



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

**“MUSICAL ACTIVITIES TO IMPROVE LISTENING SKILL IN  
STUDENTS OF FOURTH BASIC GRADE AT ESCUELA PARTICULAR  
DE EDUCACIÓN BÁSICA N°7 HACIA NUEVOS HORIZONTES.  
VALDIVIA, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL  
YEAR 2015-2016”**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN ENGLISH**

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Advisor: MSc. Luis Alberto Iza Espinoza

La libertad – Ecuador

2015 – 2016

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA LICENCIATURA EN INGLÉS**

**“MUSICAL ACTIVITIES TO IMPROVE LISTENING SKILL IN  
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YEAR 2015-2016”**

**TRABAJO DE TITULACION**

Previo a la obtención del título:

**LICENCIADO EN INGLÉS**

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2015 – 2016

**La Libertad, June 2016**

**ADVISOR'S APPROVAL**

In my role as Advisor of the research paper under the title “Musical Activities to Improve Listening Skill in Students of Fourth Basic Grade at Escuela Particular de Educación Básica N°7 Hacia Nuevos Horizontes. Valdivia, Santa Elena, Province of Santa Elena. School Year 2015-2016” prepared by Cinthia Margarita Barboto Orrala undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely**

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**La Libertad, June 2016**

**STATEMENT OF AUTHORSHIP**

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## **DEDICATION**

I dedicate this work to Inge and Roeland, because they were the fundamental pillar to finish my career. To my dear parents whom I love very much and inspired me to finish the research paper. It dedicate it to all the members of my family especially to my brothers, sister, nephews and my boyfriend.

*Cinthia*

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A special recognition to the Director of the English Teaching Career MSc. Glenda Pinoargote Parra for her guidance and expertise managing the English Teaching Career.

*Cinthia*

## **STATEMENT**

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

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**“MUSICAL ACTIVITIES TO IMPROVE LISTENING SKILL IN STUDENTS OF FOURTH BASIC GRADE AT ESCUELA PARTICULAR DE EDUCACIÓN BÁSICA N°7 HACIA NUEVOS HORIZONTES. VALDIVIA, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”**

**Author: Cinthia Barboto Orrala  
Advisor: MSc. Luis Iza Espinoza**

**ABSTRACT**

It is relevant to learn English in the childhood because different researches express that in this period of life the learning process is faster. In the case of the listening skill, students have to learn enough vocabulary and the pronunciation of the different word to be able to understand to the speakers and know the message and obtain the correct information. For improve the learning process of the listening skill in English, it is necessary to learn pronunciation, vocabulary and grammar to be able to understand the message of the speaker. In this research the beneficiaries are the student of this institution, because through musical activities and exercises the students will reinforce the listening skill. This research is called “Musical Activities to Improve Listening Skill in Students of Fourth Basic Grade at Escuela Particular de Educación Básica N°7 Hacia Nuevos Horizontes school. Is research evidence the importance of develop listening skill in students, because it is necessary the improvement of the English language acquisition in students. Nowadays, to know English is necessary in the university because it is a requirement to graduate in all career.

**Key words:** Learning process – Listening skill – Improve - Vocabulary

## INTRODUCTION

This research pretends to identify the activities to improve the listening skills in students of Fourth Basic Grade at Escuela particular de Educación Básica N°7 Hacia Nuevos Horizontes. Valdivia, Santa Elena, Province of Santa Elena. School.

**Chapter I**, presents the statement of the problem, the significance and the objective of the research to have evidence the importance of develop if listening skill.

**Chapter II**, contains the framework of the research, previous research of other authors, the legal basis of this research and different literature about the theme of this research.

**Chapter III**, describes the methodology of the research the interview of the specialist, the teacher and the survey to the students and the result of this techniques of the research.

**Chapter IV**, is the proposal, to reinforce the listening skill in the student of fourth basic grade at Escuela Particular de Educación Básica N°7 Hacia Nuevos Horizontes.

## **CHAPTER I**

### **THE STATEMENT OF THE PROBLEM**

#### **1.1 Title of research paper**

**“MUSICAL ACTIVITIES TO IMPROVE LISTENING SKILL IN STUDENTS OF FOURTH BASIC GRADE AT ESCUELA PARTICULAR DE EDUCACIÓN BÁSICA N°7 HACIA NUEVOS HORIZONTES. VALDIVIA, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”**

#### **1.2 Statement of the problem**

English is the most important language. It is used around the world for business or for tourism, you can communicate with the rest of the world using English. For this reason, it has become necessary to speak this language to succeed in life and even for the development of a country.

For the importance of learning English, the Ecuadorian government has considered that teaching English is mandatory in high schools because in this era of technology and information, the English language is used in different aspects.

Due to the cultural context in which we live, the domain of a foreign language becomes a core component in the training of students, opening up employment prospects, approach to the new technologies, knowledge of other cultures, as well as the establishment of new channels of information and training.

The ability to understand what others say is essential in all human activity. Much of the information received comes from activities related to the hearing, for

example: when watching movies, listening to songs or simply want to hear to a foreigner. Also in the classroom, students learn a lot from listening to their teacher, a recording or their own classmates.

But the teachers do not have enough knowledge or they do not have the qualifications to be an English teacher. The teachers sometimes do not encourage the students to practice and learn English, the class is boring and the students do not feel interested. The students do not realize in the importance of English language. For this reason, the teacher should emphasis in the development of their school activities to achieve attention and the interest of the students.

These problems are because of inappropriate methods that teachers are using. It is reflected in the knowledge of students, perhaps because of the contents that do not realize the importance of English. Teachers don't update their teaching methodologies and make their students to learn in a best way English language the teachers have to research about new and updated methodologies.

The teaching-learning process mainly in the English lessons need a deep transformation, using new strategies to motivate the students.

Because they feel in class and they do not practice the speaking skill, and the teachers make the class repetitive and inactive.

### **1.2.1 Contextualization**

Teaching a second language is difficult because it is different to teach English for other subjects the students have to develop in an integral way the four skills in English language to be able to communicate with others in English.

The teachers have to know how to improve the English language through the activities and strategies. The students have to practice listening, pronunciation, intonation and grammar.

The English learning process has to be active because they have to know how to express to another people according different situations.

In Santa Elena province there are a lot of schools where some teachers, who teach English using traditional methodology through just repetitive activities, in most of cases they do not use new resources or innovative methodologies to improve and make an active class.

Students do not like English language because most of the students consider English like a boring subject, and the school does not have technological resources like: tv, dvds, laptops or interactive boards to improve a language learning and do fun activities with the students.

The Teacher does not know methodologies and activities to make an interesting lesson in the school and the students are not motivated, so they do not develop the different skills in English, because they learn any vocabulary but after a short period of time they forget all the words and vocabulary that they have learned.

In “Hacia Nuevos Horizontes” school is located in Valdivia Village, it doesn’t have teachers with enough knowledge at teaching English. They do not know enough teaching methodologies to improve English languages in the students. In addition, the institution do not have technological resources to practice in class the speaking and pronunciation.

In Santa Elena province there is an educative institution located in Valdivia Village its name is “ Escuela Particular de Educacion Básica N°7 Hacia Nuevos Horizontes” it doesn’t have teachers with enough knowledge for teaching English.

They do not know enough teaching methodologies to improve the listening skill in the students. In addition, the institution does not have technological resources to practice in class the listening skill. For this reason it is necessary that the teachers

use new teaching strategies of the listening skill by applying Musical Activities to Improve Listening Skill in Students of Fourth Basic Grade of Escuela Particular de Educacion Básica N°7 Hacia Nuevos Horizontes, Valdivia village 2015-2016.

### **1.2.2 Critical Analysis**

The lack of resources does not motivate the development of the English language because the teachers do not have technological resources like TV, DVD, or intelligent board to do interesting and practical activities like: watch a movie, listen a song or do grammar exercises in the computer.

Teachers do not apply active methodologies, where the students can practice vocabulary, reading, grammar and writing exercises and they learn new words and pronunciation. That is the reason which some students do not like the English subject.

Teachers do not know methodologies to make an interesting class in Hacia Nuevos Horizontes. Valdivia, Santa Elena and the institution does not have technological resources.

Teachers do not use different activities in class because they do not know how to create an active class and this would really improve the learning of the English language. They do not apply different kind of activities. The variety of activities can motivate and in this way the students could improve the English learning.

### **1.2.3 Problem formulation**

How will the musical activities improve the Listening Skill in students of Fourth Basic Grade at Escuela Particular de Educación Básica N°7 Hacia Nuevos Horizontes. Valdivia, Santa Elena, Province of Santa Elena. School Year 2015-2016”?

#### 1.2.4 Guideline questions

- What are Musical activities?
- Which are the Listening Skills?
- What are the advantages of using musical activities when teaching English?
- What are the techniques teachers are using to develop the Listening Skill in children?
- What is the utility of using musical activities in class?
- Is it necessary to implement musical activities to improve the Listening skill in children?

#### 1.2.4 Problem Limitation

- **FIELD:** Education
- **AREA:** English.
- **ASPECT:** Musical activities to improve listening skill.
- **TITLE:** “Musical Activities to Improve Listening Skill in Students of Fourth Basic Grade at Escuela Particular de Educación Básica N°7 Hacia Nuevos Horizontes. Valdivia, Santa Elena, Province of Santa Elena. School Year 2015-2016” ,
- **PROBLEM:** improve the strategies to improve learning process

- **TIME LIMITATION:** The research will be held during the academic year 2015 - 2016
- **POPULATION LIMITATION:** Students of Fourth Basic Grade at Escuela Particular de Educación Básica N°7 Hacia Nuevos Horizontes. Valdivia, Santa Elena, Province of Santa Elena. School Year 2015-2016” .
- **SPACE LIMITATION:** Escuela Particular de Educación Básica N°7 Hacia Nuevos Horizontes.
- **CONTEXT LIMITATION:** This research will be focused on Musical activities to improve listening skill in Students of Fourth Basic Grade at Escuela Particular de Educación Básica N°7 Hacia Nuevos Horizontes.

### **1.3 SIGNIFICANCE OF THE RESEARCH**

The research of this project is going to be carried out because there are problems and weaknesses in the students for the lack of motivation, who learn English in Hacia Nuevos Horizontes school. The beneficiaries with this research will be students, teachers, family members and authorities of the school and the community.

Currently, in education there are different kinds of teaching methodologies according to the content of every subject. They enable attention and how to develop the cognitive skills to improve the process of teaching learning,

In certain institutions teaching materials are just the notebook and the students nook and the students repeat the words, and the do not understand the grammar and the use of English according to different situation.



It is demanding to improve the level of English by using strategies in Students of Fourth Basic Grade at Escuela Particular de Educación Básica N°7 Hacia Nuevos Horizontes. Valdivia, Santa Elena, Province of Santa Elena. also to find teaching strategies that help students to improve their English level, and the quality of education. Because this period of their life the students learn faster than older. Moreover, the English learning process have to start in the childhood. The use of technological resources is well known like didactic resources because through recording the students can practice the pronunciation and intonation and improve the listening.

Music for teaching is very important since it allows to obtain the student's attention and the teacher will be able to teach in a very dynamic and entertaining way.

Using music to teach English the students can learn vocabulary, pronunciation and intonation, and in some case they can practice listening with the examples of different songs.

The students of the fourth basic year, in the school Hacia Nuevos Horizontes, will be the beneficiaries of this project, then through this project they will experiment new learning methods and they will reinforce the correct use of the language and empower the cognitive skills.

## **1.4 OBJECTIVES**

### **1.4.1 General Objective of the research**

Evaluate the impact of musical activities through the analysis of the process of auditory comprehension in order to improve listening skill in students of fourth basic grade at Escuela Particular de Educación Básica n°7 Hacia Nuevos Horizontes. Valdivia, Santa Elena, province of Santa Elena. School year 2015-2016”

### **1.4.2 Specific Objectives of the research**

- To determine the techniques teachers are applying in the English teaching-learning process.
- To select musical activities according to the level of students.
- To design a guide of musical activities for the improvement of Listening skill learning process.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Previous research

According to (Oxford, 2001) “the ability to speak or manage English language is a unified skill where the students have to study listening, reading, writing, speaking with the grammar and rules to express in a correct way.” The development of the four skills in English is fundamental to be able to express in English language considering that English is the most important language around the world.

In (Powers, 2010) the author refers of “the most language test users really value is usually the ability to communicate in English, an ability that is likely to involve two or more language skills in combination”, in the case of the students want to develop the English languages proficiency in English, they have to practice the listening, speaking, reading and writing skills to be able to communicate correctly, because to get enough of the new language, have to practice the four skills in an integral way.

According to (Barresi, 2013)“Although children learn a language faster than adults, they do not learn through traditional language teaching methods. Through fun activities children can learn a language better as learning becomes natural for them since these activities do not make them conscious that they are learning a language.”

Using music improves English learning in an active way. They will improve English learning using musical activities and the students can practice pronunciation and vocabulary because they are learning while they are singing a

song. The music should be slowly and well pronounced and children like to sing and practice new vocabulary and pronunciation.

The learning process in children is really important because the environment affects to the children, and the uses of flashcards and pictures help to remember different words and things.

That is the reason why for children it is really important to use of repetition and music because although they do not know the meaning but they learn pronunciation singing in class with others kids, and they enjoy the class, if the teacher use the correct activities. They can learn a lot of new words. They can speak using flash cards and music to improve the English language learning in students of different levels.

In the case of the children they learn while they are playing, but they do not realize in the early childhood that they are learning a new language.

According to (Bloombury, 2010) “There have been many professional studies comparing language learning using music and there are, in fact, many similarities. Firstly, they are two of the main ways in which we communicate and express ourselves. We use the same part of our brain for language and music and it is very common for musical people to also be good at learning languages”.

Music helps to improve vocabulary and English acquisition in children, because there is a cognitive process in the students.

Music helps to learn a new language is very common around the world because music helps to learn vocabulary, pronunciation and intonation, and the students feel happy and they are interested in the songs. Sometimes in teenagers who like the meaning of the songs and they learn the song for many different reasons.

In children it is different because they guide for the sounds and the rhythm of the songs. And in the most of cases they do not know the meaning of the song but learn the whole songs faster.

Music is a way to express the person feelings, which describes with the letters of the song, and the rhythm and the sounds influence in the learning process. Because in children they learn songs when they feel happy or when the activity is funny.

The brain remembers more easily and activity or subject is the people like it, and they learn to speak or say the words through songs, around the words is common using songs to learn a foreign language.

According to (Becerra, 2008) “the application of musical activities has a very important impact in the students, and the others activities that the teachers can apply have to be relation with the daily life in the students”.

An example of this is how an unborn child can recognize melodies and his/her mother’s voice from the outside. “Something vital for the development of cerebral functions.” The use of music to teach English is well known around the world and makes an interesting class, because the students participate in class and learn a lot of new vocabulary.

The language should be introduced to students using a song, a play or some active activity the teacher’s role in motivating the speaking and the application of the language for a specific situation.

The music can include a sociocultural impact in the students because it is really important for the spiritual dimensions and people identify with the letters and the feelings in different songs.

In the case of children music can help to improve the pronunciation and the vocabulary of the students because they repeat and learn the words using a song, and the class becomes more active and fun with these kinds of activity.

## **2.2 Philosophical basis**

### **2.2.1. Constructivist methodology:**

The statements regarding behavior is part of a constructivist paradigm known as applied psychology, where individuals construct their knowledge through mental processes, Students develop mental processes and internalize the knowledge in the area of teaching. Teachers reduce their level of participation in class, and give activities in class for the students.

According to Vygotsky, students have an active participation in class and remember the information because they do a specific activity to improve the contents of the class and help to the students to get representative information.

In the process of teaching constructivist learning the following characterization of the formation process as:

- Learning process is the central character in the students.
- Learning process influence in the previous knowledge of the students
- The objective of the unit has to be relevant in the contents
- The resources help to have an active class and interactive.
- Teacher giver of his knowledge

### **2.2.2. Skinner theory**

The theory of Skinner focuses in the reinforcement of the positive and the negative to improve the English language process.

This methodology is based in the purpose of education in the verbal and nonverbal behavior to get the interest in the students.

The Skinner theory empathize in the human behavior, they use repetition, and drills to teach information, the learning process reinforce activities using stimulation in the students.

Skinner indicated that the students have to know the reason of the learning a specific activity to get relevant information. The children associated the learning process or a specific activity with the objective or the behavior apply when they learn. In the English learning process the Skinner theory is applied because in the development of the four skills in English. It is necessary to repeat and practice certain words and vocabulary as the traditional way.

## **2.3 Fundamental categories**

### **2.3.1 English learning process**

According to (Lestari, 2008) “Children are born with the potential for learning language but they begin as a clean slate.” The subsequent development and especially their ability to absorb the rules of language teach us a great deal, about how our language is structured. Understanding how language develops in the young child can also help us to encourage effective learning in children.

A lot of researchers agree children get language through communication of real situations . to get a new language the environment influence in the acquisition of the language . And in the children obtain a new language with the contact of others people.

