



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

**TOPIC:**

**“MUSICAL ACTIVITIES TO DEVELOP ENGLISH LISTENING SKILLS  
TO STUDENTS OF BGU AT UNIDAD EDUCATIVA FISCOMISIONAL  
EXPERIMENTAL “JOSÉ MARÍA VÉLAZ. S. J.” IN SANTA ELENA,  
SANTA ELENA PROVINCE 2015 – 2016”**

**RESEARCH PAPER**

**AS A PREREQUISITE TO OBTAIN A:  
BACHELOR’ S DEGREE IN ENGLISH**

**AUTHOR:**

**GLORIA MARÍA VIVERO ROCA**

**ADVISOR:**

**ECON. ALEXANDRA JARA ESCOBAR, MSc.**

**LA LIBERTAD – ECUADOR**

**2016**

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La Libertad, August 19<sup>th</sup> 2016

**ADVISOR' S APPROVAL**

In my role as advisor of the research paper under the title **“MUSICAL ACTIVITIES TO DEVELOP ENGLISH LISTENING SKILLS TO STUDENTS OF BGU AT UNIDAD EDUCATIVA FISCOMISIONAL EXPERIMENTAL “JOSÉ MARÍA VÉLAZ. S. J.” IN SANTA ELENA, SANTA ELENA PROVINCE 2015 – 2016”** prepared by **GLORIA MARÍA VIVERO ROCA**, student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after having guided, 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,**

---

**ECON. ALEXANDRA JARA ESCOBAR, MSc.**

**Advisor**

La Libertad, August 19<sup>th</sup> 2016

**STATEMENT OF AUTHORSHIP**

I, **GLORIA MARÍA VIVERO ROCA**, with ID number 091462794-8, undergraduate student from the Península of Santa Elena State University, Faculty of Sciences of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "**MUSICAL ACTIVITIES TO DEVELOP ENGLISH LISTENING SKILLS TO STUDENTS OF BGU AT UNIDAD EDUCATIVA FISCOMISIONAL EXPERIMENTAL "JOSÉ MARÍA VÉLAZ. S. J." IN SANTA ELENA, SANTA ELENA PROVINCE 2015 – 2016**" certify that this research is of my authorship, except for the quotes and reflections used in this research paper.

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## **DEDICATION**

I dedicate this work to my children who have been the mainstay in my life and an impulse throughout my career. To my advisor, thanks to her teachings and good guidance, I could develop this work. And finally, this investigative paper is dedicated to my teachers throughout all my academic life, who have been the responsible of forming me as a professional sharing their experiences and advices in order to be prepared for the challenges on life.

**Gloria Vivero**

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

**Gloria Vivero**

## **DECLARATION**

The content of the following graduation work is my responsibility; the intellectual property belongs to Peninsula of Santa Elena State University.

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El contenido del siguiente trabajo de grado es de mi responsabilidad; la propiedad intelectual pertenece a la Universidad Estatal Península de Santa Elena.

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**GLORIA MARÍA VIVERO ROCA**

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**Advisor: Econ. Alexandra Jara Escobar, MSc.**

**ABSTRACT**

In the English learning process the use of musical activities to improve listening skills is well-known because students enjoy listening to music and most of the singers perform their songs in English language. Thus, taking this into account, it is significant to apply this strategy in order to motivate students to learn English and develop their listening skill. At Unidad Educativa Fiscomisional Experimental “José Maria Vélaz S. J.” located in the province of Santa Elena, students are mostly adults and their learning process is more complex than children; therefore, it was important to find out an engaging way to teach students. The main objective of implementing this project is to contribute in the improvement of listening skills through musical activities in students of BGU at the educational institution previously mentioned. The design of this research was based on quantitative and qualitative methods; they allowed to obtain specific results about the implementation of musical exercises through the application of surveys of thirty-five students of BGU, interviews to the principal, Tnlg. Eliana Reyes, English teacher, Lcdo. Leonardo Marcillo Pino, and one English language expert, MSc. Luis Iza. Furthermore, an observation session was carried in one English language lesson which allowed to realize that students were being instructed using methods and strategies that are not motivational for BGU students. Once the proposal was fully implemented, it was determine a relevant enhancement of students’ listening skill.

**Keywords:** Listening skill, musical activities, English language teaching, English language learning, teaching procedures, motivation.

## **INTRODUCTION**

Teaching English involves various areas of the language that students need to acquire and develop appropriately. English as any other language has skills and sub-skills that need to be mastered during the acquisition process. The main skills of this language are; listening, speaking, reading and writing. Listening is a skill that is necessary for the comprehension of oral messages.

It is evident that oral communication is a mutual relationship between the speaker and the hearer; this means that one must understand what he/she listens to in the target language. Learners with a good proficiency in the English language listening skill are likely to comprehend the information they receive orally even if the speaker makes errors in other areas, such as, grammar.

Music has been a permanent part in people's lives; it is in our houses, on our television, in the movies, at a store, at the work site, at a dancing club, and others. Furthermore, music has performed an important role in every known civilization; there are birth songs, birthday songs, anniversary songs, holiday songs, and others. The implementation of music has influenced on the social development of people and it has been included in the education process since it represents a way to engage students to the teaching process improving, at the same time, the learning process.

This research paper is organized by chapters and each one covers different aspects of this work; these chapters are mentioned and described below:

**Chapter I-The Problem:** This chapter describes the statement of the problem, context, critical analysis, formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research (general and specifics).

**Chapter II-Theoretical Framework:** This chapter it contains previous researches, philosophical basis, fundamental categories, legal basis, hypothesis and variables of the study.

**Chapter III-Methodology:** It explains the research approach, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results and finally conclusions and recommendations.

**Chapter IV-The Proposal:** It contains informative data, proposal background, significance, objectives, design and development of the proposal. This chapter describes the solution to the problem and it analyses the outcomes of this investigative work.

**Chapter V-Administrative Framework:** This chapter establishes the budget, timetable and bibliographical resources for this research.

## CHAPTER I

### STATEMENT OF THE PROBLEM

#### 1.1 Title

**“MUSICAL ACTIVITIES TO DEVELOP ENGLISH LISTENING SKILLS TO STUDENTS OF BGU AT UNIDAD EDUCATIVA FISCOMISIONAL EXPERIMENTAL “JOSÉ MARÍA VÉLAZ. S. J.” IN SANTA ELENA, SANTA ELENA PROVINCE 2015 – 2016”**

#### 1.2 Statement of the Problem

The English language has become a universal language due to the importance of knowing an additional language from people's mother tongue. English is the main tool of international communication becoming in the bridge language around the world today. This language is mainly used for international lectures, or work conferences; it is necessary to know English in order to acquire information which in some cases is in English language. For this and many other reasons it is necessary to learn English.

According to an investigation carried out in 2014 by Study Portals' *International Student Satisfaction Awards*, some European countries like Denmark, the Netherlands and Sweden are rated as the top three best countries to study in Europe where universities provides an outstanding education. Hence, it increases the need of learning English since these three countries and some other European nations speak English as their official or second language.

Nowadays, learning English language in Ecuador is a very important factor of success in Ecuadorians' life because this language is involved in the labor, cultural, social, political, and economic progress of the country; thus, learning English has turned from a privilege into a necessity. As a consequence of that, authorities have paid more attention to the improvement of the English language teaching process in order to encourage students to attend to diverse universities from English-speaking countries, acquire new information and knowledge, and thus, contribute to the development of Ecuador.

In some educational institutions from different provinces of Ecuador, students have difficulties in learning English as a foreign language. In Santa Elena province, students have faced some difficulties in learning English especially in listening comprehension skill because some of them do not have a special place to train this skill like a laboratory with appropriate equipment that allow the application of audios or videos that are useful for developing listening skill.

Students of BGU at Unidad Educativa Fiscomisional Experimental "José María Vélaz S. J." have flaws in the learning of English as a foreign language mainly in listening skill, because of this, it arises the need to find and implement new strategies in order to stimulate the development of listening comprehension.

### **1.3 Context**

For the acquisition of English language listening skills is greatly necessary to implement musical activities for students of BGU at Unidad Educativa Fiscomisional Experimental "José María Vélaz S. J." located in Santa Elena.



Moreover, the implementation of musical exercises also involves the use of technological tools in order to improve the listening skill practice and thus motivate students to develop such an important skill.

Finally, it is important to mention that teachers in educational institutions should apply and ask students to practice more listening skill in different ways; applying technological tools in order to listen to English conversations or audios in class and thus students can progress in English language.

#### **1.4 Critical Analysis**

As it has been established previously, the development of listening skill is necessary in order to understand messages and process information transmitted by the speaker. BGU students from Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.” have presented problems in the acquisition of this skill due to diverse reasons.

The possible reasons why BGU students have deficiency in English listening skill subject would be the shortage of technological resources, very little class time, limited development of activities with new technologies, lack of motivation, incomprehension of English words, personal and emotional problems.

One of the main reasons for the deficiency in the BGU students’ listening skill is that most of them are adults and they have not receive English lessons at all and others were taught in a different way. At the moment of teaching adults it is significant to take into account that they are likely possessed of an array of skills

and talents already and the way they have been instructed previously is different from strategies that are applied nowadays.

The low motivation that BGU students presents during the development of lessons is an additional reason for the listening skill problem. Activities that are applied do not engage students during the teaching and learning process. Under-motivated students do not allow the development of an enjoyable lesson.

Furthermore, embarrassment is often a big obstacle to overcome the development of listening skill and the other English language skills as well. BGU students do not feel comfortable at the moment of working on class exercises. Therefore, encouragement may help cultivate a positive attitude toward the English language practice.

Students of BGU at Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.” have problems mainly in their listening skills for this reason it has implemented the program of musical activities in which students could develop the listening skills including technological tools during this process. Using technological tools increased the motivation of students and they were more interested in the English subject in order to ensure achievements in their listening skills.

### **1.5 Formulation of the problem**

Why are musical activities necessary for developing English listening skills to students of BGU at Unidad Educativa Fiscomisional “José María Vélaz S. J.”?

## 1.6 Guideline questions

- What are musical activities?
- Is it necessary to implement the new technologies for the practice of listening comprehension skill?
- How would the program of musical activities influence in the teaching of listening skill?
- Do musical activities contribute to the comprehension improvement of oral texts?

## 1.7 Problem Limitation

- **FIELD:** Education
- **AREA:** English language
- **ASPECT:** Listening skill development through the implementation of musical activities.
- **TITLE:** “MUSICAL ACTIVITIES TO DEVELOP ENGLISH LISTENING SKILLS TO STUDENTS OF BGU AT UNIDAD EDUCATIVA FISCOMISIONAL EXPERIMENTAL ‘‘JOSÉ MARÍA VÉLAZ. S. J.’’ IN SANTA ELENA, SANTA ELENA PROVINCE 2015 – 2016”

- **PROBLEM:** Deficiency in the English language listening skill of BGU students at Unidad Educativa Fiscomisional Experimental “José María Vélaz. S. J.”.
- **TIME LIMITATION:** The implementation of musical activities will be held during the school year 2015-2016.
- **POPULATION LIMITATION:** BGU students at Unidad Educativa Fiscomisional Experimental “José María Vélaz. S. J.”.
- **SPACE LIMITATION:** Unidad Educativa Fiscomisional Experimental “José María Vélaz. S. J.”.
- **CONTEXT LIMITATION:** This work will be focused on the development of listening skill through the application of musical exercises in BGU students from Unidad Educativa Fiscomisional Experimental “José María Vélaz. S. J.”.

### **1.8 Significance of the Problem**

Ecuador lacks in the learning of English abilities specifically with the listening skills. In many institutions, students have problems when these skills at the time that they receive some listening activities. For this reason, it is important to focus on the development of musical activities.

As it was established before, BGU students present deficiency in their listening skill. Therefore, it is necessary to propose a solution to this serious problem. This project will be applied to BGU students at Unidad Educativa Fiscomisional

Experimental “José María Vélaz S. J.” for the necessity of students to improve the development of their listening skills with the application of different activities that promote the interest in the learning process of English language.

Musical activities are listening strategies, techniques or activities that contribute directly to the comprehension and this work pretends to show that it is a technique to understand better and we could achieve positive results in BGU students. Furthermore, songs are a fundamental tool in the teaching and learning process; musical exercises contribute to the practical development of auditory skills, such as, pronunciation and acquisition of new words. Education, at present, constitutes the main engine of social transformation and, through this project; teachers will be able to support the students’ enhancement of English language learning.

