and learning process. Yet, each methodology has had its own peak, that is, through every problem that happens in the classrooms, methodologists have found the way to sort out these issues by coming up with new methods of teaching. Nowadays, it is assumed that students are well treated because of the wide range of outstanding strategies that people from the past have set up. Even though, Education might have been taken great advantage in the way of having remarkable methods, students are still getting bored within the classroom. Juslin (2008) Music, on the other hand, brings a positive environment and makes students catch their attention. For instance, rap, which is a kind of music, has

possibly influenced adult people as well as teenagers who are the fundamental reason of this research. This kind of music was initiated during the early and mid-1970. Up to now, rap music is being applied as a teaching and learning process because of its development of the English skills, authentic material, and the influence on vocabulary.

The use of rap music helps to improve the four English skills. According to Obiozor and Emeka (2010), Hip-hop culture highly facilitates the encouragement of positive and active classrooms. Some experts say that music has an intensive power which makes people have emotions and magical creativity. Furthermore, music opens students' intrinsic motivation that happens to be recalled at any rate of study, retaining information comes true the reality to bring about the basic skills. In writing skills, teachers can present them as a song activity which can be developed along with the strategies that guiders want to employ such as looking up some words in the dictionary, unscrambling, giving synonyms, coming up with the opposite of the words, matching the rhymes that are alike, numbering the order of the song, completing the missing words and so. These activities may be utilized in groups or individually. As long as learners follow teachers' instruction of the task, students will be able to unconsciously enhance the reading skills, as well. Both skills go together to complete the first step. Cooks J. underwent the implementation of writing rap as a second option by giving three prominence things of why to apply hip-hop music in classroom: (1) in students' daily routine, listen, write and imitate rap artists: (2) the wide range of diversity of topics which perhaps students are identified to be talked about so as to

enhance student engagement: and (3) students need to be able to domain different writing style for academic purpose. In the second step, it is mentioned the listening skills alongside the speaking skills, they will be rehearsed at the moment that the students are able to produce them, once they have filled the gaps and comprehended what the music is about, students are capable to put into practice what they have been doing as a process. Nevertheless, listening is one of the toughest skill in the management of the language; anyhow, rap songs will sort this problem out. Cardenas (2000) asserted that “the traditional listening practice generates boredom and frustration”. In addition to that, music avoids this inconvenience and turns into an entertaining listening activity, and from teachers’ point of view, this looks like dealing with the principal concerns of them in seeking for listening skills. In fact, students want something that interests and likes them to accomplish the aim of listening for pleasure.

Rap songs are regarded as an authentic material in language learning. By means of rap, it can build the students’ self-confidence and learn to have a great potential to face any inconvenience that they may have at the moment of speaking English in front of native people. Lopera (2003) affirmed that “Throughout the world, English is probably encountered more often today in music than on the printed page” (p. 138). Based on this information, professors are more focused on creating as many activities as they can come up with. In addition, some teachers take the advantage of combining their passion of teaching English through hip hop, this movement has more facilities to a language learner which turns out to be a benefit to possess similar phonetics, due to the fact of high quality of repetition

while listening, will utterly help learners' pronunciation; and as a result, it will give them more natural fluency in speaking. Dubin & Olshtain (1977) think over that integrating music in English lessons is effective because "music is a pleasure outlet ... is a good way for students to relax and feel more at ease in using the new language". As a matter of fact, music has many profits to satisfy the overall language accomplishment such as: relax learners, activate learners, have students concentrate on it, allow students to have fun, set up the classroom environment and establish learning situations. Sure enough, teachers had better know the type of task and materials that the students will be using in the lesson; moreover, most of rap songs contain strong vocabulary that are reckoned as bad English. However, Benwell (2013) said that they possess one of the most linguistically-rich sources to reinforce in pronunciation, the use of expressions for stress and relaxation, and the vocabulary that are related to daily activities. Ultimately, English may be used in outdoor places as it is meant to be.

Undoubtedly, rap songs have impacted teenagers and young adults by its extensive use of vocabulary learning. Above all, Vocabulary is the main resource that should be put into practice before developing the skills; even though, rap song or hip-hop is considered a wrong path to adequately come about academic English, in that, it makes use of bad words, slangs, and other kinds of things that are employed by African-American English (AAE), this drawback has turned out to be a positive way of obtaining and shaping a strong lexical. Irby (2006) made an investigation in art Sanctuary, which is located in North Philadelphia, has established standards based on hip hop and its first goal was: to enhance students'

ability to read, write, speak, listen and think; and consequently, combine teachers and students' experience to get circle learning. One more time is proved that probably rap songs will completely have brilliant outcomes owing to the fact of the application of assonant and consonant rhymes, the variety of parts of speech, idiomatic expressions, and phrasal verbs. To illustrate, the objective of it is finding ways of rap lyrics and make students be focused on language arts and social studies lessons in order to create more opportunities in supporting academic success. Taking into account that adolescents and young adults are the perfect ages to introduce hip-hop lessons, they also have the exact ages to learn vocabulary.

This new movement has created many possibilities to get students interested in learning English by the benefits that bring rap songs. The development of the English skills, the authentic material, and the influence on vocabulary is aiming at making up students mind that English is no longer a boring language. In conclusion, it might be the case that this strategy will work out in those who are really keen on both aspects in teaching English by creating rap lyrics based on the content.

1.6. GENERAL OBJECTIVE

To analyze the best strategies of stylized rhythmic music in order to build up vocabulary in students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular. La Libertad, province of Santa Elena school year 2015-2016.

1.7. DEFENDING IDEA

Stylized rhythmic music as a didactic resource will build up vocabulary in students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular.

1.8. SCIENTIFIC TASKS

1. Addressing the theoretical framework to use stylized rhythmic music of the buildup of the vocabulary.
2. Identifying the methodology, techniques and instruments to gather data based on the vocabulary building in students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular.
3. Applying the proposal about stylized rhythmic music to build up vocabulary in students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular.

CHAPTER II

THEORETICAL FRAMEWORK

2. LITERATURE REVIEW

This literature review is about the essential issue that makes this research paper possible. It contains scientific supports, journals, definitions, concepts, and specific ideas that are crucial in this proposal. The chapter II is divided by four basis which are; (1) It is based on the variables of the topic, (2) it is based on the philosophical basis which highlights the relationship with the topic, (3) it is based on the pedagogical basis which points out the English teaching in vocabulary, and (4) it is based on legal basis which talks about laws and regulations about education. As a result, this reference framework will aid educators to infer the outcomes.

2.1. English teaching

English may not have a great number of people who have this language as the mother tongue, nevertheless through the time, it has become a lingua franca which can be defined as an overall language used in communication among native speakers and non-native speakers. Das (2005) states that English is more demanding in our school because English will likely open many opportunities. That is why teachers are not getting behind; they are currently taking some trainings to increase their levels and knowledge to teach outstanding lessons in

classroom of English classes. English has also important terms that all the learners must know when studying this language.

During the past five decades, English has developed terms of teaching English. The most common are: Celce, M., and McIntosh (1991) Teaching English as a second language (TESL) this term is not applied those who learn English as their third or fourth language, people in inner and outer circle should learn this language. Fauziati (2010) Teaching English as a foreign language (TEFL) is really based on the studies of English for those who have different mother tongue. Richards and Renandya (2002) Teaching English as other language (TESOL) is focused on English teaching methodologies.

2.1.1. Importance of English teaching

According to Manivannan (2006), language is a systematic means of communication. The power of communication is used by sounds and symbols to express thoughts and ideas, and interact one to another. English is everywhere and this seems to have become one of the most principal ways to have business with it. Furthermore, this language has connection to all over the world such as international commerce, communication, education and of course the information and communications technology (ICT). English language has a new perspective, that is, by means of it, ELLs would find other ways of thinking through the experience and culture that is acquired to their habits and ways of living.

Bloomsbury (2013) suggested that today's economy is increasingly globalized. Thus, it is very important to get to know this language, in that, it gives people the security to address customers in a better manner so as they can understand each other and be more competent in making decision. British English, American English and Canadian English are regarded as standard patterns of English. Therefore, English has many dialects that can be bewildered at the moment of speaking. Even though British English is the principal language, English from the United States is widely used around the world. For these reasons, Ecuadorian people should think straight and make use of English to develop their country and lives.

2.2. English teaching at general basic education in Ecuador

In Ecuador, English is a universal language to interact and converse with native and ESL people, so learning and speaking would be more than a foreign language. This adaptation in the curriculum has challenged ESL students to reach the development of the four skills and take the advantage of it to be more active and proactive in Ecuadorian lives. The ministry of education has identified three issues: 1 the importance of English along with the purpose of understanding people, going farther in linguistics; 2 the orientation was based on the Common European Framework of Reference (CEFR) in order to elaborate the standards; 3 the communicative approach, which is worldwide recognized, comprises the principles about the nature of language.

According to Richards and Rodgers (2001), the ministry of education curriculum is designed to strengthen the communicative language skills through the principles. The first principle is: expressions and transmission are a system used by the language, the second principle is: interaction and communication are the fundamental part of its function, and the third principle is: its functional and communication are revealed on the structure of language. Thus, the use of the CEFR, communicative approach and the principles will enhance learners to have a better understanding in communication. (National curriculum guidelines, 2014, p. 5)

2.3. What is the CEFR?

The Common European Framework of Reference is a guide for educators, assessors, textbook writers, trainers, and schooling administrators which are remarkable role in language and education which defines the different stages that learners are capable to do and the development of their knowledge and skills based on the target language.

The CEFR has six language proficiency levels from A1 (beginning stage) to C2 (high level of discourse). These stages and levels will verify the type of understanding and interpretation during the learning process and requirements for those who are in the circle of the teaching learning process. As a matter of fact, CEFR will support teachers and educational institution the qualification based on

international exams. Finally, the CEFR provides assessment indicators for each skill. (National curriculum guidelines, 2014, p. 6)

2.3.1 CEFR Common Reference Levels

“There are six levels: A1-A2 are those who are basic users of the language, B1-B2 are those who are independent users of the language, and C1-C2 are those who are proficient users of the language” (Min. Edu, 2014, p. 6). The Ecuadorian curriculum guidelines are meant to reach a B1 level of proficiency for students to be able to interact with each other.

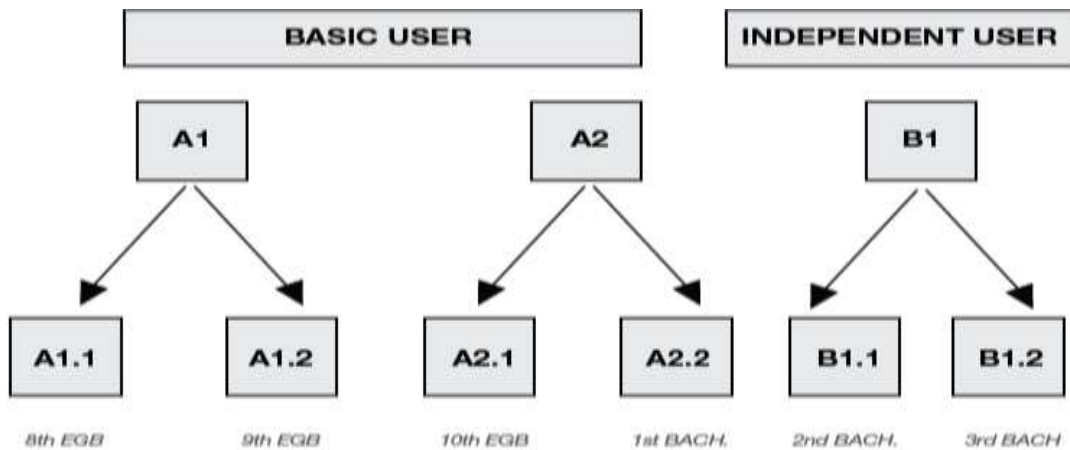
Level A1 is reached when learners are able to understand everyday expressions that are utilized to cover their necessities, for instance, they must be capable to introduce themselves and others, regarding their background and possessions if the speakers communicate leisurely and unmistakably. Level A2 is reached when learners are able to understand phrases, basic information, shopping and places of interest, for instance, they must be capable to talk about routines activities, past activities and surroundings. Level B1 is reached when learners are able to understand main points, standards language, personal life, and leisure activities. (National curriculum guidelines, 2014, p. 6, 7)

2.3.2 CEFR Common Reference Levels in the Ecuadorian Educational System

Flexibility was taken into consideration in the CEFR based on their environment. But this mention system will be employed public institutions through a branching approach.

2.3.2.1. Levels of Proficiency

Chart 1 branching approach



(National curriculum guidelines EFL Min.Edu, 2014, p.7)

2.4.3. English in the tenth and first year of general basic education

2.4.3.1. Specific objectives per school year

Personal, educational, public, and vocational was taken into account in the specific objectives (trim 2009). Level A2.1 is addressed personal and educational and level A2.2 is addressed public and vocational. In addition, the indicators for spoken interaction have been modified.

Because of the unlike text types the aims for reading and writing have been set up (Brown, 2007). Besides, informational, transactional, and expository, there are other text types which are procedural and narrative. (National curriculum guidelines, 2014, p. 17)

2.4. What is vocabulary?

Vocabulary is a group of words. Oxford dictionary defines as “the body of words used in a particular language”. English club defines as “vocabulary refers to the words used in language”. From that definition, it can be concrete that vocabulary is used in every language of each individual.

“The number of English lexicon is huge” Schmitt, D. & Schmitt, N. (2005). There are different types of dialects in English. English from England, English from Canada and the United States of America that seems to be the most predominant lately, have a great deal of vocabularies.

Everyone speaks through using vocabulary at the beginning, during, and after a conversation; thus, in order to maintain a short dialog, it needs to have at least a little knowledge about the use of basic vocabulary for them to use, understand, or command a person or a group. The number of words of a person can be classified between the words s/he uses and the words s/he understands which is called the production. Expressive vocabulary is when a person speaks or writes. On the other hand, receptive vocabulary is when a person listens and reads which is called the understanding. (Teaching and Development vocabulary, John J. and Shane T, p. 1)

2.4.1. Importance

The vocabulary needs to be developed as the way that the ELLs acquire new forms of communicating. Therefore, the storage of information, which is knowledge, is focused on the meanings and pronunciation. When a learner is exposed to read, listen, speak or write a word, s/he could be more able to decode if the word makes sense in a conversation. ELLs should be in an environment which they can be active to produce the language, in that, if the students are able to listen, they must be able to talk. As a conclusion, the acquisition of vocabulary happens when interaction takes place on it. (Multicultural & ESOL Program Services Education, 2007)

A good speaker wouldn't be able to speak if s/he did not have sufficient vocabulary; and consequently the message will be neither clear nor

understandable. Wilkins (1972) stated “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (pp. 111-112). It can be concluded that if ELLs have useful expressions and common expressions, they might handle a short talk with anyone. Moreover, it is proved that paying more attention on the grammar section may be worthless; on the contrary, teaching vocabulary would be more valuable in the learning process.

2.4.2. Knowing a word

According to Berta, Hawkins, Sinclair, Taylor, Griffiths, Goodfellow and Fellous (1990, p. 1-3), “knowledge of a word implies the acquisition of information of various types, which seem to be language universals”. This means that there are types of knowledge used by people from different culture. (1)The frequency of occurrence happens to be more in speaking rather than in writing, for instance, the expressions such as indeed, by the way, of course, and so on. (2)The style, register and dialect are types of knowledge, style refers to the formality such as slang, colloquial or informal, neutral, formal as well as ironic poetic or literary, and so forth. Registers refers to the varieties of language such as language of medicine, engineering, etc. Dialect refers to the geographical variation, for instance, (American) elevator but (British) lift. (3)Collocation refers to the semantic and syntactic. (4)Morphology refers to the form of a word and its variations, for example, transportation comes from transport. (5)Semantics refers to the meanings and connotations, chubby (positive) on the contrary fat

(negative). (6)Polysemy refers to the different meanings with the same word, for example, the word “pretty”. (7)Translation refers the transformation of the word to the mother tongue.

According to Nation (2001) states that pronunciation and spelling are components of a word based on its affixes. For instance, the word *uncomfortable*, the prefix *un-*means negative, *comfort* is the root word, and *able* is the suffix which means the capable of.