Some researches indicated the importance of the English language or the English language acquisition. In the case of Noam Chomsky (1992), the argument the English language acquisition has an “element in the genetic part in the human brain that prepared infants for language and accelerated the acquisition process”, the environment is influence in the children and get a new language faster.

In the case of children the teachers have to use different activities to get the attention of the students and the students feel happy and they learn in an active way. If they have a good environments using technological resources like: tv, dvd, songs, flashcards card or others activities to become a interesting class to the students.

In the research of (Holešinská, 2006) called “Teaching English as a foreign language to students with learning difficulties” describes the activities or methods to improve English learning process in the students using active strategies in the classroom. In the terms of globalization , nowadays it is essential to be able to communicate in English and this activity start in the childhood because the students learn faster than adults and the activities have to be according to real situations.

### **2.3.2. Music**

According to (Whitman, 2001) “Music is considered a song or beautiful sounds with instruments or human voice. A song is a relatively short musical composition for the human voice, which features words. it can be for a singer or various.



Music is composed by people, singer or composed to express the feeling or thought about different situations and things that have happened in their life, using musical instruments to accompany the letters of the songs.

Sometimes teenagers or people from others countries learn a song in a foreign language and in this form they improve the vocabulary and the learning process of the foreign languages.

According to(Campbell, 2009) said “Historically, songs and oral poetry have been used to pass cultural history and more down from generation to generation. Music is one sure form of communication that crosses the gap between oral and written language skills. Children as young are able to remember random digits, letters, words and even multiplication tables through song or rhythmic groupings.” The children remember the activities like games, songs and movies because this activity make an interesting class, and they learn English while they are playing or singing a song.

The students of different ages and level enjoy music and the use of musical activities make an important resource in the learning process of the students because they practice in a correct form and in an active form. They feel happy and practice the speaking and they learn new words.

In the learning process teachers have to give the enough information and activities to motivate the students, because in some cases students do not feel interested in a foreign language they do not realize the importance of communicate with others around the world.

### **2.3.2. Suggestopedia**

Development by Georgi Lozanov (1978), “It proposes that learning can be accelerated via the processes of suggestion and activities that influence in the learning process of the students in class.

Learners need to be comfortable with the situation and in most of the cases use music in children to improve English learning in students, that is the reasons why teacher use flashcards and pictures to represent the vocabulary and words.

For this methodology, teachers are quite clear or how to control the class and learners may even adopt pseudonyms and imaginary person. Because the teacher will be able to improve English languages using role play and script to imagine a story. And the student could practice speaking in class with an imaginary situation.

For some specialists this could not be effective because this methodology requires of different situation and resources in the classroom. This method is the most relevant to the majority of teachers in their classes . But this method could be used in the English learning process because the students are happy in the class they can practice vocabulary, words and the correct pronunciation if the teacher applies in a correct way this methodology.

It could be a very good methodology to teach a foreign language because children could practice English in class and make a lot of different activities with the correct resources.

### **2.3.3. English learning**

According to (Lestari, 2008)“Children are born with the potential for learning language but they begin as a clean slate.” The children learn the rules for real situation and they do not realize the activity of this learning process.

All children acquire language in the same way, regardless of what language they use or the number of languages they use. Acquiring a language is like learning to play a game or listening, speaking or watching television.

There are some researches that indicated the importance of the English language or the English language acquisition. In the case of Noam Chomsky (1992), the argument the English language acquisition have a “element innate in the human brain that prepared infants for language and accelerated the acquisition process”, this author thinks that the environment and the genetic influence in the language acquisition in children. And this situation is applied to all the mothers tongues in children. We have to consider the importance of the environment influence in the acquisition of a foreign language.

### **2.3.4. Music activities in English languages**

In the research of (Klassen, 2013)“The author express the importance of using a new way of methodology to encourage the students to remember different aspects in English languages.” The use of music can be considered for academic purpose because helps students to learn new vocabulary, grammar and rules in English language.

According to (International, 2011) “the teachers use music to improve the listening and speaking skill in students because they identify the correct pronunciation of word in English languages through musical activities in class.

“But the context of the speaking and the information have to be relationated the objective and the purpose of the people, using songs the students improve the vocabulary, pronunciation and grammar.

In (Millington, 2011) “Most children enjoy singing songs, and they can often be a welcome change from the routine of learning a foreign language” the English language is important with the use of musical activities, because the children enjoy music and practice the vocabulary.

The music activities can help improve the English learning process, the students feel happy, they remember with more facility the vocabulary, and they learn the songs and practice the grammar.

### **2.3.5 Listening Skill**

According to (Andrew, 2010) Listening is one of the four skills in the English acquisition, when the listener is able to understand the message of the speakers, if the speakers do not express correctly, the messages will be misunderstood.

The listening skill is very important to develop the process of communication with others in a real life but the students have to learn vocabulary, grammar, syntax and other aspect to be able to express without mistakes.

## **2.3.6 Types of listening**

### **2.3.6.1 Discriminative Listening**

In the discriminative listening the students have to recognize the different sounds and pronunciation of the words, because if you do not understand the meaning, you do not understand the sense of the sentences. (Allison, 2008)

### **2.3.6.2 Appreciative Listening**

According to (Carrant, 2010) Appreciative listening is when you listen to song or poetry because the meaning of the messages or the sounds of the music

## **2.4 Legal basis**

According to the Constitution of the Republic of Ecuador in Chapter Two, in the article 26 and 27 indicate that all Ecuadorians have the right to the Education and it is indispensable to develop the research and a new knowledge in the students until college.

## **2.5. HYPOTHESIS**

The use of musical activities will improve the listening skill in students of Fourth Basic Grade at Escuela Particular de Educación Básica N°7 Hacia Nuevos Horizontes. Valdivia, Santa Elena, Province of Santa Elena. School Year 2015-2016”.

### **2.5.1. Variables of the study**

- **Independent variable:**

Musical activities

- **Dependent variable:**

Listening skill

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 RESEARCH APPROACH**

The design of this research will be based on quantitative and qualitative methodology, this method will allow to obtain specific results about the use of musical activities to improve the Listening skill in students of “Fourth Basic Grade at Escuela Particular de Educación Básica N°7 Hacia Nuevos Horizontes. Valdivia, Santa Elena, Province of Santa Elena. School Year 2015-2016”

##### **3.1.1. QUANTITATIVE METHOD**

- Quantitative method refers to the systematic research of social phenomena via statistical, mathematical or numerical data or other techniques.

This method will be used for this paper in order to collect data related to the use of musical activities to improve Listening skill in students of “Fourth Basic Grade at Escuela Particular de Educación Básica N°7 Hacia Nuevos Horizontes. Valdivia, Santa Elena, Province of Santa Elena. School Year 2015-2016”

##### **3.1.2 QUALITATIVE METHOD**

- Qualitative Method is used in different academic areas when the research wants to gather and present data in a non-statistical way. It often categorizes data into patterns as the primary basis for organizing and reporting results .Qualitative researchers typically rely on the following methods for gathering information: observations, notes, journals, interviews, and the use of camera to collect valuable audio and video.

### **3.1.3. INDUCTIVE-DEDUCTIVE-METHOD**

- Deductive reasoning happens when a researcher works from the more general information to the more specific information .Sometimes this is called the “top-down” approach, in opposite inductive reasoning works the opposite way, moving from specific observation to broader generalizations and theories .This is sometimes called a “bottom up “approaches.

This paper will use both approaches inductive and deductive. For the deductive method first all the needed information about musical activities to improve Listening skill in students of Fourth Basic Grade at Escuela Particular de Educación Básica N°7 Hacia Nuevos Horizontes. Valdivia, Santa Elena, Province of Santa Elena. School Year 2015-2016 and finally simplified for the paper .in contrasted inductive method the researchers started with small observations to the activities that the teachers can use to improve Listening skill in class. The researchers interviewed several professionals: the principal, directors, professors and students.

### **3.1.4 SCIENTIFIC METHOD**

- The terms scientific Method is widely used in the field of academic research, and it basically means the techniques applied during the development of a research paper or thesis work.

This method allowed to show the correct musical activities to improve Listening skill in students of Fourth Basic Grade at Escuela Particular de Educación Básica N°7 Hacia Nuevos Horizontes. Valdivia, Santa Elena, Province of Santa Elena.

The researchers interviewed several professionals and specialists: the principal, directors, professors and students.



### **3.1.5. OBSERVATION METHOD**

- As the name indicates, this method means to observe the phenomena that we want to study or learn about, there are many ways to observe the population that needs to be studied, the research can use their five senses especially sight and that can be gathered by using camcorders, notes, or online applications

This method will help to find out detailed information about causes and effects of the problem related to the use of the correct use of musical activities to improve Listening skill in students of Fourth Basic Grade at Escuela Particular de Educación Básica N°7 Hacia Nuevos Horizontes. Valdivia, Santa Elena, Province of Santa Elena. School Year 2015-2016

### **3.2. - LEVEL OR TYPE OF RESEARCH**

#### **Field Research**

- Also called fieldwork, is the collection of information outside of laboratory, library or workplace setting. The approaches and methods used in field research vary across disciplines. For example, biologist who conduct field research may simply observe animal interacting with their environments, whereas social scientists conducting field research may interview or observe people in their natural environments to learn their languages, folklore and social structures.

Field Research.- It will be important and necessary to get updated information on the current status of musical activities to improve Listening skill in students of Fourth Basic Grade at Escuela Particular de Educación Básica N°7 Hacia Nuevos

Horizontes. Valdivia, Santa Elena, Province of Santa Elena. School Year 2015-2016

### **Bibliographic research**

The term “bibliographic research” consists of the development of the research paper by using primary (original materials that have not been altered or distorted in any way) and secondary sources (information originally presented elsewhere)

Bibliographic Research.- it allowed to search and select scientific-theoretical foundation on the subject of investigation, the main topics listened within the theoretical framework related to musical activities to improve Listening skill in children.

### **Correlational Research**

- The purpose of correlational research is to determine the relations among two or more variables. Data are gathered from multiple variables and correlational statistical techniques are the applied to the data. Thus correlational research is a bit more complicated than descriptive research; after the important variables have been identified , the relations among those variables are investigated

**Correlational Research.-** This method will analyze the degree of relationship between the stated problem (to improve the listening in the students of fourth year)

## Applied Research

- Applied research is a form of systematic inquiry involving the practical application of science. It accesses and uses some part of the research communities (the academia) accumulated theories, knowledge, method, and techniques, for a specific often state, or business purpose.

Applied Research.- this type of research will allow the implementation of a handbook with musical activities to improve Listening skill acquisition in children.

### 3.3. POPULATION AND SAMPLE

#### 3.3.1. Population

The population of this research is composed by twenty- two parents of the students of fourth year of basic grade at Hacia Nuevos Horizontes School and the 13 teachers of this institution.

**Chart 1: Population**

| POPULATION   |                 |           |             |
|--------------|-----------------|-----------|-------------|
| No           | Description     | Quantity  | Percentages |
| 1            | Principal       | 1         | 1.69%       |
| 2            | Teachers        | 13        | 22.03%      |
| 3            | English Teacher | 1         | 1.69%       |
| 4            | Parents         | 22        | 37.29%      |
| 5            | Fourth grader   | 22        | 37.29%      |
| <b>TOTAL</b> |                 | <b>59</b> | <b>100%</b> |

**Source:** Data collection plan of Hacia Nuevos Horizontes School

**Author:** Cinthia Margarita Barbotó Orrala

The sample is the same of the population of by 22 parents of fourth year of basic grade at Hacia Nuevos Horizontes School and the 13 teachers of this institution.

### 3.4 VARIABLES OPERALIZATION

#### INDEPENDENT VARIABLE: MUSICAL ACTIVITIES

**Chart 2:** Independent Variable

| CONCEPTUALIZATION  | DIMENSIONS   | INDICATORS  | ITEMS   | TECHNIQUES AND INSTRUMENTS                                     |
|--------------------|--|---|---|--|
| MUSICAL ACTIVITIES | Learning process<br><br>Tics<br><br>Exercises in class | Skills<br>Strategies<br><br>Technology<br><br>Speaking and listening skills | Do you think the teachers should use more music in class?<br><br>How often do you use musical activities in class?<br><br>Do you like to use musical activities in class? | Survey<br><br>Lesson plans<br><br>Interview<br><br>observation |

**Source:** Data collection plan of Hacia Nuevos Horizontes School

**Author:** Cinthia Margarita Barbotó Orrala

**DEPENDENT VARIABLE: LISTENING SKILL IN STUDENTS**

**Chart 3:** Dependent Variable

| CONCEPTUALIZATION  | DIMENSIONS   | INDICATORS   | ITEMS  | TECHNIQUES AND INSTRUMENTS  |
|--|--|--|--|---|
| <p><b>LISTENING SKILL IN STUDENTS OF FOURTH BASIC GRADE AT ESCUELA PARTICULAR DE EDUCACIÓN BÁSICA N°7 HACIA NUEVOS HORIZONTES. VALDIVIA, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016</b></p> | <p><b>Learning process</b></p> <p><b>Tics</b></p> <p><b>Exercises in class</b></p> | <p><b>Skills</b></p> <p><b>Strategies</b></p> <p><b>Technology</b></p> <p><b>Speaking and listening skills</b></p> | <p>Do you consider a handbook of musical activities will improve the listening skill?</p> <p>You consider the teachers could improve the listening skill?</p> <p>Do you think musical activities in class improve the English languages?</p> | <p>Survey</p> <p>Lesson plans</p> <p>Interview</p> <p>observation</p> |

**Source:** Data collection plan of Hacia Nuevos Horizontes School

**Author:** Cinthia Margarita Barbotó Orrala

## **3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION**

### **3.5.1. TECHNIQUES**

Techniques are instruments that help researchers during the process of data collection in order to organize and synchronize the structure of the work.

The following techniques will be applied during this research: Observation, survey and interview.

#### **3.5.1.1 Observations**

Observation is a way that allows knowing the information through description. It considers the feasible data at Hacia Nuevos Horizontes School in order to know the methodologies or didactic strategies that teacher applies in the classroom when teaching and learning English in the classroom.

#### **3.5.1.2. Survey**

This technique will be applied to the parents of the students of fourth year of basic grade at Hacia Nuevos Horizontes School.

#### **3.5.1.3. Interview**

This technique will be used to obtain direct information of the director of Hacia Nuevos Horizontes School

#### **3.5.1.4. Camera**

A good instrument that records images that the researcher will show as evidences.

#### **3.5.1.5. Questionnaire**

It is a list of questions that allows to identify the problem.

### 3.6 Data collection plan

The data collection plan was done according to the surveys and statistical charts were done in order to present this research paper.

**Chart 4:** Data collection plan

| <b>BASIC QUESTIONS</b>                             | <b>EXPLANATION</b>   |
|--|--|
| 1. What is it for?                                 | To improve the listening skill   |
| 2. From which people or objects?                   | The students of fourth grade basic from Escuela particular de Educación básica N°7 “Hacia Nuevos Horizontes” School. |
| 3. About what aspects?                             | Creation of a handbook   |
| 4. Who?  | Students   |
| 5. To Whom?  | Students, English teacher, parents.  |
| 6. When?   | 2015 - 2016.   |
| 7. Where?  | Escuela Particular de Educación Básica N° 7 Hacia Nuevos Horizontes.   |
| 8. How many times?                                 | Once a year  |
| 9. How?  | Individually and by groups   |
| 10. Which data collection techniques will be used? | Observation and surveys  |
| 11. With what resources?                           | Questionnaires   |

Source: Data collection plan of Hacia Nuevos Horizontes School  
Author: Cinthia Margarita Barbotó Orrala

### 3.7 Data Processing Plan

**Chart 5:** Data Processing Plan

| Determination of a situation  | Data Search  | Data Collection and Analysis   | Definition And Formulation  |
|---|--|--|---|
| <p>In Hacia Nuevos Horizontes School students of fourth basic grade need to have musical activities in English class.</p> | <p>The Survey shows the low motivation that students have.</p> | <p>The survey is a good strategy because through it the researcher and the teacher should apply Musical activities for English teaching.</p> | <p>Implementing a Handbook to Fourth Grade Students from Escuela Particular de Educación Básica “Hacia Nuevos Horizontes” will improve their Listening Skills..</p> |