## **1.9 Objectives of the Research**

### **1.9.1 General Objective**

To contribute to the development of listening skill through the implementation of musical activities on BGU students at Unidad Educativa Fiscomisional Experimental “José María Vélaz. S. J.”, Santa Elena, Santa Elena province, 2015 – 2016.

### **1.9.2 Specific Objectives**

- To identify strategies to develop listening comprehension.

- To propose different musical activities of listening comprehension to the students of BGU at Unidad Educativa Fiscomisional Experimental “José María Vélaz. S. J.”.
- To design a project with musical activities to students of BGU from Unidad Educativa Fiscomisional Experimental “José María Vélaz. S. J.”.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Previous research

“Music has a power of forming the character and should therefore be introduced into the education of the young”. (Aristotle)

In England, the Department for Education in 2011 carried out an investigation about the influence of music during the academic training of students. The value of music as part of any academic subject lies in its contribution to enjoyment and enrichment, for its social benefits, for those who engage in music seriously as well as for fun. High quality education with music enables lifelong participation in, and enjoyment of, music, as well as underpinning excellence and professionalism.

According to Dozer (2007), the listening skill is an indispensable ability for people around the world in the case of English language, people speak this language for different purposes, such as, in tourism, businesses, education, and others or if we travel to another country it is required to speak English to communicate with others in school, in the TV, neighborhood, or at work. Dozer (2007) explains the aspects that affect the English learning process in order to develop the listening skill. Visual aids are necessary in order to contribute in the understanding of the message context and the pronunciation of the speaker helps to understand the information.

Sharma (2011) mentions that there are a lot of courses in listening and speaking skills because teachers and experts have realized in the recent years the importance to develop these two skills, and the roll of the usage of the English languages in many aspects of people's life, such as, in their workplaces, businesses, in the educational field, and others. Sharma (2011) also establishes that teachers have to be prepared and apply different strategies in order to improve the English language teaching process.

## **2.2 Philosophical basis**

In the English language learning process, there are some theories like Piaget's theory about behaviorism. Piaget (1977) makes the point that the learning process depends on memorization, students just drill the words and repeat and memorize the information. However, Piaget (1977) mentions that students are able to speak because they remember the pronunciation.

According to Vygotsky (1980), the learning process is an active process where students have to participate in class. They have to learn information, new words and vocabulary but in an active form with exercises in class. In the case of learning English, both methodologies are required because students have to memorize vocabulary but they also have to learn real situations and they have to practice in class the speaking, listening, writing and reading skills.

In the case of adults, Vygotsky (1980) claims that it is very important to know the objectives of the learning process of English language, it is common for adults to look for the way they learn English language because they have the necessity and,



in some cases, obligation to learn a new language since it is a requirement in their jobs or education.

Chomsky (2006) describes different ways of developing students' skills: he proposes the implementation of games for the practice of different topics during the English classes. The implementation of active strategies allows students to participate and have fun because they are active in class and practicing the speaking and listening in English class. In adults, the impact of games is positive because they are active in class.

Sharma (2011) describes that it is fundamental teachers encourages students to develop their listening skill and mentions that in order to communicate correctly, students have to know listening, speaking, reading and writing because they need to acquire excellent English language proficiency. It is fundamental to manage the listening skills. Not just the writing test that is the reason some institution in this present year empathize and prepare students in speaking and listening skills.

Grau (2013) states that “music and language share various characteristics. On the one hand, both come from the processing of sounds; on the other hand, they are used together by authors/speakers to express a message, although language is much more accurate than music, whose effect is principally emotional” (p. 7).

In addition, music and language have intrinsic characteristics in common, for example pitch, volume, prominence, stress, tone, rhythm and pauses. A further shared characteristic of language and music is that we learn both of them through exposure. No language can be acquired without oral or written input (or visual

input, in the case of sign language), and in a similar fashion we acquire our notions of music from what we hear around us.

### **2.3 Pedagogical basis**

Rosová (2007) states that “English, music, as well as teaching create a substantial part of people’s lives and have been its necessary components for many years” (p. 7). Furthermore, in the history and the present of mankind, English, music and teaching represent important areas of human activity and effort. Their importance, content, character, our attitude to them likewise their use have developed for centuries and they are still regarded as a bottomless well of new knowledge, ideas and information.

Listening skill is a very important ability in the English language proficiency because it is required to understand the speakers and transmit the messages and information correctly. Teachers, nowadays, apply different strategies in order to improve listening skill; the use of a CD with listening exercises, DVDs with movies or listening to music are used in order to engage students in the English language learning process.

Students have to participate and they have to understand the message the speaker emits because with through listening, people receive orders or new information which help them in the learning process. In English language, some teachers use the audio lingual method because they have a behaviorist methodology. Students learn specific rules, words and syntax; they just memorize this information and do not apply it.

Other teachers use tasks based on language learning because they provide specific situations with the objective of developing a conversation in class, but these teachers try to provide activities where students can apply the vocabulary, grammar rules and a real world situation with a target situation.

### **2.3.1 Listening skills**

Wei (2013) mentions that listening comprehension is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, and finally, making use of all the skills mentioned above, interpreting the utterance within the socio-cultural context.

For many ESL/EFL learners, listening is the skill they feel most frustrated with because of some reasons. On the one hand, learners cannot control the speed of speaker's speech and they tend to have difficulties decoding sounds that do not exist in their mother tongue. Reduced English sounds (also known as lazy speech) or contractions are two examples. On the other hand, even when learners hear sounds correctly, oftentimes they have problems with the interpretation due to a lack of vocabulary.

Stefánsson (2013) analyzes the effects of the age in the learning acquisition, because some studies refer to the relation between the age of learners and the learning process of new languages. Results of this research indicate the exposure impact in the learning process more than the ages, and the motivation with

different and interesting activities influence in the acquisition of a second language.

Clearly, those factors, motivation and exposure, seem to play a more important role in the learning process than the age factor and therefore it is extremely important to implement motivation and provide sufficient language exposure to the learner right from the start of the learning journey regardless of how old the learner is.

The National Capital Language Resource Center (NCLRC), an American journal, in 2014 publishes an investigation about teaching listening. This research was about the common mistakes when people develop their listening skills. This article refers to the differences between hearing something or listening something, if we hear something, sometimes, we do not pay attention or we do not remember the information. In the case of listening, people pay attention and remember the objectives of the words. Listening is an active process in the English languages acquisition. Before listening, it is necessary that students learn vocabulary and know the contexts of the speaker.

Cantero (2010) focuses on the importance of the relationship between first language (L1) and second language (L2) in the teaching learning process of a second language. There is not a big difference between the process of learning a native tongue and foreign language but the teachers have to focus in the four skills to get English language proficiency and develop the communicative skills in

students. Cantero (2010) emphasizes on how the knowledge of linguistic skills on his/her mother tongue can help them in the process of learning a second language.

### **2.3.2 Teaching listening skills**

The NCLRC journal (2014) states that the acquisition of English language listening skill is necessary because the oral communication requires a speaker and a listener and the information that is transmitted have to be understood. In education, teachers give instruction and information to students using words and students have to understand the information to accomplish the assignment.

The listener has to be able to understand the message, it is necessary to know enough vocabulary, grammar and syntax. In the English language acquisition, it is a requirement to develop the listening skill satisfactorily because the information and message will be misunderstood by students. Teachers are involved in supporting the listening skill development of students of English language. Furthermore, it is very important to focus on the practice, both in the classroom and outside the classrooms with the main objective of improving and developing listening for a more effective communication. There are many ways to practice this skill that are fun and relaxing.

Brown (2006) indicates two goals to develop listening skills successfully. The first one is the students know the objective of the listening to identify words and relevant information in the conversations, the other is the motivation. For students, it is difficult to improve listening skills. Therefore, teachers have to apply good strategies and exercises to involve students in the learning process.

Liubiniene (2009) emphasizes on the importance of developing listening skills in the process of communication because through this skill the listener obtains new information and knowledge. In this study the author indicates different methods to improve listening skills in order to be able to understand the message with more facility, and author remarks the impact of the practice in listening skills.

In the learning process of listening skills, it is necessary that teachers apply different methods to involve students not just in the translation of words. Students have to know the application of these words and the context of this application. Teachers have to use some resources like conversation or songs to develop the listening skills in students. And then they verify the English proficiency

### **2.3.3 Types of listening**

According to the situation there are different types of listening in this other: informative listening, social listening, appreciative musical listening, critical listening, and relationship listening. Informative listening refers to the kind of listening that gives information about a specific situation or orders for example teachers speak to the students and give indications to do an activity in class or at home or when we listen to news in TV.

It is important to understand and know a vast number of words and vocabulary and the application of the words in a specific area or subject. In this type of listening, the roll of the vocabulary, the concentration and memorization is fundamental in order to understand the message.

The appreciative listening is applied in musical activities and musical instruments. When the sound of the musical instrument and the meaning of lyrics of the songs are important for the listener, in this case, some teachers use music and sound for developing the listening skill in class.

Critical listening is applied in discussion sessions, in an academic interviews. In this case the context of the information is relevant, the credibility is important because the speaker explains a situation to others for a specific purpose.

Relationship listening is another form; it is a relation with the personal problem and the background of the person, in this case the supporting idea of the listening. Where the listener does not interrupt the speakers and let to him/her talk with freedom.

#### **2.3.4 Activities to develop listening skills**

Payan (2009) explains the impact of games and activities in the learning process of listening in students and how the different teaching methodologies improve the motivation in students. Games help to develop listening because students are active and participate in class. Teachers may use video recording, DVDs, TV and other technological resources to get the attention of the students.

Talaván (2013) indicates the use of audio visual translation in education and English learning process. How the use of video and TV is necessary to improve the English learning process in students as a didactic tool in English language acquisition in students. Talaván (2013) also mentions that the application of

equipment, such as, CD players, DVD players, computers, speakers, and others contribute to the appropriate practice of students' listening ability.

There are different activities to improve the listening skills: story –telling, drama, dialogues, and listen to music, listen to the radio, watching films and listening to telephone calls.

#### **2.3.4.1 Story telling**

De Vos (2003) claims that listening to stories is an extremely painless way to develop listening skills. Students should have the opportunity to hear many stories and many story-tellers in order to develop the keen perception and alertness that is necessary to utilize their listening skill completely. Furthermore, storytelling preserves traditional materials and methods of imparting information and knowledge.

The story telling is an activity to develop the listening skills in students, with specific questions to verify the level of their comprehension. There are stories about real or fiction facts that are interesting to the listeners to get the attention of the people. Teachers have to choose a good story according to students. The speaker or teller has to talk clear, and loud and sometimes slow to help to students understand the information during the class time.

#### **2.3.4.2 Drama**

Another common activity for the enhancement of students' listening competence is drama. This is the application of conversations or dramatization of specific



situations where students have to perform different roles. Other group of students may ask some question in order to be sure of the understanding level of this exercise. This is a way to encourage students to speak and learn vocabulary, acquire grammar structures, and others. Students are acting using costumes and the other group is watching the presentation. Students use their imagination and feel interested in the play.

#### **2.3.4.3 Dialogues**

Brown (2011) points out that students reading dialogues to each other is another example of the connection between reading and listening skill. Dialogues from listening scripts offer teacher and students a great deal of extra practicing material. Dialogues are conversations in most of case teachers provide a particularly situation a student has to write a conversation and then they have to speak in the class.

It is also important to mention that if teachers want to develop students' listening skill, they have to use technological resources like TV and CD player, computers, speakers, and others for playing audios that allow students to listen to an accurate pronunciation and fluent speech from a native English-speaker. Teacher may repeat the audio or conversation once, twice, three times, or the time necessary for the comprehension of learners; students, then, may complete some exercises about what they have just heard.

#### **2.3.4.4 Listening to music**

Vinyets (2013) stipulates that music is used by teachers in order to help second/foreign language learners acquire a second or foreign language. It has been reported to contribute ESL or EFL learners to acquire vocabulary and grammar, improve their spelling and develop the linguistic skills of reading, writing, speaking and listening. Thus, music may be applied in order to enhance any skill of English language.