2.4.2.1. What is involved in knowing a word

Chart 2 Knowing a word

Aspect	Component	Receptive knowledge	Productive Knowledge
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelled?
	Word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express the meaning?
	Concepts and referents	What is included in this concept?	What items can the concept refer to?
	Associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	Grammatical functions	In what pattern does the word occur?	In what patterns must people use this word?
	Collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
	Constrains on use (register, frequency...)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

Source: Adapted from Nation (2001, p. 27)

2.4.3. Kinds of vocabulary

“The development of rich vocabulary is important when learners acquire the English as a foreign language” (Nunan, 1991 p. 118). Vocabulary requires the learning of the types of knowledge and kind of vocabulary which have become important roles in the foreign language learning.

According to Montgomery (2007), there are four types of vocabulary which are listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. According to Nation (2001) there is perceptive and productive vocabulary. Receptive vocabulary comprehends to be passive in listening or reading. Moreover, listening vocabulary is larger than speaking vocabulary. On the other hand, productive vocabulary comprehends to be active in speaking or writing. Furthermore, reading vocabulary is larger than writing vocabulary.

According to Nation (2001) states that there are four kinds of vocabulary in text. (1) High frequency words have 80% of words in the text. (2) Academic words are about 9% of words in the text. (3) Technical words are about 5% of words in the text. (4) Low frequency words are over 5% of words in an academic text.

2.5. What is stylized rhythmic music?

Hip-hop is also called rap which is a music genre of stylized rhythmic music. The use of combined words make hip hop or rap sound catchy for some ESL students. Hip-hop music goes along with rapping, rhythmic and rhyming speech that is sung. Rappers or hip hoppers are urged to be able to write, memorize, or improvise their lyrics and have the ability to perform through a Capella or percussive beat. Hip-hop music is recognized to denote the poverty of the planet. However, it is now an aid in English class. (ISU Ice dance music rhythms booklet, 1995)

2.5.1. Music and learning

There is a possibility that music is the path that the learning takes place effectively, and can support ELLs either academically or emotionally. Vagi (2013) In the USA curriculum, the arts and culture leaning area states that music creates opportunities for a learner. It is necessary that ESL teachers must know the positive side that music employs itself in students' motivation, relaxation, and inspiring. In order to accomplish with the adequate way to teach students, it is utterly recommended to pick the accurate songs to enhance their learning style and break down the boundaries. Because, Eady and Wilson (2004) confirmed that music contributes to a learner's academic achievement, motivation and creative development.

According to Weisskoff (1981), supports that music influences learning in core subjects and helps to achieve the core goals of learning. In the class performance, some ELLs demonstrate as if they were in a boredom environment, it would be missing an inner motivation which is music. In fact there is a strong relationship among music and ongoing motivation (Weisskoff, 1981).

The use of music has had a great impact on the teaching and learning process. Music of any kind brings a positive environment and catches the students' attention. There are many types of music that can be used in English classes, each one of them has its own benefit that teachers should take into consideration. For instance, most of the time, instructors use music to enhance the pronunciation whether to learn informal English or formal English; another positive point might be, using it for grammatical structure; and the ultimate point should be used for obtaining vocabulary which is the most important part in any sort of languages. The stylized rhythmic music which is also known as Rap, is another kind of music and one of the most influential, rap music has emerged to capture people in general attention, it does not matter the gender or age. "Within the last fifteen years some researchers have found how to apply popular culture media, and high school teachers who teach arts and English have employed rap music" (Lee, 1993). One of the most essential part that educators can take advantage of it, is the extensive management of vocabulary.

2.5.2. Music and language learning

There is a deep relationship among language and music. Music reveals an independent behavior in students when they listen songs. In the classroom should be considered to use music in order to get better outcomes in the acquisition of the language. Besides motivating students, perhaps music builds up vocabulary whether in context or in communicative confidence due to the fact of the development of the skills: listening, reading, writing and speaking. ESL teachers should bear in mind that music is always a great component in language acquisition as Stansell (2005) stated “the universal element of music can make the artificial classroom environment into a real experience and make a new information meaningful, bringing interest and order to a classroom.”

According to Horn (2007) asserts that music enriches one’s vocabulary and teaches articulation and pronunciation. This advantage should be taken into consideration, in that, language and music are expressed orally in which contains semantic components, syntactic, and phonetics. Another research according to Horn (2007) confirms that “music is a form of language, using tones, pitch, timbre and rhythm as a universal language”

Shen (2009) supports that music has helped vocabulary, grammar, and even pronunciation. It appears that lyrics seem to be involved in the three aspects because ELLs may be enthusiast decoding through lyrics the word order used on them, and the pronunciation is given when the music is playing, so that is why some people state that, the more they listen to music, the better listener they will

become in understanding this foreign language. In addition, they will be more interested in acquiring new cultures through knowing experience form other countries. Mora (2000) found that “repetition through song worked”. Thus, the positive side of the song is that learners can repeat as far as they have in their mind. Thus, they are meant to be able to repeat words and phrases that make them remember when is needed.

ESL teachers should develop this teaching tool which is music. Horn (2007) recommends:

- Classroom activities that use music as a complementary method because it makes full visual, auditory, movement and tactile senses;
- Songs used should be short, rhythmic, simple and a catchy melody;
- Schools having music-educated teachers, music venues and suitable instruments and equipment,
- Well organized music programs that support teachers;
- The integration of music into all aspect of the curriculum.

2.5.3. Music and Motivation

Certainly, music is an excellent tool not only to reach musical goals – this can directly be conducted in educational fields – Music has the facility to activate learners’ ears and produce a positive attitude facing the current problem in ELLs which is discouragement in learning English. Stansell (2005) thought that “advanced ability in perceiving, processing and closely reproducing accent”.

Hence, this means, that the tool which is principal and motivational is the unique one that has the characters that Stansell mentioned. And as a result, it can be said that humans' communication and interaction are based on sounds and gestures by means of music and language.

Music makes students feel keener on what they are learning. It builds them the confidence that they need to be a competent student in any skills. The weakness skills that an ELLs might have, it would turn out to have success by using the unconventional motivation. Furthermore, there was an investigation that can be assumed that singing in choral has better results rather than singing alone. Hylton (1981) states the students rating in choral singing which are the following statements:

1. To help me get to know myself better;
2. To feel more at ease, and
3. To help me to be at peace with myself.

2.6. Hip Hop in the classrooms

Phillips (2005) claimed that “speak to a population that is not defined in terms of academic credentials” (p. 259). The population who are in this circle, they are defined to have obtained “street knowledge”. And the question will be wondered of why not to take that empirical knowledge and convert them in scientific knowledge; it would finally have formal education form “street smarts” as a valuable learning.

At the present time, it can be asserted that ELLs are more engaged in listening hip-hop music. Dimitriadis (2001) affirmed that “youth are increasingly relying upon hip-hop music to create their identities”. Yet, teenagers are still having trouble in high school and college and they do not usually appreciate what the studies really mean in their lives. Therefore, they will have a continuous discouragement. In order to cover this issue, ESL teachers must take into consideration about using hip hop in their lessons owing to the fact of its abundant confidence to find their personalities.

2.7. Hip hop educational resource.

Hip-hop has transformed people’s lives in different ways. This keeps on influencing black and white people for over 30 years with a great amount of hip-hop artists that have made as an object of study from educator and fans. “Hip-hop was incorporated in to the curriculum in the early 1990s” (Hall, 2009). This means that hip-hop in school is not new at all and was created to have an integration gathering all the students’ needs to make a holistic education.

Hip-hop music has intrinsic educational value (Hall 2009). English classes are taken at Stanford, Michigan, Yale, University of Massachusetts, and others. In the United States of America has 300 courses that hip-hop is currently being taught. The first academy hip-hop conference was held in 2006, and the

University of Wisconsin has set up a comprehensive four-year interdisciplinary which is concentrated on the celebration and study of hip-hop culture.

Hall (2009) states that “hip-hop education is also popular in religious and spiritual organizations across the U.S.”. Undoubtedly, teachers has employed hip-hop in their classes to educate and make learners realize of how the lyrics are helpful to train their critical thinking.

2.8. Hip hop pedagogy

It is widely recognized that hip-hop is being accepted by ELLs as well as ESL educators. Similar as time and technology advanced, there are some changes within hip-hop classification, according to Phillips (2005), “today’s hip-hop community encompasses not only rap music and videos, but also dress, dance, language and attitude”. Thus, language is part of that change in which this research paper is focusing on.

Aldridge (2005) argued of how the context of hip hop music would be used to involve ELLs in the classroom. Besides, Pragmatic teachers have come up with ideas of how to undergo the teaching process through various aspects of hip-hop music. As a matter of fact, hip-hop music can make students improve their vocabulary knowledge and decoding skills. (Beck, Mckeown & Kucan, 2013); this allows ELLs get familiar with concepts and be able to have open discussions.

At Stanford University, hip-hop has influenced in different academic disciplines. The purpose of this research is to make use of hip hop as to perk up learners' attitude as well as build up vocabulary to express their thoughts unmistakably.

2.9. Christian hip hop.

Rap is everywhere, there is no boundary to have a completely access to hip-hop. As the generation goes on, in today's society, Christian hip-hop is now making ways through hip-hop culture form this means ELLs can establish their personal and collective lives by making the difference between what is good or bad (Abraham, 2015). Students can get motivated by the rhythmic stylized music that is taking from the scripture of the bible. This kind of music is aim at Christian people that are lacking of advice at certain moment of time with promoting behavior code in Christian principle.

There are plenty Christian rappers that have emerged with having in mind of communicating the community the unique salvation from the Jesus Christ. The direction of a great rapper who is also a pastor is to steer the society by means of his music and religious inclination the absolute output of evangelical alternatives to sort out social problems. Nevertheless, a vast of rappers are conducted to jot down some lyrics and demonstrate what they have undergone in their daily life. (Abraham I., 2015, p. 290-292)

2.1. PHILOSOPHICAL BASIS

“English vocabulary competence is crucially important and is the foundation of language learning” (Beck, Mckeown, and Kucan, 2002). Vocabulary plays a basic and essential role in teaching and learning process in every language. ESL educators are meant to be more active when teaching English with having many ways to produce knowledge in students’ performance. In order to get this around, s/he needs to apply a strategy in which ELLs feel motivated in obtaining vocabulary. Thus, learners will be prepared in any situation of interacting with others.

Some researchers point their investigation out little kids to develop skills. According to August and Shanahan (2006), “the National Literacy panel advocates teachers target vocabulary when working with language-minority children in the classroom”. The first stage requires to be well built to carry on working with adolescent which are special in sense of having trouble with their personalities. If it is not well constructed in the first stages, educators must be able to look for things that really interest them.

“Vocabulary knowledge has been shown to have a high correlation with other factors such as reading comprehension and writing” (Zwiers, 2008). Furthermore, vocabulary can be contributed with other factors, Richards (1998) asserted that “vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write” (p.255). Once again it is proved that building vocabulary functionally matters in

ELLs development. This improvement of the reading skills, listening skills, writing skills, and reading skills have everything to do with the development of the vocabulary, it can be asserted that vocabulary goes along with all the skills that English has, and in every step of learning the most useful is to utilize appropriate vocabulary.

“Recently, numerous studies have investigated learning English, and have particularly emphasized the importance of vocabulary learning” (Chen and Chung, 2008). Vocabulary learning is an outstanding component of a foreign language, and is focused on academic settings. Those researchers have taken place with the unique aim of building up vocabulary which is the wholly comprehension of the English language owing to the fact of its inferring meaning from English phrases, expressions, and sentences. Moreover, the acquisition of the vocabulary ought to be meaningful so as to be holistically integrated whether in cultural or life context through introducing everyday topics and at the same time with the technology advances.

“A lack of knowledge of academic words hampers the comprehension and the expectation that vocabulary will be learned from these texts” (Carlo, August, McLaughlin, Snow, Dressler, Lippman & White, 2004). ELLs are bound to have an absolutely understanding because they were not introduced to receive the proper words as their levels were advancing. Another reason of having low comprehension is that the text is probably high in the sense of the complex context applied by it (Carlo, et al., 2004). Likewise, the traditional classroom curriculum seems to be not enough to increase vocabulary for ELLs (August and

Shanaban, 2006). It was stated by Matthew “the rich get richer and the poor get poorer”; thus, the theory was analyzed, the more vocabulary ELLs acquire from the beginning of their schooling, the better they will be academically, and on the contrary if they are not exposed to be surrounded by highly academic words, they will not be able to employ educational terms in their thinking (Stanovich, 2008).

Chen and Li (2010) affirmed that the amount of vocabulary should be established based on their leisure time. Sure enough, ELLs possess all their time available to study; nevertheless, there are others aspects that might not permit that they totally take advantage of enjoying their studies. Hence, the assignment submitted by educators must be flexible based on their needs as well. According to their types of learning, the task goes along with their English vocabulary ability that means the ELLs would have been applied a complex task if they have reached a high level, otherwise they must be applied a manageable task. Furthermore, having a great quality of vocabulary knowledge, ESL learners are capable to express their ideas more precise, concise, clear, and understandable whether in writing or in speaking because of their high proficiency vocabularies (Pentimonti & Justice, 2010). On the other hand, ESL learners who do not possess enough vocabulary knowledge will struggle to respond an academic task (Kelley et al., 2010; Sanacore and Palumbo, 2010).

According to Weinstein (2006), “hip-hop music in particular holds promising implications for enhancing language, learning, and interest in curriculum”. This supports intensively the vocabulary development, once hip-hop has been part of the teaching and learning process in the United States of America

and other countries and have worked out in solving other kinds of problems, why not use it to sort out this important issue which is vocabulary, and it is still a good idea to be effectively applied in students who lack of vocabulary.

It might be the case of Thinking deeply about hip-hop as a didactic resource will be powerful in English classes. Hall (2009) advocates that hip-hop is “in fact a strategy that can be picked up and put down as needed”. It can be summed up that depends on ESL educators of how they handle ELLs learning. Through this strategy, educators have the ability to change the level of complexity – the kind of activities – the lesson procedures and even the way of drawing students’ attention before, during, and after the development of the activity. However, according to Aponte (2013) argues that the employment of hip-hop music in public schools is often controversial, in that, students are familiar with the demanding of school public system; nevertheless, there is no problem in applying it in private schools such as Arts Greenhouse due to the fact of its focusing on critical thinking as well as creative writing.

In the United States of America, its institutions have first incorporated hip-hop in the curriculum by means of language arts and social studies. Nowadays, it is being utilized by involving other subjects such as Urban Science and English as part of the pedagogy system; additionally, “hip-hop pedagogy enhances cultural relevance in the classroom allowing the restructuring of the politics of the classroom” (Emdin, 2010), and it was established before, taking into consideration the educational system, students, teachers, and most importantly the

influence of hip-hop music permit to have a clear illustration of how worthy and profound it would be into the educational curriculum (Emdin, 2010).

2.2. PEDAGOGICAL BASIS

According to Hornby (1995, p. 125) states that “teaching is defined as giving instruction to somebody’s knowledge, skill, etc.”. The expression signifies that teacher is an action in which ELLs have their mind open to acquire the teacher’s explanation about the vocabulary that is used on a daily basis.

Harmer (2001, p. 155) gives the wide explanation about some techniques for teaching vocabulary that is summarized as follows:

1) Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

2) Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

3) Discovery

The students can be encouraged to understand new language form by discovering them in a text or by looking at grammatical evidence in order to work out a grammar rule.

4) Check question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

5) Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, gesture to present the words.

According to Harmer (1991), “teaching vocabulary is clearly more than presenting new words” (p. 151-161). The teaching process often goes along with some strategies and techniques that educators have chosen the right words which ELLs require to acquire regarding their levels. Nevertheless, it is affirmed that teaching vocabulary does not always involve interaction neither techniques, this means that ESL learners have to learn by heart and bring back any time is needed.

In vocabulary, it was established aspects that are within the vocabulary learning. (1) Meaning has to do with the lexical, morphological and syntactic meaning which are very crucial in knowing a word, (2) the use extending word deals with the collocation (also known as idioms) which are formal, informal, impolite expressions, (3) word combination or collocation, (4) and the grammar which deals with noun, verb, adjective, and adverb (Harmer, 2001, p.16).

“If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh” (Harmer, 1991, p. 153). Here is the query of why it is fully eminent the teaching, the acquisition, and the training of the vocabulary. Hence, language with no vocabulary would be worthless, the communication would be poor, and even the language would not

exist, that is, vocabulary is the vital element of any language because it keeps the language alive. If language does not have enough vocabulary, it will vanish.

2.3. LEGAL BASIS

The legal basis of this research paper is focused on the Ecuadorian constitution 2008 and Childhood and Adolescent code.