**Source:** Data processing plan for determining the situation of school.

**Author:** Cinthia Margarita Barbotó Orrala



### 3.8 Analysis and Interpretation of the results

#### 3.8.1 Survey directed to Students

**Question 1:** Do you like English?

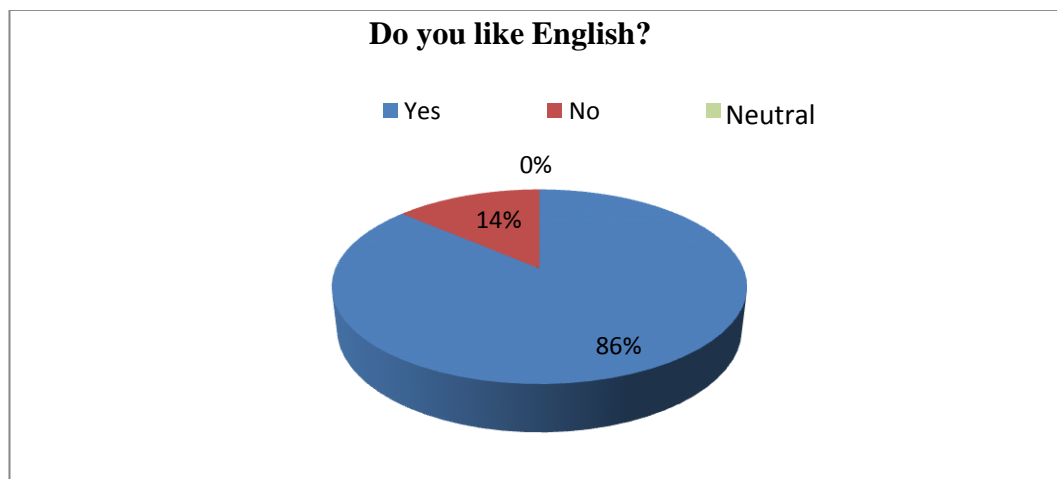
**Chart 6: Like English**

| Question | Alternatives | Frequency | Percentages |
|----------|--------------|-----------|-------------|
| <b>1</b> | Yes          | 19        | 86%         |
|          | No           | 3         | 14%         |
|          | Neutral      | 0         | 0%          |
|          | <b>TOTAL</b> | <b>22</b> | <b>100%</b> |

**Source:** Students of Hacia Nuevos Horizontes School

**Author:** Cinthia Barbotó Orrala

**Graph 1: Like English**



**Source:** Students of Hacia Nuevos Horizontes School

**Author:** Cinthia Barbotó Orrala

**Interpretation:** This graph shows that 86% of students would like English class and 14% said no

**Question 2:** Do you think that with musical activities, you improve the listening?

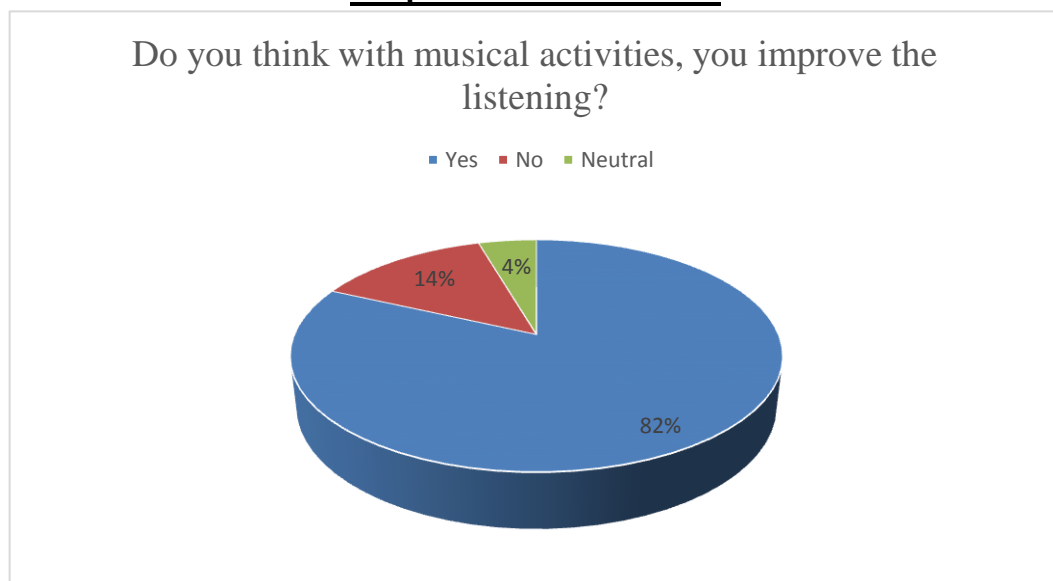
**Chart 7: Musical activities**

| Question | Alternatives | Frequency | Percentages |
|----------|--------------|-----------|-------------|
| <b>2</b> | Yes          | 18        | 82%         |
|          | No           | 3         | 14%         |
|          | Neutral      | 1         | 5%          |
|          | <b>Total</b> | <b>22</b> | <b>100%</b> |

**Source:** Students of Hacia Nuevos Horizontes School

**Author:** Cinthia Barbotó Orrala

**Graph 2: Musical activities**



**Source:** Students of Hacia Nuevos Horizontes School

**Author:** Cinthia Barbotó Orrala

**Interpretation:** According to graph, 82% of students said yes, improve the listening with musical activities, while 14% of students prefer traditional classes and 4% says neutral.

**Question 3:** Does your teacher use musical activities in class?

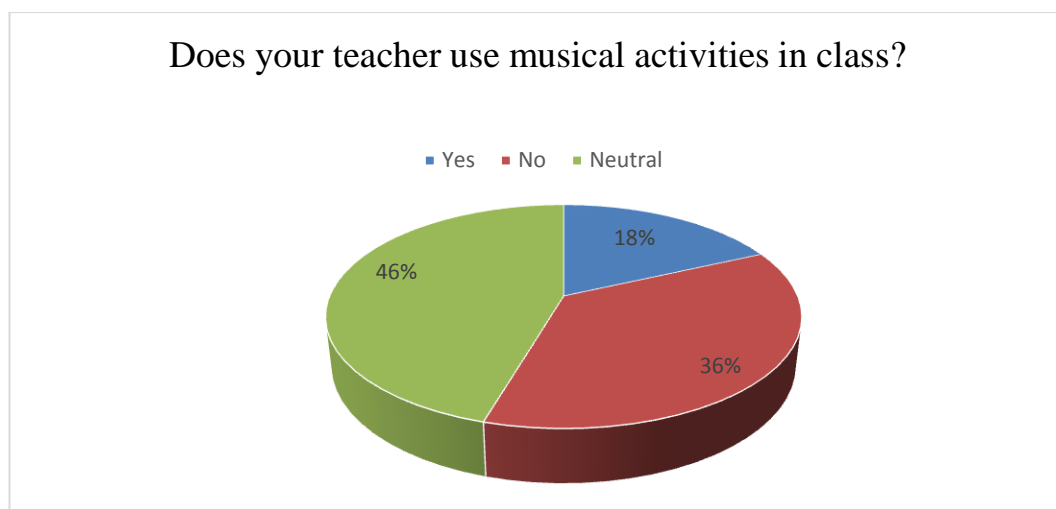
**Chart 8: Musical activities in class**

| Question | Alternatives | Frequency | Percentages |
|----------|--------------|-----------|-------------|
| <b>3</b> | Yes          | 3         | 15%         |
|          | No           | 5         | 25%         |
|          | Neutral      | 12        | 60%         |
|          | <b>Total</b> | <b>22</b> | <b>100%</b> |

**Source:** Students of Hacia Nuevos Horizontes School

**Author:** Cinthia Barbotó Orrala

**Graph 3: Musical activities in class**



**Source:** Students of Hacia Nuevos Horizontes School

**Author:** Cinthia Barbotó Orrala

**Interpretation:** 46% the students indicate that their teacher never use musical activities in class, 36% students said teacher sometimes and 18% said use musical activities in class.

**Question 4:** Would you like your English classes to be fun ?

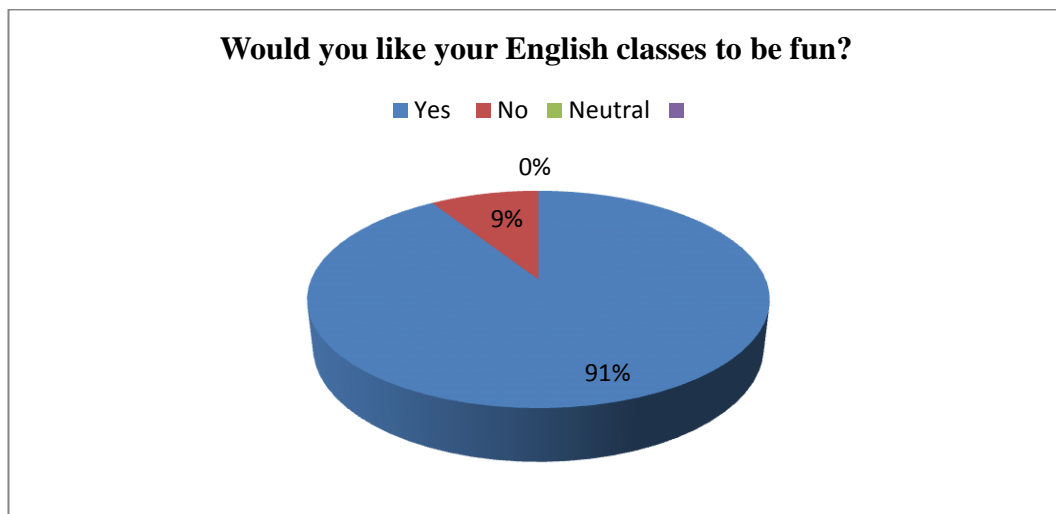
**Chart 9: English classes**

| Question | Alternatives | Frequency | Percentages |
|----------|--------------|-----------|-------------|
| <b>4</b> | Yes          | 20        | 91%         |
|          | No           | 2         | 9%          |
|          | Neutral      | 0         | 0%          |
|          | <b>Total</b> | <b>22</b> | <b>100%</b> |

**Source:** Students of Hacia Nuevos Horizontes School

**Author:** Cinthia Barbotó Orrala

**Graph 4: English classes**



**Source:** Students of Hacia Nuevos Horizontes School

**Author:** Cinthia Barbotó Orrala

**Interpretation:** According to graph, 91% of students would prefer their English classes to be fun and interactive while 9% of students prefer traditional classes.

**Question 5:** Do you like to participate in English class?

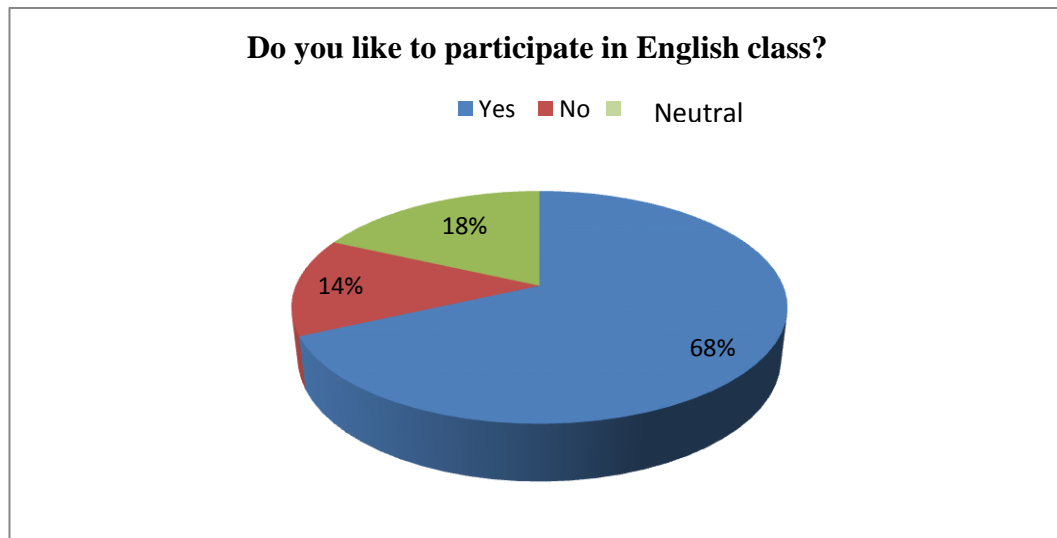
**Chart 10: Participate in English class**

| Question | Alternatives | Frequency | Percentages |
|----------|--------------|-----------|-------------|
| <b>5</b> | Yes          | 15        | 68%         |
|          | No           | 3         | 14%         |
|          | Neutral      | 4         | 18%         |
|          | <b>Total</b> | <b>22</b> | <b>100%</b> |

**Source:** Students of Hacia Nuevos Horizontes School

**Author:** Cinthia Barbotó Orrala

**Graph 5: Participate in English class**



**Source:** Students of Hacia Nuevos Horizontes School

**Author:** Cinthia Barbotó Orrala

**Interpretation:** This graphic shows that 68% of students is participate in English, 18% of students you don't like and 14% said sometimes.

**Question 6:** Does your teacher use videos to motivate and capture attention of students?

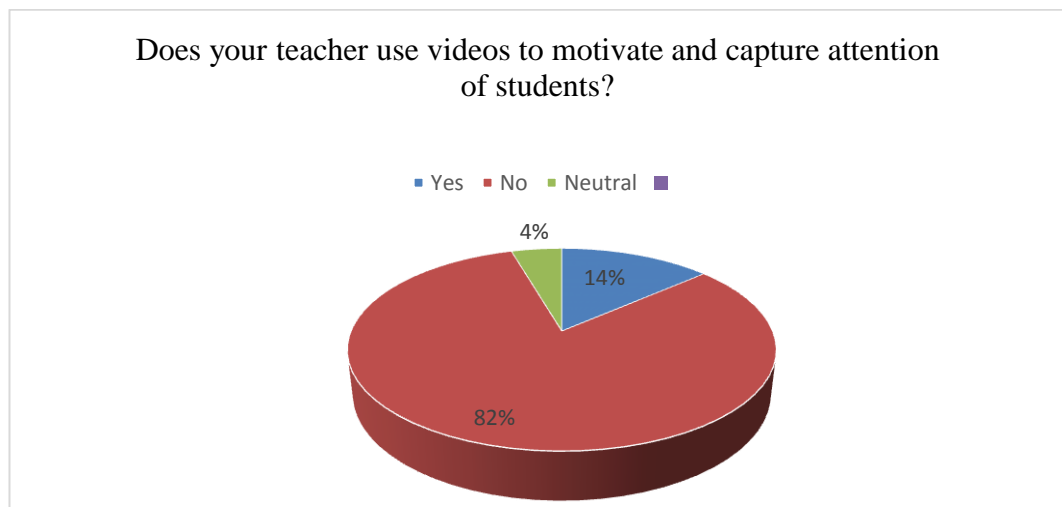
**Chart 11: Videos in class**

| Question | Alternatives | Frequency | Percentages |
|----------|--------------|-----------|-------------|
| <b>6</b> | Yes          | 3         | 13%         |
|          | No           | 18        | 82%         |
|          | Neutral      | 2         | 9%          |
|          | <b>Total</b> | <b>22</b> | <b>100%</b> |

**Source:** Students of Hacia Nuevos Horizontes School

**Author:** Cinthia Barbotó Orrala

**Graph 6: Videos in class**



**Source:** Students of Hacia Nuevos Horizontes School

**Author:** Cinthia Barbotó Orrala

**Interpretation:** 82% of the students said that their teachers used videos to capture their attention while 14% responded that their teachers never use videos and 4% said their teachers sometimes use videos.

**Question 7:** Do you consider that your teacher should have a guide to musical activities?

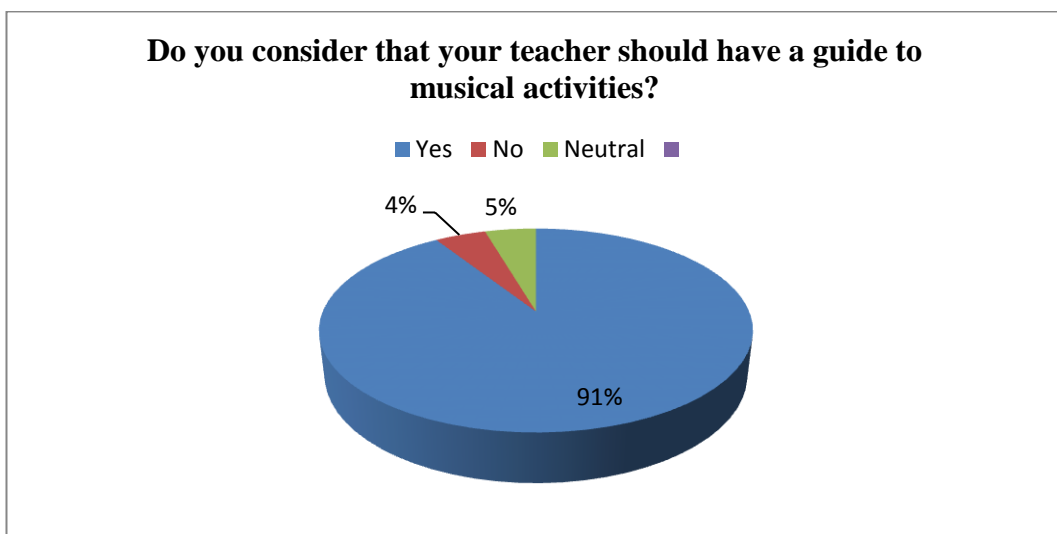
**Chart 12: Guía de Actividades Musicales**

| Question | Alternatives | Frequency | Percentages |
|----------|--------------|-----------|-------------|
| <b>7</b> | Yes          | 20        | 91%         |
|          | No           | 1         | 4%          |
|          | Neutral      | 1         | 5%          |
|          | <b>Total</b> | <b>22</b> | <b>100%</b> |

**Source:** Students of Hacia Nuevos Horizontes School

**Author:** Cinthia Barbotó Orrala

**Graph 7: Guía de Actividades Musicales**



**Source:** Students of Hacia Nuevos Horizontes School

**Author:** Cinthia Barbotó Orrala

**Interpretation:** 91% the students think that your teacher should have a handbook of musical activities, 5% students are neutral and 4% do not think that your teacher should have a handbook of musical activities.