Music is accessible to everybody around the world because people of different nationalities learn songs in English language; music helps to develop the culture in students. People use music to learn an accurate pronunciation and vocabulary. Teachers use songs to involve students in the listening exercises, in the case of adults, songs have to be modern. For beginner and adult learners the song has to be slow and clear because they need to listen to the lyrics clearly. In a song, students can learn new vocabulary, grammar, pronunciation and intonation.

Through the music is described different situations from the life of people. Some people sing songs because of the message of the letter of the writer. Students believe that using music is an important form to learn English language. Moreover, music motivates students; they feel encouraged and interested in class.

#### **2.3.4.5 Listening to the radio**

Another activity to improve listening is to listen to the radio. Radio provides news, songs, interviews of actors or singers, dramas and other interesting

programs. In the case of listening to a radio, students sometimes do not know the context of the speakers because they do not have visual aids. If teachers use a radio transmission there is no repetition of the information but if teacher records the transmission of the radio, students can repeat the recording to understand the words and information.

#### **2.3.4.6 Watching films**

Watching films takes much time in the English class but it is a great activity for the motivation of students because they have visual aids and they may know the context of the situation. While they are watching a film sometimes students do not know the words or vocabulary, in this case, it is necessary that teachers apply methodology to verify the level of comprehension of the students like: questions about the whole movie, or asking for specific information. Students feel interested in the movie and they have to tell the plot of the movie. They have to develop listening, writing and speaking. It depends how the teachers apply the exercise in class.

#### **2.3.4.7 Telephone calls**

The telephone is a form to practice pronunciation and teachers have to provide exercises about conversations using the telephone where students just listen to a conversation. This kind of exercise requires a lot of concentration because that is the clue for developing the listening skills. Another form is with an exercise in class where teachers make a phone conversation and the others listen to it. Students can listen again the information in class.

### **2.3.5 Music and languages**

There are many studies about the relation between music and languages. Saville-Troike (2006) focuses on the analysis of a group of students in order to have evidences about the impact of music in the English learning process, giving as a result that, in the cases of adults, the impact of musical activities is more relevant than teenagers because the application of the language is more formal and have different objectives. Furthermore, there is evidence that musical activities have a close relationship with the cognitive process of learning a new language in students.

Patel (2010) states that “like language, music is a human universal involving perceptually discrete elements organized into hierarchically structured sequences. Music and language can thus serve as foils for each other in the study of brain mechanisms underlying complex sound processing, and comparative research can provide novel insights into the functional and neural architecture of both domains” (p. 674). Moreover, Patel (2010) explains the framework about the application of musical activities in the students’ acquisition process of new languages and how students learn new vocabulary with the use of music, but there is evidence that the age and the interest of the song or including the rhythm of the songs can affect in the learning process of a new language through musical activities.

Hence, the practice of listening skill using music is more related with the kind of music, and the characteristics of students, but it is a good strategy for the

improvement of vocabulary and pronunciation. Teachers do not have to forget the selection of music according to the target language and the necessities of students; this means that the song applied in the class needs to have a specific purpose.

Burnard and Murphy (2013) claim that in this digital age, exposure to music is everywhere. Thus, everybody may download music from the Internet, watch and hear music videos online, attend concerts, overhear music in shopping centres, and others. They even participate in musical events within their wider socio-cultural environment. For people, music manifests itself in their lives and significantly enhances and enriches understanding about different topics. Burnard and Murphy (2013) establish that implementing music is important to build a rapport with shy students, so they feel more comfortable in the learning environment.

### **2.3.6 Musical activities in education**

Burnard and Murphy (2013) argue convincingly that music is a vital part of childhood, adolescence, and adulthood; everybody has a favorite singer or favorite singers. Therefore, Burnard and Murphy (2013) make emphasis on including musical activities into the teaching curriculum. These investigators also mention that the implementation of musical activities provides a broad and balanced education that involves the academic and social development of students.

Sharma (2011) determines that in education the development of listening skills is necessary in order to get new information and knowledge. Through the acquisition of this ability, students learn new things and reinforce their knowledge from

different subjects. In the case of English language as a second or foreign language, it is used to get information or communicate with people around the world because they speak their native tongue and also the English language. The listener has to understand the message that is the reason why students have to learn how to identify sounds and words in English.

Rogers (2010) mentions that there are diverse kinds of musical activities to practice in class. These activities are used to teach vocabulary in an active way. Because the brain remembers the information that students practice more than the activities or information that just repeat in class. However, implementing music in class not only contributes to learn vocabulary words but to improve grammar, pronunciation, intonation, and others.

The implementation of ICTs in education has the capacity to increment the life quality of people by upgrading the teaching and learning process. The use of technological resources provides a variety of exercises for the students' practice. People of all ages love singing because it is a good form to relax and feel better.

#### **2.4 Sociological basis**

Nordhaug (2008) claims that investigations about the education of adults have emerged and influenced in the social and economic aspect. Nordhaug (2008) also focuses on the learning process of adults and mentions their necessities and requirements for their adequate holistic development. Motivation is one important aspect to adults at the moment of learning something new. They have to know the purposes for the application of the information that was provided in class and

knowledge that they need to acquire. In the case of English language, it is necessary for business or to get a good job.

Posada (2001) mentions that people have an inherent characteristic; they are social beings. Likewise, Posada (2001) asserts that is difficult to learn all the information received in the classroom and out of it. That is the reason why people need to get formal education of specific subjects or for a career in the university. In our society, education changes faster every time, there are new inventions and progress in the technology or in business.

Rumbo (2003) points out that the objective of teaching adult learners is to prepare them for the demands that the society we are living now is demanding to everybody. Rumbo (2003) also refers that the learning process in adults depends on the application and practice of the subject content. Students remember the information when they practice in class. Students build their learning process of a subject.

#### **2.4.1 English language acquisition**

Saville-Troike (2006) establishes that the learning process to acquire a second or foreign language is mainly based on the exposure and the interest to learn a new language. Saville-Troike (2006) indicates that the most spoken language around the world is the Chinese because of the quantity of the population in this country. However, English is the second most spoken language as a second or foreign language because people from other nationalities have the necessity of learning this language.

Krashen (2013) stipulates that the language acquisition is an unconscious process which happens without students or people realize that they have to learn something. It is common with the contact with other person or the routines in the daily life. But the learning process of a second language takes place when people receive formal instruction and education to learn a new language.

Some studies around the world focus on the natural ability of the humans to learn a new language, and how people do not know specific grammatical rules but with the contact with other people they develop the ability to communicate and speak their native tongue and this ability is applied to new languages as English. That is the reason why the English learning process begins in the childhood and continues during people's life. In the adulthood the students have to realize the importance and the impact of the English language in their life.

Furthermore, Krashen (2013) describes different oral forms, writing ways or including mimics for the transmission of information, ideas and messages to others. In the English language acquisition the development of the different skills is important because learners need to be able to communicate with English-speaking people. There are lots of activities to improve communication in English. It is important to develop the four skills but the listening and speaking sometimes are harder to learn. It demands a lot of practice and exercises and a good teaching methodology to encourage students.



## **2.5 Legal basis**

### **Constitution of Ecuador**

**Article 26:** According to the Constitution of Ecuador, the education is a right of all Ecuadorian, in the case of English language. It is a requirement to get a good job or can be develop different activities at workplaces, education or in the region. It is necessary to learn English language. It has relationship with a good quality of life to the citizen of this country.

**Article 27:** In the regime of good living, specify the Ecuadorian have the right to have a free education until third level of education, the government gives the opportunity to people. In the case of English language at the university students have to know English languages. It is a requirement to obtain their bachelor degree in all careers.

### **Organic Law of Intercultural Education**

**Article 6:** This article refers to the necessity that students have to be trained using technological equipment that facilitate the teaching and learning process.

**Article 38:** This article establishes that people less than fifteen years old who have not finished their secondary studies have the right to attend classes in order to finish this academic period in order to go ahead in their professional preparation.

## **2.6 Hypothesis**

The implementation of musical activities will improve the listening skill in students of BGU at Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.” from Santa Elena.

### **2.6.1 Variables of the study**

**Independent variable:** Musical activities

**Dependent variable:** Listening skill

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research approach**

The design of this research was based on the implementation of diverse methods, such as, scientific method, quantitative and qualitative methods, and others which were described below; they allowed to obtain specific results about the implementation of musical activities in order to develop English listening skills of BGU students at Unidad Educativa Fiscomisional Experimental “José María Vélaz. S. J.” in Santa Elena, Santa Elena Province 2015 – 2016”.

##### **3.1.1 Scientific method**

The scientific method was applied in order to recognize the different benefits of developing this research and implementing musical activities for the improvement of BGU listening skill at Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.”.

##### **3.1.2 Qualitative method**

This method was applied in order to categorize data into patterns as the primary basis for organizing and reporting results. Furthermore, the qualitative method allowed the collection of useful information applying different techniques, such as, interviews, which were directed to the principal and English teacher from Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.” and to

one English language expert; then, this information was interpreted, contrasted and included in this research paper.

### **3.1.3 Quantitative method**

The quantitative method mainly refers to the systematic research of a social phenomenon through statistical, mathematical, numerical data, and other techniques. This method was used in order to collect data related to the implementation of musical activities for the development of listening through the application of surveys, which were directed to BGU students from Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.”. The collected information was included in this research paper by using charts and statistical graphics.

### **3.1.4 Deductive – Inductive method**

This investigation used both approaches: inductive and deductive methods. For the deductive method, all the needed information from books, journals, and online publications about the implementation of musical activities was gathered, then, interpreted, and finally, summarized in this research paper. On the other hand, the inductive method allowed the investigator to start by observing the phenomena, analyzing the different small ideas, elaborating some hypothesis in order to establish general assumptions about the low listening skill proficiency of BGU students from Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.” from Santa Elena.

### **3.1.5 Observation method**

This method allowed the researcher to find out specific information about the causes related to the listening skill problem that BGU students from Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.” have presented by observing the phenomena directly.

## **3.2 Level or type of research**

### **3.2.1 Field research**

It was important to get information about reports and grades of the students to demonstrate the low level in the English listening skills to obtain evidence of the actual methodology and resources implemented by teachers in the institution.

### **3.2.2 Bibliographic research**

It was used to search and select scientific-theoretical foundation on the subject of investigation such as researches, books, web pages to obtain the necessary information related with the listening skills.

### **3.2.3 Applied research**

This type of research was used in order to apply surveys and interviews to the students, English teacher, and principal from Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.” in order to verify the importance of listening skills. The information provided by the interviewed specialist allowed to propose activities that help students in the education as well as to improve their

listening skills. Moreover, this type of research allowed the implementation of listening skills of BGU students from the educational institution previously mentioned.

### 3.3 Population and sample

#### 3.3.1 Population

The population for this research was taken from three classes with a total of 35 BGU students from Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.”; its principal, English teacher and one English language expert.

**Chart N° 1: Population description**

DESCRIPTION	QUANTITY	PERCENTAGE
Principal of Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.”	1	2,63%
English teacher of Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.”	1	2,63%
BGU students of Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.”	35	92,10%
English language expert	1	2,63%
<b>TOTAL</b>	<b>38</b>	<b>100%</b>

**Source:** Secretary Department from U. E. F. E. “José María Vélaz S. J.”  
**Author:** Gloria Vivero Roca

### 3.3.2 Sample

Since the population size is manageable (35 students), the 100% of the population was included in this research. It means that no sample size formula was applied.