2.3.1. Ecuadorian Constitution

Art. 26.- All the people in general such as families, and the society have the right and the responsibility of taking part of the education process, as long as they live, the Ecuadorians have the warranty of the equality and inclusion with any condition of the good living. The education is inexcusably and irrevocably given by the government.

Art. 27.- The education will point out the human being by permitting the holistic development, the respect of the human rights, the sustainable environment, and the democracy; will be active, obligatory, and intercultural. The education is essential for accomplishing the human rights, the construction of a sovereign country, and the development of the knowledge which is the principal objective.

Art. 28.- The government will surely provide a universal education from Educacion Inicial to Bachillerato with no discrimination.

Art. 29.- The government will provide not to have boundaries during the learning and parents are free to choose the institution based on the beliefs, principle and pedagogical option.

Art. 343.- The educational system will aim at developing individual and grouping skills and at the same time the education will gather the intercultural vision which is the cultural and linguistic diversity of different places.

Art. 348.- The government will financially provide a free education, regarding the social equality, population, and so forth.

2.3.2. Childhood and adolescent code

Art 37.- Right to Education.- Children and adolescents have the right to get an eminence education. This right of the educational systems claims to:

Literal 1.- Provide the entrance and stay from Educación Básica (children) as well as Bachillerato (adolescent).

Literal 2.- Be provided with suitable educators, didactic resources, labs, technological resources and installation so as to enjoy the comfortable environment during the learning process.

CHAPTER III

METHODOLOGY

3.1. RESEARCH APPROACH

This research paper uses qualitative method; this method will contribute to the collection of information about “stylized rhythmic music to build up vocabulary in students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular. La Libertad, province of Santa Elena. School year 2015-2016”

3.1.1. Qualitative Method

This qualitative method will allow the researchers to seek answers to questions. It will provide the evidence about the use of stylized rhythmic music to build up vocabulary which produces findings that were not determined. Qualitative is focused on obtaining specific information about opinions, and behaviors of the population.

3.1.2. Inductive Method

This type of method will aid to the research paper that is concentrated on making wide generalizations and theories. It is also known as “bottom up” approach that begins from the specific to general ideas. As a result, it will be obtained helpful information about the vocabulary building in students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular.

3.1.3. Observational Method

This systematic data collection approach explores people in natural behavior. Observation involves prolonged engagement, clearly expressed and self-conscious, methodological and tactical improvisation, and video recording to finally obtain data about stylized rhythmic music to build up vocabulary in students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular.

3.2. LEVEL OR TYPE OF RESEARCH

3.2.1. Field Research

Qualitative field research is focused on the understanding and interpretation of people's opinions. By means of this type of research, are gathered lived experiences to contribute the research about building vocabulary by stylized rhythmic music in students of tenth grade.

3.2.2. Bibliographic Research

In this type of research is regarded other materials that are highlighted as related contents which support the investigation. It will permit to obtain abundant sources of information and the choice of scientific-theoretical. It will provide determined evidence by analyzing the material object, which is stylized rhythmic music to build up vocabulary in students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular.

3.2.3. Applied Research

Applied research is focused on scientific research in which are based on realistic problems of human situations to find practical results to the problem of investigation. This research is concerned about the external validity, which is behavior that is conducted by observations. Furthermore, the application of surveys and interviews were carried out by applied research to those main characters that took part of the investigation which are students, teachers, principal, and specialist, this process was made to validate the importance of

stylized rhythmic music to build up vocabulary in students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular.

3.3 Population

This research paper was composed by 39 students of the tenth grade, the principal, and 7 English teachers from Unidad Educativa Liceo Cristiano Peninsular, and 2 English language experts.

Chart 3 Population

N°	Description	Quantity	%
01	Principal at “Liceo Cristiano Peninsular”	1	2.04
02	English teachers at “Liceo Cristiano Peninsular”	7	14.29
03	English language experts	2	4.08
04	Tenth grade students at “Liceo Cristiano Peninsular”	39	79.59
TOTAL		49	100

Source: Unidad Educativa “Liceo Cristiano Peninsular”

Author: Julio Andres Roca Panimboza

3.4. VARIABLES

3.4.1. Independent variable: Stylized rhythmic music.

Chart 4 Independent Variable

CONCEPT	DIMENSIONS	INDICATIORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Stylized rhythmic music is well known as hip hop or rap which is a kind of music. Hip hop music goes along with rapping, rhythmic and rhyming speech; moreover, rappers or hip hoppers are urged to be able to write, memorize, or improvise their lyrics and have the ability to perform through a Capella or percussive beat.</p>	<p>Hip hop music Christian rap music</p>	<p>Music Video Audio Tools Didactic resources</p>	<p>Do you consider music as an important factor in Education? Have you ever thought about using hip hop music in your English classes? Do you consider Christian hip hop music as a helpful resource in your English classes? What are the advantages of using Christian hip hop music during the teaching and learning process?</p>	<p>Focus group Interview Camera Video-Camera Questionnaire</p>

Source: Unidad Educativa “Liceo Cristiano Peninsular”

Author: Julio Andres Roca Panimboza

3.4.2. Dependent Variable: Vocabulary

Chart 5 Dependent Variable

CONCEPT	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Vocabulary refers to the words used in language; besides, it is the body of words used in a particular language.</p>	<p>Teaching learning process</p> <p>Listening, speaking, reading and writing vocabulary</p>	<p>Methodology strategies</p> <p>Formative and Summative assessments</p> <p>Motivation</p> <p>The use of Christian hip hop music</p> <p>Constructivism</p>	<p>Do you think that vocabulary is an important aspect to learn in English classes?</p> <p>How do students acquire English vocabulary?</p> <p>What strategies have you applied to build up vocabulary?</p> <p>Do you think that building up vocabulary through hip hop music could be convenient to tenth grade students?</p> <p>Do you think that the use of hip hop music will build up vocabulary in students of tenth grade?</p>	<p>Focus group</p> <p>Interview</p> <p>Camera</p> <p>Video-Camera</p> <p>Lesson plans</p> <p>Observation</p>

Source: “Unidad Educativa Liceo Cristiano Peninsular”

Author: Julio Andres Roca Panimboza

3.5. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1. Techniques

3.5.1.1. Focus group

This technique was employed to gather succinct information for several individuals that can be provided with different point of view, and support to the understanding of the research problem by means of interactive questions. The aim of this technique is to collect shared understanding of personal opinion from the students of tenth grade about the stylized rhythmic music to build up vocabulary.

3.5.1.2. Interview

This technique was applied to collect specific information directed to the principal and teachers from Liceo Cristiano Peninsular High School and beside this was an essential instrument to obtain data from the specialists. Three main characters are playing an important role in having concise information about stylized rhythmic music to build up vocabulary in students of tenth grade.

3.5.2. Instruments

3.5.2.1. Camera, video - camera

These instruments were utilized to record videos and take pictures as an authentic resource to keep special information from all the members that went in for this process such as director, teachers, specialists and students. Besides, these evidences are essential to support the implementation of stylized rhythmic music to build up vocabulary in students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular.

3.5.2.2. Questionnaire

This instrument was employed to gather important data that are focused on the stated problem of the learning process and the buildup of vocabulary in students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular.

3.6. DATA COLLECTION PLAN

Chart 6 Data Collection plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To build up vocabulary
2. From which people or objects?	Students of tenth grade
3. About what aspects?	Stylized rhythmic music
4. Who?	Julio Andres Roca Panimboza
5. To whom?	Professionals, Principal, Teachers, and Students
6. When?	2015-2016
7. Where?	Unidad Educativa Liceo Cristiano Peninsular
8. How many times?	Once a year during the school year 2015-2016
9. How?	Individually and by group
10. What data collection techniques?	Observation, interview, and survey.
11. With what?	Questionnaires and cameras.

Source: “Unidad Educativa Liceo Cristiano Peninsular” Private school

Author: Julio Andres Roca Panimboza

3.7. TEACHER OBSERVATION

Teacher: Julio Roca P. **School:** Liceo Cristiano P. **Course:** 10 grade

Observation date: December 11th, 2015 **Observer:** Julio Roca **Students:** 39

Chart 7 Rubric of the observation

not applicable or not observed	0
Unsatisfactory	1
Improvement	2
Satisfactory	3
very good	4
Excellent	5

Chart 8 Observation sheet

	1	2	3	4	5	N-A
1. Teacher seems prepared and moves smoothly from one activity to another			X			
2. Teacher shows evidence of lesson planning				X		
3. Teacher uses content appropriate to the lesson				X		
4. Teacher demonstrates command of subject matter		X				
5. Teacher explains items clearly and effectively			X			
6. Teacher uses active learning strategies			X			
7. Teacher uses class time effectively			X			
8. Board work and visual are clear, organized and efficient			X			
9. Teacher contributes to a generally positive environment		X				
10. Teacher motivates students participation			X			
11. Teacher provides opportunity for more Ss talk than T talks		X				
12. Teacher addresses students' errors correctly		X				
13. Teacher uses questions that get students talking			X			
14. Teacher involves everyone in the class		X				
15. Teacher checks understanding		X				
16. Teacher speaks English adequately				X		
17. Teacher addresses students by their names				X		
18. Teacher moves around the classroom			X			
19. Teacher applies work/pair work		X				
20. Teacher provides students with positive feedback			X			

Created by: Spanish American Institute

Adapted by: Julio Roca Panimboza

3.7.1. Interpretation of the observation

This is the first observation done to students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular. By means of this instrument, there will be a description of one of the observations in order to seek what the current problem reflects with this group of students.

At the beginning of the class, students were scattered in small groups, so the teacher took 2 minutes to make them sit down on their chairs. After that, teacher spent few minutes to get everything prepared for the class. The teacher projected his digital book to keep on with the previous lesson.

After 5 minutes, the teacher made them be in group of eight people, once they were gathered together in group, the teacher explained all the instructions for the activity. Then, the teacher gave out the letters in order to carry on with the activity. When the teacher said the first sentence, the students were alert to carefully listen the word used in the statement, what the students did was to unscramble the word, think about the translation, spell the word, and come up with a sentence.

The teacher employed seven words, the students were awoken for the activity. But there's one thing that might be changed to a positive way. Almost the half of the students were engaged the other ones were far away from the learning, they did not feel that they were enjoying the activity.

3.8. ANALYSIS AND INTERPRETATION OF THE RESULTS

3.8.1. Interview directed to the Principal of Unidad Educativa Liceo Cristiano Peninsular.

Question 1: What do you think about English education in Ecuador?

Interpretation: I believe that the use of English is challenging because every person especially students need to have a basic level of English to keep on their studies abroad. For this reason, it is essential to clarify the point of view in students that may have trouble with this language.

Question 2: Do you consider music as an important factor in education?

Interpretation: Firstly, I exemplify by means of songs that every child listens in the classrooms. The songs are related to their natural behavior, relationship, and attitude. Furthermore, I strongly agree that they learn quicker when using songs.

Question 3: What are the advantages of using music during the teaching and learning process?

Interpretation: I assure that utilizing songs with teenagers are crucial because of the content of the music has, which illustrate them to have a holistic education. Since teenagers are the midst of the music, the lyrics turn out to be easier to learn. I finally assert that if songs are emphasized on educational content, the employment of this resource might be more effective.

Question 4: Do you think that music gives a clear message to the students?

Interpretation: I claim that the message whether to be bad or good automatically interiorizes students. This means of communication allow students to make decision.

Question 5: Does Christian hip hop music satisfy the vision of a Christian person?

Interpretation: I recently have heard about this tendency. Some of the teenagers who normally attend to the church are influenced by this type of music. Even though they relate their passion of this type of music to the word of God, Christian hip hop music does not utterly satisfy the vision of a Christian.

Question 6: Have you ever applied Christian hip hop music to encourage students?

Interpretation: I have never applied Christian hip hop music with my students; however, I have heard students like Christian hip hop music due to the rhythm of the song.

Question 7: Do you believe that the use of Christian hip hop music will aid students to develop English skills?

Interpretation: I affirm that the use of Christian music will help students to develop English skills. It will be incredible, in that, taking advantage of what they like, the four English skills will be developed.

Question 8: Do you think that using Christian hip hop music will build up vocabulary in students of tenth grade?

Interpretation: I think so. I am familiar that most of the teachers use music to build up vocabulary in students. For instance, if students are sent to sing a song as an assignment, they first have to acquire the lyrics to effectively sing it.

Question 9: Would you support the implementation of Christian hip hop music to build up vocabulary in students of tenth grade?

Interpretation: I strongly support the implementation of this project because it is innovative and will help classes not to be boring. I also point out the appropriate use of songs to learn vocabulary as well as the selection of Christian music to accord to the vision of the school.

3.8.2. Interview directed to Specialists

Question 1: What is the most common strategy to enhance teenagers in the acquisition of English language?

Interpretation: The first specialist claimed that one of the best strategies that has immersed in popular culture is to subtitle English Tv programs and films. Although, incorporating songs in the classrooms are very useful for students can study the lyrics of the song and rehearse any kind of aspect that has to do with English language.

The second specialist states that the activity should not be difficult, but it should be interesting; then, the selection of very short video clips need to have transcripts and they mustn't be too long. Thus, the repetition ought to be taken as an opportunity to store the lyrics in the memory and that helps students to recall them and not allow seeing the word in Spanish again.

Question 2: Do you consider music as an important factor in the teaching and learning process? Why or why not?

Interpretation: The first specialist states that teaching and learning process depends a lot on students' concentration and if a teacher teaches a boring class, concentration will be surely vanished. On the contrary, introducing a class with songs, students besides having fun, can actually learn better.

The second specialist explained that when students are interested in a particular song is much easier to practice a high quality of repetition because they cannot be

bored of somewhat they like; moreover, songs support student remember vocabulary at any time because of the sound, rhythm, and rhymes.

Question 3: What are the advantages of using music during the Teaching and learning process?

Interpretation: The first specialist specified to one of the advantages music can have which is grasping students' attention because it awakens their curiosity to be prone and decipher the lyrics and most likely they do not see it as a boring routine exercise.

The second specialist specified that the patterns used in songs are unique to acquire and store them in the long term memory. In addition, the intrinsic motivation makes them repeat as many times as they think they ultimately can recall the vocabulary exposed in the song. He as a songwriter is motivated to create new songs that go with their level and the language they need through taking into the account the rhythm that teenagers enjoy.

Question 4: What is the best kind of music to teach English vocabulary to teenagers at the present time?

Interpretation: The first specialist mentioned that it does not matter what type of music the teachers are eager to use, but most importantly is to choose songs that are adapted to their age, message, or even something related to them. As a conclusion, she thinks every song might be useful.

The second specialist suggested that teachers had better look for some sorts of music that interest them; otherwise, teachers will be in trouble. Thus, if students like hip hop music, it should be easy to follow and concentrated on the vocabulary they are working on.

Question 5: Have you ever thought about using hip hop music in your English classes?

Interpretation: The first specialist gave details about how she applied hip hop songs in her classes. Instead of starting regular class writing about social media, she introduced it by means of the video clip from a poetic rap known as Prince EA.

The second specialist illustrates with the great experience he has, employing hip hop music. He loves hip hop and he began using popular songs in his English classes, as he wanted to go furthermore he was determined to create his own songs with this particular style so as to control the language, grammar, content, and the vocabulary he has to transmit.

Question 6: Do you think that vocabulary is an important aspect to learn in English classes?

Interpretation: The first specialist asserted that vocabulary is one of the most important aspects of learning any language, it is the basis for expressing, and without vocabulary students are not be able to begin to form sentences; therefore,

it is a critical part of the teaching and learning process. In fact, she spends in every lesson teaching vocabulary.

The second specialist claimed that vocabulary is the only way to approach language which means that vocabulary is language; through vocabulary is also taught pronunciation, grammar, and other contents that link vocabulary. For these reasons, vocabulary plays an important role in English language.

Question 7: What strategies have you applied to build up vocabulary?

Interpretation: The first specialist described how she conducts vocabulary building with their students which is to let students read quietly, then make a list of the idioms and expressions, after that, decipher the expression by being explained in English, and finally write them all in a pocket-sized notebook in which they have to write English words on the left page and the Spanish translation on the right page of the notebook.

The second specialist specified to the famous phrase he has been using which is relax, repeat and remember. This phrase means that students feel relaxed when listening something they like, and as they are repeating many time, they will be capable to remember the collocation, and chunks of language.

Question 8: Do you think that building up vocabulary through hip hop music could be convenient to tenth grade students?

Interpretation: The first specialist stated if those songs are well directed with specific vocabulary and content, the idea of utilizing hip hop songs will be remarkable.