### 3.8.2. Survey directed to parents

**Question 1:** Do you consider English is important?

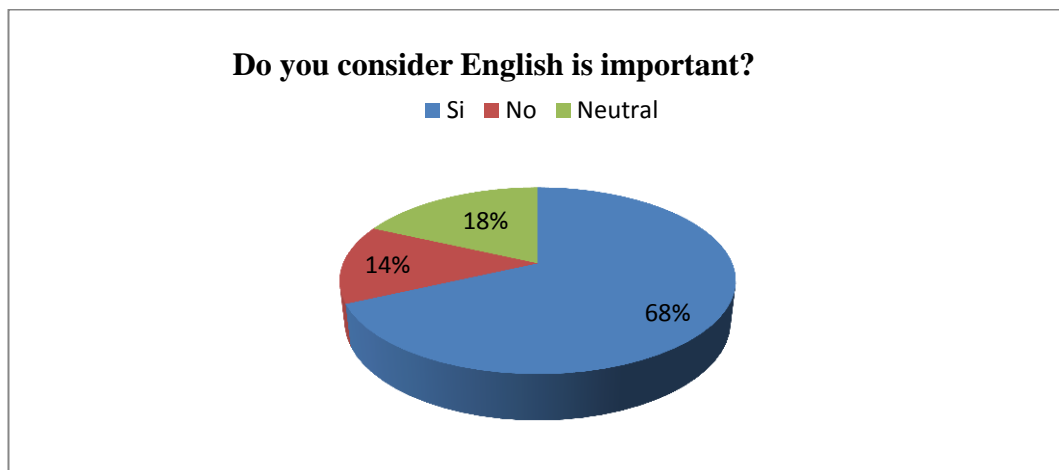
**Chart 13: Importance of English**

| Question | Alternatives | Frequency | Percentages |
|----------|--------------|-----------|-------------|
| <b>1</b> | Yes          | 15        | 68%         |
|          | No           | 3         | 14%         |
|          | Neutral      | 4         | 18%         |
|          | <b>Total</b> | <b>22</b> | <b>100%</b> |

**Source:** Parents of the fourth basic grade

**Author:** Cinthia Barbotó Orrala

**Graph 8: English is important**



**Source:** Parents of the fourth basic grade

**Author:** Cinthia Barbotó Orrala

**Interpretation:** Almost all the parents consider English is important, but few of the parents are neutral and other parents are neutral.



**Question 2:** Do you consider the method using to the teachers are good?

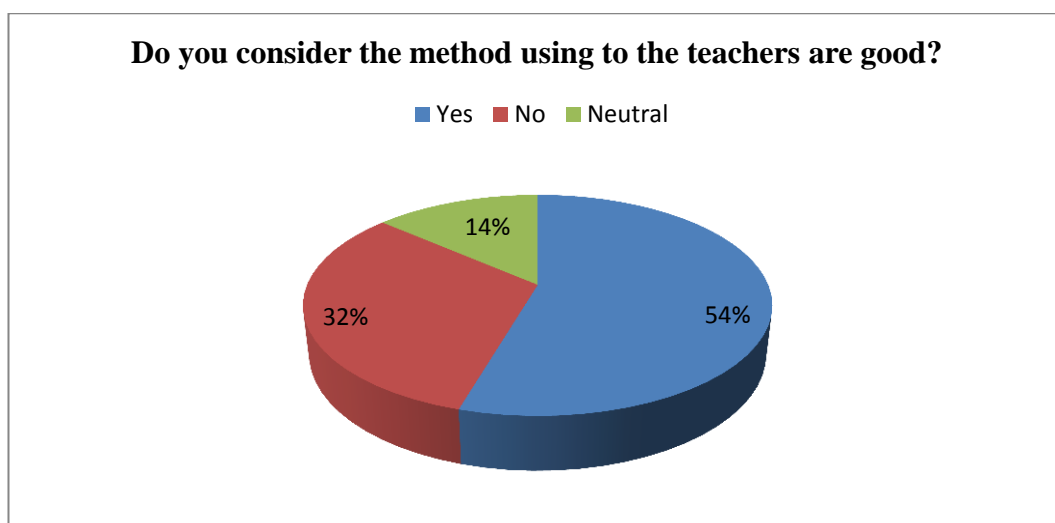
**Chart 14: Importance of the method**

| Question | Alternatives | Frequency | Percentages |
|----------|--------------|-----------|-------------|
| <b>2</b> | Yes          | 12        | 54%         |
|          | No           | 7         | 32%         |
|          | Neutral      | 3         | 14%         |
|          | Total        | 22        | 100%        |

**Source:** Parents of the fourth basic grade

**Author:** Cinthia Barbotó Orrala

**Graph 9: Importance of the method**



**Source:** Parents of the fourth basic grade

**Author:** Cinthia Barbotó Orrala

**Interpretation:** 54 % the parents consider the method using to the teachers are good, because they think that their children learn a lot of English in class.

**Question 3:** Do you consider the teachers could improve the Listening skill by musical activities?

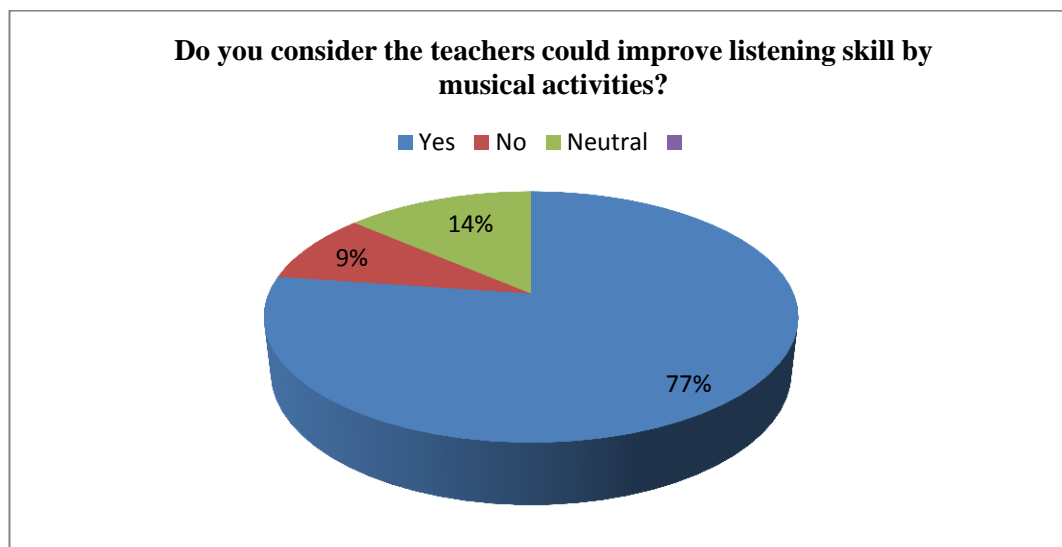
**Chart 15: Improvement in English**

| Question | Alternatives | Frequency | Percentages |
|----------|--------------|-----------|-------------|
| <b>3</b> | Yes          | 17        | 77%         |
|          | No           | 2         | 9%          |
|          | Neutral      | 3         | 14%         |
|          | <b>Total</b> | <b>22</b> | <b>100%</b> |

**Source:** Parents of the fourth basic grade

**Author:** Cinthia Barbotó Orrala

**Graph 10: Improvement in English**



**Source:** Parents of the fourth basic grade

**Author:** Cinthia Barbotó Orrala

**Interpretation:** Some parents consider the teachers could improve the Listening skill, another group consider the teacher does not use the correct activities and few parents are neutral.

**Question 4:** Do you think the class are enough to manage a talk in English?

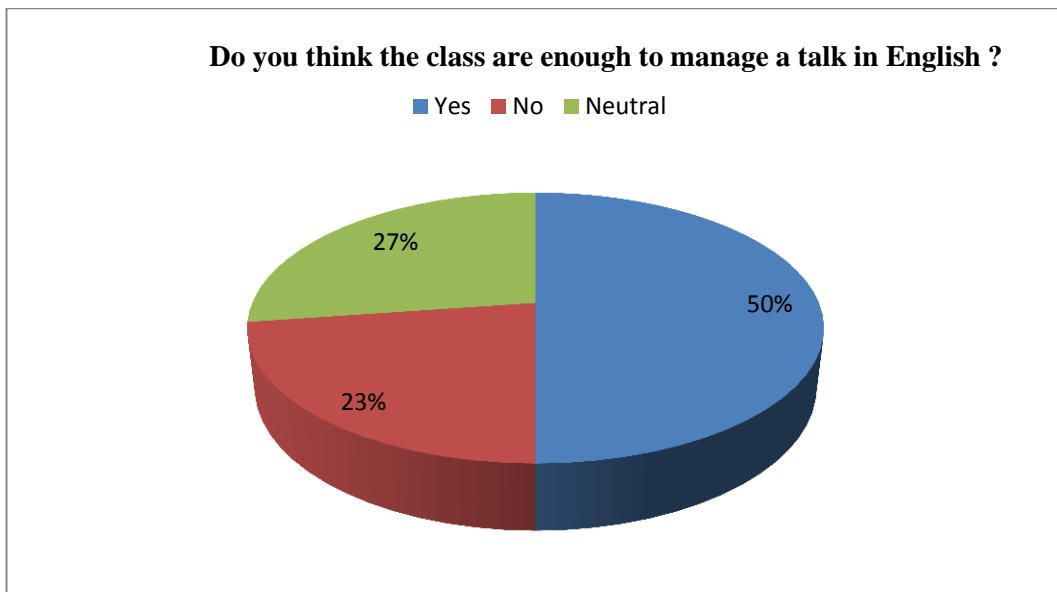
**Chart 16: Manage use the English**

| Question | Alternatives | Frequency | Percentages |
|----------|--------------|-----------|-------------|
| <b>4</b> | Yes          | 11        | 50%         |
|          | No           | 5         | 23%         |
|          | Neutral      | 6         | 27%         |
|          | <b>Total</b> | <b>22</b> | <b>100%</b> |

**Source:** Parents of the fourth basic grade

**Author:** Cinthia Barbotó Orrala

**Graph 11: Manage use the English**



**Source:** Parents of the fourth basic grade

**Author:** Cinthia Barbotó Orrala

**Interpretation:** 50% parents think the class is enough to manage a talk in English, if the classes have enough preparation and activities could improve the English learning as well.

**Question 5:** Do you think musical activities in class improve the listening skill?

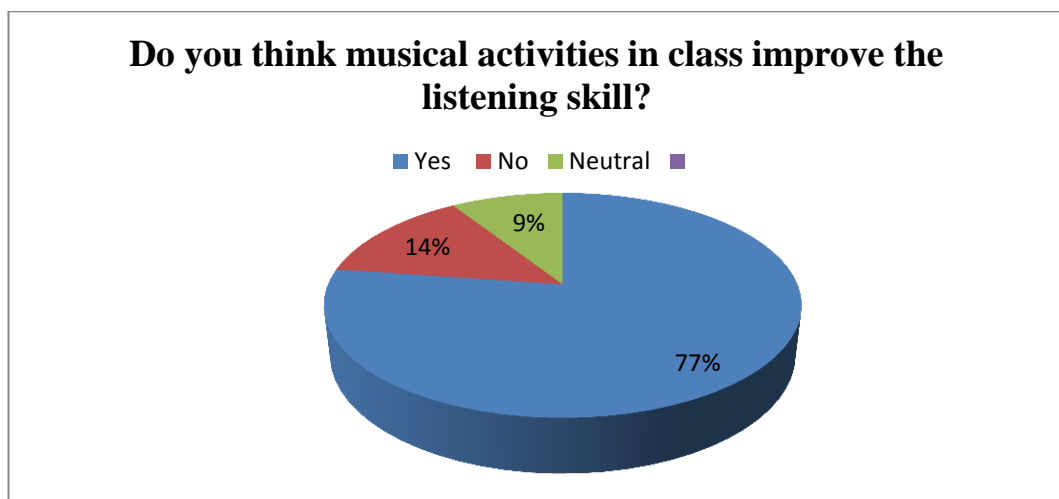
**Chart 17: Improve listening skill**

| Question | Alternatives | Frequency | Percentages |
|----------|--------------|-----------|-------------|
| <b>5</b> | Yes          | 16        | 77%         |
|          | No           | 4         | 14%         |
|          | Neutral      | 2         | 9%          |
|          | <b>Total</b> | <b>22</b> | <b>100%</b> |

**Source:** Parents of the fourth basic grade

**Author:** Cinthia Barbotó Orrala

**Graph 12: Improve listening skill**



**Source:** Parents of the fourth basic grade

**Author:** Cinthia Barbotó Orrala

**Interpretation:** Almost all the parents think musical activities in class improve the English language and a few parents are neutral.

**Question 6:** Do you consider a handbook of musical activities will improve the English learning?

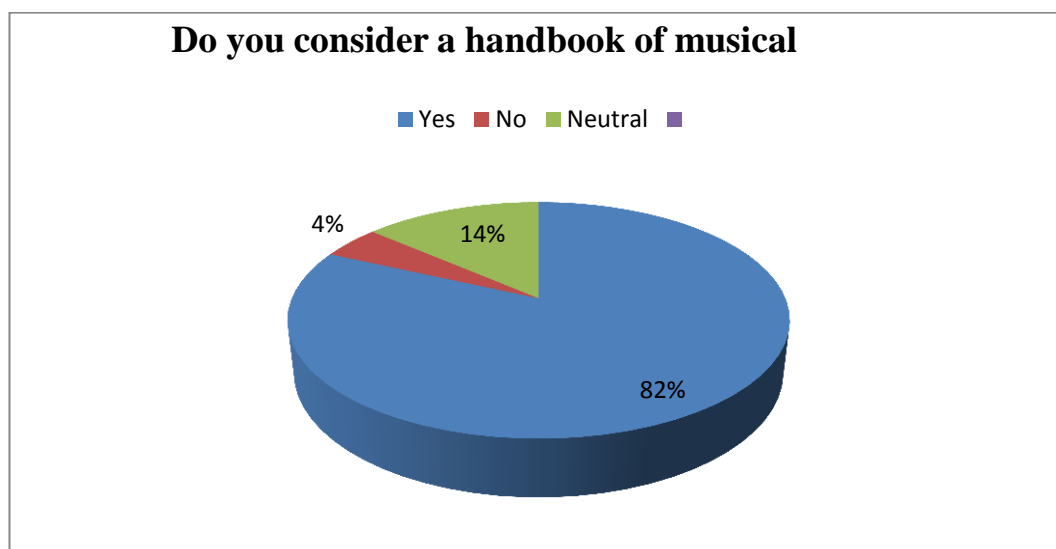
**Chart 18: Handbook Musical**

| Question | Alternatives | Frequency | Percentages |
|----------|--------------|-----------|-------------|
| <b>6</b> | Yes          | 18        | 82%         |
|          | No           | 1         | 4%          |
|          | Neutral      | 3         | 14%         |
|          | <b>Total</b> | <b>20</b> | <b>100%</b> |

**Source:** Parents of the fourth basic grade

**Author:** Cinthia Barbotó Orrala

**Graph 13: Handbook Musical**



**Source:** Parents of the fourth basic grade

**Author:** Cinthia Barbotó Orrala

**Interpretation:** Almost all the parents consider that a handbook of musical activities will improve the English learning but some of them do not consider that a handbook of musical activities will improve the English learning

### 3.8 Results chart - students

**Chart 19:** Results chart - students

| N° | QUESTIONS  | YES |    | NO |    | NEUTRAL |    | TOTAL |     |
|----|--|-----|----|----|----|---------|----|-------|-----|
|    |  | F   | %  | F  | %  | F       | %  | F     | %   |
| 1  | Do you like English?   | 19  | 86 | 3  | 14 | 0       | 0  | 22    | 100 |
| 2  | Do you think that with musical activities, you improve your listening skill? | 18  | 82 | 3  | 14 | 1       | 5  | 22    | 100 |
| 3  | Does your teacher use musical activities in class?                           | 4   | 18 | 8  | 36 | 10      | 45 | 22    | 100 |
| 4  | Would you like your English classes to be fun ?                              | 20  | 91 | 2  | 9  | 0       | 0  | 22    | 100 |
| 5  | Do you like to participate in English class?                                 | 15  | 68 | 3  | 14 | 4       | 18 | 22    | 100 |
| 6  | Does your teacher use videos to motivate and capture attention of students?  | 3   | 14 | 18 | 82 | 1       | 5  | 22    | 100 |
| 7  | Do you consider that your teacher should have a guide to musical activities? | 20  | 91 | 1  | 4  | 1       | 5  | 22    | 100 |

**Source:** Students of Hacia Nuevos Horizontes School

**Author:** Cinthia Barbotó Orrala

### **3.8 Analysis of the results**

Almost all the students think that the teacher should have a handbook of musical activities and a few students are neutral and do not think that teacher should have a handbook of musical activities.