**Chart N° 2: Sample description**

<b>BGU CLASSROOMS</b>	<b>NUMBER OF STUDENTS</b>
First year of BGU	14 students
Second year of BGU	9 students
Third year of BGU	12 students
<b>TOTAL</b>	<b>35 STUDENTS</b>

**Source:** Secretary Department from U. E. F. E. “José María Vélaz S. J.”  
**Author:** Gloria Vivero Roca

### 3.4 Variable operationalization

#### 3.4.1 Dependent variable operationalization: Listening Skill

Chart N° 3: Dependent Variable Operationalization

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p><b>Listening skill:</b> It is the ability to identify and understand words in English language when a speaker talks.</p>	<p>Learning process</p> <p>Importance of listening skill</p> <p>Teaching techniques</p> <p>Musical activities</p>	<p>Methodological strategies</p> <p>Receptive skill</p> <p>Activities</p> <p>Tests</p>	<ul style="list-style-type: none"> <li>❖ Do you consider that listening is fundamental for the English language acquisition?</li> <li>❖ What kind of exercises do you apply to improve listening skill?</li> <li>❖ Do you consider that students from this educational institution need to develop their listening skill?</li> <li>❖ Does your English teacher apply listening activities in class?</li> </ul>	<p>Lesson plans</p> <p>Interviews</p> <p>Surveys</p> <p>Observation</p> <p>Tests</p>

**Source:** Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.”

**Author:** Gloria Vivero Roca



### 3.4.2 Independent variable operationalization: Musical activities

**Chart N° 4: Independent variable operationalization**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p><b>Musical activities:</b> They are activities that involve the implementation of music or songs in order to increase students' motivation.</p>	<p>Learning process</p> <p>Didactic tools</p> <p>Technological resources</p> <p>Musical activities</p>	<p>Methodological strategies</p> <p>Receptive skill</p> <p>Motivational activities</p> <p>Lyrics of diverse songs</p>	<ul style="list-style-type: none"> <li>❖ What are the benefits of using musical activities in the learning process of a new language?</li> <li>❖ What is the frequency you apply listening activities in your English lessons?</li> <li>❖ What is your opinion about the musical activities application?</li> <li>❖ Are you willing to us musical activities in order to develop your listening skill?</li> </ul>	<p>Lesson plans</p> <p>Interviews</p> <p>Surveys</p> <p>Observation</p> <p>Tests</p>

**Source:** Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.”

**Author:** Gloria Vivero Roca

### **3.5 Techniques and instruments for collecting information**

#### **3.5.1 Techniques**

Techniques that were applied for the collection of information were: survey, interview and observation.

##### **3.5.1.1 Survey**

The survey was directed to BGU students from Unidad Educativa Fiscomisionl Experimental “José María Vélaz S. J.” in order to get information about the implementation of musical activities for the improvement of listening skill.

##### **3.5.1.2 Interview**

The interview was applied to the principal (Tnlg. Eliana Reyes Borbor) and English teacher (Lcdo. Leonardo Marcillo Pino) from Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.”. Moreover, an English language expert (Lcdo. Luiz Iza, MSc.) was interviewed in order to know his opinion about the application of musical exercises during the listening skill practice.

##### **3.5.1.3 Observation**

The observation technique was directly applied to BGU students at Unidad Educariva Fiscomisional Experimental “José María Vélaz S. J.” from Santa Elena; this technique allowed to observe thoroughly the different strategies and techniques applied for the development and practice of listening skill.

### **3.5.2 Instruments**

In order to collect important information for the development of this research paper, it was necessary to implement different instruments, such as, camera, questionnaires, and observation guide.

#### **3.5.2.1 Camera**

The camera was used in order to have evidences about the methodologies that have been applied during the English language lessons at Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.”.

#### **3.5.2.2 Questionnaire**

A questionnaire was applied during the survey and interview in order to recognize the level and perception of students, principal, English teacher and English language expert about the importance of listening skill and the application of musical activities to improve this skill.

#### **3.5.2.3 Observation guide**

The observation guide was applied during the observation session. It allowed to identify the reasons for the low listening skill proficiency of BGU students at Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.”.

### 3.6 Data collection plan

Nº	BASIC QUESTIONS	EXPLANATION
1	What for?	For the development of listening skill
2	From which people or objects?	BGU students
3	About what aspects?	The implementation of musical activities
4	Who?	Gloria María Vivero Roca (UPSE-English Language Teaching Career)
5	To whom?	Principal, English teacher, and BGU students
6	When?	2015-2016 school year
7	Where?	At Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.”
8	How many times?	Once a week during six months
9	How?	Individually and by groups
10	What data collection techniques?	Interviews, surveys, observation
11	Whit what?	Camera, computer, speakers, questionnaires, observation guide

**Source:** Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.”

**Author:** Gloria Vivero Roca

### 3.7 Data processing plan

**Chart N° 5: Data processing plan description**

DETERMINATION OF SITUATION	DATA SEARCH	DATA RESULTS AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>BGU students at Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.” have presented a low level in their listening skill.</p>	<p>Once the problem was identified, the researcher began looking for useful information from books, journals, and online publications. All this information from different investigations and significant theories was analyzed, interpreted and finally, summarized in the theoretical framework.</p>	<p>Once the listening skill problem in BGU students was ratified, the researcher interviewed different people and surveyed BGU students in order to determine their opinion about the implementation of musical activities. Then, this information was analyzed and included in this research paper.</p>	<p>Using all the collected information about the difficulty that BGU students have during the listening skill practice, it was very important to start developing listening activities that contribute to the improvement of such fundamental skill.</p>	<p>The implementation of musical activities will contribute to the development of BGU students’ listening skill.</p>

**Source:** Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.”

**Author:** Gloria Vivero Roca

### **3.8 Analysis and Interpretation of results**

#### **3.8.1 Interview to the specialist**

**Question N° 1: Why do you consider English language is important in these days?**

**Interpretation:** Lcdo. Luis Iza, MSc. considered that English language is important because people use it in order to communicate around the world with different objectives: for businesses, education, or when they visit a foreign country.

**Question N° 2: Do you consider that listening is fundamental for the English language acquisition?**

**Interpretation:** MSc. Iza mentioned that listening skill is fundamental because through listening people can get new information or message from speaker and people can communicate correctly.

**Question N° 3: Have you ever used musical activities to develop the listening skill of your students?**

**Interpretation:** The interviewee responded that he applies musical activities in order to develop listening skill of his students; musical activities are good tools for the development of listening skill.

**Question N° 4: Do you consider that it is necessary to use technological resources in order to improve the teaching and learning process?**

**Interpretation:** The specialist said that the use of technological resources to improve education is well-known. He also said that there some special software for teaching and practicing the class contents; and in the case of English teachers, they can use TV, DVD, CD players, computers, and others.

**Question N° 5: What kind of exercises do you apply to improve listening skill?**

**Interpretation:** The interviewee mentioned that he usually uses CD players; students listen to a conversation and then answer some questions about the conversation.

**Question N° 6: What is your opinion about the musical activities application?**

**Interpretation:** The specialist said that the use of musical activities in the English language instruction is a good strategy because students can learn new vocabulary and pronunciation.

**Question N° 7: What are the benefits of using musical activities in the learning process of a new language?**

**Interpretation:** Master Iza mentioned that the benefits of musical exercises implementation are: improvement of pronunciation, they contribute to the acquisition of new vocabulary, and they contribute to learn the application of different grammar rules, and others.

**Question N° 8: What kind of musical activities would you recommend?**

**Interpretation:** The specialist recommended the implementation of slow songs because they are easy for students to understand.

**Question N° 9: Do you consider that students would enjoy with the application of musical activities in class?**

**Interpretation:** The interviewee said that teenagers love music and they will not feel bored during the English language lessons.

**Question N° 10: Do you consider that the use of musical activities contributes to develop the listening skill of students? In which aspects?**

**Interpretation:** Finally, the specialist said that musical activities contribute to motivate students; they are more participative and active during the practice of any topic; they can learn grammar, vocabulary, pronunciation and recognize different words.

### **3.8.2 Interview to the principal**

**Question N° 1: Do you consider that English is an important factor for the life of people?**

**Interpretation:** The principal of Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.” (Tnlg. Eliana Reyes Borbor) mentioned that, in this globalized world, English language is necessary in many aspects, such as, education, businesses, and tourism.



**Question N° 2: Why do you consider that listening skill is necessary for the English language acquisition?**

**Interpretation:** The principal mentioned that listening skill is important because students have to understand the speaker and get information or follow orders and instructions. Moreover, the principal said that if students do not understand, they cannot communicate correctly.

**Question N° 3: What kind of activities does English teacher of this educational institution apply for the development of listening skill?**

**Interpretation:** The principal answered that English teacher plays audios with conversations in a CD player and students listen to them.

**Question N° 4: Do you consider that students from this educational institution need to develop their listening skill?**

**Interpretation:** The principal argued convincingly that students need to develop their listening skill because they have to understand what others say in order to communicate appropriately in English language.

**Question N° 5: Do teachers from this educational institution use technological resources for the development of their classes?**

**Interpretation:** The principal said that teachers apply technological resources in their classes. However, he said that it is more common to use the English textbook and students' notebooks.

**Question N° 6: Do you consider that musical activities contribute to develop listening skill of students?**

**Interpretation:** Tnlg. Eliana Reyes considered that musical activities promotes the students' interest for learning the lyrics of the songs and they usually like to understand the meaning of the song.

**Question N° 7: What kind of musical activities does English teacher apply in order to develop students' listening skill?**

**Interpretation:** The principal mentioned that English teacher does not apply musical activities in the development of his lessons.

**Question N° 8: Are you willing students from this educational institution develop their listening skill through the implementation of musical activities?**

**Interpretation:** The interviewee expressed her desire of the musical exercises implementation. She mentioned that this is an excellent idea for encouraging students to improve their listening skill in class.

### **3.8.3 Interview to English teacher**

**Question N° 1: How do you consider your English classes?**

**Interpretation:** The English teacher of Unidad Educativa Fiscomisional Experimental "José María Vélaz S. J." (Lcdo. Leonardo Marcillo Pino) mentioned that his classes are interesting and try to motivate students to participate as much as they can.

**Question N° 2: Do your students enjoy listening activities you apply in class?**

**Interpretation:** The English teacher responded that his students enjoy when they have to sing a song in English because they feel relaxed in class.

**Question N° 3: What kind of didactic resources do you apply to teach listening skill?**

**Interpretation:** The English teacher said that he uses the English textbook, students' notebooks, flashcards and sometimes a CD player.

**Question N° 4: What is the frequency you apply listening activities in your English lessons?**

**Interpretation:** Mister Marcillo mentioned that he applies listening activities just once a week.

**Question N° 5: Do you consider that your students have developed their listening skill?**

**Interpretation:** Mister Marcillo responded that some students have developed their listening skill satisfactorily, but others still have to improve more this skill.

**Question N° 6: Do you apply musical activities for the development of you English lessons?**

**Interpretation:** The English teacher said that he applies musical activities sometimes.

**Question N° 7: Do you consider that musical activities contribute to develop listening skill of your students?**

**Interpretation:** The interviewed English teacher mentioned that listening exercises are necessary and important because they contribute to develop the students' English language proficiency.

**Question N° 8: What kind of musical activities do you apply in your classes?**

**Interpretation:** The interviewee answered that he has applied musical activities in his classes; students listen to the song and read the lyrics of the song.

**Question N° 9: Are you willing to apply musical activities in order to develop students' listening skill?**

**Interpretation:** The English teacher concluded the interview saying that he is willing to implement musical activities in order to develop listening skill in his students.

### 3.8.4 Survey applied to BGU students

#### Question N° 1: Do you like English language?

**Objective:** To establish if students like English language.

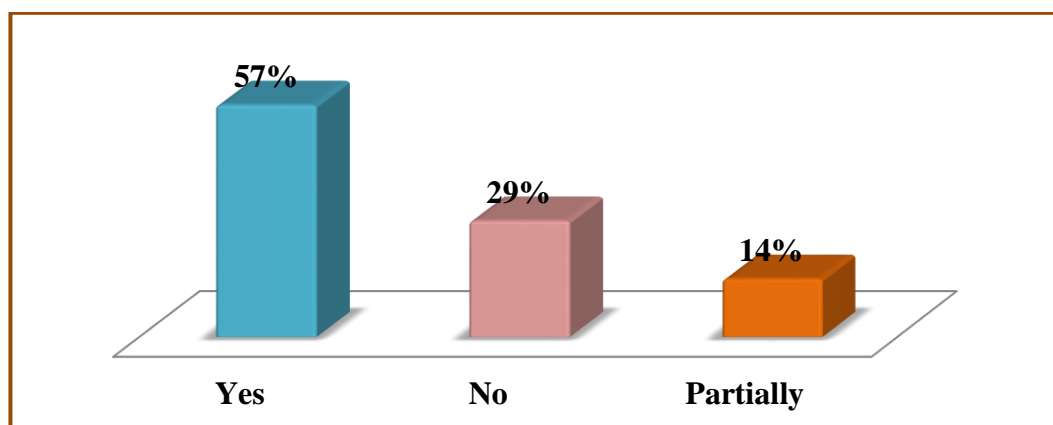
**Chart N° 6: English language**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	20	57%
No	10	29%
Partially	5	
<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Source:** Surveys from BGU students

**Author:** Gloria Vivero Roca

**Graphic N° 1: English language**



**Source:** Surveys from BGU students

**Author:** Gloria Vivero Roca

**Interpretation:** According to results from surveys, 57% (twenty students) liked English language; 29% (ten students) did not like English language at all, and 14% (five students) like English partially.