The second specialist clarified that hip hop music is not going to be so difficult because they enjoy seeing other stuff like rapping; their level requires more learning than other ages.

Question 9: From your point of view, do you think that the use of hip-hop music will build up vocabulary in students of tenth grade?

Interpretation: The first specialist brought up that tenth grade students are generally bored with traditional teaching methods so trying something new and hip-hop would definitely awaken their interests which are the key in absorbing and integrating vocabulary.

The second specialist cleared up that if the students do not get used to having high quality of repetition with well selected songs, students will not be able to build up the vocabulary.

Question 10: What suggestions would you give when using hip hop music to build up vocabulary in students?

Interpretation: The first specialist emphasized that hip hop is known for its fast paced enunciation and flow. Thus, when studying the lyrics to a hip hop song, the songs have to be taken apart verse by verse to get the idea of what is being said by putting it in slow motion, and then set back to normal speed for students to try and

pronounce the lyrics the way they are sung in the song. As a result, she definitely recommends using hip hop video clips.

The second specialist numbered three steps how teachers can conduct when using hip hop music to build vocabulary. First, teachers have to make sure in what students are interested in; second, teachers need to understand the content and be able to explain them; and third, teachers should choose just one part of the song the appropriate one that links to the content they are working on instead of the whole song.

3.8.3. Interview directed to English Teacher

Question 1: What is the most common strategy to enhance teenagers in the acquisition of English language?

Interpretation: Both teachers from Liceo Cristiano Peninsular agreed with the same strategies such as: grouping workshops, unscrambling exercises, role plays, and the use of music will enhance the acquisition of English.

Question 2: What strategies do you use the most in your English classes to build up vocabulary?

Interpretation: In their average classes, the teachers usually emphasize on playing some games to get rid of traditional lessons and along with the strategy mentioned, it is utilized the technique which is grouping the students based on their levels. As a concluding point, one of the teachers claimed that music, besides of being interesting, is also effective in the acquisition of English vocabulary.

Question 3: Do you consider music as an important factor in the teaching - learning process?

Interpretation: One teacher says yes, and that is why she uses it, this is the way how they actually enjoy their English lesson. From another point of view which is similar to the previous thought, he asserts that music likely takes part of students' lives; furthermore, this resource supports students in their knowledge,

vocabulary, and social problems. He got through this point by saying “I will never give up employing music in my classes”.

Question 4: What are the advantages of using music during the teaching - learning process?

Interpretation: One advantage definitely should be; motivation which is one of the main reasons of using it. By this time, music is now globalized, and students relate to their lives to the content of the music. Thus, they can listen everywhere as part of their learning process.

Question 5: What is the best kind of music to teach English vocabulary to teenagers at the present time?

Interpretation: The teachers didn't assure the best kind of music; however, they pointed out ballad and hip hop music, because they involve more movements. On the other hand, the majority kind of music may aid students in English classes; nevertheless, music, which is sung faster, is more interesting for them.

Question 6: Have you ever thought about using hip-hop music in your English classes?

Interpretation: Both teachers have applied hip-hop music in their usual classes.

Question 7: Have you ever applied Christian hip-hop music to encourage students in the acquisition of English vocabulary?

Interpretation: The teachers are conscious to employ Christian hip hop music, because it goes with their vision. One teacher exemplifies why she uses it; from apart learning vocabulary, they can acquire a message for their lives. The other teacher put emphasis on a particular band that he has implemented in his 5-year experience which is the Capital kings.

Question 8: Do you believe that the use of Christian hip hop music will aid students to build up vocabulary?

Interpretation: Both of them are aware of utilizing this sort of music; for this reason they rely on that sooner or later, they finally build vocabulary as well as construct their behavior as a person.

Question 9: Do you think that vocabulary is an important aspect to learn in English classes?

Interpretation: Both of them come to an agreement of the necessity to teach vocabulary, not only in a specific lesson, they can acquire vocabulary in every single lesson instead. In addition to that, one teacher affirmed that there is no language to be spoken, written, read, or listened without vocabulary.

Question 10: Do you think that building up vocabulary through hip hop music could be convenient to tenth grade students?

Interpretation: They said that it depends on the needs of the students, it is better to know the kind of music they like. After that, the educator should select the

song that perfectly fits to satisfy their knowledge, writing, listening, speaking, and even more vocabulary.

Question 11: Would you support the implementation of Christian hip hop music to build up vocabulary in students of tenth grade?

Interpretation: Both teachers reached an agreement in supporting the implementation of Christian hip hop music to build up vocabulary. It also depends of the content.

3.8.4. Focus Group directed to Tenth grade students

3.8.4.1. Members of the focus group.

Institution: Unidad Educativa “Liceo Cristiano Peninsular”

Mediator: Julio Andres Roca Panimboza

Chart 9 Students of the focus group

N	STUDENTS OF TENTH GRADE “B”
1	CLAVIJO RIVAS DAVID ANDERSON
2	MEJILLON GONZALEZ CARLOS ARIEL
3	MIRABA DOMINGUEZ NIXON ALEXANDER
4	ORTEGA PILLASAGUA MIRELLY BELEN
5	ORTEGA PILLASAGUA SAUL OMAR
6	POSLIGUA QUINDE MELISSA MARGARITA
7	ROCA DEL PEZO LISSETTE ADRIANA
8	YUCAILLA GALARZA VERONICA ELIZABETH

3.8.4.2. Interpretation of the focus group

Chart 10 Interpretation of the focus group

Mediator	1. Do you like English?
Mirelly Ortega	Yes, because it is an important language. This language may be helpful in our employment and social lives.
Nixon Miraba	Yes, English will aid in my job and life, and the communication will be necessary to go farther in my business
Saul Ortega	This language is difficult but at the same time is fun and if there is an opportunity to travel abroad, this language will be indispensable to be in contact with other people.
Melissa Posligua	Yes, I do. Learning English makes us a complete person. I feel motivated to acquire this language because I am going to study accounting which is related to business.
Analysis of the result	Eight students from tenth grade are eager to learn English because they find it interesting. Besides, they believe that English will soon support people in social activities and workplace. Most of them are motivated in studying English for its global benefits.
Mediator	2. Do you listen to English music?
Veronica Yucailla	I only like to listen to English music when it is given as an activity in the classroom, but not as a hobby.
David Clavijo	I do always listen to English music.
Saul Ortega	The reason that I listen to English music is because I would like to decode the message of the song.

Lisette Roca	I agree with Saul. I need to know what the music is about so as to sing it.
Mejillon Carlos	I sometimes listen to English music because it is such a hard language to understand.
Analysis of the result	The students mentioned that listening to music awakens the interests in keeping on listening English songs. Even though, the music is sometimes tough to catch the idea, their curiosity in deciphering the meaning of the song is even more powerful.
Mediator	3. Does your teacher use music in your English classes?
Mirelly Ortega	Yes, my teacher uses music in our regular classes to learn more English.
Melissa Posligua	Yes, one of the activities using music is to listen and unscramble the sentence that the singer says.
Analysis of the result	All the students come to an agreement that their teacher uses music on a daily basis. They describe one of the activities which is choosing the appropriate word that the students listen.
Mediator	4. Have you ever listened to Christian hip-hop music?
Melissa Posligua	I have listened rather in and out of the classroom
Mejillon Carlos	In the classroom was the first time that I have listened to Christian hip-hop music.
Analysis of the result	One student out of eight has heard Christian hip hop music out of the classroom. The rest of the students recently knew this kind of music when the teacher implemented his proposal.
Mediator	5. Do you consider Christian hip-hop music as a helpful resource in your English classes?
Mirelly Ortega	I think so. I need to open my ears to listen what is before or after the word you have listened first. Furthermore, it makes us be a good listener.
Veronica Yucailla	I agree with all my classmates. Since rap is sung fast, we as students, trying to catch the idea is a little bit challenging.
Analysis of the result	All the students reach an agreement that utilizing Christian hip hop music actually aids students in their English classes. Moreover, one of the students explains; when they are told to listen and write the missing word in the sentence, they have to pay more attention to know the following word.
Mediator	6. Have you learned vocabulary in your English classes?
Mejillon Carlos	Yes, our current teacher has employed different

	activities to learn vocabulary.
Lisette Roca	One of the activities is unscrambling the word that the teacher mentions in a sentence. This helps a lot in the way of recognizing the sound and spelling.
Analysis of the result	All the students have learned vocabulary in their classes. They agree in one particular activity that the teacher does every Friday. The activity consist of forming four groups of eight, the students are given some letters in order to form a word, the teacher says a sentence with the word that has been previously studied, students have to listen and differentiate the word to form it, then they have to spell, say the meaning, and even come up with a sentence using the word mentioned. They claimed that this activity has supported them a lot because it involves the four skills to acquire vocabulary.
Mediator	7. Would you like to build up your vocabulary?
Veronica Yucailla	Yes, because this may help me in my future career. Our vocabulary should be efficient to convey better the message.
Saul Ortega	Yes, the communication will be much better whether for the speaker or listener.
Melissa Posligua	I am not a person who takes a stand in the same level. I consider myself a person who takes big steps in everything; thus, I need to explore other ways to learn more.
Mirelly Ortega	It is better to have an overall knowledge about everything in case we would like to be an interpreter.
Analysis of the result	All the students want to build up their vocabulary. Since, English is an international language; people have to find the way out to get acquainted with this language. In addition, by the time they are choosing their specialties, they undoubtedly are going to make use of this worldwide language.
Mediator	8. Would you like to learn English through using Christian hip-hop music so as to build up your vocabulary?
Mirelly Ortega	Yes, it helps us decipher the correct pronunciation of the word.
Saul Ortega	Yes, the rehearsal of the uncommon phrases makes it easier to comprehend and say it naturally.
Mejillon Carlos	It will contribute to our speaking skills through the vocabulary acquired.
Analysis of the result	All the students would like to learn English by using Christian hip-hop music. The students think that when they are focused on one specific activity, they have to

	listen carefully to decode the words; furthermore, Christian hip-hop music has expression, and collocation that are totally useful for the four skills.
Mediator	9. Will Christian hip-hop music work out the vocabulary problem?
Mirelly Ortega	This is another approach to direct the language.
Melissa Posligua	The required concentration makes us indirectly store the information. So I think it really will.
Analysis of the result	All the students come to an agreement that this strategy will work out vocabulary problem, in that, this Christian hip-hop music tends to be sung rapidly, and this makes students to be more alert in listening something.
Mediator	10. Would you like teachers apply Christian hip-hop music in their regular classes?
David Clavijo	Listening to this kind of music is entertaining, and it does not allow having traditional classes.
Saul Ortega	Yes, from my perspective this permits me to increase my vocabulary.
Lisette Roca	It is a remarkable idea; yet, it is compulsory to make use of other kind of music.
Analysis of the result	All the students would like teachers apply Christian hip-hop music in their regular classes. They claimed that besides it is interesting and fun, this music will surely help to build up vocabulary, and awaken other kind of skills that they haven't developed yet.
Mediator	11. Do you consider that Christian hip-hop music could build up vocabulary?
Mirelly Ortega	This training lets students intend to pronounce the toughest words.
Veronica Yucailla	Once you can distinguish the pronunciation of the words, the next time you listen the same ones will be easier to say them.
Lisette Roca	As this kind of music is fast, our skills will be developed
Melissa Posligua	Yes, the more repetition you make, the easier the words will be.
Analysis of the result	All the students are aware that Christian hip hop music could build up vocabulary. In fact, listening this kind of music is challenging, and being able to decipher makes the students be more independent. All of them concluded that it will aid not only in vocabulary, otherwise in the four skills as well.

3.8.5. Analysis of result – Principal from Unidad Educativa ‘Liceo Cristiano Peninsular’.

The principal of this institution thought that music in general is a worldwide strategy that English teachers have been currently using. Yet, she hasn't heard about using Christian hip-hop music in the teaching and learning process. Nevertheless, she thinks that there is a possibility to teach English by means of this kind of music due to the fact that they feel motivated to learn the phrases, expressions, idioms, and so on. Besides, the sound and movement are catchy for them.

3.8.6. Analysis of result – Specialist

Stephannie Michaux and Jason R. Levine who took part of this project as specialist, felt excited in the use of hip-hop music to build up vocabulary. Even though, Stephannie works with different strategy to enhance vocabulary, she comes to an agreement with Jason in the way of taking into consideration this kind of music. However, Jason partially dissents with the use of popular hip hop music because some of them are focused on other stuff. For this reason, he was stirred to come up with his own hip hop songs that go with the current subject that he wants to emphasize.

As a conclusion, they assure that the implementation of hip hop music will surely build up their vocabulary.

3.8.7. Analysis of result – teachers from “Liceo Cristiano Peninsular”

As a result of the interview can be asserted that the teachers from this institution are actually familiar with the use of Christian hip-hop music. High school teachers said that during their career as English teachers, they make use of this resource once a year. As a conclusion, both of high school teachers agreed with the implementation of Christian hip-hop music.

3.9. CONCLUSIONS AND RECOMMENDATIONS OF CHAPTER III.

The results were given by the interviews and the focus group of the principal, teachers, and students from Unidad Educativa “Liceo Cristiano Peninsular”, and the specialists. Those individuals play an essential role conducting the implementation of Stylized rhythmic music (Christian hip-hop music). These are the conclusions and recommendations.

3.9.1. Conclusions.

- Christian hip-hop music are regarded as one of the most effective strategies utilized in the teaching and learning process for building up vocabulary in students of tenth grade.
- Christian hip-hop music is worth employing in regular classes with teachers who also share the same vision of this project.
- The use of Christian hip-hop music awakens the interest of teenagers to seriously take the study of this foreign language.
- Christian hip-hop music aids students’ listening, writing, reading, speaking skills, and even more important to build up vocabulary.

3.9.2. Recommendations.

- The implementation of stylized rhythmic music (hip-hop music) to build up vocabulary in adolescent.
- Teachers have to be careful in the selection of hip-hop music. It is better to create their own music with more educational content.
- Teachers should apply just one part of the song. It would be worthless to employ the whole song because the more material students have, the less the learning students will obtain.

CHAPTER IV

THE PROPOSAL

4.1. INFORMATIVE DATA

Title of proposal

“STYLIZED RHYTHMIC MUSIC TO BUILD UP VOCABULARY IN STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA LICEO CRISTIANO PENINSULAR. LA LIBERTAD, PROVINCE OF SANTA ELENA SCHOOL YEAR 2015-2016”.

Executing Institution: Unidad Educativa “Liceo Cristiano Peninsular”.

Country: Ecuador

Province: Santa Elena

City: La Libertad

Beneficiaries: Students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular.

Section: Morning

Genre: Boys and girls

Characteristic of the community: Middle class

Estimated time of execution: 2 weeks.

Responsibles

Author: Julio Andres Roca Panimboza

Advisor: Msc. Jorge Cevallos Salazar

Staff of the Institution:

Msc. Jannet Moreno de Guaman Principal
 Lcda. Yalena Pillasagua Vice Principal
 Lcda. Isabel Bermudez Coordinator of the English Teachers

Chart 11 Beneficiaries

SCHOOL	BENEFICIARIES	TOTAL
UNIDAD EDUCATIVA	TENTH GRADE STUDENTS	39
“LICEO CRISTIANO PENINSULAR”	TEACHERS	2
	PRINCIPAL	1
TOTAL		42

4.2. SIGNIFICANCE

At present, it is probable that English has different strategies to engage students in the development of any activity. The strategies are the paths which ELLs are guided to build their own critical thinking. Nevertheless, there are plenty of strategies that may not satisfy ELLs expectancy in the acquisition of a new content because it is repetitive, does not have a positive side, or are simply worthless. Some cases, ELLs desire education that combines their personality, way of learning, and motivation to create meaningful learning.

This current matter that has made this project possible, is the deficit of words used in short sentence during a conversation. On the contrary, the stylized rhythmic music is a new tendency that can be utilized in English classes of tenth grade students at Liceo Cristiano Peninsular. This catchy sound that this kind of music has, involves students and grasp their intrinsic motivation, that is why the result of the implementation of this proposal took a valuable direction to build up their

vocabulary, for instance, students are no longer bored of doing specific tasks from teachers because they really feel the sense of learning, and they are not forced to accomplish their homework.

This strategy along with the activities work according to their interest, so it is crucial to keep students alert in the repetition of the words. Furthermore, when students are constantly repeating something they like, they will learn it even without notice.

4.3. OBJECTIVES

4.3.1 General Objective

- To contribute the vocabulary building through stylized rhythmic music in students of tenth grade at Unidad Educativa Liceo Cristiano Peninsular. La Libertad, province of Santa Elena school year 2015-2016.