Almost all the students consider the class interesting and a few teacher are neutral about this question.

Almost all the teachers consider that the teacher should have a handbook of musical activities and few teachers are neutral.

The use of musical activities is important to improve the English learning process and helps students to practice vocabulary and pronunciation.

The students love using musical activities, they practice vocabulary and speaking using musical activities.

The use of planning and additional material helps in the learning process of the students.

## **3.9. CONCLUSION AND RECOMMENDATION**

### **3.9.1. Conclusion**

- Most of the teachers think the use of musical activities improve listening skills.
- The students think the use of musical activities is important.
- The students enjoy the class using musical activities.
- Most of the students think English is important, in some aspect of their life and jobs.
- Most of the teachers think the use of a handbook will improve the learning process.

### **3.9.2. Recommendation**

- Teachers make a lot of musical activities in English class
- Teachers use musical activities according to the topic of the class.
- Teachers motivate the students to sing and practice musical activities in class and at home.
- The teacher has to motivate the student to improve the English learning process
- Teachers have to prepare a lot of activities in English.



## CHAPTER IV

### 4.1 PROPOSAL

Title of the proposal:

A handbook of musical activities to improve listening skill in students of fourth Basic Grade at Escuela Particular de Educación Básica N°7 Hacia Nuevos Horizontes. Valdivia, Santa Elena, Province of Santa Elena. School Year 2015-2016

**Executing institution:** Hacia Nuevos Horizontes

**Beneficiaries:** Students of Fourth Basic Grade at Escuela Particular de Educación Básica N°7 Hacia Nuevos Horizontes. Valdivia, Santa Elena, Province of Santa Elena. School Year 2015-2016

#### **Location**

Valdivia, Santa Elena, Province of Santa Elena.

#### **Responsibility**

AUTHOR: Cinthia Barbotó

ADVISOR: MSc. Luis Iza Espinoza.

## **4.2 BACKGROUND TO THE PROPOSAL**

In Hacia Nuevos Horizontes School, the students do not like the English language because they do not realize the importance of this subject, and they are not interested in improving the language acquisition.

They do not make activities like listen is songs in English or other type of exercises to improve the pronunciation in class.

## **4.3 SIGNIFICANCE**

The English is the most important and more useful language in the world because people from all the countries use the English language to communicate with others.

English is used in business, in tourism and in some aspects because people speak this language around the world.

The English language is very important in people's education and the use of musical activities help the students to improve English language because they practice the pronunciation and the teacher makes a entertain and active class.

The use of musical activities improve listening skill and the students learn faster the English language and they will be able to communicate with people from others nationalities.

The students enjoy singing and the learning process is active, they feel interested in the subject and the topic is according different situation. The learning process is better when they are children because they learn faster than the adults.

## **4.4 OBJECTIVES**

### **General objectives**

- To improve the listening skill in students at Hacia Nuevos Horizontes through musical activities for the development of students listening.

### **Specific objectives**

- ✓ To describe the exercise to improve Listening skill in students.
- ✓ To define the current activities by using in English classes at Hacia Nuevos Horizontes school. Valdivia
- ✓ To make a handbook of musical activities to improve Listening skill.

#### 4.5. DESIGN AND DEVELOPMENT OF THE PROPOSAL

**“MUSICAL ACTIVITIES TO IMPROVE LISTENING SKILL IN STUDENTS OF FOURTH BASIC GRADE AT ESCUELA PARTICULAR DE EDUCACIÓN BÁSICA N°7 HACIA NUEVOS HORIZONTES. VALDIVIA, SANTA ELENA, PROVINCE OF SANTA ELENA.**



*Author: Cinthia Margarita Barboto  
Orrala*

*Valdivia - Ecuador*

*2015-2016*

The level of the students, according to their diagnostic test, shows that they have problems in listening skill, the implementation of a handbook with musical activities to improve listening skill .Could be a solution to solve their problems.

The proposal of this project is a handbook with musical activities and instruction to practice in class and make the class interesting fantastic to improve listening skill process of students. It is composed of fifteen units with different musical activities to improve listening skill process of the students.

#### 4. 5.1. Rubric to assess listening

**Chart 20:** Rubric

| ASPECT  | LEVEL |              |       |
|---|-------|--------------|-------|
|   | UPPER | INTERMEDIATE | BASIC |
| STUDENTS KNOW ALL THE WORDS OF THE VOCABULARY   | X     |              |       |
| STUDENTS KNOW THE PRONUNCIATION OF EACH WORDS   | X     |              |       |
| STUDENTS REMEMBER THE LYRICS/WORDS OF THE SONGS |       |              | X     |
| STUDENTS WRITE THE VOCABULARY CORRECTLY         |       | X            |       |
| STUDENTS REMEMBER THE VOCABULARY THE NEXT CLASS |       | X            |       |

**Chart 21:** Timetable, action plan

| TOPIC                        | OBJECTIVES   | RESPONSIBLES       | TIME          | EVALUATION                              |
|------------------------------|--|--------------------|---------------|---|
| Unit 1 ABC                   | To develop the listening and speaking skill through exercises of spelling. | Teacher - Students | 20-25 minutes | Children recognize written words        |
| Unit 2 Little monkeys        | To acquire the domain of listening.  | Teacher - Students | 20-25 minutes | Children repeat the words correctly     |
| Unit 3<br>Season of the year | To learn the vocabulary of the Seasons of the year.                        | Teacher - Students | 20-25 minutes | Children write the words correctly.     |
| Unit 4<br>The shape          | To learn the vocabulary about the shape of a figure                        | Teacher - Students | 20-25 minutes | Children speak the words correctly.     |
| Unit 5<br>The time           | To learn to say the time   | Teacher - Students | 20-25 minutes | Children pronounce the words correctly. |
| Unit 6<br>Christmas song     | To learn vocabulary about christmas  | Teacher            | 10-15 minutes | Children pronounce the words correctly. |
| Unit 7<br>The Family         | To learn members of the family   | Teacher            | 10-15 min     | Children learn vocabulary               |
| Unit 8<br>The numbers        | To learn numbers and verbs   | Teacher            | 10-15 min     | Children learn vocabulary               |
| Unit 9<br>The verbs          | To learn different verbs   | Teacher - Students | 10-15 min     | Children learn new verbs                |

**Source:** Data collection plan of Hacia Nuevos Horizontes School

**Author:** Cinthia Margarita Barbotó Orrala

## STRATEGY 1: LISTEN AND SING THE SONG OF ABC



**Illustration 1:** Listen and sing

**Objective:** To apply methodological strategies through music images, where helping the children learn to differentiate the alphabet.

- a-b-c-d-e-f-g
- h-i-j-k-lmnop
- q-r-s
- t-u-v
- w,x
- y and z
- Now I know my "ABCs",
- Next time won't you sing with me

**Vocabulary:** Apple, ball, cat, dog, egg, flower, grapes, horse. Etc.

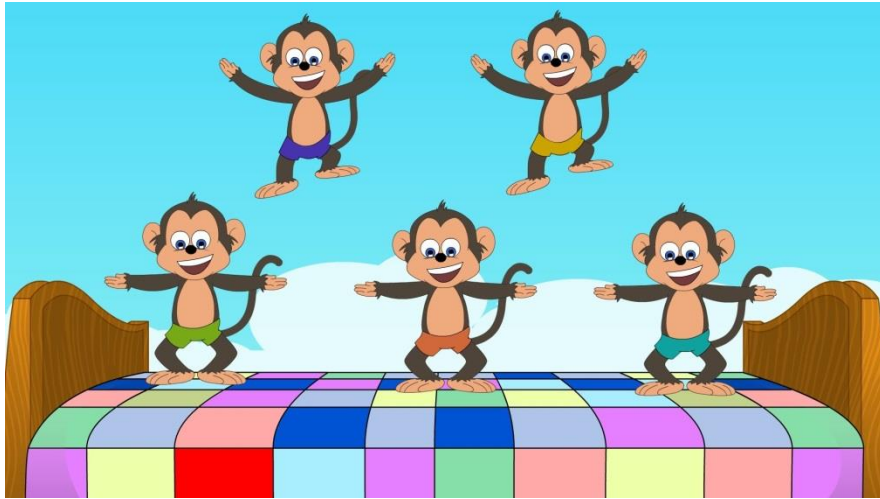
**Instructions:**

- The students listen the song the first time.
- Then they listen a second time.
- Then they sing the song and practice the pronunciation

## STRATEGY 2: LISTEN AND SING THE SONG LITTLE MONKEYS

**Objective:** To spell correctly the words about objects in your class

**Illustration 2:** Listen and sing



Five little monkeys jumping on the bed,  
Four little monkeys jumping on the bed,  
Three little monkeys jumping on the bed,  
Two little monkeys jumping on the bed,  
One fell off and bumped his head.

Mama called the Doctor and the Doctor said,  
"No more monkeys jumping on the bed!"  
"Put those monkeys straight to bed!"

### **Instruction:**

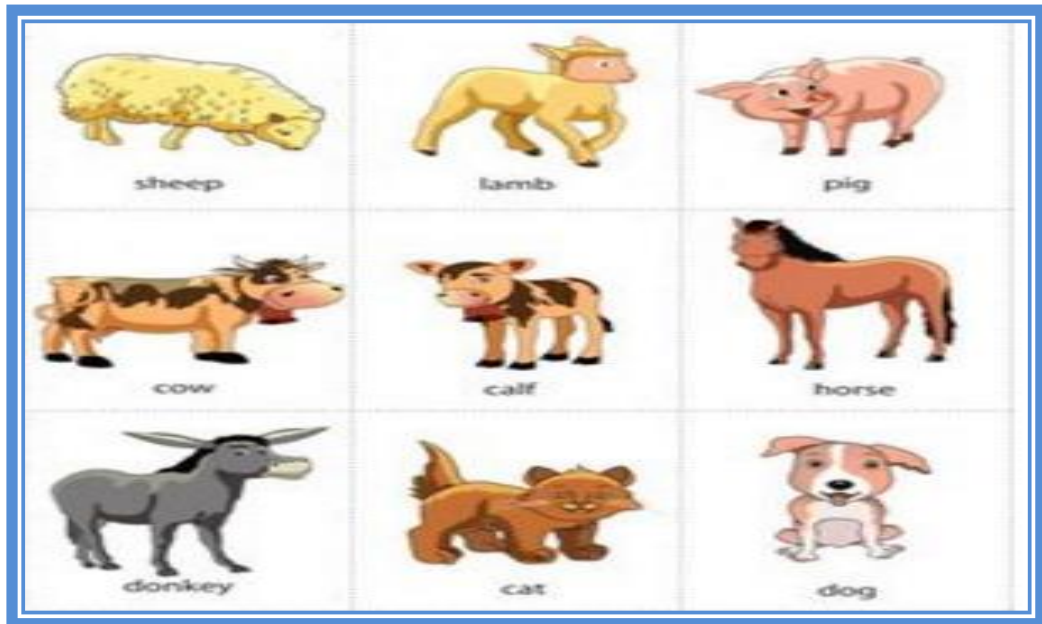
- The students listen the song the first time
- Teacher show the flash card
- The students repeat the number after teacher



### STRATEGY TO 3 : SING IN A FARM

**Objective:** students learn vocabulary about animals in a farm

**Illustration 3:** Sing in a farm



- I find a lamb, I keep a pig
- I find a cow, I ride a donkey
- I find a sheep and I ride a horse.

**Vocabulary:** Cat, dog, rabbit, horse, duck, chicken, pig, cow, bird, fish.

**Instruction:**

- Teacher show the flash card
- Students spell the words
- Finally they listen a farm song
- Students sing a farm song

## STRATEGY 4: LISTEN AND PRONUNCIATION

**Objective:** To learn to vocabulary the seasons year and weather.

**Illustration 4:** Listen and pronunciation



How's the weather?

How's the weather today?

Is it sunny?

Is it rainy?

Is it cloudy?

Is it snowy?

How's the weather today?

Is it sunny today?

Let's look outside.

How's the weather?

Is it rainy today?

Let's look outside.

How's the weather?

### **Instruction:**

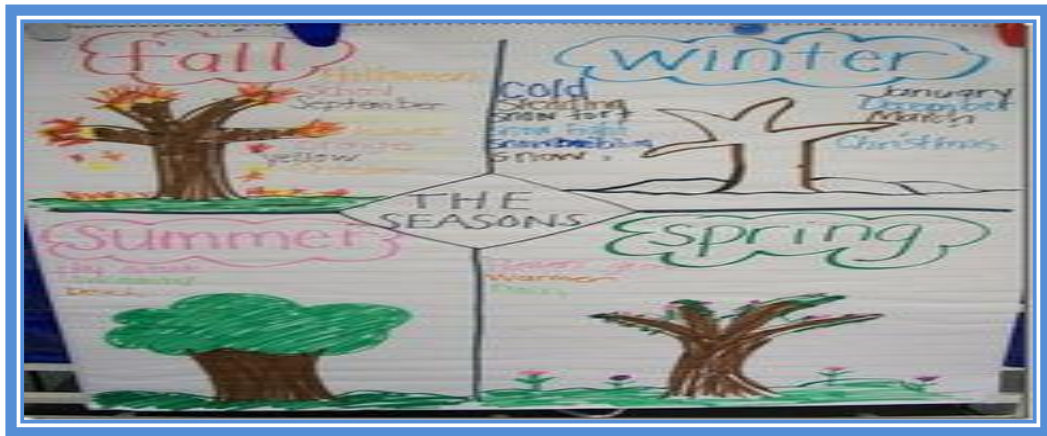
- Students sing how's the weather today?
- Students repeat the music
- Then they sing the song and practice the pronunciation

## STRATEGY 5

**Activity 1:** Listen to the sound of the seasons of the year

**Objective:** To learn the vocabulary of the Seasons of the year.

**Illustration 5:** Seasons of the year



If by chance we two should meet  
Should I appear most discreet  
Pretending that I know you not  
The love we shared is hard forgot  
(Chorus:)

Is the season of the year  
Midsummer's shorter nights draw near  
Is the season of the year  
Midsummer's shorter nights draw near  
Should I remind you of times gone by  
And watch a tear form in your eye  
Think back to a tender kiss  
And can you still be cruel as this  
(Chorus)

### Instructions:

- The students listen the song first time.
- Then they listen a second time.
- Then they sing the song and practice the pronunciation

## STRATEGY 6: SONG OF THE WEATHER

**OBJECTIVE :** To develop speaking skill about the weather



How is the weather

It is rainy

Oh no I need an umbrella

How is the weather

It is sunny

Oh I want to drink a glass of lemonade

How is the weather

It is warm

Oh I need a fan

### Instructions:

- The students listen the song first time.
- Then they listen a second time.
- Then they sing the song and practice the pronunciation

## STRATEGY 7: LISTEN THE SONG OF THE CLASSROOM:

**Objective :** To learn the basic names of the Circle, Square, Triangle and rectangle.

### Illustration 6: Circle



Here's a circle  
Here's a circle  
How can you tell?  
It goes round and round  
No end can be found  
Here's a square  
Here's a square

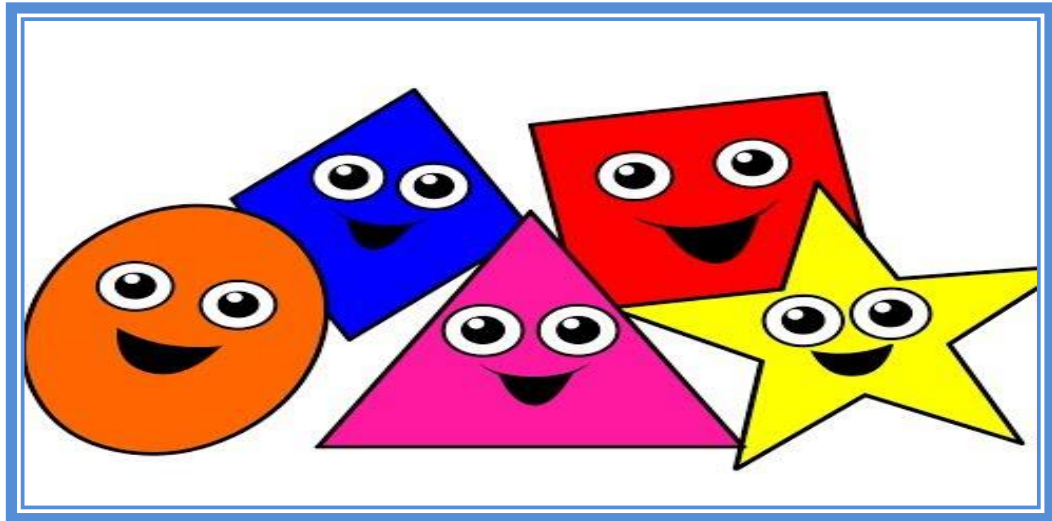
### Instructions:

- The students listen the classroom song
- They repeat the shape song
- The teacher write the vocabulary
- The students write the vocabulary and repeat them five times each word.
- Them they complete the blanks

## STRATEGY 8: LISTEN TO THE SHAPE SONGS

**Objective:** to learn vocabulary about the shapes of geometrical figures

**Illustration 7:** Shapes



What is this shape?