**Question N° 2: Do you participate during the English classes?**

**Objective:** To determine the participation of students during English classes

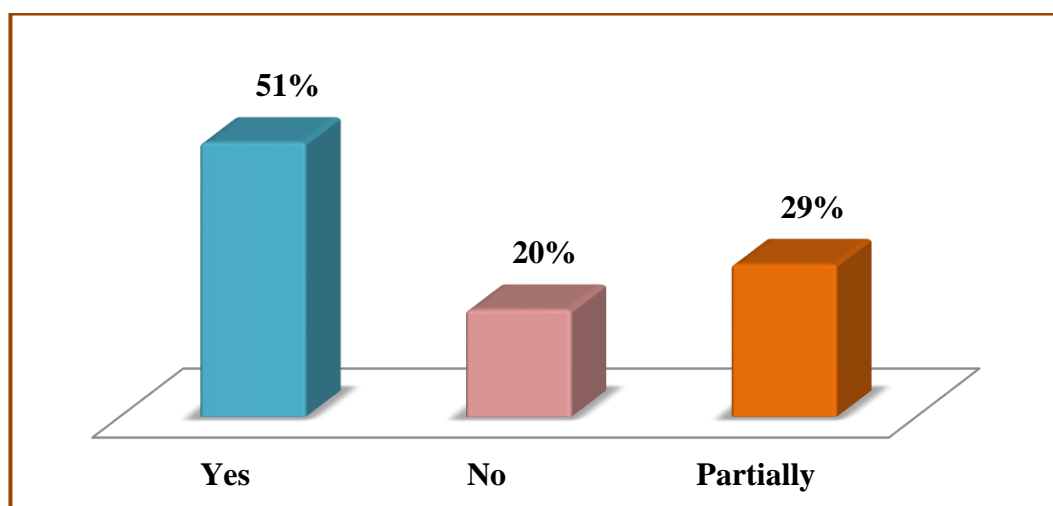
**Chart N° 7: Participation of students during English classes**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	18	51%
No	7	20%
Partially	10	29%
<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Source:** Surveys from BGU students

**Author:** Gloria Vivero Roca

**Graphic N° 2: Participation of students during English classes**



**Source:** Surveys from BGU students

**Author:** Gloria Vivero Roca

**Interpretation:** Results from surveys showed that 51% (eighteen students) participate during the English classes; 29% (ten students) participate partially in the English lessons, and 20% (seven students) do not participate in class.

### Question N° 3: How do you consider English lessons?

**Objective:** To establish the students' opinion about English language lessons.

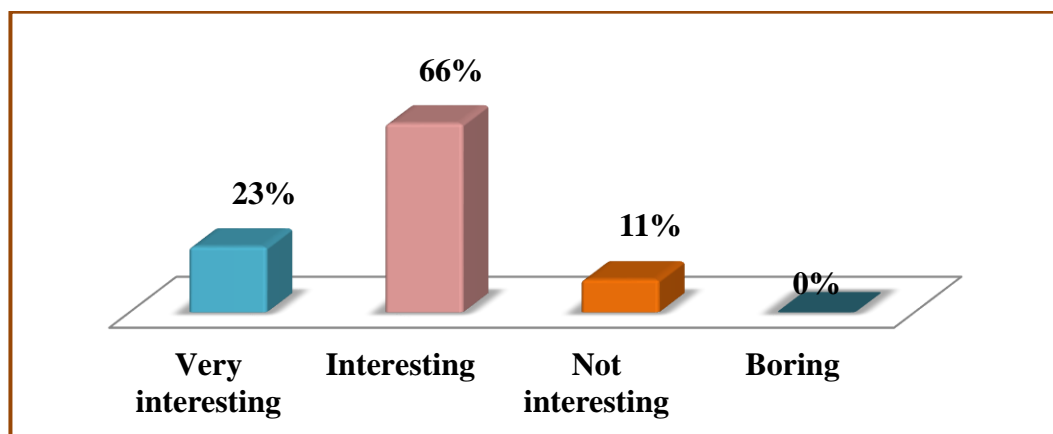
**Chart N° 8: Students' opinion about English lessons**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very interesting	8	23%
Interesting	23	66%
Not interesting	4	11%
Boring	0	0%
<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Source:** Surveys from BGU students

**Author:** Gloria Vivero Roca

**Graphic N° 3: Students' opinion about English lessons**



**Source:** Surveys from BGU students

**Author:** Gloria Vivero Roca

**Interpretation:** Most students (66%) considered that English lessons are just interesting; 23% considered their English classes very interesting; and 11% not interesting.

**Question N° 4: Does your English teacher apply listening activities in class?**

**Objective:** To determine the application of listening activities.

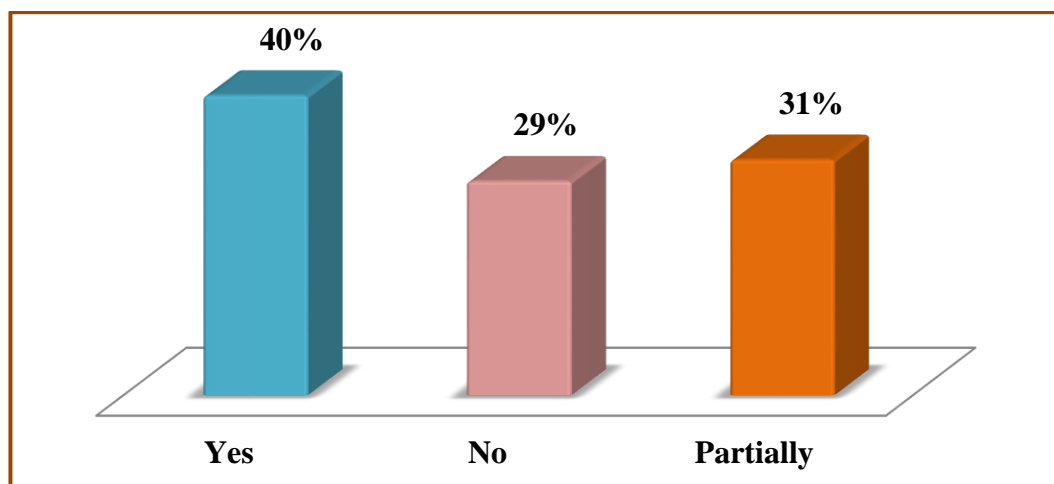
**Chart N° 9: Application of listening activities**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	14	40%
No	10	29%
Partially	11	31%
<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Source:** Surveys from BGU students

**Author:** Gloria Vivero Roca

**Graphic N° 4: Application of listening activities**



**Source:** Surveys from BGU students

**Author:** Gloria Vivero Roca

**Interpretation:** 40% (fourteen students) responded that their English teacher applies listening activities; 29% (ten students) responded their English teacher does not apply any listening activity and 31% (eleven students) responded that English teacher partially applies listening exercises.



**Question N° 5: Are difficult for you the listening activities your English teacher applies?**

**Objective:** To establish students' opinion about the difficultness of listening activities.

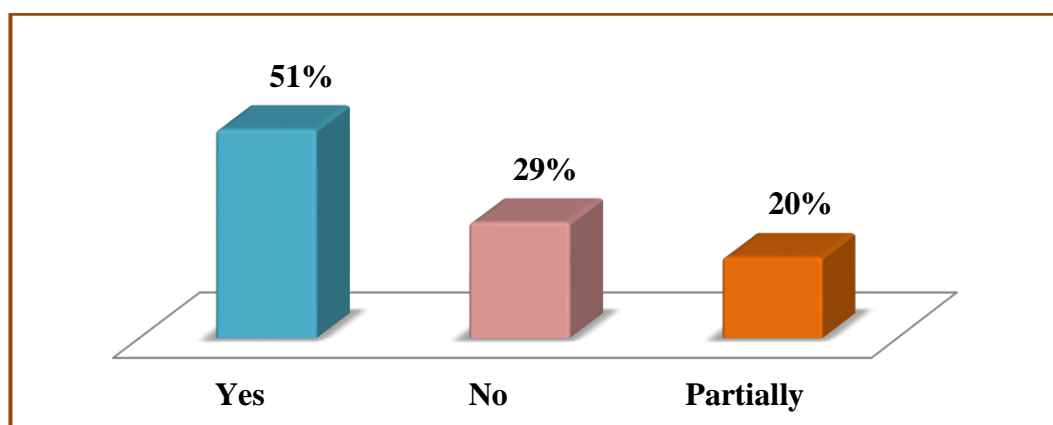
**Chart N° 10: Difficultness of listening activities**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	18	51%
No	10	29%
Partially	7	20%
<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Source:** Surveys from BGU students

**Author:** Gloria Vivero Roca

**Graphic N° 5: Difficultness of listening activities**



**Source:** Surveys from BGU students

**Author:** Gloria Vivero Roca

**Interpretation:** Most students (51%) considered that listening exercises their English teacher applies are difficult; 29% considered they are not difficult; and 20% considered that listening activities are partially difficult for them.

**Question N° 6: Do you consider that you have developed your listening skill satisfactorily?**

**Objective:** To determine the students' development of their listening skill.

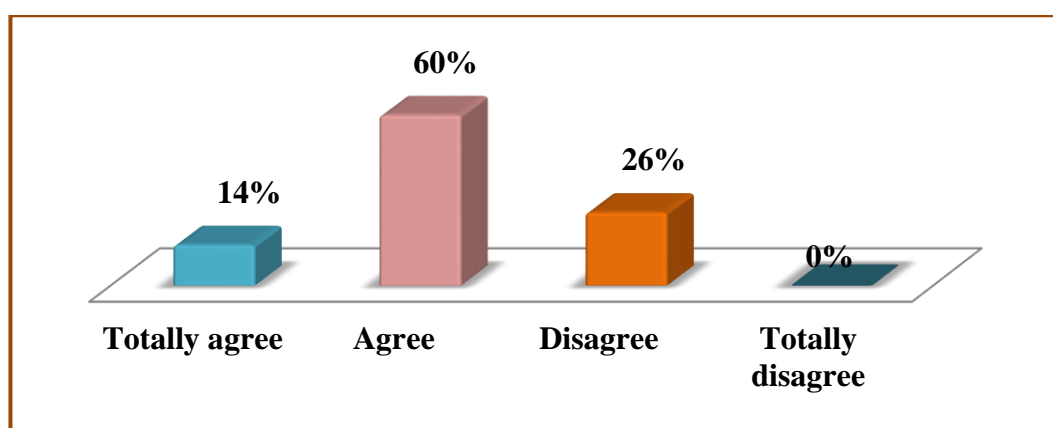
**Chart N° 11: Development of students' listening skill**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	5	14%
Agree	21	60%
Disagree	9	26%
Totally disagree	0	0%
<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Source:** Surveys from BGU students

**Author:** Gloria Vivero Roca

**Graphic N° 6: Development of students' listening skill**



**Source:** Surveys from BGU students

**Author:** Gloria Vivero Roca

**Interpretation:** According to results, 60% just agreed and considered they have developed their listening skill satisfactorily; 26% disagreed and considered they have not developed their listening skill; and 14% totally agreed.