4.3.2. Specific Objectives

- To establish specific songs in use to learn appropriate vocabulary based on stylized rhythmic music (Christian hip hop music).
- To determine the best tasks to foster vocabulary from stylized rhythmic music (Christian hip hop music).
- To create, implement and evaluate educational lyrics by utilizing topics based on stylized rhythmic music (Christian hip hop music).

4.4. DESIGN AND DEVELOPMENT OF THE PROPOSAL

STYLIZED RHYTHMIC MUSIC

To build up vocabulary in students of tenth grade at Unidad Educativa

“Liceo Cristiano Peninsular”



Author: Julio Andres Roca Panimboza

Phrase: Rhyme to learn and let the words come out

La Libertad – Ecuador

2015-2016

4.4.1. Definition

Stylized rhythmic music (hip-hop music), besides building up vocabulary in students, will likely improve other abilities that go along with vocabulary; and as a result, students finally can integrate their skills in the development of the English language. Likewise, Christian hip hop music which was applied in the proposal is composed by several activities that support the acquisition of English vocabulary.

4.4.2. Recommendations of using Stylized Rhythmic Music

Stylized rhythmic music (hip-hop music) has a variety of extraordinary things that can be done, their rhythm, intonation, and rhymes might enhance students to acquire the accurate pronunciation of a native speaker; phrases, slangs, and idiomatic expression may captivate their attention to develop speaking skills. However, trainers should be aware of the types of expressions that the song has, the song could have worthless slangs that need to be extracted from it.

Therefore, tutors might be guided by these few steps. First, teachers might be meticulous in the pick over of the songs; second, the songs should cover the content of the current unit, it might be worthless otherwise; third, teachers must be creative in relating the interactive activities; fourth, teachers have to understand the general idea before explaining to the students; fifth, the learners ought be concentrated on one particular hook of the song; sixth, students should create their songs based on the vocabulary acquired; seventh, students should sing along their songs. If the teacher is innovative, he might be able to adapt hip hop music according to students' needs.

4.4.3. Advantages of using Stylized Rhythmic Music

- Stylized rhythmic music might be utilized as a warm-up, during the procedure, or even at the end of the class.
- The implementation of stylized rhythmic music may awaken students' interest in learning this language.
- Stylized rhythmic music may be challenging for those who like to speak fast.
- Stylized rhythmic music could be richer in grammar vocabulary, listening vocabulary, reading vocabulary, writing vocabulary, and speaking vocabulary.
- Stylized rhythmic music might likely be listened in and out of the classroom as an extensive listening.
- Stylized rhythmic music may be adapted to the learners' level that the teachers want to work with.
- Stylized rhythmic music may increase students' general knowledge.
- Stylized rhythmic music might aid students to get accustomed to natural way of speaking in sense of understanding the words of united sounds.

4.5. CONTENTS OF THE PROPOSAL

4.5.1. Description of the first activity

- ❖ First, from one to four exercises, students will build up their vocabulary with definition and synonyms. Besides, they might be using the dictionary if necessary. The activities can be done individually and the answers will be checked by encouraging their participation.

- ❖ Second, the fifth exercise is focused on rhymes, the learners do the activity based on their knowledge, later they confirm their answers.
- ❖ Third, teacher plays the song “I’m praying for you”, and students try to listen and jot down the words that appear in the previous exercises.
- ❖ Fourth, students are given the lyrics of the song to circle the corresponding word.
- ❖ Fifth, students set aside the words that they might be using in the creation of their songs.

Picture 1 Teenagers get familiar with the song



Author: Julio Roca Panimboza

Source: Unidad Educativa “Liceo Cristiano Peninsular”

ACTIVITY # 1

1. Write the words besides each definition

somebody	dude	know	lately	trust	right
view	disgust		hear		pretty

- a) Recently; of late _____
- b) To perceive sound with the ear _____
- c) Attractive or pleasing, very _____
- d) have information about something _____
- e) See or watch, a scene or prospect _____
- f) In a proper or correct manner _____
- g) Any person, unspecified person _____
- h) A confident belief or reliance on _____
- i) That one can't stand _____
- j) A man who wears fashionable clothes _____

2. Place the words in the corresponding sentence.

close	hoses	concerned	urge	move	sermon	weak
weep		phase		sink		

- The students are _____ about getting bad scores.
- Laura is sick and she is feeling _____ lately.
- That pastor is good at giving good _____.

- She is my _____ friend, I know since I was born.
- That person is so sensitive, she _____ for every single thing.
- The last music was awful, it didn't _____ me at all.
- The sun always _____ in the west.
- The first assignment had many _____.
- Music really _____ me to learn English.
- The devil are our _____.

3. Match the synonyms

- | | |
|-------------|----------------------------------|
| A. Sin | _____ glowing, brilliant, glossy |
| B. Heal | _____ fight, battle, strive |
| C. Tempt | _____ blend, mix |
| D. Lust | _____ sister, brother |
| E. Shiny | _____ offence, guilt |
| F. Show | _____ discuss, talk, discourse |
| G. Struggle | _____ touch, search |
| H. Siblings | _____ cure, recover |
| I. Mingle | _____ demonstrate, manifest |

J. Converse _____ desire, greed

4. Look for the definition and write them down.

Need _____

Soak _____

Touch _____

Kill _____

Pay _____

Kick _____

Empty _____

Conceal _____

Dwells _____

5. Put a check () if it rhymes or (X) if doesn't rhyme.

- | | |
|-----------------------|---------------------|
| - righ/light | - talks/walks |
| - friend/fred | - be/bee |
| - close/foes | - mingling/sibling |
| - were/weird | - trust/frost |
| - concerned/discerned | - discourse/discuss |
| - face/pen | - best/vest |
| - church/urge | - ours/hours |
| - sermon/German | - change/chance |
| - lord/ love | - heart/hard |
| - wake up/make up | - killing/kicking |
| - head/leap | - wrote/rode |
| - gotta/wanna | - home/alone |
| - face/phase | - wrong/strong |
| - even/ever | - lately/daily |
| - seem/redeem | - else/dwells |
| - feeling/healing | - weak/week |
| - half/have | |
| - look/lock | |
| - lust/lost | |
| - may/day | |
| - pay/say | |
| - hand/land | |

I AM PRAYING FOR YOU



[Intro]
Father God
I'm praying to you
For/four somebody who knows You Lord
But, just hasn't, hasn't been seeing You in the **right/light** view lately
Hear me out...

[Verse 1]
Father, I'm praying for a **friend/fred**
He and I are pretty **close/foes**
And out of all my friends for this one I'm **concerned/discerned** the most
He say he reading daily, but he ain't really learning
He been in **church/urge** but say that he ain't moved by any **sermon/German**
His face weak
He ain't prayed in a week
He **wake up/make up** and just weep with his **face/phase** in the sink
Lord, you **gotta/wanna** help my man
I'm praying for him daily
He ain't sinned but it just **seem/redeem** as if he going crazy
He say he's **feeling/healing** trapped
Can't even head up the mall
Cause every lady's half-dressed tempting him to **lust/lost** and fall
He keep the TV off
Videos just make him feel like he ain't really nothing
Without money, girls and shiny wheels
The other **may/day** he told me that he feels less a man
Cause he ain't have a 5-year plan, or a piece of **hand/land**
And man its crazy cause his family thinks so much of him
Plus he got a godly wife who's always showing love for him
But he's struggling, even though he **talks/walks** to me
I tell him what to do but he don't listen when he ought'a **be/bee**
I'm scared for him cause there's people that look up to him
He got some younger **mingling/siblings** who've been changed by what he's done
for them
[Bridge 2x]
But is it done for him?
Lord don't let it be
If he don't wanna talk to you then Father hear from me

Source: www.azlyrics.com/lyrics/lecræe/prayinforyou.html

4.5.2. Description of the second activity.

- ❖ First, from 1 to 3 are exercises before listening the song. From these exercises, students are able to decipher each activity individually by making use of the dictionary. Then, they will confirm the answer through encouraging the participation in pairs.
- ❖ Second, the fourth exercise is focused on listening and unscrambling and is done with the Christian hip-hop music (start over - NF). Teacher plays a small part of the song, and the students intend to figure the sentence out.
- ❖ Third, students are now more willing to listen and write the words that are missing in each gap.
- ❖ Fourth, students separate the words, phrases, or idioms that they might be using in their creation of their song.

Picture 2 Teacher explains the activity



Author: Julio Roca Panimboza

Source: Unidad Educativa “Liceo Cristiano Peninsular”

ACTIVITY # 2

1. Fill the sentences with the missing word.

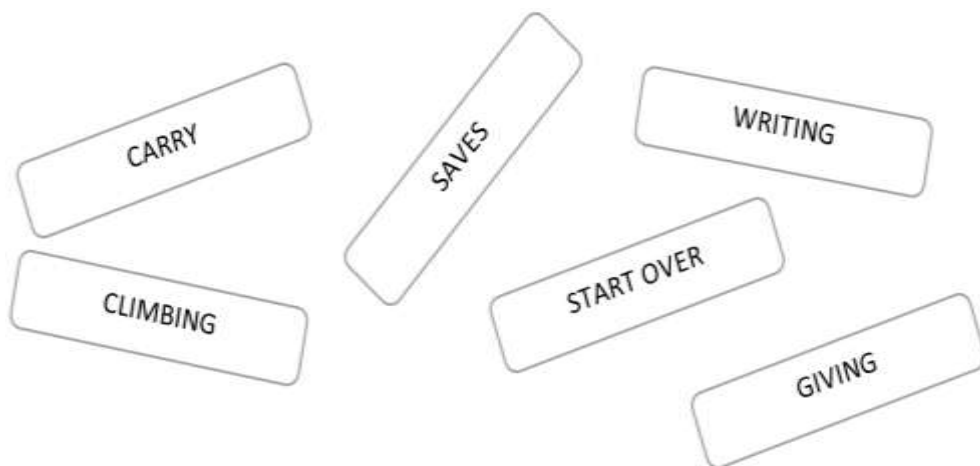
SHE IS _____ A STORY

HE IS GOOD AT _____ HIGH WALLS

THAT GIRL CAN _____ THOSE HEAVY LUGGAGES

GOD _____ ME WHEN I GET IN TROUBLE

IT'S TIME TO _____ YOUR LIFE



2. Relate the highlighted word with its definition

NOWADAYS CHILDREN **DISOBEY** THEIR PARENTS MORE OFTEN

WE **HOPE** THERE'S NO CLASSES TOMORROW

SHE IS **FEELING** SICK TODAY

I **BROUGHT** DESSERT FOR MY BIRTHDAY

THIS NEW YEAR I **DESERVE** A LONG VACATION



3. Change the highlighted word with the synonym

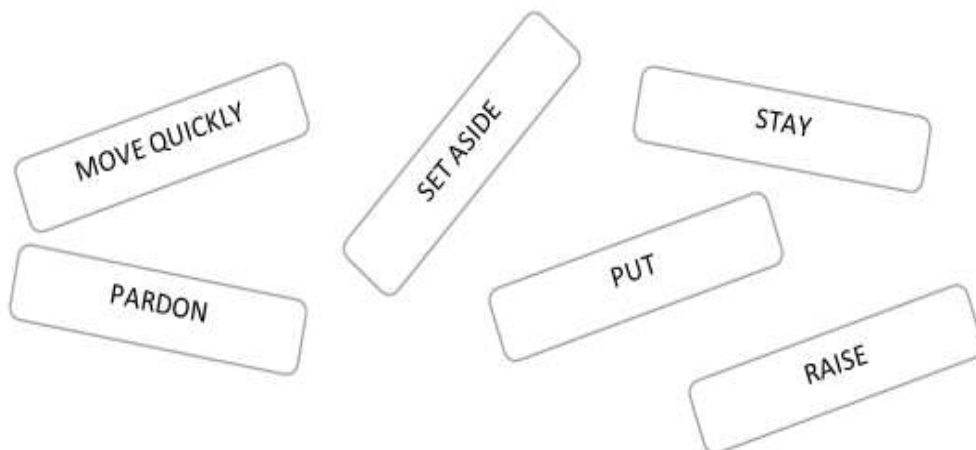
FORGIVE ME FOR PUSING YOU TO THE WATERFALL

I WILL **REMAIN** MY POSITION OF PROTEST

SHE NEEDS TO **REMOVE** THE UNNECESSARY THINGS

THAT HIGHWAY IS TOO LONG TO GO **RUNNING**

DON T BE AFRAID, **LITF** UP YOUR HANDS TO OUR GOD



4. Unscramble the sentence based on the Christian hip-hop music.

a.

CARRY CAN THE PAST SHOULDER
YOU ON YOUR

b.

TROUBLED DON'T HEART BE
LET YOUR

c.

GOD'S DON'T DESERVE HELP I

d.

ALL MYSELF BROUGHT ON THIS

e.

AND I AWAY BACKSLID STAYED

f.

THE CAME POOR FOR JESUS

g.

SON THE FATHER THE GOD SENT

h.

YOU REST GIVE I'LL

i.

CALM	IN	YOUR	I'LL	DEFENSE	THE WINDS
------	----	------	------	---------	-----------

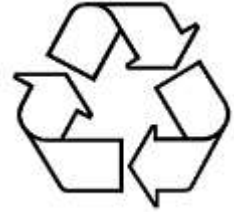
j.

PUT	ON	HE	THAT	HIS SON	PUNISHME
-----	----	----	------	---------	----------

k.

GUILT	CROSS	OUR	HE	ON THE	TOOK
-------	-------	-----	----	--------	------

START OVER



Everybody's got a blank page
 A story they're _____ today
 A wall that they're _____
 You can _____ the past on your shoulders
 Or you can start over
 Regrets, no matter what you've gone through
 Jesus, He _____ it all to _____ you
 He carried the cross on His shoulders
 So you can start over

Don't _____ your heart be troubled
 Don't _____ afraid
 To the broken-hearted that _____ that they'd
 Never been born, never been torn, never sinned, never _____
 I know you _____ there's no hope, but that ain't true, Jesus saves!
 I know you _____ regret
 (Like I) _____ this all on myself
 (Like I) messed it up big time, and this time I don't _____ God's help
 (Thinking) how can God _____ me after knowin' what I did (can He?)
 After knowin' that I hid from Him, and I _____ away and backslid (listen)
 Jesus came for the sick (so true)
 Jesus came for the weak (amen)
 Jesus _____ to give good news and have set the captives free (amen)
 Jesus came for the poor (amen)
 Jesus came with the keys (amen)
 Jesus came to _____ the chains so the prisoners are _____ (amen)

Source: www.azlyrics.com/lyrics/flame/startover.html

WRITING	SAVE	RELEASED
WISHED	CLIMBING	DESERVE
REMOVE	STAYED	
CAME	BROUGHT	
GAVE	LET	
DISOBEYED	THINK	
CARRY	FEELING	
BE	FORGIVE	

4.5.3. Description of the third activity.

- ❖ First, before listening the song, students previously do exercises from one to three to get familiar with the expressions, phrases, and idioms that are mentioned in it. The students do the activities individually as far as they confirm the answer with the teacher.
- ❖ Second, the fourth activity is developed listening, structure, and word order. This activity is done with the small part of the Christian hip-hop music (keep on - NF).
- ❖ Third, learners are acquainted with words and idioms that most of them were utilized in the previous exercise. Students listen the song and fill the gags based on the word bank.
- ❖ Fourth, students pick out the last words and expression and create their own hip-hop song.