It is a square

What is this shape?

It is a triangle

What is this shape?

It is a rectangle

What is this shape?

It is a circle

### **Instructions:**

- The students listen the song first time.
- Then they listen a second time.
- Then they sing the song and practice the pronunciation

## STRATEGY 9: SING THE SONGS OF THE TIME

**Objective:** To learn the time and how to say the time.

**Illustration 8:** The time



What time is it today?

It is five o'clock

What time is it today?

It is quarter past ten

What time is it today?

It is midday.

### **Instructions:**

- The students listen to the song the first time.
- Then they listen a second time.
- Then they sing the song and practice the pronunciation.

## STRATEGY 10: Sing the head, shoulders, knees and toes

**Objective:** To learn the body parts and pronunciation about that.

**Illustration 9:** The head, shoulders, knees and toes



Head, shoulders, knees and toes, knees and toes

Head, shoulders, knees and toes, knees and toes

And eyes and ears and mouth and nose

Head, shoulders, knees and toes, knees and toes

### Instructions:

- The students listen the song first time.
- Then they listen a second time.
- Then they sing the song and practice the pronunciation
- Students shows different parts of your body.



## STRATEGY 11: SING FINGER FAMILY

**Illustration 10:** Finger family



Father finger, father finger, where are you?  
Here I am. Here I am. How do you do?

Mummy finger, mummy finger, where are you?  
Here I am. Here I am. How do you do?

Brother finger, brother finger, where are you?  
Here I am. Here I am. How do you do?

Sister finger, sister finger, where are you?  
Here I am. Here I am. How do you do?

Baby finger, baby finger, where are you?  
Here I am. Here I am. How do you do?

### **Instructions:**

- The teacher draws the members of the family.
- The students say the members of the family to the class.
- Then they write in the board the member of the family

## STRATEGY 12: SING MERRY CHRISTMAS

**Exercise 1:** Christmas song

**Objective:** To learn vocabulary about the Christmas

**Illustration 11:** Merry christmas



We wish you a Merry Christmas,  
We wish you a Merry Christmas,  
We wish you a Merry Christmas,  
And a Happy New Year.

Good tidings to you,  
And all of your kin,  
Good tidings for Christmas,  
And a Happy New Year.

We all know that Santa's coming,  
We all know that Santa's coming,  
We all know that Santa's coming,  
And soon will be here.

### INSTRUCTIONS:

- The teacher plays a song of the christmas
- The students sing the song
- The teacher write the vocabular

## STRATEGY 13: SILENT NIGHT SONG

**Objective:** To learn vocabulary about the Christmas

**Illustration 12:** Night song



Silent night, holy night  
All is calm and all is bright  
Silent night, holy night  
Shepherds quake at the sight  
Glories stream from Heaven afar  
Heavenly hosts sing halleluia  
Christ the savior is born

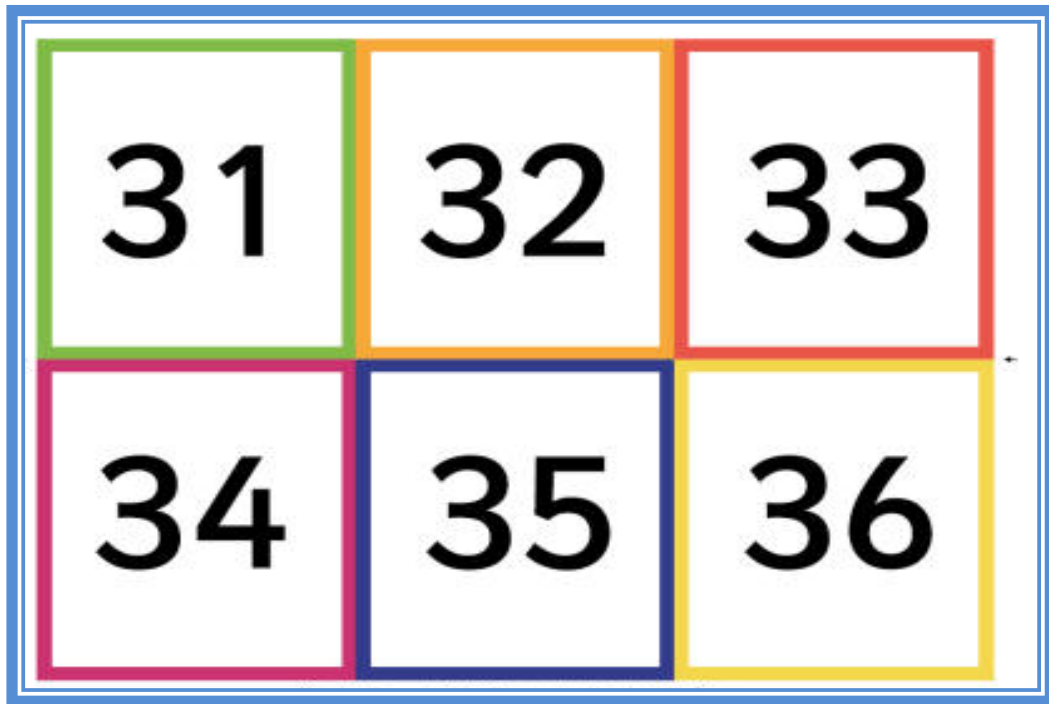
### INSTRUCTIONS:

- The teacher plays a song of the Christmas
- The students sing the song
- The teacher writes the vocabulary

## STRATEGY 14: I COUNT THE NUMBERS

**Objective:** learn vocabulary about numbers

**Illustration 13:** The numbers



**I know the numbers:**

and I count

it is Thirty-one

it is Thirty-two

### INSTRUCTION

Listen the song

Sing the song in class

## STRATEGY 15: THE VERB SONG

**Objective:** to learn different verbs

**Illustration 14:** Verb song



With the time I grow up  
I fall when I play  
I help to my grandpa  
My boat float in the river  
I ask to my teacher

### **Instructions:**

Listen the song

Sing the song

Spell the vocabulary

#### 4.5.2. Results of Listening Activities

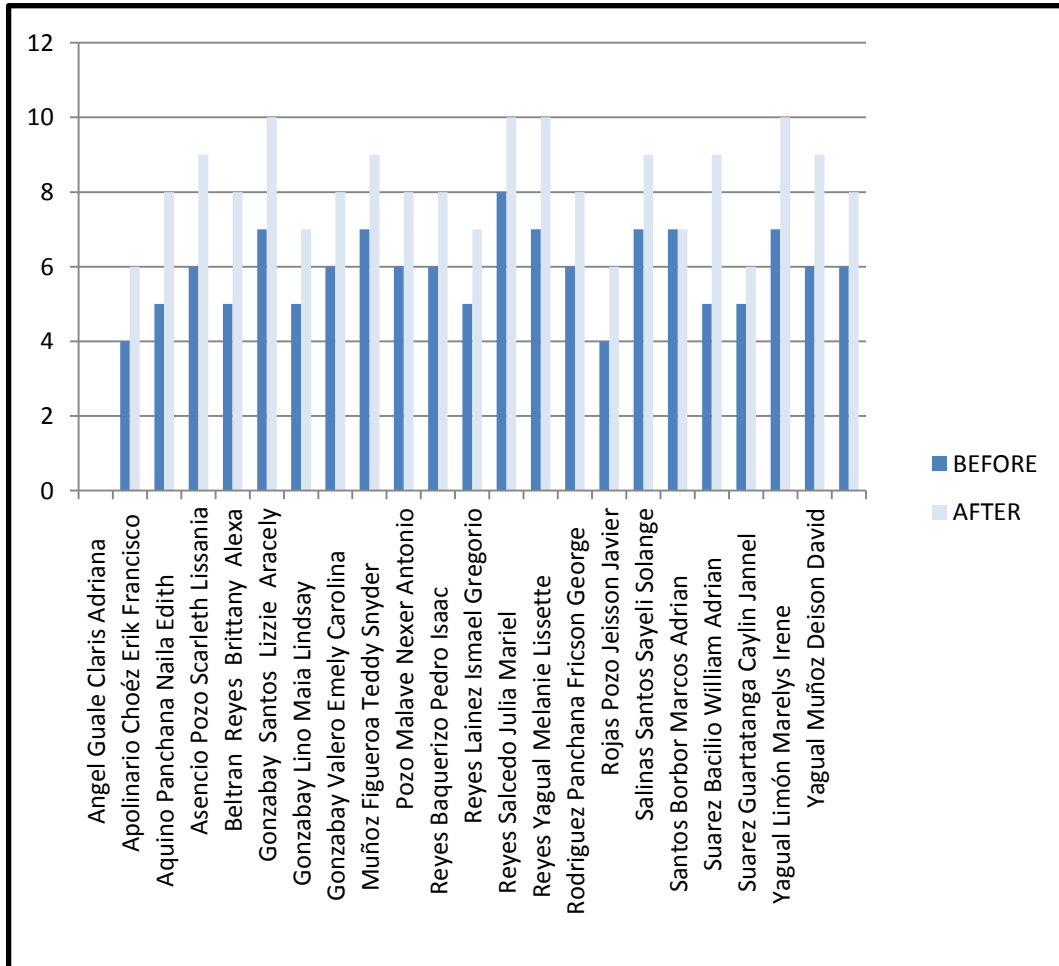
**Chart 22: Results of Listening Activities**

| <b>STUDENTS</b>                          | <b>BEFORE</b> | <b>AFTER</b> | <b>% OF IMPROVEMENT</b> |
|--|---------------|--------------|-------------------------|
| <b>Ángel Guale Claris Adriana</b>        | 4             | 6            | 67%                     |
| <b>Apolinario Choéz Erik Francisco</b>   | 5             | 8            | 63%                     |
| <b>Aquino Panchana Naila Edith</b>       | 6             | 9            | 67%                     |
| <b>Asencio Pozo Scarleth Lissania</b>    | 5             | 8            | 63%                     |
| <b>Beltran Reyes Brittany Alexa</b>      | 7             | 10           | 70%                     |
| <b>Gonzabay Santos Lizzie Aracely</b>    | 5             | 7            | 71%                     |
| <b>Gonzabay Lino Maia Lindsay</b>        | 6             | 8            | 75%                     |
| <b>Gonzabay Valero Emely Carolina</b>    | 7             | 9            | 78%                     |
| <b>Muñoz Figueroa Teddy Snyder</b>       | 6             | 8            | 75%                     |
| <b>Pozo Malavé Nexer Antonio</b>         | 6             | 8            | 75%                     |
| <b>Reyes Baquerizo Pedro Isaac</b>       | 5             | 7            | 71%                     |
| <b>Reyes Laínez Ismael Gregorio</b>      | 8             | 10           | 80%                     |
| <b>Reyes Salcedo Julia Mariel</b>        | 7             | 10           | 70%                     |
| <b>Reyes Yagual Melanie Lissette</b>     | 6             | 8            | 75%                     |
| <b>Rodríguez Panchana Fricson George</b> | 4             | 6            | 67%                     |
| <b>Rojas Pozo Jeisson Javier</b>         | 7             | 9            | 78%                     |
| <b>Salinas Santos Sayeli Solange</b>     | 7             | 7            | 100%                    |
| <b>Santos Borbor Marcos Adrian</b>       | 5             | 9            | 56%                     |
| <b>Suarez Bacilio William Adrian</b>     | 5             | 6            | 83%                     |
| <b>Suarez Guartatanga Caylin Jannel</b>  | 7             | 10           | 70%                     |
| <b>Yagual Limón Marelys Irene</b>        | 6             | 9            | 67%                     |
| <b>Yagual Muñoz Deison David</b>         | 6             | 8            | 75%                     |

Source: Final results

Author: Cinthia Margarita Barbotó Orrala

**Graph 14: Results**



**Source:** Final results

**Author:** Cinthia Margarita Barbotó Orrala

## CHAPTER V:

### ADMINISTRATIVE FRAMEWORK

#### 5.1.RESOURCES

##### 5.1.1. Institutional

In the institution , the English area have to use cd recorder, flash car, tv and dvd to be able to do musical activities in class according to the requirements of the English languages process in children.

**Chart 23:** Institutional resources

| Description | quantity | Unit cost | total Cost |
|-------------|----------|-----------|------------|
| Flash card  | 100      | \$2       | \$200      |
| TV          | 2        | \$150     | \$150      |
| DVD         | 2        | \$60      | \$120      |
| Cd recorder | 2        | \$160     | \$320      |

**Author:** Cinthia Margarita Barbotó Orrala

##### 5.1.2. Human Resources

There are four English teachers for each grade , this people teach and do a lot of activities for the students enjoy the English class and the use of English activities make the class interesting and active.



### 5.1.3. Materials

- Flash card
- Handbook
- Cd
- Computer
- Camara
- Tv
- Dvd
- Cd recorder

### 5.1.4. Economic (Budget)

Chart 24: Economic (Budget)

| NUMBER       | DESCRIPTION | QUANTITY | UNITARY COST | TOTAL         |
|--------------|-------------|----------|--------------|---------------|
| 1            | Papers      | 1000     | 0,05         | \$50          |
| 2            | Cd          | 3        | 2            | \$6           |
| 3            | Computer    | 1        | 700          | \$700         |
| 4            | Camera      | 1        | 150          | \$150         |
| 5            | Internet    | 1        | 150          | \$150         |
| 6            | Printer     | 1        | 250          | \$250         |
| 7            | Photocopies | 500      | 0,05         | \$25          |
| 8            | Cd recorder | 160      | 2            | 320           |
| <b>TOTAL</b> |             |          |              | <b>\$1651</b> |

Author: Cinthia Margarita Barbotó Orrala

### 5.1.5. Timetable

**Chart 25:** Timetables

| N° | ACTIVIDADES                            | TIEMPO | 2015-2016 |   |   |   |      |   |   |   |       |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |  |  |       |  |  |  |
|----|--|--------|-----------|---|---|---|------|---|---|---|-------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|------|---|---|---|------|---|--|--|-------|--|--|--|
|    |  |        | JULY      |   |   |   | AUG. |   |   |   | SEPT. |   |   |   | OCT. |   |   |   | NOV. |   |   |   | DEC. |   |   |   | ENE. |   |   |   | FEB. |   |   |   | MAR. |   |   |   | APR. |   |   |   | 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    | 2 | 3 | 4 | 1    | 2 | 3 | 4 |      |   |  |  |       |  |  |  |
| 1  | Socialization with thesis advisor.     |        | x         |   |   |   |      |   |   |   |       |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |  |  |       |  |  |  |
| 2  | Thesis Designing.                      |        |           | x | x |   |      |   |   |   |       |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |  |  |       |  |  |  |
| 3  | Elaboration Chapter I.                 |        |           |   |   |   | x    |   |   |   |       |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |  |  |       |  |  |  |
| 4  | Chapter I Progress.                    |        |           |   |   | x |      |   |   |   |       |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |  |  |       |  |  |  |
| 5  | Elaboration Chapter II.                |        |           |   |   | x | x    | x |   |   |       |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |  |  |       |  |  |  |
| 6  | Field Research at "Institution".       |        |           |   |   |   | x    | x |   |   |       |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |  |  |       |  |  |  |
| 7  | Survey Implementation.                 |        |           |   |   |   |      | x |   |   |       |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |  |  |       |  |  |  |
| 8  | Analysis and interpretation of results |        |           |   |   |   |      |   | x |   |       |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |  |  |       |  |  |  |
| 9  | Elaboration Chapter III.               |        |           |   |   |   |      |   | x |   |       |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |  |  |       |  |  |  |
| 10 | Chapter III Progress.                  |        |           |   |   |   |      |   |   | x |       |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |  |  |       |  |  |  |
| 11 | Elaboration Chapter IV and V.          |        |           |   |   |   |      |   |   | x | x     | x |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |  |  |       |  |  |  |
| 12 | Implementation of activities.          |        |           |   |   |   |      |   |   |   |       |   | x | x | x    | x | x | x | x    | x | x | x | x    | x | x | x |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |  |  |       |  |  |  |
| 13 | Review of Thesis draft.                |        |           |   |   |   |      |   |   |   |       |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |  |  |       |  |  |  |
| 14 | Delivery of final work                 |        |           |   |   |   |      |   |   |   |       |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   | x |      |   |  |  |       |  |  |  |
| 15 | Pre defense of thesis                  |        |           |   |   |   |      |   |   |   |       |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |  |  |       |  |  |  |
| 16 | Defense of Thesis at Academic Consul.  |        |           |   |   |   |      |   |   |   |       |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      |   |   |   |      | x |  |  |       |  |  |  |