**Question N° 7: Does your English teacher apply technological resources to practice listening skill?**

**Objective:** To establish the application of technological resources for the practice of listening skill.

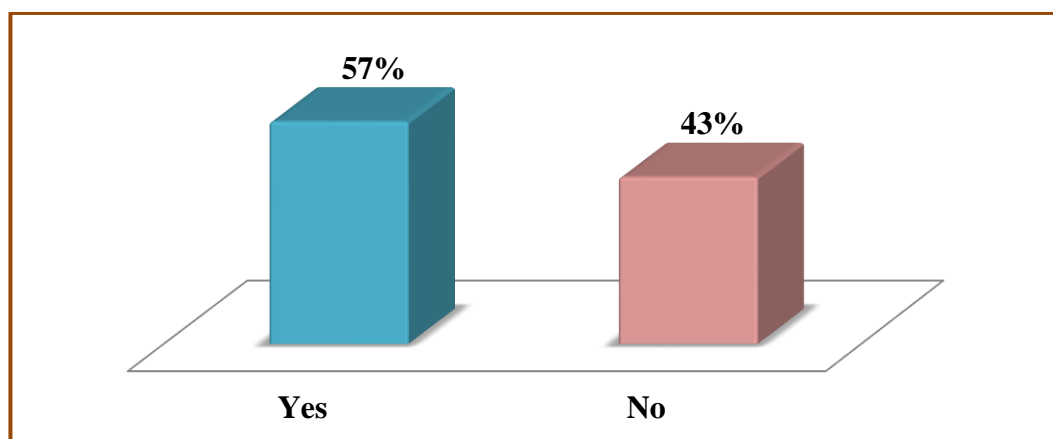
**Chart N° 12: Application of technological resources**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	20	57%
No	15	43%
<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Source:** Surveys from BGU students

**Author:** Gloria Vivero Roca

**Graphic N° 7: Application of technological resources**



**Source:** Surveys from BGU students

**Author:** Gloria Vivero Roca

**Interpretation:** 57% (twenty surveyed students) responded that their English teacher applies technological resources for the practice of listening skill and 43% (fifteen students) responded that technological resources are not used at all.

**Question N° 8: Does your English teacher apply musical activities in order to develop your listening skill?**

**Objective:** To determine the application of musical activities for the practice and development of students' listening skill.

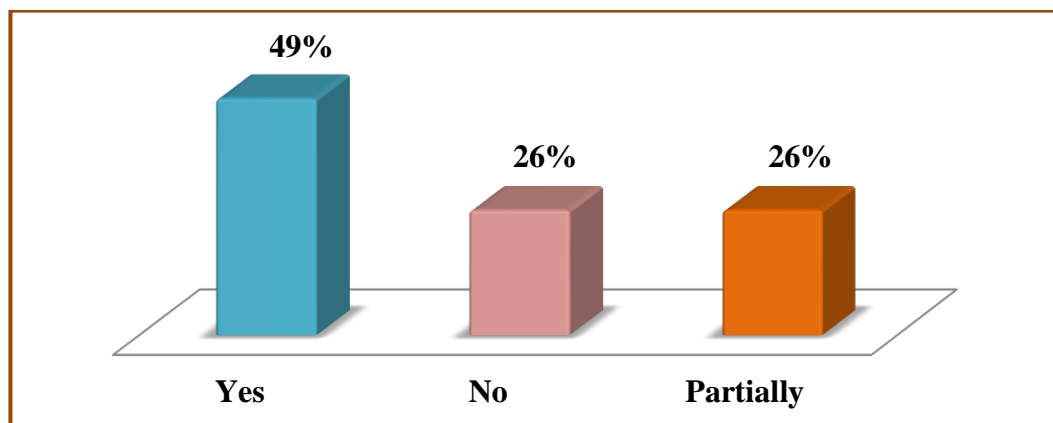
**Chart N° 13: Application of musical activities**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	17	49%
No	9	26%
Partially	9	26%
<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Source:** Surveys from BGU students

**Author:** Gloria Vivero Roca

**Graphic N° 8: Application of musical activities**



**Source:** Surveys from BGU students

**Author:** Gloria Vivero Roca

**Interpretation:** According to results, most students (49%) responded that their English teacher applies musical activities to practice listening skill; 26% responded that their teacher does not apply any musical activity and 26% responded that musical activities are partially applied.

**Question N° 9: Do you consider that the application of musical activities contributes to develop your listening skill?**

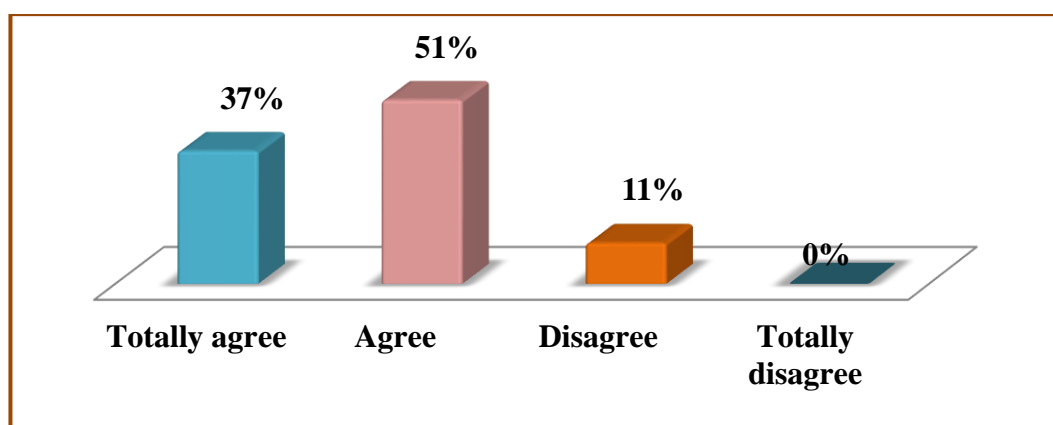
**Objective:** To establish the contribution of musical activities for the development of students' listening skill.

**Chart N° 14: Musical activities application for the listening skill practice**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	13	37%
Agree	18	51%
Disagree	4	11%
Totally disagree	0	0%
<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Source:** Surveys from BGU students  
**Author:** Gloria Vivero Roca

**Graphic N° 9: Musical activities application for the listening skill practice**



**Source:** Surveys from BGU students  
**Author:** Gloria Vivero Roca

**Interpretation:** 51 % agreed and considered that musical activities contribute to the development of their listening skill; 37% totally agreed with this statement; and 11% disagreed.

**Question N° 10: Are you willing to us musical activities in order to develop your listening skill?**

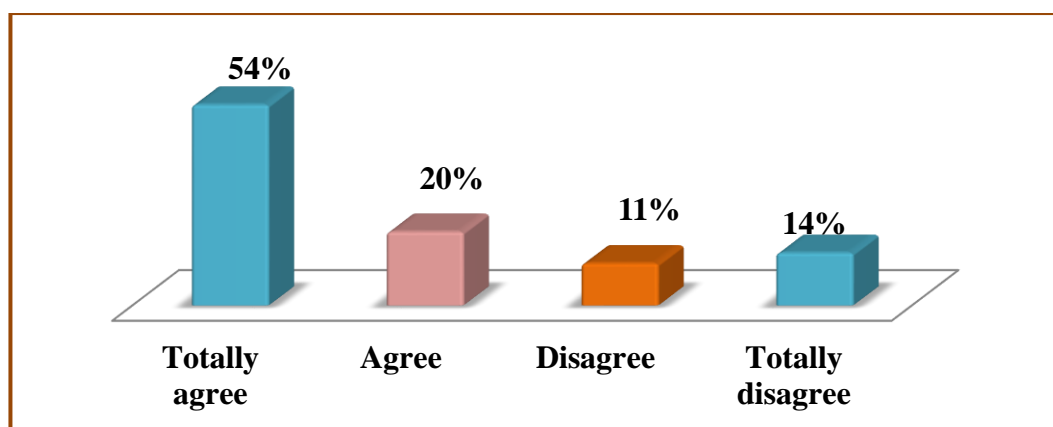
**Objective:** To determine the students' willingness for the application of musical activities during the listening skill practice.

**Chart N° 15: Students' willingness for musical activities application**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	19	54%
Agree	7	20%
Disagree	4	11%
Totally disagree	5	14%
<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Source:** Surveys from BGU students  
**Author:** Gloria Vivero Roca

**Graphic N° 10: Students' willingness for musical activities application**



**Source:** Surveys from BGU students  
**Author:** Gloria Vivero Roca

**Interpretation:** 54% expressed their willingness for the use of musical activities in the listening skill practice; 20% just agreed with this statement; 14% totally disagreed and 11% just disagreed.

### 3.9 Observation session results

The following observation guide was applied in order to evaluate the methodologies and strategies that English teacher implement during the development of his classes. Results from the observation session are described below:

**Chart N° 16: Observation Guide**

UNIDAD EDUCATIVA FISCOMISIONAL EXPERIMENTAL “JOSÉ MARÍA VÉLAZ S. J.”						
Observer: Gloria Vivero Roca			Observed teacher: Lcdo. Leonardo Marcillo Pino			
Objective: To evaluate the methodologies and strategies that English teacher implement during the development of his classes.						
N°	ASPECTS TO EVALUATE	RATING SCALE				
		1	2	3	4	5
1	English teacher starts the class with a dynamic.	X				
2	English teacher writes the objective of the lesson or mentions it.	X				
3	Teacher prepares students for the listening lessons explaining some useful vocabulary.			X		
4	Teacher provides students the opportunity to listen to the vocabulary words pronunciation.			X		
5	Teacher explains any grammatical rule.	X				
6	Teacher uses the target language in the development of his class.		X			
7	Teacher applies teaching strategies which lead and encourage students to participate in class.			X		
8	Teacher applies activities that promote the development of listening skill.			X		
9	Teacher plays audios or any other resource in order to develop students' listening skill.		X			
10	Teacher asks students questions about the audio he played before.		X			
11	Teacher verifies students' improvement of their listening skill.	X				
12	Teacher provides positive feedback about the lesson.	X				

Author: Gloria Vivero Roca

### **3.10 Conclusions**

- Through the application of a survey to BGU students, it is concluded that English lessons are neither interesting nor motivational and they have not a good proficiency in their listening skill.
- Principal of Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.” concluded that the implementation of musical activities is a good strategy to improve students’ listening skill.
- It is also concluded that musical exercises increase the motivation level of students; they allow the practice of listening skill in an enjoyable environment.

### **3.11 Recommendations**

- It is recommended that English teachers pay more attention to the strategies they apply in their lessons because it is important to provide students opportunities to practice and develop their listening skill.
- The implementation of musical activities is recommended due to their pedagogical benefits; they motivate students, they allow the improvement of pronunciation, and they contribute to acquire vocabulary.
- Musical exercises are an excellent source of motivation for students; therefore, it is recommended their application because students may practice listening skill in a relaxed form.



## **CHAPTER IV**

### **THE PROPOSAL**

#### **4.1 Informative data**

##### **4.1.1 Title proposal**

“Implementation of musical activities to develop English listening skills to students of BGU at Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.” in Santa Elena, Santa Elena Province 2015 – 2016”

##### **4.1.2 Executing institution**

Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.”

##### **4.1.3 Beneficiaries**

BGU students at Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.”

##### **4.1.4 Location**

Santa Elena, Santa Elena Province

##### **4.1.5 Estimated time for execution**

Six months

##### **4.1.6 Responsibles**

**Author:** Gloria María Vivero Roca

**Advisor:** Econ. Alexandra Jara Escobar, MSc.

#### **4.1.7 Budget**

\$ 1,461.00 Dollars

#### **4.2 Feasibility**

This proposal is feasible because it was accepted by the principal of this institution and it has the support of students and the budget to apply it.

#### **4.3 Characteristic of the proposal**

This proposal is:

- Funny
- Interesting
- Actual
- Motivational

#### **4.4 Proposal background**

The use of musical activities is a form to improve the listening skills in English language. Using musical activities students learn new vocabulary and improve their pronunciation in English. Through the lyrics of the song, teachers can explain the different grammar rules and introduce or practice new vocabulary

words that students need to know in order to produce and comprehend the target language. Musical activities are fun for students and they enjoy the English class.

It is known that adolescents admire different singers from English-speaking countries. These singers have the main characteristic; their songs are in English. Therefore; teenager students love listening to music of their favorite singers in their spare time. They are interested in the lyrics of the song and due to that love to their singers; they memorize lyrics of English songs.

This research proposes the implementation of musical activities to develop English listening skills to students of BGU at Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.” located in Santa Elena, Santa Elena Province, 2015 – 2016.

#### **4.5 Significance**

Listening, speaking, reading and writing are the four main skills of the English language. Listening is one of the most important skills in the language acquisition. Students have to develop their listening skills satisfactorily because it is necessary to understand to other people and students get new information or message.

If students are not good at listening skill, they will not be able to communicate with foreign people in English language because could misunderstand oral messages. Listening skill contributes to acquire new information, messages and in the educational field, it is fundamental to follow instructions and comprehend teachers' explanations of any specific topic.

It is significant to mention that after the high school level, all universities have as a requirement for attending to their study campus that students have a good proficiency in the English language and its four main skills in order to be successful students from any university career.