Picture 3 Students unscramble the sentences



Author: Julio Roca Panimboza

Source: Unidad Educativa “Liceo Cristiano Peninsular”

Picture 4 Teacher checks students' answers



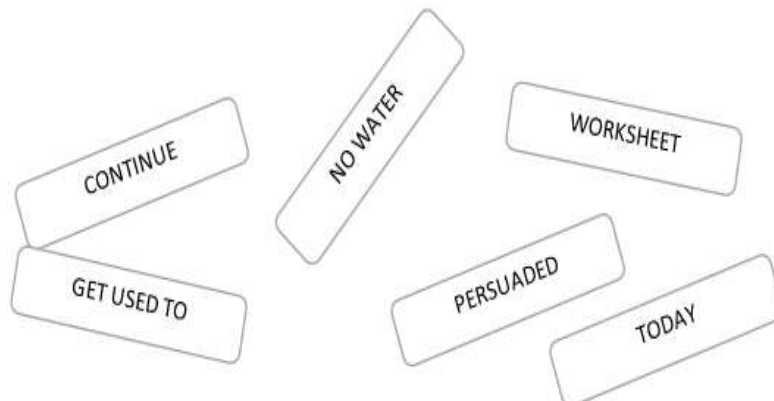
Author: Julio Roca Panimboza

Source: Unidad Educativa “Liceo Cristiano Peninsular”

ACTIVITY # 3

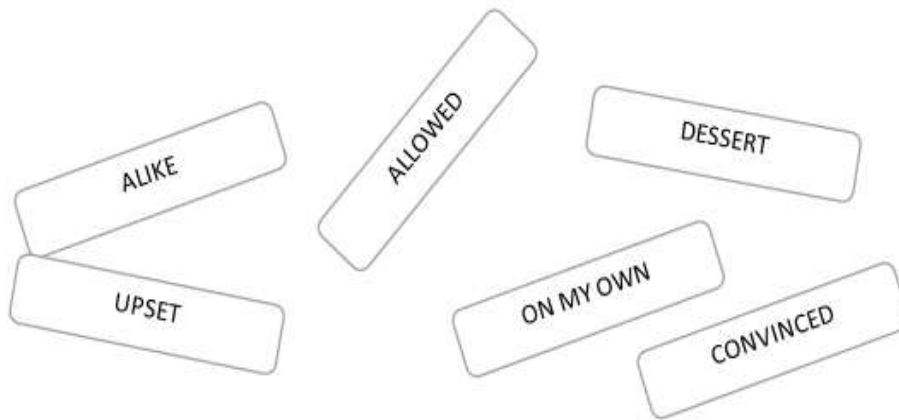
1. Put the letter next to the corresponding synonym

- A. DON'T BE UPSET, **KEEP ON YOUR LIFE**
- B. SHE IS NOT **ACCUSTOMED TO** SLEEP IN A MATTRESS
- C. SHE **CONVINCED** ME TO WEAR A RAINCOAT
- D. YESTERDAY IT DIDN'T RAIN, IT IS **DROUGHT**
- E. THAT **HANDOUT** IS ON THE SHELVES



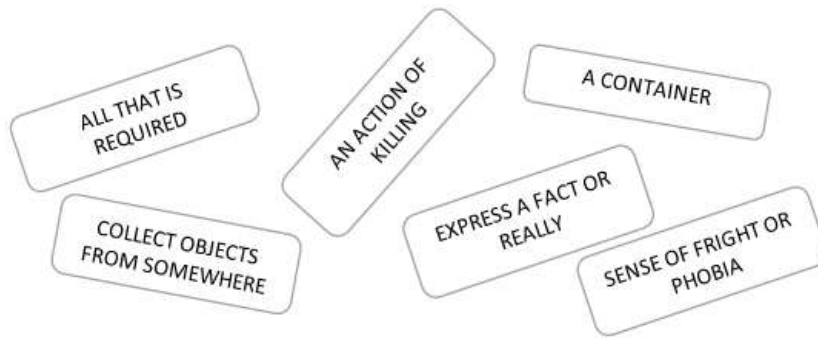
2. Fill the sentences with the missing word

- I THINK I WON'T SUCCEED BECAUSE I CAN'T DO THIS ON _____
- SOMETIMES I FEEL A LITTLE BIT _____ FOR MY ACTIONS
- CHILDREN ARE NOT _____ TO LIE TO THEIR MOM.
- I WOULD RATHER HAVE SOME _____
- GOD CREATED US _____



3. Relate the highlighted word with its definition

- I AM JUST KIDDING I DIDN'T READ THAT BOOK **ENOUGH**
- BE GRATEFUL, **PICK UP** THAT PEN
- SOME PEOPLE FEEL **FEAR** OF BEING IN PRISON
- **ACTUALLY**, HE CAN'T HEAR YOU, HE IS DEAF
- THEY ARE NOT ASHAMED TO **MURDER** THAT KID.



4. Unscramble the sentence based on the Christian hip-hop music.

a.

Something I Accustomed is am to

not faith

b.

Other's Don't is Do Trusting

love to Something I really

c.

It' standing And me You offer

I'm In the rain A raincoat like

d.

My hands Now I so Continue

take on And I know My own And

e.

I hate sin still live And I

Built But I In it A house

f.

Direction Is My soul What it Is your
Lost and needs

g.

The Bible That I In you should says
always Trust cannot

KEEP ON

Oh, these hands are tired
Oh, this heart is tired
Oh, this soul is tired
But I'll _____
I'll _____



[Verse 1 - NF:]
_____ is something I _____
Trusting other people 's something I don't really love to do
I've never been a fan of it, I act _____
Really my shoulders they ain't built for this and I don't have

It's like I'm standing in the _____ and you offer me a

But I _____ stand there wringing wet than take the

_____ with me? You said, you've always got your

And I cannot continue on _____
so take my hands now
I give you everything, God, not just _____ Take it from me, I am
nothing but a hypocrite
I hate _____ but I built a house and I still live in it
_____ to open up the door to you 'n let you into it
My soul is lost and what it needs is your direction
I know, I've told you I do not need your protection
But I _____ you, this thing is tiring
A man was not created for it
God, please retire me now

Source: www.azlyrics.com/lyrics/nf/illkeepon.html

WHAT'S WRONG
KEEP ON
A LITTLE BIT
AM NOT ACCUSTOMED TO
MY OWN
LIED TO
WOULD RATHER

FAITH
RAINCOAT
TOUGHER
HANDOUT
SIN
NOTHING
RAIN
AFRAID
HANDS OUT

EXTRA LYRICS TO TEACHERS AND STUDENTS

4.6.1. Numbers from one to ten

Let's count the contest that you have won
believe or not you are about to be the number **one**

I found the fourth test that i took
that evaluation he marked was the number **two**

I am too young to set me free
two plus one you'll get the number **three**
do not ask again what math is for?

drawing a chair upside down it looks like number **four**
it's time to make up your mind to do the things right in your life
is that a pregnant woman no, but it seems to be the number **five**
irresponsible people are those who make me sick
and I can count them starting from number **six**
but if you'd rather begin from number **seven**
yet nobody wants to die, they want to go to heaven
and I can make a cake and fetch them **eight**
of my friend so they are not allowed to hate
me cause I am not pride of my **nine**
best students that I've got, to say this line
they just dropped the pen and pretend
to have in this term their desirable **ten**

Author: Julio Roca P.

4.6.2. Comparative

Superlative and comparative are part of the comparison
with one syllable you have three rules, analysis on
er is added the adjective hard, would be harder
if you use far, you will go farther
do not get confused, there are three of them
worse and better
you'll change them if you're clever
and you'd better stick in your mind
the second rule must be synthesized it's like
from two syllable, you should use more
handsome, fantastic,
adding the second pattern would sound more elastic
your thoughts are more important than mine but
my reliability is more prominence than you'll never find plus
the last type of comparative, the letter I
it'll be applied by changing for the letter y
happier, prettier, healthier, uglier
all of them would be easier
if you continue practicing

Author: Julio Roca P.

4.6.3. The use of If and When

It's time to do the things **right**
when you try, you have a new **light**
you lit it up and started to do fine
if you have **foes**, it is better not to have them **close**
do not look down on them
look up your glance in order not to offend
keep your head straight when you aren't **wrong**
if you are **strong**, you know how to
destroy those boundaries that will come
but when you get the **feeling** that something is gonna happen
for sure god is here **healing**, you want to write with that pen
your future sooner it'll be changed **forever**
new paths you'll have have you **ever**
prayed a little bit in your home
you hope you're safe but you don't
follow his words to change this world
think twice until your actions show up before
if you measure your ideas, nobody hurts no more.

Author: Julio Roca P.

4.6.4. Simple past

What I said before
let's begin with the past, no more
turn it up at full blast, here we go
the most difficult of it is to identify and to
differentiate regular and irregular verbs
but I do know that Jesus came
taught and even ate in the same plate
that's not fame, it's really simple
to convert the present to past tense
and when he went, he left us and forgave our sins
but I'll tell you how regular verbs are formed that means they're simply added ed
but this has different sound and I'll reply them out loud
your level advanced, I advised, you analyzed, apologized
you'd get accustomed if you exercised stick in your mind
answered, applied, burned, designed and complained
you'd understand if you listened to them
without being explained come here to acquire what I learned
shouted, completed, needed, invaded, communicated
you'd get them if you interpreted
that's sound better, and do not hesitate it
you know what I meant, I wish you went where
the place I sent, you thought I misspelt it on
didn't take care what you spent it on.
you sat in that spot and drank a drop
it's not big as that put it on as far as you ran to reach that top english is not as
tough as you got.

Author: Julio Roca P.

4.6.5. Past Progressive

We must get going
With the past progressive it's a COMBINATION
With the verb be and ING let's see
Was and were are used as an initiation
Followed by find and ing
We fence students and hence
They get motivated, pretending to enjoy the most
I was checking my mail when you get lost
Your mind, hold it a little bit, provide
More ideas before your brain get frost

You **WERE STARTING** when I got through
You **WERE STOPPING** when I got confused
You **WERE CATCHING** with having no excuse
You **WERE MATCHING** as you used to fuse

This little girl who I was taking about
Has a new business with no root
So it was going through, making bad decisions
Getting in trouble with breaking the law, with no permission

She **WAS TAKING** part of the whole fascinating class
She **WAS MAKING** a lot of mistakes she usually does
She **WAS FAKING** her mother's signature and plus
She **WAS BAKING** her cake and it was the last

Children in the middle of the night were checking facebook
Sure enough they didn't do their homework from book
We are fool not following the rule there's no excuse
When everything was right but I might give some template

He **WAS READING** when she was online
He **WAS EATING** when he was climbing the grapevine
He **WAS LEADING** a group of people that are not fine
He **WA PLEADING** because the guilt was mine

Author: Julio Roca P.

4.7. STRATEGY OF IMPROVEMENT

Chart 12 Strategies of Improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
<ul style="list-style-type: none"> • Teacher only applied one strategy to acquire vocabulary. • Students were accustomed to attend to traditional classes that bored them. • Students underlined words to later memorize them to produce in the spoken language. • Students do not feel inspired enough to take part of the English classes • Students are not encouraged to build up their vocabulary. 	<ul style="list-style-type: none"> • Teacher has a new entertaining ways to correlate and have a meaningful learning in their students. • Students are very keen on attending English classes that encourage them to practice. • Students utilize the repetition to unconsciously acquire words through hip-hop music. • Students demonstrate their interests by showing off their participation. • Students are confident to make use of words learned from hip-hop music.

4.8. RESULT OF IMPLEMENTATION

Chart 13 Diagnostic test result

N	NAMES	SCORES
1	ARAUJO VELASQUEZ WALTHER DAVID	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (17)
2	ARCENALES VIDAL NAYELI STEFANIA	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (13)
3	BACILIO SUAREZ LUIGI FABRICIO	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (15)
4	BALON LIMONES LISBETTE ANDREA	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (18)
5	BORBOR GONZABAY JORDAN LUIS	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (21)
6	CAICHE DOMINGUEZ WILLIAM ISAAC	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (15)
7	CASTRO JOSE KAREN NAYELLY	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (17)
8	CLAVIJO RIVAS DAVID ANDERSON	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (32)
9	CRUZ PARRA GEORGE ARIEL	Learners can't understand enough and have too much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in

		context. (9)
10	CUCALON VILLAO KARLA MICHELLE	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (20)
11	FARIAS MATIAS GISELLA JIREH	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (18)
12	GONZALEZ VILLON VICTOR JOSE	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (35)
13	LAINEZ ANGEL KAREN DAYANNA	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (18)
14	LINDAO VILLACRES DAYANNA LISBETH	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context.
15	LOPEZ NAVIA KEYTH KARENNA	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (36)
16	MEJILLON GONZALEZ CARLOS ARIEL	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (36)
17	MENDEZ CATUTO JOSUE RONALDO	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (25)
18	MIRABA DOMINGUEZ NIXON ALEXANDER	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (21)
19	MOLINA MESIAS WILSON STEEVEN	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (19)
20	MORAN BORBOR DAYANA DANIELA	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (21)
21	ORTEGA PILLASAGUA	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd

	MIRELLY BELEN	word, and link useful expressions used in context. (30)
22	ORTEGA PILLASAGUA SAUL OMAR	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (36)
23	PARRALES VERA KEILA NAGELY	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (18)
24	PICASO LOPEZ JEAN PAUL	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (20)
25	PITA PISCO AMBAR ANAHI	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (13)
26	POSLIGUA QUINDE MELISSA MARGARITA	Learners can't understand enough and have too much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (4)
27	RAMIREZ BAQUERIZO GUSTAVO SEBASTIAN	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (30)
28	REYES YAGUAL LEONARDO FABRICIO	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (22)
29	ROCA DEL PEZO LISSETTE ADRIANA	Learners can't understand enough and have too much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (3)
30	RODRIGUEZ GUERRERO PRISCILA ELIZABETH	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (27)
31	RODRIGUEZ REYES ROXANNA ESTEFANIA	Learners can't understand enough and have too much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (7)

32	SANCHEZ RODRIGUEZ DAYSI ESTEFANIA	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (10)
33	TIGUA REYES TATIANA ISABELA	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (19)
34	TROYA SANCAN BRANDON MANUEL	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (38)
35	VILLO DAZA DANNA GABRIELA	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (14)
36	VILLO VILLO NICK PATRICK	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (13)
37	YUCAILLA GALARZA VERONICA ELIZABETH	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (23)
38	ZAMBRANO SAAVEDRA JORDAN ROLANDO	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (18)
39	ZHINGRI PAZ MARIA JOSE	Learners can't understand enough and have too much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (2)

Chart 14 Result of the final test

N	NAMES	SCORES
1	ARAUJO VELASQUEZ WALTHER DAVID	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions

		in context. (19)
2	ARCENTALES VIDAL NAYELI STEFANIA	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (22)
3	BACILIO SUAREZ LUIGI FABRICIO	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (32)
4	BALON LIMONES LISBETTE ANDREA	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (23)
5	BORBOR GONZABAY JORDAN LUIS	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (24)
6	CAICHE DOMINGUEZ WILLIAM ISAAC	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (20)
7	CASTRO JOSE KAREN NAYELLY	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (21)
8	CLAVIJO RIVAS DAVID ANDERSON	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (32)
9	CRUZ PARRA GEORGE ARIEL	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (19)
10	CUCALON VILLAO KARLA MICHELLE	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (31)
11	FARIAS MATIAS GISELLA JIREH	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (36)
12	GONZALEZ VILLON VICTOR JOSE	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (32)
13	LAINAZ ANGEL KAREN DAYANNA	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (26)
14	LINDAO VILLACRES	Learners are able to mostly describe pictures,

	DAYANNA LISBETH	replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (35)
15	LOPEZ NAVIA KEYTH KARENNA	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (38)
16	MEJILLON GONZALEZ CARLOS ARIEL	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (30)
17	MENDEZ CATUTO JOSUE RONALDO	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (36)
18	MIRABA DOMINGUEZ NIXON ALEXANDER	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (24)
19	MOLINA MESIAS WILSON STEEVEN	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (23)
20	MORAN BORBOR DAYANA DANIELA	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (35)
21	ORTEGA PILLASAGUA MIRELLY BELEN	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (34)
22	ORTEGA PILLASAGUA SAUL OMAR	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (35)
23	PARRALES VERA KEILA NAGELY	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (14)
24	PICASO LOPEZ JEAN PAUL	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (34)
25	PITA PISCO AMBAR ANAHI	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions

		in context. (18)
26	POSLIGUA QUINDE MELISSA MARGARITA	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (29)
27	RAMIREZ BAQUERIZO GUSTAVO SEBASTIAN	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (25)
28	REYES YAGUAL LEONARDO FABRICIO	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (29)
29	ROCA DEL PEZO LISSETTE ADRIANA	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (33)
30	RODRIGUEZ GUERRERO PRISCILA ELIZABETH	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (29)
31	RODRIGUEZ REYES ROXANNA ESTEFANIA	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (19)
32	SANCHEZ RODRIGUEZ DAYSI ESTEFANIA	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (27)
33	TIGUA REYES TATIANA ISABELA	Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context. (17)
34	TROYA SANCAN BRANDON MANUEL	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (34)
35	VILLAO DAZA DANNA GABRIELA	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (31)
36	VILLAO VILLAO NICK PATRICK	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (23)
37	YUCAILLA GALARZA VERONICA	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (26)

	ELIZABETH	
38	ZAMBRANO SAAVEDRA JORDAN ROLANDO	Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (32)
39	ZHINGRI PAZ MARIA JOSE	Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context. (26)

4.9. CONCLUSIONS AND RECOMMENDATIONS OF THE CHAPTER IV

4.9.1. Conclusions

- The implementation of this project has come a long way in the building up of vocabulary in students of tenth grade.
- Even though stylized rhythmic music contributed a little bit in their vocabulary knowledge, it has enhanced students to look for other resources to keep on track of the learning process.
- The project should be adaptable to the students' needs based on their environment.
- Trainers need to be capable of modifying the activity as long as their students can understand it.
- Trainers have to transmit the sufficient confidence to their students in order to obtain constructive outcomes.
- Trainers have to be aware of what songs ought to be used to correctly address their learning.