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## 5.2 Appendix

### 5.2.1. LIST OF STUDENTS OF HACIA NUEVOS HORIZONTES SCHOOL

| N° | STUDENTS                          |
|----|-----------------------------------|
| 1  | ANGEL GUALE CLARIS ADRIANA        |
| 2  | APOLINARIO CHOÉZ ERIK FRANCISCO   |
| 3  | AQUINO PANCHANA NAILA EDITH       |
| 4  | ASENCIO POZO SCARLETH LISSANIA    |
| 5  | BELTRAN REYES BRITTANY ALEXA      |
| 6  | GONZABAY SANTOS LIZZIE ARACELY    |
| 7  | GONZABAY LINO MAIA LINDSAY        |
| 8  | GONZABAY VALERO EMELY CAROLINA    |
| 9  | MUÑOZ FIGUEROA TEDDY SNYDER       |
| 10 | POZO MALAVE NEXER ANTONIO         |
| 11 | REYES BAQUERIZO PEDRO ISAAC       |
| 12 | REYES LAINEZ ISMAEL GREGORIO      |
| 13 | REYES SALCEDO JULIA MARIEL        |
| 14 | REYES YAGUAL MELANIE LISSETTE     |
| 15 | RODRIGUEZ PANCHANA FRICSON GEORGE |
| 16 | ROJAS POZO JEISSON JAVIER         |
| 17 | SALINAS SANTOS SAYELI SOLANGE     |
| 18 | SANTOS BORBOR MARCOS ADRIAN       |
| 19 | SUAREZ BACILIO WILLIAM ADRIAN     |
| 20 | SUAREZ GUARTATANGA CAYLIN JANNEL  |
| 21 | YAGUAL LIMÓN MARELYS IRENE        |
| 22 | YAGUAL MUÑOZ DEISON DAVID         |

## 5.2.2. LESSON PLAN OF THE PROPOSAL

### LESSON PLAN 1

| Level: Fourth grade  | UNIT  | 1  | Time:20-25 minutes  | Song: In a farm   |
|--|---|--|---|---|
|  | Spell bee   |  |   |   |
| <b>OBJECTIVES OF THE CLASS:</b>  | Students will learn the alphabet, be able to spell different words<br>And able to recognize the letters of the alphabet |  |   |   |
| Activities of students   | Procedimental activities  | Material resources:  | skills  | Evaluation medology   |
| <p>The students spell the word in the flash cards</p> <p>They repeat the words</p> <p>Students use flascard about animals in a farm</p> <p>Students are going to recognize the correct letter of the words.</p> <p>Listen in a farm song</p> | <p>Process knowledge</p> <p>To recognize the sounds of letters</p> <p>Observation</p> <p>Analysis.</p>                  | <p>Big Book, student's book, Cd recorder</p> <p>Flash card</p> | <p>Listening, reading, speaking, writing</p> <p>grammar vocabulary.</p> | <p>The teacher will value The students:</p> <p>Student participation in class</p> <p>Pair activities.</p> <p>Activities in Group.</p> <p>Spelling</p> |
| <b>Vocabulary:</b>   | Cat, dog, rabbit, horse, duck, chicken, pig, cow, bird, fish  |  |   |   |

Attachment 1 Lesson Plan 1



## LESSON PLAN 2

| Level: Fourth grade   | UNIT   | 2  | Time:20-25 minutes   | Spelling<br>b   |
|---|--|--|--|---|
|   | Spelling bee   |  |  |   |
| <b>OBJECTIVES OF THE CLASS:</b>   | To develop the listening and speaking skill through exercises of spelling, be able to spell different words and be able to recognize the letters of the alphabet |  |  |   |
| Activities of students  | Procedimental activities   | Material resources:  | skills   | Evaluati on medolog y   |
| <p>The students listen the ABC song.</p> <p>They repeat the ABC song</p> <p>Students use flascard then practice vocabulary about animals</p> <p>Students are going to recognize the correct letter of the words.</p> <p>The students spell the different word.e</p> | <p>Process knowledge</p> <p>To recognize the sounds of letters</p> <p>Observation</p> <p>Analysis.</p>   | <p>Big Book, student's book, Cd recorder</p> <p>Flash card</p> | <p>Listening, reading, speaking, writing grammar vocabulary.</p> | <p>The teacher will value The students: Student participati on in class</p> <p>Pair activities.</p> <p>Activities in Group.</p> <p>Spelling</p> |
| <b>Vocabulary:</b>  | Summer, spring, winter and autum   |  |  |   |

### Attachment 2: Lesson plan 2

### LESSON PLAN 3

|   |   |   |   |  |
|---|---|---|---|--|
| <b>Level:</b> Fourth grade  | <b>UNIT</b>   | <b>3</b>  | <b>Time:</b> 20-25 minutes                                | <b>Song:</b> Song of the weather   |
|   | Seasons of the year   |   |   |  |
| <b>OBJECTIVES OF THE CLASS:</b>   | To develop speaking skill about the weather and To learn vocabulary about weather   |   |   |  |
| <b>Activities of students</b>   | <b>Procedimental activities</b>   | <b>Material resources:</b>                          | <b>skills</b>   | <b>Evaluation medology</b>   |
| The students listen the song of the weather<br><br>They repeat the song of the weather<br><br>The teacher write the vocabulary<br><br>The students write the vocabulary and repeat them five times each word. | Process knowledge<br>To recognize the sounds of letters<br>Observation<br>Analysis. | Big Book, student's book, Cd recorder<br>Flash card | Listening, reading, speaking, writing grammar vocabulary. | The teacher will value The students:<br>Student participation in class<br><br>Pair activities.<br><br>Activities in Group.<br><br>Spelling |
| <b>Vocabulary:</b>  | Rainy, sun, hot, fan, weather, umbrella   |   |   |  |

**Attachment 3: Lesson plan 3**

### LESSON PLAN 4

|   |   |   |   |   |
|---|---|---|---|---|
| <b>Level:</b> Fourth grade  | <b>UNIT</b>   | <b>3</b>  | <b>Time:</b> 20-25 minutes                                | <b>Song:</b> Song of the weather  |
|   | Seasons of the year   |   |   |   |
| <b>OBJECTIVES OF THE CLASS:</b>   | To develop speaking skill about the weather and To learn vocabulary about weather   |   |   |   |
| <b>Activities of students</b>   | <b>Procedimental activities</b>   | <b>Material resources:</b>                          | <b>skills</b>   | <b>Evaluation medology</b>  |
| The students listen the song of the weather<br><br>They repeat the song of the weather<br><br>The teacher write the vocabulary<br><br>The students write the vocabulary and repeat them five times each word. | Process knowledge<br>To recognize the sounds of letters<br>Observation<br>Analysis. | Big Book, student's book, Cd recorder<br>Flash card | Listening, reading, speaking, writing grammar vocabulary. | The teacher will value The students: Student participation in class<br><br>Pair activities.<br><br>Activities in Group.<br><br>Spelling |
| <b>Vocabulary:</b>  | Rainy, sun, hot, fan, weather, umbrella   |   |   |   |

**Attachment 4: Lesson plan 4**

## LESSON PLAN 5

|   |  |  |  |  |
|---|--|--|--|--|
| <b>Level:</b> Fourth grade  | <b>UNIT</b>  | <b>4</b>   | <b>Time:</b> 20 minutes  | <b>Song:</b> The classroom song  |
|   | The shape  |  |  |  |
| <b>OBJECTIVES OF THE CLASS:</b>   | To learn the vocabulary about the shape of objects in the classroom                                    |  |  |  |
| <b>Activities of students</b>   | <b>Procedimental activities</b>  | <b>Material resources:</b>                                     | <b>skills</b>  | <b>Evaluation medology</b>   |
| <p>The students listen the classroom song</p> <p>They repeat the shape song</p> <p>The teacher write the vocabulary</p> <p>The students write the vocabulary and repeat them five times each word.</p> <p>Them they complete the blanks and compare the object with a shape</p> | <p>Process knowledge</p> <p>To recognize the sounds of letters</p> <p>Observation</p> <p>Analysis.</p> | <p>Big Book, student's book, Cd recorder</p> <p>Flash card</p> | <p>Listening, reading, speaking, writing grammar vocabulary.</p> | <p>The teacher will value The students: Student participation in class</p> <p>Pair activities.</p> <p>Activities in Group.</p> <p>Spelling</p> |
| <b>Vocabulary:</b>  | Circle, oval, triangle, square, rectangle, rhombus, start and heart.                                   |  |  |  |

## LESSON PLAN 6

| Level: Fourth grade  | UNIT   | 4  | Time:20 minutes  | Song: The shape song   |
|--|--|--|--|--|
|  | The shape  |  |  |  |
| <b>OBJECTIVES OF THE CLASS:</b>  | To learn the vocabulary about the shape of a figure  |  |  |  |
| Activities of students   | Procedimental activities   | Material resources:  | skills   | Evaluation medology  |
| <p>The students listen the shape song</p> <p>They repeat the shape song</p> <p>The teacher write the vocabulary</p> <p>The students write the vocabulary and repeat them five times each word.</p> | <p>Process knowledge</p> <p>To recognize the sounds of letters</p> <p>Observation</p> <p>Analysis.</p> | <p>Big Book, student´s book, Cd recorder</p> <p>Flash card</p> | <p>Listening, reading, speaking, writing grammar vocabulary.</p> | <p>The teacher will value The students: Student participation in class</p> <p>Pair activities.</p> <p>Activities in Group.</p> <p>Spelling</p> |
| <b>Vocabulary:</b>   | Square, triangle, circle, rectangle, rhombus   |  |  |  |

**Attachment 6: Lesson plan 6**

## LESSON PLAN 7

| Level: Fourth grade  | UNIT  | 5  | Time:20 minutes  | Song: The songs of the time  |
|--|---|--|--|--|
|  | The time  |  |  |  |
| <b>OBJECTIVES OF THE CLASS:</b>  | To develop speaking and listening skill in students through musical activities and to learn to say the time |  |  |  |
| Activities of students   | Procedimental activities  | Material resources:  | skills   | Evaluation medology  |
| <p>The students listen The songs of the time</p> <p>They repeat The songs of the time</p> <p>The teacher write the vocabulary</p> <p>The students write the vocabulary and repeat them five times each word in their notebook.</p> | <p>Process knowledge</p> <p>To recognize the sounds of letters</p> <p>Observation</p> <p>Analysis.</p>      | <p>Big Book, student's book, Cd recorder</p> <p>Flash card</p> | <p>Listening, reading, speaking, writing grammar vocabulary.</p> | <p>The teacher will value The students: Student participation in class</p> <p>Pair activities.</p> <p>Activities in Group.</p> <p>Spelling</p> |
| <b>Vocabulary:</b>   | Today, five o'clock, midday, lunch, eat dinner  |  |  |  |

**Attachment 7: Lesson plan 7**

## LESSON PLAN 8

|  |   |  |  |  |
|--|---|--|--|--|
| <b>Level:</b> Fourth grade   | <b>UNIT</b>   | <b>5</b>   | <b>Time:</b> 20-25 minutes                                       | <b>Song:</b> The songs of the head shoulders   |
|  | Body parts  |  |  |  |
| <b>OBJECTIVES OF THE CLASS:</b>  | To develop speaking and listening skill in students through musical activities and to learn to say body parts |  |  |  |
| <b>Activities of students</b>  | <b>Procedimental activities</b>   | <b>Material resources:</b>                                     | <b>skills</b>  | <b>Evaluation medology</b>   |
| <p>The students listen The songs of the body parts</p> <p>They repeat The songs of the body parts</p> <p>The teacher write the vocabulary</p> <p>The students write the vocabulary and repeat them five times each word in their notebook.</p> | <p>Process knowledge</p> <p>To recognize the sounds of letters</p> <p>Observation</p> <p>Analysis.</p>        | <p>Big Book, student's book, Cd recorder</p> <p>Flash card</p> | <p>Listening, reading, speaking, writing grammar vocabulary.</p> | <p>The teacher will value The students: Student participation in class</p> <p>Pair activities.</p> <p>Activities in Group.</p> <p>Spelling</p> |
| <b>Vocabulary:</b>   | Head, Shoulders, knees, toes, mouth, ears.  |  |  |  |

**Attachment 8: Lesson plan 8**

## LESSON PLAN 9

| Level: Fourth grade   | UNIT   | 5  | Time:20minutes   | Song: Sing the finger family   |
|---|--|--|--|--|
|   | The family   |  |  |  |
| <b>OBJECTIVES OF THE CLASS:</b>   | To learn vocabulary about the family   |  |  |  |
| Activities of students  | Procedimental activities   | Material resources:  | skills   | Evaluation medology  |
| <p>The students listen The songs Sing the finger family</p> <p>They repeat The songs Sing the finger family</p> <p>The teacher write the vocabulary</p> <p>The students write the vocabulary and repeat them five times each word in their notebook</p> | <p>Process knowledge</p> <p>To recognize the sounds of letters</p> <p>Observation</p> <p>Analysis.</p> | <p>Big Book, student's book, Cd recorder</p> <p>Flash card</p> | <p>Listening, reading, speaking, writing grammar vocabulary.</p> | <p>The teacher will value The students: Student participation in class</p> <p>Pair activities.</p> <p>Activities in Group.</p> <p>Spelling</p> |
| <b>Vocabulary:</b>  | Mother, father, brother, sister, baby.   |  |  |  |

### Attachment 9: Lesson plan 9



## LESSON PLAN 10

| Level: Fourth grade   | UNIT   | 6  | Time:20 minutes  | Song: Christmas song   |
|---|--|--|--|--|
|   | Christmas song   |  |  |  |
| <b>OBJECTIVES OF THE CLASS:</b>   | To learn vocabulary about Christmas  |  |  |  |
| Activities of students  | Procedimental activities   | Material resources:  | skills   | Evaluation medology  |
| <p>The students listen the Christmas song</p> <p>They repeat the Christmas song</p> <p>The teacher write the vocabulary</p> <p>The students write the vocabulary and repeat them five times each word in their notebook</p> | <p>Process knowledge</p> <p>To recognize the sounds of letters</p> <p>Observation</p> <p>Analysis.</p> | <p>Big Book, student's book, Cd recorder</p> <p>Flash card</p> | <p>Listening, reading, speaking, writing grammar vocabulary.</p> | <p>The teacher will value The students: Student participation in class</p> <p>Pair activities.</p> <p>Activities in Group.</p> <p>Spelling</p> |
| <b>Vocabulary:</b>  | Merry Christmas, Happy New Year, Santa's coming, wish  |  |  |  |

### Attachment 10: Lesson plan 9

## LESSON PLAN 11

| Level: Fourth grade   | UNIT   | 6  | Time:20 minutes  | Song:<br>Christmas song  |
|---|--|--|--|--|
|   | The time   |  |  |  |
| <b>OBJECTIVES OF THE CLASS:</b>   | To learn vocabulary about the Christmas  |  |  |  |
| Activities of students  | Procedimental activities   | Material resources:  | skills   | Evaluation medology  |
| <p>The students listen Christmas song</p> <p>They repeat Christmas song</p> <p>The teacher write the vocabulary</p> <p>The students write the vocabulary and repeat them five times each word in their notebook</p> | <p>Process knowledge</p> <p>To recognize the sounds of letters</p> <p>Observation</p> <p>Analysis.</p> | <p>Big Book, student's book, Cd recorder</p> <p>Flash card</p> | <p>Listening, reading, speaking, writing grammar vocabulary.</p> | <p>The teacher will value The students: Student participation in class</p> <p>Pair activities.</p> <p>Activities in Group.</p> <p>Spelling</p> |
| <b>Vocabulary:</b>  | Silent night, holy night, calm, bright, peace, Heaven  |  |  |  |

**Attachment 11: Lesson plan 11**

## LESSON PLAN 12

|  |   |   |   |   |
|--|---|---|---|---|
| <b>Level:</b> Fourth grade   | <b>UNIT</b>   | <b>7</b>  | <b>Time:</b> 20-25 minutes                                | <b>Song:</b> I count the numbers  |
|  | Numbers and verbs   |   |   |   |
| <b>OBJECTIVES OF THE CLASS:</b>  | To learn vocabulary about numbers   |   |   |   |
| <b>Activities of students</b>  | <b>Procedimental activities</b>   | <b>Material resources:</b>                          | <b>skills</b>   | <b>Evaluation medology</b>  |
| The students listen numbers song<br><br>They repeat the song<br>The teacher write the vocabulary<br><br>The students write the vocabulary and repeat them five times each word in their notebook | Process knowledge<br>To recognize the sounds of letters<br>Observation<br>Analysis. | Big Book, student's book, Cd recorder<br>Flash card | Listening, reading, speaking, writing grammar vocabulary. | The teacher will value<br>The students:<br>Student participation in class<br><br>Pair activities.<br><br>Activities in Group.<br><br>Spelling |
| <b>Vocabulary:</b>   | Numbers one, thirty one, fourty   |   |   |   |

**Attachment 12: Lesson plan 12**

### LESSON PLAN 13

|  |  |  |  |  |
|--|--|--|--|--|
| <b>Level:</b> Fourth grade   | <b>UNIT</b>  | <b>7</b>   | <b>Time:</b> 20-25 minutes                                       | <b>Song:</b> The verbs song  |
|  | Verbs  |  |  |  |
| <b>OBJECTIVES OF THE CLASS:</b>  | To learn vocabulary about the Christmas  |  |  |  |
| <b>Activities of students</b>  | <b>Procedimental activities</b>  | <b>Material resources:</b>                                     | <b>skills</b>  | <b>Evaluation medology</b>   |
| <p>The students listen verb song</p> <p>They repeat the song</p> <p>The teacher write the vocabulary</p> <p>The students write the vocabulary and repeat them five times each word in their notebook</p> | <p>Process knowledge</p> <p>To recognize the sounds of letters</p> <p>Observation</p> <p>Analysis.</p> | <p>Big Book, student's book, Cd recorder</p> <p>Flash card</p> | <p>Listening, reading, speaking, writing grammar vocabulary.</p> | <p>The teacher will value The students: Student participation in class</p> <p>Pair activities.</p> <p>Activities in Group.</p> <p>Spelling</p> |
| <b>Vocabulary:</b>   | Fell, help, float and ask  |  |  |  |