The principal beneficiaries of the implementation of this proposal are the students of BGU at Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.” in Santa Elena because they will understand and be able to communicate in English.

## **4.6 Objectives**

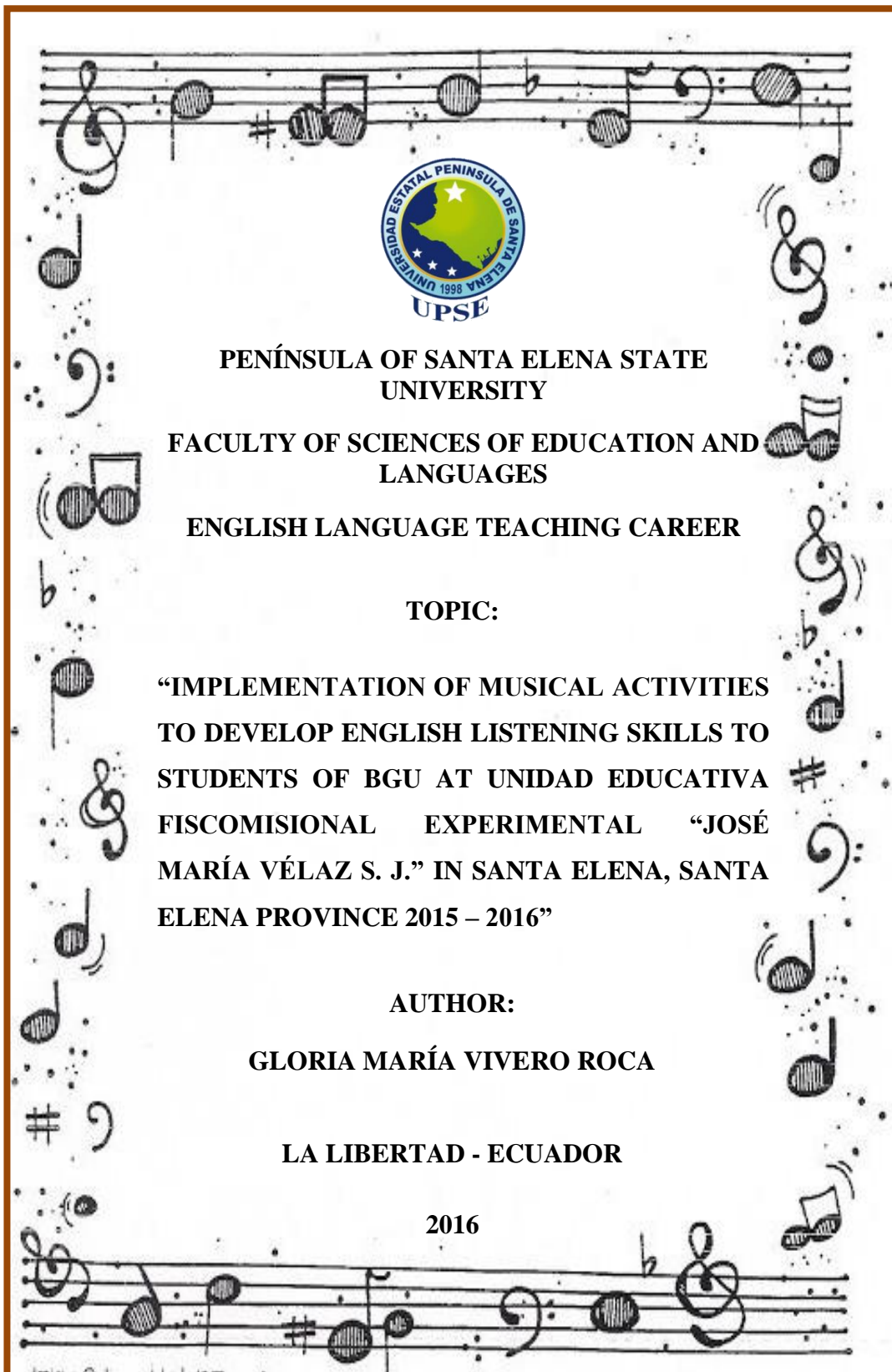

### **4.6.1 General objective**

To improve English listening skills to students of BGU at Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.” in Santa Elena.

### **4.6.2 Specific objectives**

- To identify didactic strategies for the practice and improvement of BGU students' listening skill
- To determine the most appropriate songs that are going to be applied in the listening skill practice
- To develop and implement exercises using musical activities in order to improve BGU students' listening skills

#### 4.7 Design and development of the proposal

The page is framed by a decorative border of musical notation, including treble and bass clefs, notes, rests, and accidentals, set against a background of musical staves.The logo of the Universidad Estatal Península de Santa Elena (UPSE) is circular, featuring a map of the peninsula in green and yellow, with a blue border containing the text "UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA" and "1998". Below the logo, the acronym "UPSE" is written in blue.

**PENÍNSULA OF SANTA ELENA STATE  
UNIVERSITY**

**FACULTY OF SCIENCES OF EDUCATION AND  
LANGUAGES**

**ENGLISH LANGUAGE TEACHING CAREER**

**TOPIC:**

**“IMPLEMENTATION OF MUSICAL ACTIVITIES  
TO DEVELOP ENGLISH LISTENING SKILLS TO  
STUDENTS OF BGU AT UNIDAD EDUCATIVA  
FISCOMISIONAL EXPERIMENTAL “JOSÉ  
MARÍA VÉLAZ S. J.” IN SANTA ELENA, SANTA  
ELENA PROVINCE 2015 – 2016”**

**AUTHOR:**

**GLORIA MARÍA VIVERO ROCA**

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**2016**

#### 4.7.1 Content of the proposal

The proposal consists, in twelve musicals activities to improve listening skills in students. However, they also acquired new vocabulary and learnt some basic grammar structures. The proposal content is described in the chart below:

**Chart N° 17: Content of the proposal**


Nº	ACTIVITY	VOCABULARY - GRAMMAR	RESOURCES	SONG
1	- Listen to and fill in the blanks - Answers report - Sing the song	Simple Present Tense and Verbs (Go out - Know - Do - Be - Fee - Spend - Lose - Paint)	Computer, speakers, flashcards, worksheets.	“Igotta feeling” by the Black Eyes peas.
2	- Listen to and fill in the blanks - Sing the song	Simple Past Tense and Verbs (Kiss - Turn - Wait - Crash - Pack)	Computer, speakers, worksheets.	“Ironic” by Alanis Morissetti
3	- Listen to and fill in the blanks - Sing the song	Negative Statement of Simple Present Tense	Computer, speakers, worksheets.	“Here with me” by DIDO
4	- Listen to and fill in the blanks - Dictation of Sentences - Sing the song	Positive and Negative Statements of Simple Present Tense	Computer, speakers, flashcards, worksheets.	“Don’t Speak” by No Douth
5	- Listen to and fill in the blanks - Dictation of Sentences - Sing the song	Adjectives (Beautiful - Hard - Wrong - Insecure - Shy)	Computer, speakers, pictures, worksheets.	“What makes you beautiful” by One Direction
6	- Listen to and fill in the blanks - Dictation of	Conjugation of the Verb to Be	Computer, speakers, worksheets.	“My heart will go on” by Celine

	<p>Sentences</p> <p>- Sing the song</p>			Dion
7	<p>- Listen to and fill in the blanks</p> <p>- Sing the song</p>	Verb to Be	Computer, speakers, worksheets.	“Crazy for this girl” by Evan and Jaron.
8	<p>- Listen to and fill in the blanks</p> <p>- Write simple present and past sentences</p> <p>- Sing the song</p>	Simple Past Tense	Computer, speakers, worksheets.	“Hotel California” by The Eagles.
9	<p>- Listen to and fill in the blanks</p> <p>- Circle nouns; underline verbs; and cross out adjectives</p> <p>- Sing the song</p>	<p>Practice with Nouns, Adjectives, and Verbs (Crowded</p> <p>- Hot - Heavy - Dry - Cruel - Close)</p>	Computer, speakers, pictures, worksheets.	“Cruel Summer” by Ace of Base.
10	<p>- Listen to and fill in the blanks</p> <p>- Write five sentences in Simple Present Tense and Simple Present Continuous</p> <p>- Sing the song</p>	Simple Present Continuous	Computer, speakers, worksheets.	“Complicated” by Avril Lavigne
11	<p>- Fill in the gaps</p> <p>- complete a chart with verbs and their tenses</p> <p>- Write meaning of expressions</p> <p>- Sing the song</p>	Simple Present and Simple Present Continuous	Computer, speakers, worksheets.	“All I have to do is dream” by The Everly Brothers
12	<p>- Fill in the gaps</p> <p>- Split up words</p> <p>- Reorder words</p> <p>- Sing the song</p>	Simple Present Tense	Computer, speakers, worksheets.	“Another day in paradise” by Phill Collins

**Author:** Gloria Vivero Roca

## 4.8 Listening activities

### Activity N° 1: Simple Present Tense and Verbs

<b>Resources:</b> Computer, speakers, flashcards, worksheets.	<b>Time:</b> 40 minutes
<b>Objective:</b> At the end of the lesson, students will be able to recognize basic verbs in order to fill in the gaps of a lyrics song in a worksheet.	
<p style="text-align: center;"><b>Illustration N° 1: Students filling in the gaps with verbs</b></p> 	
<b>Pre-listening</b>	<ul style="list-style-type: none"> <li>• Teacher introduces students some verbs using flashcards and then, asks students to do drilling exercises.</li> <li>• Students practice vocabulary by matching flashcards with the written word.</li> </ul>
<b>While-listening</b>	<ul style="list-style-type: none"> <li>• Students are given a worksheet with the lyrics of the song: “I gotta feeling” by The Black Eyes Peas.</li> <li>• Teacher gives students some instructions for the listening exercise.</li> <li>• Teacher asks students to read the lyrics of the song and the options to fill in the blanks.</li> <li>• Teacher plays the song twice or three times and students fill in the gaps.</li> </ul>
<b>Post-listening</b>	<ul style="list-style-type: none"> <li>• Students report their answers.</li> <li>• Students sing the song loudly.</li> </ul>


**Author:** Gloria Vivero Roca



<b>Song:</b> "I gotta feeling"	<b>Author:</b> The Black Eye Peas
<b>Instructions:</b> Read the lyrics of the song; read the verbs below and finally, listen to the song and fill in the gaps with the correct verb.	
<b>Options:</b> Go out - Know - Do - Be - Feel - Spend - Lose - Paint	
<b>LYRICS</b>	
<p>I gotta feeling that tonight's gonna be a good night That tonight's gonna be a good night That tonight's gonna _____ a good, good night</p> <p>Tonight's the night Let's live it up I got my money Let's _____ it up</p> <p>_____ and smash it Like Oh My God Jump off that sofa Let's get get off</p> <p>I _____ that we'll have a ball If we get down And go out And just <b>lose</b> it all</p> <p>I _____ stressed out I wanna let it go Lets go way out spaced out And losing all control</p>	<p>Fill up my cup Mazel Tov Look at her dancing Just take it off</p> <p>Let's _____ the town We'll _____ Let's burn the roof And then we'll do it again</p> <p>Let's _____ it, let's do it, Let's do it, Let's do it, and do it, and do it, Let's live it up And do it, and do it, and do it, do it, do it, Let's _____ it, Let's do it, Let's do it</p> <p>[2x]</p> <p>I gotta feeling (ooooo hoooo) that tonight's gonna _____ a good night That tonight's gonna be a good night That tonight's gonna be a good, good night</p>

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## Activity N° 2: Simple Past Tense and Verbs


<b>Resources:</b> Computer, speakers, worksheets.	<b>Time:</b> 40 minutes
<b>Objective:</b> At the end of the lesson, students will be able to recognize verbs in Simple Past Tense in order to fill in the gaps of a lyrics song in a worksheet.	
<b>Illustration N° 2: Students recognizing Simple Past Tense</b>	
	
<b>Pre-listening</b>	<ul style="list-style-type: none"> <li>• Teacher asks students to report some verbs from the previous lesson.</li> <li>• Teacher explains Simple Past Tense by writing some sentences on the board.</li> <li>• Students complete some exercises using the correct verb form in Simple Past Tense.</li> </ul>
<b>While-listening</b>	<ul style="list-style-type: none"> <li>• Students are given a worksheet with the lyrics of the song: “Ironic” by Alanis Morissette.</li> <li>• Teacher gives students some instructions for the listening exercise.</li> <li>• Teacher asks students to read the lyrics of the song and the options to fill in the blanks.</li> <li>• Teacher plays the song twice or three times and students fill in the gaps.</li> </ul>
<b>Post-listening</b>	<ul style="list-style-type: none"> <li>• Students report their answers.</li> <li>• Finally, students sing the song in karaoke software.</li> </ul>