4.9.2. Recommendations

- It is utterly important to be persistent, consistent and positive to accomplish with the desirable outcomes.
- Trainers have a background of what students like so as to get them involved in the development of hip-hop music.
- Teachers should be prepared in advance before applying the activity with their students.
- The activities need to be linked with the same objective.
- Trainers must motivate their students in order to make them produce the learning by speaking.

Timetable

	ACTIVITIES/MONTHS	OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				MAY				JUNE			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Socialization with thesis advisor			x																													
2	Thesis Designing				x																												
3	Elaboration Chapter I					x																											
4	Development and chapter I						x																										
5	Review and Correction							x	x																								
6	Elaboration chapter II									x																							
7	Development and chapter II										x																						
8	Review and Correction											x	x																				
9	Elaboration chapter III													x																			
10	Field research at "Institution"														x																		
11	Development and application of tools															x																	
12	Collection and analysis of tools															x																	
13	Determining conclusions and rec.																x																
14	Preparation of a proposal																	x															
15	Implementation of the activities														x	x																	
16	Development chapter IV																		x														
17	Preparation of Final Report																			x													
18	Delivery of Final Report (ringed)																													x			
19	Predefensa Thesis																																
20	Delivery of Final Report (Plaster)																																
21	Distribution to members of the Court																																
22	Research paper																																
23	Thesis Defense																																

Budget

Resources Material			
Quantity	Item	Price	Total
4	Folder	\$ 3.00	\$ 12.00
10	Pencil	\$ 0.20	\$ 2.00
8	Pen	\$ 0.25	\$ 2.00
3	Paper	\$ 3.00	\$ 24.00
35	Photocopies	\$ 0.05	\$ 3.50
15	Photos	\$ 2.00	\$ 30.00
	Total		\$ 73.50

Quantity	Equipment	Price	Total
1	Internet	\$ 28.00	\$ 140.00
1	Printer	\$ 140.00	\$ 140.00
1	Computer	\$ 400.00	\$ 400.00
1	Flash memory	\$ 10.00	\$ 10.00
5	Printer Ink	\$ 5.00	\$ 25.00
100	Transportation	\$ 6.00	\$ 30.00
1	Others	\$ 50.00	\$ 50.00
	Total		\$ 795.00

TOTAL BUDGET	
Material	\$ 73.50
Equipment	\$ 795.00
Tortal	\$ 868.50

Bibliography

- Abraham, I. (2015). Christian hip hop as pedagogy: *A South African case study*. *Journal of Beliefs & Values*, 36(3), 285-296.
- Aponte, C. A. (2013). *When Hip-Hop and Education Converge: A Look into Hip-Hop Based Education Programs in the United States and Brazil*.
- August, D., Shanahan, T., & Escamilla, K. (2009). English language learners: *Developing literacy in second-language learners—Report of the National Literacy Panel on Language-Minority Children and Youth*. *Journal of Literacy Research*, 41(4), 432-452.
- Beck, I. L., McKeown, M. G., and Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford
- Begum, A. (2014) *International journal of interdisciplinary and multidisciplinary studies*, *Importance of English language in India*, Vol 1, No.10, 126-128. 126, retrieved from <http://www.ijims.com> ISSN: 2348 – 0343
- Benwell tara (2013) *Combining your passion with your career: teaching English through hip hop*. <http://blog.esllibrary.com/2013/06/04/esl-hip-hop/>
- Berta, P., Hawkins, J. B., Sinclair, A. H., Taylor, A., Griffiths, B. L., Goodfellow, P. N., & Fellous, M. (1990). Genetic evidence equating SRY and the testis-determining factor. *Nature*, 348(6300), 448-450.
- Bloomsbury (2013) Bloomsbury International. *Importance of learning a second language*. Retrieved from <http://www.bloomsbury-international.com/blog/2013/09/13/importance-of-learning-a-second-language/>

- Brewer, C. (1995) *Music and Learning: Seven Ways to Use Music in the Classroom*. Tequesta, Florida: LifeSounds.
- Brown H. D. (2007) *Teaching by principles, An interactive approach to language pedagogy*, 3rd Edition, N. Y.: Pearson Education.
- Cardenas, J. C., Stranlund, J., & Willis, C. (2000). Local environmental control and institutional crowding-out. *World Development*, 28(10), 1719-1733.
- Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., ... & White, C. E. (2004). Closing the gap: *Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms*. *Reading Research Quarterly*, 39(2), 188-215.
- Celce-Murcia, M., & McIntosh, L. (1991). *Teaching English as a second or foreign language* (p. 244). Boston, MA: Heinle & Heinle.
- Chen, C. M., & Li, Y. L. (2010). *Personalised context-aware ubiquitous learning system for supporting effective English vocabulary learning*. *Interactive Learning Environments*, 18(4), 341-364.
- Chen, C. F. E., & Cheng, W. Y. E. (2008). Beyond the design of automated writing evaluation: *Pedagogical practices and perceived learning effectiveness in EFL writing classes*. *Language Learning & Technology*, 12(2), 94-112.
- Constitucional, T. (2008). Constitución de la República del Ecuador. *Quito-Ecuador: Registro Oficial*, 449, 20-10.
- Cooks, J. A. (2004). Writing for something: Essays, raps, and writing preferences. *English Journal*, 94(1), 72-76.
- Diamond, L., & Gutlohn, L. (2006). *Vocabulary handbook*. Brookes.

- Dimitriadis, G. (2001). *Performing identity/performing culture: Hip hop pedagogy, and lived practice*. New York: Lang Publications.
- Dubin, F., & Olshtain, E. (1977). *Facilitating language learning: A guidebook for the ESL/EFL teacher*. McGraw-Hill Companies.
- Eady, I., & Wilson, J. D. (2004). The influence of music on core learning. *Education*, 125(2), 243.
- Emdin, C., (2010). *Urban Science Education for the Hip-Hop Generation*. The Netherlands. Sense Publishers.
- Fauziati, E. (2010). Teaching English as a Foreign Language (TEFL).
- Hall, M. R. (2009). Hip-hop education resources. *Equity & Excellence in Education*, 42(1), 86-94.
- Harmer, J. (1991). *The practice of English language teaching*. London: Longman.
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Harlow, England: Pearson Education.
- Harmer, J. (2009). Teaching speaking. *Teaching speaking at lower secondary level and EFL learning and second language acquisition*.
- Horn, C.A. 2007. English second language learners: using music to enhance the listening abilities of grade ones. Masters thesis. Unisa. <http://etd.unisa.ac.za/ETDdb/theses/available/etd09212007.133117/unrestricted/dissertation.pdf>.(accessed February 5, 2010).
- Hornby A. S. 1995. *Oxford Learner's Dictionary of Current English*. London: Oxford University Press.

- Hylton, J.B.1981. Dimensionality in high school students participants' perception of the meaning of choral singing experience. *Journal of Research in Music Education*, 29, 287-303.
- Irby, D. (2006). Do the Knowledge": A standards based hip-hop learning guide. *Philadelphia, PA: Art Sanctuary*.
- ISU Ice dance music rhythms booklet (1995). *Hip Hop*. Retrieved from static.isu.org/media/104308/hip-hop-2c.pdf
- Juslin, P. N., & Västfjäll, D. (2008). Emotional responses to music: The need to consider underlying mechanisms. *Behavioral and brain sciences*, 31(05), 559-575.
- Kelley, J. G., Lesaux, N. K., Kieffer, M. J., & Faller, S. E. (2010). *Effective academic vocabulary instruction in the urban middle school*. *Reading Teacher*, 64(1), 5-14.
- Lee, C.D. (1993). *Signifying as a Scaffold for Literary Interpretation: The Pedagogical Implications for an African American Discourse Genre*. Urbana, Ill.: National Council of Teachers of English.
- Lopera, S. (2003). Useful ideas when taking songs to a class. *Íkala*, 8(14), 135-149.
- Manivannan, G. (2006). *Importance of the English Language*. Usingenglish.com. Retrieved June 15, 2013 from <http://www.usingenglish.com/articles/importance-english-language.html>
- Multicultural and ESOL program service education (2007). *Vocabulary*. Retrieved from www.kahoks.org/common/pics/db/pdf_gallery/1852_Vocabulary.pdf
- Montgomery, J. K. (2007). The bridge of vocabulary: Evidence-based activities for academic success. *Greenville: Pearson Inc*.

- Mora, C. F. (2000). *Foreign language acquisition and melody singing*. *ELT journal*, 54(2), 146-152.
- Nation, I. S. (2001). *Learning vocabulary in another language*. Ernst Klett Sprachen.
- National curriculum guidelines (2014) English as a foreign language. Eighth-ninth-tenth year. Educación general básica
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice hall.
- Obiozor, W. E. (2010). The Use of Music to Teach Life Skills to Students with Emotional Disabilities in the Classroom. *Online Submission*, 7(1), 17-26.
- Pentimonti, J. M., & Justice, L. M. (2010). *Teachers' use of scaffolding strategies during read alouds in the preschool classroom*. *Early childhood education journal*, 37(4), 241-248.
- Philips, L., Reddick-Morgan, K., & Stephens, D. (2005, Summer). Oppositional consciousness within an oppositional realm: *The case of feminism and womanism in rap and hip hop, 1976-2004*. *Journal of African American History*, 90(3), 253- 277
- Schmitt, D. and Schmitt, N. (2005). *Focus on Vocabulary: Mastering the Academic Word List*. White Plains, NY: Pearson Education.
- Seidlhofer, B. (2005). English as a lingua franca. *ELT journal*, 59(4), 339.
- Shen, C. (2009). Using English Songs: an Enjoyable and Effective Approach to ELT Using English Songs: *an Enjoyable and Effective Approach to ELT*. *English language teaching*, 2(1), p88.

- Richards, J.C. (1998). *Extensive reading in the second language classroom*. Cambridge University Press.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Ernst Klett Sprachen.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.
- Stanovich, K. E., & West, R. F. (2008). *On the relative independence of thinking biases and cognitive ability*. *Journal of personality and social psychology*, 94(4), 672.
- The definition of vocabulary in the Oxford English Dictionary retrieved from <http://www.oxforddictionaries.com/definition/english/vocabulary>
- Trim (2009) Educational background: *includes issues related to school and instruction*—e.g. curricular subjects, classroom equipment, educational roles
- Turner, P. (2010). *Hip hop versus rap: an ethnography of the cultural politics of new hip hop practices* (Doctoral dissertation, Goldsmiths).
- Vagi, R. (2013). *Fresh beats: A standard based hip hop curriculum book and CD*
- Weinstein, S. (2006). A love for the thing: *The pleasures of rap as a literate practice*. *Journal of Adolescent & Adult Literacy*, 50(4), 270-281
- Weisskoff, R. S. (1981). *The relationship of pop/rock music to children's task performance and continuing motivation in language arts instruction*.
- Wilkins, D. A. (1972). *Linguistics in language teaching*. E. Arnold, 1973.
- Zwiers, J., (2008). *Building academic language*. San Francisco, CA: Jossey-Bass.

Appendix

Attachment 1 Interview directed to the Principal from Unidad Educativa Liceo Cristiano Peninsular



PENINSULA OF SANTA ELENA STATE UNIVERSITY FACULTY OF EDUCATION AND LANGUAGES ENGLISH TEACHING CAREER

Question 1: What do you think about English education in Ecuador?

Question 2: Do you consider music as an important factor in education?

Question 3: What are the advantages of using music during the teaching and learning process?

Question 4: Do you think that music gives a clear message to the students?

Question 5: Does Christian hip hop music satisfy the vision of a Christian person?

Question 6: Have you ever applied Christian hip hop music to encourage students?

Question 7: Do you believe that the use of Christian hip hop music will aid students to develop English skills?

Question 8: Do you think that using Christian hip hop music will build up vocabulary in students of tenth grade?

Question 9: Would you support the implementation of Christian hip hop music to build up vocabulary in students of tenth grade?

Attachment 2 Interview directed to Specialist



PENINSULA OF SANTA ELENA STATE UNIVERSITY FACULTY OF EDUCATION AND LANGUAGES ENGLISH TEACHING CAREER

Question 1: What is the most common strategy to enhance teenagers in the acquisition of English language?

Question 2: Do you consider music as an important factor in the teaching and learning process? Why or why not?

Question 3: What are the advantages of using music during the Teaching and learning process?

Question 4: What is the best kind of music to teach English vocabulary to teenagers at the present time?

Question 5: Have you ever thought about using hip hop music in your English classes?

Question 6: Do you think that vocabulary is an important aspect to learn in English classes?

Question 7: What strategies have you applied to build up vocabulary?

Question 8: Do you think that building up vocabulary through hip hop music could be convenient to tenth grade students?

Question 9: From your point of view, do you think that the use of hip hop music will build up vocabulary in students of tenth grade?

Question 10: What suggestions would you give when using hip hop music to build up vocabulary in students?

Attachment 3 Interview directed to English Teachers



PENINSULA OF SANTA ELENA STATE UNIVERSITY FACULTY OF EDUCATION AND LANGUAGES ENGLISH TEACHING CAREER

Question 1: What is the most common strategy to enhance teenagers in the acquisition of English language?

Question 2: What strategies do you use the most in your English classes to build up vocabulary?

Question 3: Do you consider music as an important factor in the teaching and learning process?

Question 4: What are the advantages of using music during the Teaching and learning process?

Question 5: What is the best kind of music to teach English vocabulary to teenagers at the present time?

Question 6: Have you ever thought about using hip hop music in your English classes?

Question 7: Have you ever applied Christian hip hop music to encourage students in the acquisition of English vocabulary?

Question 8: Do you believe that the use of Christian hip hop music will aid students to build up vocabulary?

Question 9: Do you think that vocabulary is an important aspect to learn in English classes?

Question 10: Do you think that building up vocabulary through hip hop music could be convenient to tenth grade students?

Question 11: Would you support the implementation of Christian hip hop music to build up vocabulary in students of tenth grade?

Attachment 4 Focus group directed to Tenth grade students



**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

1. Do you like English?
2. Do you listen to English music?
3. Does your teacher use music in your English classes?
4. Have you ever listened to Christian hip-hop music?
5. Do you consider Christian hip-hop music as a helpful resource in your English classes?
6. Have you learned vocabulary in your English classes?
7. Would you like to build up your vocabulary?
8. Would you like to learn English through using Christian hip hop music so as to build up your vocabulary?
9. Will Christian hip hop music work out the vocabulary problem?
10. Would you like teachers apply Christian hip hop music in their regular classes?
11. Do you consider that Christian hip hop music could build up vocabulary?