**Attachment 13: Lesson plan 13**

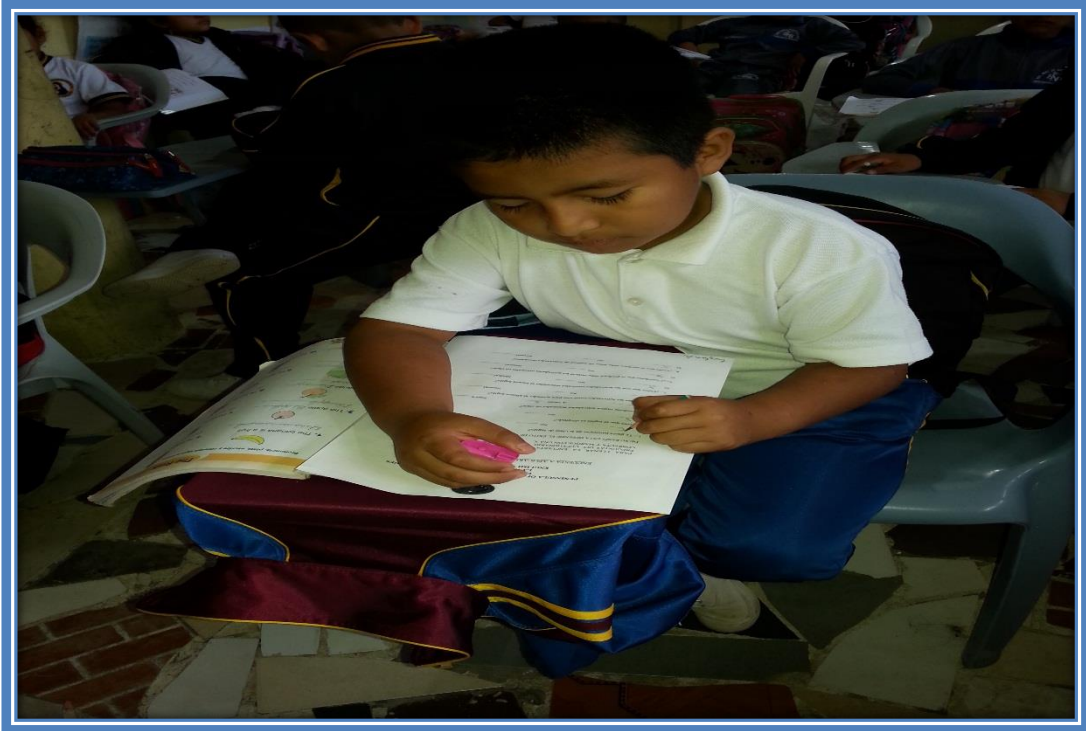
### 5.2.3. Picture of field research



Picture N. 1: Socialized with the students



Picture N. 2: Delivering surveys



**Picture N. 3 : Apply the surveys**



**Picture N. 4: Apply the surveys**



**Picture N. 5: Develop of the activities**



**Picture N. 6 : Intonation the instrument**

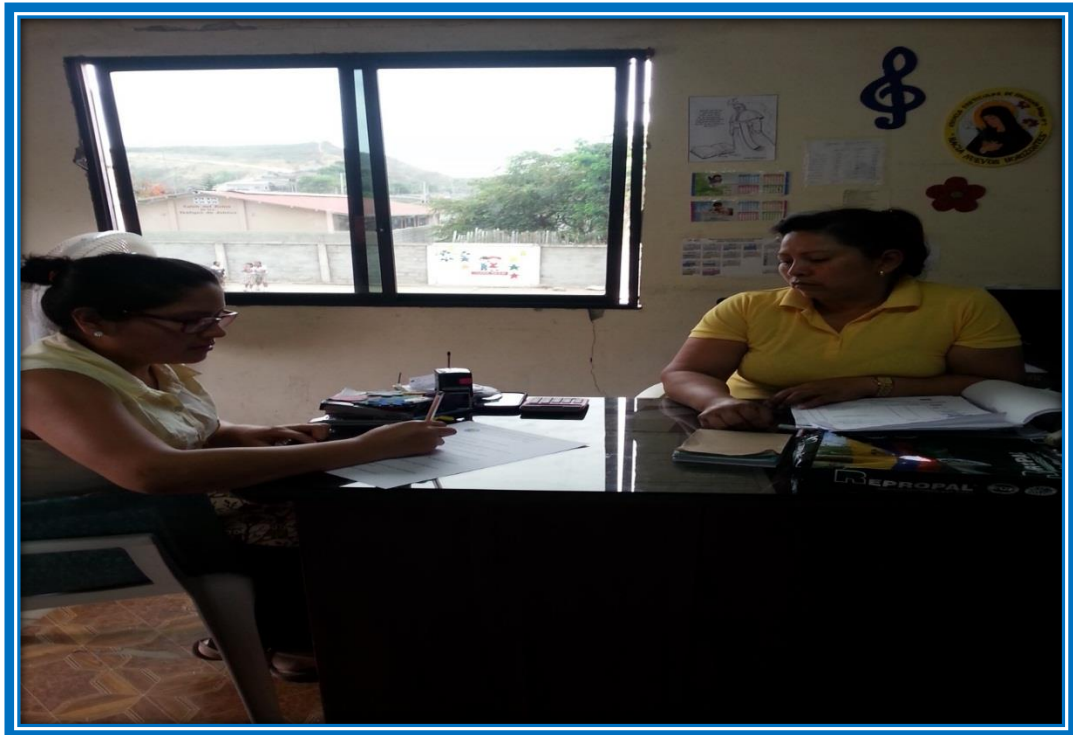


**Picture N. 7 : Activity about human body**

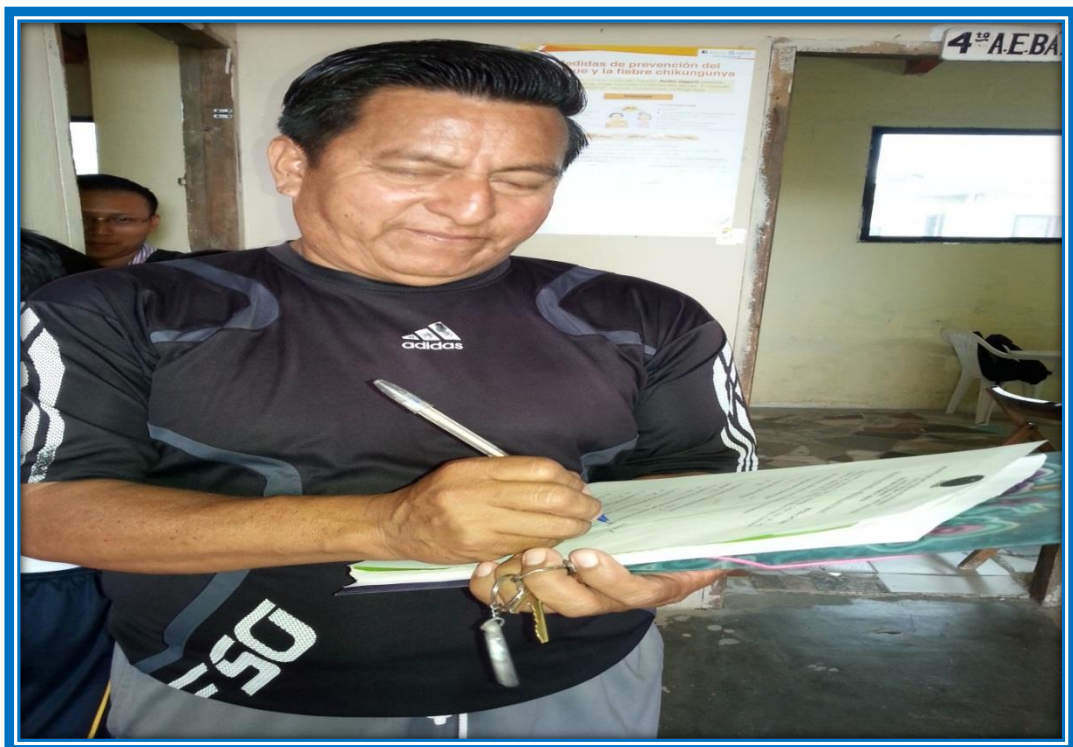


**Picture N. 8: Decorate the graph**





**Picture N. 9: Interview of the teachers**



**Picture N. 10: Interview of the teachers**



**Picture N. 11: Interview of the teachers**



**Picture N. 12: Practice in the classroom**

#### 5.2.4. INTERVIEW TO THE PRINCIPAL



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

**NAME:** Lcdo. Carlos Suárez Borbor

**INSTITUTION:** Escuela de Educación Básica “Francisco de Miranda”

**ADDRESS:** Valdivia-Santa Elena -Ecuador

**1. Do you consider that musical activities are important in today's education?**

**Answer:** Of course didactic is the noun how the teaching, really to know how to teach to the students.

**2. Do you think that English teachers implement the adequate didactic guide for the development English listening skills in class?**

**Answer:** I think that a musical activity should do all the teachers because it is important to develop listening skill in the English language.

**3. Do you consider that students develop their listening abilities agreeably?**

**Answer:** Yes, because for this is important to promote the practice, teacher makes the students repeat and play, so they really develop all skills for each level.

**4. Do you consider that musical activities would help to develop their listening skills?**

**Answer:** Yes, students lose the fear when they speak in front of the class, teachers must practice roll play, games, songs using the musical activities to develop their listening skills.

**5. What kind of musical activities you will recommend to use other English teacher?**

**Answer:** The English teachers can use mimic, videos, role play, games, and songs to develop the English listening skills.



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

**NAME:** MSc. Alexandra Cacao T

**INSTITUTION:** Escuela de Educación Básica “Francisco de Miranda”

**ADDRESS:** Valdivia-Santa Elena -Ecuador

**1. Do you consider that musical activities are important in today's education?**

**Answer:** musical activities how the teaching, really to know how to teach to the students.

**2. Do you think that English teachers implement the adequate musical guide for the development English listening skills in class?**

**Answer:** I think that a musical activity should do the teachers because to improve listening skill.

**3. Do you consider that students develop their abilities agreeably?**

**Answer:** Yes, because for this is important to promote the practice, teacher makes the students repeat and play, so they really develop all skills.

**4. Do you consider that musical activities would help to develop their listening skills?**

**Answer:** Obviously, because through music you practice new vocabulary and pronunciation.

**5. What kind of musical activities you will recommend to use other English teacher?**

**Answer:** The English teachers can use mimic, dialogues, role play, games, and songs to develop the English speaking skills.



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

**NAME:** MSc.Celeste Chavéz V.

**INSTITUTION:** Unidad Educativa “Valdivia”

**ADDRESS:** Valdivia-Santa Elena -Ecuador

**1. Do you consider that musical activities are important in today’s education?**

**Answer:** Of course because through of the music you can practice the pronunciation of the words.

**2. Do you think that English teachers implement the adequate musical guide for the development English listening skills in class?**

**Answer:** I think that a musical activity is important to practice and improve the level of English.

**3. Do you consider that students develop their listening abilities agreeably?**

**Answer:** the practice the students repeat and play, so they really develop all skills to understand.

**4. Do you consider that musical activities would help to develop their listening skills?**

**Answer:** Yes, I consider important this it.

**5. What kind of musical activities you will recommend to use other English teacher?**

**Answer:** The English teachers can use videos, role play, games and os course the music to develop s to develop the English listening skills.

## 5.2.5. Certification



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

La Libertad 15 de Diciembre del 2015

Para: Lcda. Glenda Pinoargote Parra. MAD  
Directora de la carrera Licenciatura en Inglés  
De: Luis Alberto Iza Espinoza MSc.  
Docente.

ASUNTO: Informe de los resultados del servicio documental URKUND.

Por medio de este comunicado hago llegar a usted, los resultados obtenidos en la tesis de la Srta. Cinthia Margarita Barboto Orrala, portadora de la cedula de identidad N°. 2400053761, una vez pasado el debido proceso de revisión en el servicio Urkund, en el cual se detectó el 5% de similitud, el mismo que va por debajo de indicadores considerado plagio, de la misma manera, solicitar el paso para la defensa de la Tesis para la obtención al título de licenciado en el Idioma Inglés.

De antemano agradezco su tiempo y pronta respuesta.

Atentamente,

Lcdo. Luis Alberto Iza Espinoza. MSc.

Docente

## Urkund Analysis Result

**Analysed Document:** TESIS FINAL CINTHIA BARBOTO ORRALA.docx (D16789906)  
**Submitted:** 2015-12-16 19:55:00  
**Submitted By:** cinthypikis\_mb@hotmail.com  
**Significance:** 5 %

### Sources included in the report:

CHAPTER II.docx (D13991805)  
VIRGINIA ZAMBRANO TESIS PARA URKUND.docx (D14350242)  
Final Portfolio.docx (D9083137)  
CHAPTER I (1).doc (D14994630)  
<http://www.teachingenglish.org.uk/article/a-task-based-approach>

### Instances where selected sources appear:

11

## **ESCUELA PARTICULAR DE EDUCACIÓN BÁSICA N° 7**

### **“HACIA NUEVOS HORIZONTES”**

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Valdivia-Manglaralto-Santa Elena  
[hacianuevoshorizontesn7@hotmail.com](mailto:hacianuevoshorizontesn7@hotmail.com)



**TRANSFORMAR LA EDUCACIÓN ES TAREA DE TODOS**

Valdivia 10 de diciembre 2015

### **CERTIFICACIÓN**

Por medio de la presente certifico que la **Srta. BARBOTO ORRALA CINTHIA MARGARITA** con cédula de ciudadanía N° 2400053761, estudiante de la Universidad Estatal Península de Santa Elena, realizo su proyecto investigativo y realizó la propuesta **“MUSICAL ACTIVITIES TO IMPROVE LISTENING SKILL IN STUDENTS OF FOURTH BASIC GRADE AT ESCUELA PARTICULAR DE EDUCACIÓN BÁSICA N°7 HACIA NUEVOS HORIZONTES, VADIVIA, SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2015-2016”**.

La Escuela Particular de Educación Básica N°7 “Hacia Nuevos Horizontes”, extiende este documento a la **Srta. BARBOTO ORRALA CINTHIA MARGARITA**, la mencionada puede hacer uso del presente documento en lo que estime conveniente y necesario.

**ATENTAMENTE**

**Lcdo. Jimmy Reyes Pita.**  
**DIRECTOR**





**ESCUELA PARTICULAR DE EDUCACIÓN BÁSICA N° 7  
"HACIA NUEVOS HORIZONTES"**

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TRANSFORMAR LA EDUCACIÓN ES TAREA DE TODOS

Valdivia 09 de Septiembre del 2015.

**Srta. Cinthia Barboto Orrala.**

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

**PRESENTE.**


De mis consideraciones:

Yo, Jimmy Reyes Pita, director de la Escuela Particular de Educación Básica N°7 "Hacia Nuevos Horizontes" me dirijo a usted expresándole lo siguiente:

Por medio de la presente autorizo a usted sírvase continuar con el proceso de su proyecto de investigación "Musical Activities to Improve Listening Skill in Students of Fourth Basic Grade at Escuela Particular de Educación Básica N°7 Hacia Nuevos Horizontes. Valdivia, Santa Elena, Province of Santa Elena. School Year 2015-2016"

Trabajamos por una educación de calidad y calidez, para el avance de una comunidad educativa por el camino a la excelencia.

Atentamente

  
\_\_\_\_\_  
**Lcdo. Jimmy Reyes Pita**  
Director



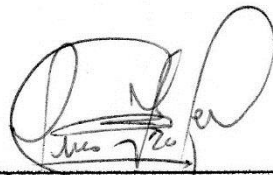
La Libertad, Diciembre 2015

**CERTIFICADO DEL DIRECTOR DE TESIS**

El suscrito Lcdo. Luis Iza Espinoza, MSc tutor del Trabajo de Titulación de la egresada: **CINTHIA MARGARITA BARBOTO ORRALA.**

**CERTIFICA:**

Que una vez revisados los convenios de la investigación y desarrollo del borrador del informe final del trabajo de titulación denominado **“MUSICAL ACTIVITIES TO IMPROVE LISTENING SKILL IN STUDENTS OF FOURTH BASIC GRADE AT ESCUELA PARTICULAR DE EDUCACIÓN BÁSICA N°7 HACIA NUEVOS HORIZONTES. VALDIVIA, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”** estos guardan relación con lo estipulado en los parámetros del método de investigación y su proceso; por lo tanto solicito se de el trámite legal correspondiente.



---

**LCDO: LUIS IZA ESPINOZA. MSc.**

**DOCENTE TUTOR**