Attachment 5 List of tenth grade



UNIDAD EDUCATIVA LICEO CRISTIANO PENINSULAR

Ecuador - Santa Elena - La Libertad
Avenida 15 y calle 24 - Teléfono fax 2782816



N	NAMES
1	ARAUJO VELASQUEZ WALTHER DAVID
2	ARCETALES VIDAL NAYELI STEFANIA
3	BACILIO SUAREZ LUIGI FABRICIO
4	BALON LIMONES LISBETTE ANDREA
5	BORBOR GONZABAY JORDAN LUIS
6	CAICHE DOMINGUEZ WILLIAM ISAAC
7	CASTRO JOSE KAREN NAYELLY
8	CLAVIJO RIVAS DAVID ANDERSON
9	CRUZ PARRA GEORGE ARIEL
10	CUCALON VILLAO KARLA MICHELLE
11	FARIAS MATIAS GISELLA JIREH
12	GONZALEZ VILLON VICTOR JOSE
13	LAINIZ ANGEL KAREN DAYANNA
14	LINDAO VILLACRES DAYANNA LISBETH
15	LOPEZ NAVIA KEYTH KARENNA
16	MEJILLON GONZALEZ CARLOS ARIEL
17	MENDEZ CATUTO JOSUE RONALDO
18	MIRABA DOMINGUEZ NIXON ALEXANDER
19	MOLINA MESIAS WILSON STEEVEN
20	MORAN BORBOR DAYANA DANIELA
21	ORTEGA PILLASAGUA MIRELLY BELEN
22	ORTEGA PILLASAGUA SAUL OMAR
23	PARRALES VERA KEILA NAGELY
24	PICASO LOPEZ JEAN PAUL
25	PITA PISCO AMBAR ANAHI
26	POSLIGUA QUINDE MELISSA MARGARITA
27	RAMIREZ BAQUERIZO GUSTAVO SEBASTIAN
28	REYES YAGUAL LEONARDO FABRICIO
29	ROCA DEL PEZO LISSETTE ADRIANA
30	RODRIGUEZ GUERRERO PRISCILA ELIZABETH
31	RODRIGUEZ REYES ROXANNA ESTEFANIA
32	SANCHEZ RODRIGUEZ DAYSI ESTEFANIA
33	TIGUA REYES TATIANA ISABELA
34	TROYA SANCAN BRANDON MANUEL
35	VILLAO DAZA DANNA GABRIELA
36	VILLAO VILLAO NICK PATRICK
37	YUCAILLA GALARZA VERONICA ELIZABETH
38	ZAMBRANO SAAVEDRA JORDAN ROLANDO
39	ZHINGRI PAZ MARIA JOSE

Attachment 6 Diagnostic and final test



**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

Mark the letter corresponding to the picture

1



- A) WINDOW B) CURTAIN C) BLIND D) FRAME

2



- A) CARROT B) POTATO C) CUCUMBER D) CELERY

3



- A) GRASSHOPPER B) COCKROACH C) CRICKET D) WORM

4



- A) CUPCAKE B) DISH C) COOKIES D) DESSERT

5



- A) DROUGHT B) FIRE C) FLOOD D) EARTHQUAKE

6



- A) CITY B) HIGHWAY C) PATH D) DESERT

7



- A) MATTRESS B) BLANKET C) PILLOW D) BED

8



- A) FRYING PAN B) POT C) SPOON D) FORK

9



- A) SHELVES B) WARDROBE C) FURNITURE D) CLOSET

10



- A) RIVER B) MOUNTAIN C) WATER D) WATERFALL

Mark the letter that has the same meaning to the word in bold

11

The last project that the government carried out was **ACCURATE**

- A) INCORRECT B) GOOD C) CORRECT D) AWFUL
FANTASTIC

E)

12

The teacher was **UPSET** when he heard the students taking during the test.

- A) HAPPY B) SICK C) DELIGHTED D) ANGRY E) CALM

13

The little boy **CONVINCED** his mom to hang out across the river.

- A) TOLD B) ASKED C) ADVISED D) SUGGESTED
E) PERSUADED

14

All the women have a **FEAR** of mice.

- A) FRIGHT B) PASSION C) LOVE D) HOUSE E) ATTRACTION

15

In important events, my mother oblige me to behave **SERIOUSLY**

- A) CORRECTLY B) UNFRIENDLY C) INCORRECTLY D) IRRESPECTFULLY
E) INFORMALLY

16

The last sons of uncle are really **ALIKE**.

- A) DIFFERENT B) LIKE C) SIMILAR D) KIND E) GORGEOUS

17

This year was forecast to have a visible **CLIMATE** change.

- A) SEASON B) WETHER C) SPRING D) WEATHER E) SUMMER

18

She feels **GRATEFUL** because all her family helped her out.

- A) DISTRESSED B) HELPFUL C) CAREFUL D) HOPEFUL E) THANKFUL

19

It is not recommended to **MIX** the ingredients before boiling

- A) CUT B) WASH C) GRATE D) FRY E) BLEND

20

ACTUALLY, I had nothing to do with the accident.

- A) NOW B) REALLY C) PRESENTLY D) NOWADAYS E) CURRENTLY

Mark the letter that signifies to the word in bold

21

Drug dealer are always wandering all over the city even though they are not **ALLOWED** to sell drug legally.

- A) TO MOVE WITHOUT PURPOSE OR DESTINATION
B) SOMEONE WHO DEALS THINGS
C) A LARGE SETTLEMENT
D) TO GIVE, AFFORD, LET ONE HAVE
E) RELATING TO THE LAW

22

She is someone that has taken care of my entire life that is why I absolutely **ADORE** her

- A) BE IN CHARGE OF
- B) CONSISTING OF A SINGLE THING, WHOLE
- C) LOATHE INTENSELY OR GREATLY
- D) GIVE A ROUND OF APPLAUSE TO
- E) FEEL AFFECTION FOR

23

Teenagers always feel a **BIZARRE** moment when they have a crush

- A) BE STRANGE IN STYLE OR APPEARANCE
- B) AFFECTION FOR
- C) A PERSON WHO IS IN AN ADOLESCENT
- D) THROUGHOUT ALL TIME
- E) VISUALLY ATTRACTIVE

24

In spite of being **DEAF**, they are aware whether you're good or evil

- A) UNCAPABLE TO SEE
- B) INTENDING TO HARM
- C) CONSCIOUS OR HAVING KNOWLEDGE
- D) UNABLE TO HEAR
- E) UNABLE TO SPEAK

25

He claimed to have his last **DESIRE** before he passes away.

- A) A DEMAND OF
- B) EARLIER THAN IN TIME
- C) AN OBJECT TO BE REACHED
- D) DELIBERATE CONSIDERATION
- E) WISH FOR EARNESTLY

26

The bride was too jealous she even **MURDERED** her groom without being guilty.

- A) SUSPECTING RIVALRY IN LOVE
- B) RESPONSIBLE FO A DISHONEST ACT
- C) AN ACT OR CRIME OF KILLING
- D) WOMAN ABOUT TO MARRY
- E) MAN ABOUT TO MARRY

27

He has gone but his souvenirs still **REMAIN** in our lives.

- A) TO MAKE VANSIH
- B) A SPECIFIC GRANT OF

- C) GENUINE OR SINCERE
- D) STATE OF STAYING
- E) RELIEF FROM WORK

28

It is advisable to **STORAGE** your information before restarting.

- A) TO KEEP SOMETHING SAFE
- B) DELETE A THING
- C) TO DUPLICATE OF AN ORIGINAL
- D) WILLING TO BE ADVISED
- E) COMMUNICABLE KNOWLEDGE OF

29

Neither of my sons have **SUCCEDED** in their jobs

- A) NOT TO REACH
- B) TO OBTAIN THE OBJECT DESIRED
- C) TO PURSUE YOUR DREAMS
- D) TO BE ACQUAINTED WITH
- E) TO GIVE PUBLIC NOTICE

30

The predicaments are still in progress, in that, they have a **VAGUE** resolution so far.

- A) A STRONG DETERMINATION
- B) A PRESENTATION OF OPINION
- C) THE ACT OF TEACHING
- D) MATERIAL USED TO CREATE
- E) STATED IN INDEFINITE TERMS

Mark the letter to the odd word

31

- A) BEAUTIFUL
- B) PRETTY
- C) UGLY
- D) HANDSOME

32

- A) BORING
- B) FUN
- C) ENJOYABLE
- D) PLAYFUL

33

- A) BREAD
- B) MILKSHAKE
- C) COFFEE
- D) PLANT

34

- A) MORNING
- B) FRIDAY
- C) AFTERNOON
- D) EVENING

35

- A) EARTHQUAKE
- B) FLOOD
- C) TSUNAMI
- D) WINDY

36

- A) BECOME
- B) SIT
- C) CABLE CAR
- D) WALK

37

- A) FAST B) FESTIVAL C) SLOW D) SMART

38

- A) CAP B) SHIRT C) SCARF D) HAND

39

- A) FREE B) CHEAP C) INEXPENSIVE D) EXPENSIVE

40

- A) RADIO B) TRAIN C) CAR D) BUS

Mark the letter based on the meaning of the phrase

- | | |
|--|---------------------|
| 41 When you are introduced to someone new | A) I'M JUST KIDDING |
| 42 To apologize to someone | B) OF COURSE |
| 43 When you are joking with someone | C) I AM AFRAID OF |
| 44 You affirm by saying yes | D) NICE TO MEET YOU |
| 45 when someone is scared | E) I AM SORRY |

Mark the letter based on the meaning of the phrase

- | | |
|---|--------------------|
| 46 To exemplify the idea | A) GOOD AT |
| 47 To ask the same question you were asked | B) SHAKE HANDS |
| 48 When you greet to someone | C) FOR EXAMPLE |
| 49 You are perfect in a activity | D) CAN'T STAND |
| 50 You don't tolerate someone or something | E) WHAT ABOUT YOU? |

Attachment 7 Answer sheet



PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

NAME: _____ COURSE: _____
DATE: _____

-
- | | |
|-------------------------|-------------------------|
| 1. (A) (B) (C) (D) (E) | 26. (A) (B) (C) (D) (E) |
| 2. (A) (B) (C) (D) (E) | 27. (A) (B) (C) (D) (E) |
| 3. (A) (B) (C) (D) (E) | 28. (A) (B) (C) (D) (E) |
| 4. (A) (B) (C) (D) (E) | 29. (A) (B) (C) (D) (E) |
| 5. (A) (B) (C) (D) (E) | 30. (A) (B) (C) (D) (E) |
| 6. (A) (B) (C) (D) (E) | 31. (A) (B) (C) (D) (E) |
| 7. (A) (B) (C) (D) (E) | 32. (A) (B) (C) (D) (E) |
| 8. (A) (B) (C) (D) (E) | 33. (A) (B) (C) (D) (E) |
| 9. (A) (B) (C) (D) (E) | 34. (A) (B) (C) (D) (E) |
| 10. (A) (B) (C) (D) (E) | 35. (A) (B) (C) (D) (E) |
| 11. (A) (B) (C) (D) (E) | 36. (A) (B) (C) (D) (E) |
| 12. (A) (B) (C) (D) (E) | 37. (A) (B) (C) (D) (E) |
| 13. (A) (B) (C) (D) (E) | 38. (A) (B) (C) (D) (E) |
| 14. (A) (B) (C) (D) (E) | 39. (A) (B) (C) (D) (E) |
| 15. (A) (B) (C) (D) (E) | 40. (A) (B) (C) (D) (E) |
| 16. (A) (B) (C) (D) (E) | 41. (A) (B) (C) (D) (E) |
| 17. (A) (B) (C) (D) (E) | 42. (A) (B) (C) (D) (E) |
| 18. (A) (B) (C) (D) (E) | 43. (A) (B) (C) (D) (E) |
| 19. (A) (B) (C) (D) (E) | 44. (A) (B) (C) (D) (E) |
| 20. (A) (B) (C) (D) (E) | 45. (A) (B) (C) (D) (E) |
| 21. (A) (B) (C) (D) (E) | 46. (A) (B) (C) (D) (E) |
| 22. (A) (B) (C) (D) (E) | 47. (A) (B) (C) (D) (E) |
| 23. (A) (B) (C) (D) (E) | 48. (A) (B) (C) (D) (E) |
| 24. (A) (B) (C) (D) (E) | 49. (A) (B) (C) (D) (E) |
| 25. (A) (B) (C) (D) (E) | 50. (A) (B) (C) (D) (E) |

Attachment 8 Rubric for vocabulary

QUALITATIVE ANALYSIS	SCORES
Learners can't understand enough and have too much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context.	0-9
Learners possess a low level of understanding and have much difficulty in describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context.	10-19
Learners can partially describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context.	20-29
Learners are able to mostly describe pictures, replace synonyms, define words, exclude the odd word, and link useful expressions used in context.	30-39
Learners are capable to perfectly master the describing pictures, replacing synonyms, defining words, excluding the odd word, and linking useful used expressions in context.	40-50

Attachment 9 Request to the institution for the implementation



**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
Creación: Ley No. 110 R.D. No.366 (Suplemento) 1995-07-22
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS

Oficio n.º: CU-2015-306-OF
La Libertad, 10 Diciembre de 2015

Magister,
Janet Moreno de Guamán
UNIDAD EDUCATIVA LICEO CRISTIANO PENINSULAR
En su despacho.

De mis consideraciones:

El Sr. JULIO ANDRÉS ROCA PANIMBOZA, con C. I # 240009823-8, estudiante de la Carrera Licenciatura en Inglés, se encuentra desarrollando el trabajo de titulación previo a la obtención del título de Licenciado en Idioma Inglés de acuerdo a la información que se detalla a continuación:

TRABAJO DE TITULACIÓN	TUTOR ASIGNADO	RESOLUCIÓN
STYLIZED RHYTHMIC MUSIC TO BUILD UP VOCABULARY IN STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA LICEO CRISTIANO PENINSULAR, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016.	MSc. Jorge Cevallos Salazar.	RCA-024-2015 DEL 10/11/2015

Solicito a usted se le dé las facilidades para realizar la investigación de campo y otras actividades pertinentes.

Gracias por su atención.

Atentamente,

Glenda Pinoargota Parra, MA. Ed.
DIRECTORA CARRERA LICENCIATURA EN INGLÉS

Cc Archivo

**UNIDAD EDUCATIVA
LICEO CRISTIANO PENINSULAR**
RECIBIDO NO.
Por:
Fecha: 11-IX-2015
Hora: 11:00

Picture 5 Unidad Educativa “Liceo Cirstiano Peninsular”



Source: Colegio Liceo Cristiano Paninsular
Author: Julio Roca Panimboza



Source: Escuela Liceo Cristiano Paninsular
Author: Julio Roca Panimboza

Attachment 10 Application of focus group with tenth grade students

Picture 6 Focus group with tenth grade students



Author: Julio Roca Panimboza



Author: Julio Roca Panimboza

Attachment 11 Application of the interview to English teachers

Picture 7 Interview to English teachers



Author: Julio Roca Panimboza



Author: Julio Roca Panimboza

Attachment 12 Application of the interview to specialist

Picture 8 Interview to specialist



Author: Julio Roca Panimboza



Author: Julio Roca Panimboza

Attachment 13 Application of the tests

Picture 9 diagnostic test



Author: Julio Roca Panimboza

Picture 10 Final test



Author: Julio Roca Panimboza

Picture 11 Tutoring session at UPSE University



Author: Julio Roca Panimboza

Attachment 14 Certification anti-plagiarism



UNIVERSIDAD ESTATAL
PENINSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS

La Libertad 11 de abril del 2016

CERTIFICADO ANTIPLAGIO

En calidad de tutor del trabajo de titulación denominado STYLIZED RHYTHMIC MUSIC TO BUILD UP VOCABULARY IN STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA LICEO CRISTIANO PENINSULAR. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016, elaborado por el estudiante Julio Andres Roca Panimboza, egresado de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requisitos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 2% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

.....
Msc. Jorge Cevallos Salazar
DOCENTE TUTOR

URKUND

Document: [chapter 8.docx](#) (03408151)

Submitted: 2018-03-08 11:00:05:00

Submitted by: jwp.92.moe@gmail.com

Receiver: jowaloo.upze@analysys.orkund.com

Message: Chapter 8 [View full message](#)

7% of this approx. 11 pages long document consists of text present in 2 sources

Rank	Party/Name
1	http://education.gov.au/curriculum/curriculum-downloads/2014/01/01-National-Curriculum-School
2	http://open.academy.publisher.com/index.php/author/download/book/10101/264/6267

Alternative sources

Sources not used

CHAPTER 8

THEORETICAL FRAMEWORK

2. LITERATURE REVIEW This literature review is about the essential issue that makes this research paper possible. It contains scientific supports, journals, definitions, concepts, and specific ideas that are crucial in this proposal. The chapter 8 is characterized for possessing the fundamental part of the research paper. It is divided by four parts: (1) it is based on the variables of the topic, (2) it is based on the philosophical basis which highlights the relationship with the topic, (3) it is based on the pedagogical basis which points out the English teaching in vocabulary, and (4) it is based on legal basis which talks about laws and regulations about education. As a result, this reference framework will aid educators to infer the outcomes. 2.1. English teaching English may not have a great number of people who have this language as their mother tongue, nevertheless through the time, it has become a lingua franca which can be defined as an overall language used in communication among native speakers and non-native speakers. Oer (2005) states that English is more demanding in our school because English will likely open many opportunities. That is why teachers are not getting behind, they are currently taking some trainings to increase their levels and knowledge to teach outstanding lessons in classroom of English classes. English has also important terms that all the learners must know when studying this language. During the past five decades, English has developed terms of teaching English. The most common are: teaching English as a second language (TESL) this term is not applied those who learn English as their third or fourth language, people in inner and outer circle should learn this language. Teaching English as a foreign language (TEFL) is really based on the studies of English for those who have different mother tongue. And teaching English as other language (TESOL) is focused on English teaching