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<b>Song:</b> “Ironic”	<b>Author:</b> Alanis Morissette
<b>Instructions:</b> Read the lyrics of the song; read the verbs below and finally, listen to the song and fill in the gaps with the correct verb and other words.	
<b>Options (Verbs):</b> Kissed - Turned - Waited - Crashed - Packed <b>Others:</b> Funny - Rain - Ironic - Advice - Traffic	
<b>LYRICS</b>	
<p>An old man _____ ninety-eight He won the lottery and died the next day It's a black fly in your Chardonnay It's a death row pardon two minutes too late Isn't it ironic, don't you think It's like rain on your wedding day It's a free ride when you've already paid It's the good advice that you just didn't take Who would've thought, it figures Mr. Play It Safe was afraid to fly He _____ his suitcase and _____ his kids good-bye He _____ his whole damn life to take that flight And as the plane _____ down he thought "Well, isn't this nice." And isn't it ironic, I don't you think It's like rain on your wedding day It's a free ride when you've already paid</p>	<p>It's the good _____ that you just didn't take Who would've thought, it figures Well, life has a _____ way of sneaking up on you When you think everything's okay and everything's going right And life has a funny way of helping you out when You think everything's gone wrong and everything blows up In your face A _____ jam when you're already late A no-smoking sign on your cigarette break It's like ten thousand spoons when all you need is a knife It's meeting the man of my dreams And then meeting his beautiful wife And isn't it _____, don't you think It's like _____ on your wedding day It's a free ride when you've already paid It's the good advice that you just didn't take</p>

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### Activity N° 3: Negative Statement of Simple Present Tense


<b>Resources:</b> Computer, speakers, worksheets.	<b>Time:</b> 40 minutes
<b>Objective:</b> At the end of the lesson, students will be able to identify Negative Statements in Simple Present Tense in order to fill in the gaps of a lyrics song in a worksheet.	
<p><b>Illustration N° 3: Students identifying Negative Simple Present Tense</b></p> 	
<b>Pre-listening</b>	<ul style="list-style-type: none"> <li>• Teacher encourages students to write some verbs from the previous lesson on the board.</li> <li>• Teacher remembers students Simple Past Tense structure by writing some sentences on the board.</li> <li>• Then, teacher explains how to formulate negative statements in Simple Present tense and then practice by completing some exercises in a worksheet.</li> </ul>
<b>While-listening</b>	<ul style="list-style-type: none"> <li>• Students receive a worksheet with the lyrics of the song: “Here with me” by DIDO.</li> <li>• Teacher explains students what they have to do in the listening exercise.</li> <li>• Teacher asks students to read the lyrics of the song and the options to fill in the blanks.</li> <li>• Teacher plays the song twice or three times and students fill in the gaps.</li> </ul>
<b>Post-listening</b>	<ul style="list-style-type: none"> <li>• Students report their answers to the teacher.</li> <li>• Finally, students sing the song loudly.</li> </ul>

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<b>Song:</b> "Here with me"		<b>Author:</b> Dido	
<b>Instructions:</b> Read the lyrics of the song and put them in the correct order; listen to the song and check your answers; finally, students fill in the gaps with the correct verb.			
<b>Options (Verbs):</b> Breathe - Sleep - Don't want - Don't go - Want - Hide - Don't want - Go - Be - Don't sleep - Leave			
<b>LYRICS</b>			
□	<p>Oh I am what I am I'll do what I _____ But I can't hide And I _____, I _____ And I can't breathe Until you're resting here with me And I won't leave, and I can't _____ I cannot be until you're resting here with me</p>	□	<p>And I can't hide I cannot _____ until you're resting here with me</p>
□	<p>And I don't _____ And I don't _____ And I can't breathe Until you're resting here with me And I won't leave</p>	□	<p>And I won't go And I won't sleep And I can't _____ Until you're resting here with me And I won't _____ And I can't hide I cannot be until you're resting here with me</p>
	<p>I didn't hear you leave I wonder how am I still here And I _____ to move a thing It might change my memory</p>		
□	<p>I _____ to call my friends They might wake me from this dream And I can't leave this bed, Risk forgetting all that's been</p>		

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### Activity N° 4: Positive and Negative Statements of Simple Present Tense

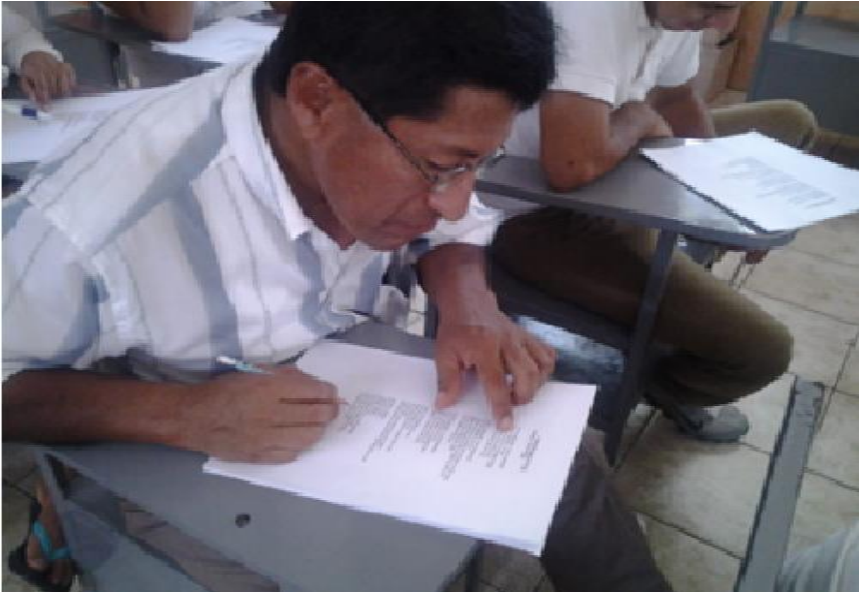
<p><b>Resources:</b> Computer, speakers, flashcards, worksheets.</p>	<p><b>Time:</b> 40 minutes</p>
<p><b>Objective:</b> At the end of the lesson, students will be able to identify Positive and Negative Statements in Simple Present Tense in order to fill in the gaps of a lyrics song in a worksheet.</p>	
<p><b>Illustration N° 4: Positive and Negative Statement-Simple Present Tense</b></p> 	
<p><b>Pre-listening</b></p>	<ul style="list-style-type: none"> <li>• Teacher shows students some flashcards and asks students to report the verb from the flashcard.</li> <li>• Teacher remembers students Simple Past Tense structure by writing some positive and negative sentences on the board.</li> <li>• Then, students practice by working on some exercises.</li> </ul>
<p><b>While-listening</b></p>	<ul style="list-style-type: none"> <li>• Students work on the activity from a worksheet with the lyrics of the song: “Don’t Speak” by No Douth.</li> <li>• Teacher asks students to read the lyrics of the song and the options to fill in the blanks.</li> <li>• Teacher plays the song twice or three times and students fill in the gaps.</li> </ul>
<p><b>Post-listening</b></p>	<ul style="list-style-type: none"> <li>• Students report their answers to the teacher.</li> <li>• Teacher asks students to take a separate paper and dictates some sentences from the lyrics of the song.</li> <li>• Finally, students sing the song in karaoke software.</li> </ul>

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<b>Song:</b> "Don't Speak"	<b>Author:</b> No Doubt
<b>Instructions:</b> Read the lyrics of the song; read the verbs below and finally, listen to the song and fill in the gaps with the correct verb.	
<b>Options (Verbs):</b> Sit - Be - Hurts - Don't want - Looks - Know - Feel - Speak - Stop - Believe - Cry	
<b>LYRICS</b>	
<p>Don't _____</p> <p>No Doubt</p> <p>You and me</p> <p>We used to _____ together</p> <p>Everyday together always</p> <p>I really _____</p> <p>That I'm losing my best friend</p> <p>I can't _____</p> <p>This could be the end</p> <p>It <b>looks</b> as though you're letting go</p> <p>And if it's real</p> <p>Well I _____ to know</p> <p>Don't speak</p> <p>I know just what you're saying</p> <p>So please stop explaining</p> <p>Don't tell me cause it _____</p> <p>Don't speak</p> <p>I know what you're thinking</p> <p>I don't need your reasons</p> <p>Don't tell me cause it hurts</p> <p>Our memories</p> <p>Well, they can be inviting</p> <p>But some are altogether</p> <p>Mighty frightening</p>	<p>As we die, both you and I</p> <p>With my head in my hands</p> <p>I _____ and _____</p> <p>Don't speak</p> <p>I know just what you're saying</p> <p>So please stop explaining</p> <p>Don't tell me cause it hurts (no, no, no)</p> <p>Don't speak</p> <p>I know what you're thinking</p> <p>I don't need your reasons</p> <p>Don't tell me cause it hurts</p> <p>It's all ending</p> <p>I gotta stop pretending who we are</p> <p>You and me I can see us dying, are we?</p> <p>Don't speak</p> <p>I _____ just what you're saying</p> <p>So please _____ explaining</p> <p>Don't tell me cause it hurts (no, no, no)</p> <p>Don't speak</p> <p>I know what you're thinking</p> <p>I _____ your reasons</p> <p>Don't tell me cause it hurts</p> <p>Don't tell me cause it _____!</p> <p>I know what you're saying</p>

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### Activity N° 5: Adjectives

<b>Resources:</b> Computer, speakers, pictures, worksheets.		<b>Time:</b> 40 minutes
<b>Objective:</b> At the end of the lesson, students will be able to recognize adjectives in order to fill in the gaps of a lyrics song in a worksheet.		
<b>Illustration N° 5: Filling in the blanks with adjectives</b>		
		
<b>Pre-listening</b>	<ul style="list-style-type: none"> <li>• Teacher introduces to students vocabulary about adjectives by using pictures and then, asks students to do oral drilling exercises.</li> <li>• Students practice the new vocabulary by writing adjectives according to pictures that are pasted on the board.</li> </ul>	
<b>While-listening</b>	<ul style="list-style-type: none"> <li>• Students receive a worksheet with the lyrics of the song: “What makes you beautiful” by One Direction.</li> <li>• Teacher asks students to read the lyrics of the song and the options to fill in the blanks.</li> <li>• Teacher plays the song twice or three times and students fill in the gaps.</li> </ul>	
<b>Post-listening</b>	<ul style="list-style-type: none"> <li>• Students report their answers to the teacher.</li> <li>• Teacher asks students to take a separate piece of paper and then, dictates ten sentences from the lyrics of the song repeating three times each sentence.</li> <li>• Finally, students are motivated to sing the song loudly.</li> </ul>	


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<b>Song:</b> "What makes you beautiful"	<b>Author:</b> One Direction
<b>Instructions:</b> Read the lyrics of the song; read the verbs below and finally, listen to the song and fill in the gaps with the correct adjective.	
<b>Options (Adjectives):</b> Beautiful - Hard - Wrong - Insecure - Shy <b>Others:</b> Smile - Door - Know - Hair - Believe - See - World - Room - Everyone - Don't know	
<b>LYRICS</b>	
<p>You're _____,  Don't know what for,  You're turning heads when you walk  through the _____,  Don't need make-up, to cover up,  Being the way that you are is enough  Everyone else in the _____ can see it,  Everyone else but you  Baby you light up my _____  like nobody else,  The way that you flip your hair gets  me overwhelmed,  But when you smile at the ground it  ain't _____ to tell,  You don't know, oh oh,  You don't _____ you're beautiful,  If only you saw what I can _____,  You'll understand why I want you so  desperately,  Right now I'm looking at you and I  can't believe,  You don't know, oh oh,</p>	<p>You don't know you're _____, oh oh,  That's what makes you beautiful  So come on, you got it _____,  To prove I'm right, I put it in a song,  I don't know why, you're being _____,  And turn away when I look into your  eye eye eyes  Everyone else in the room can see it,  _____ else but you  Baby you light up my world like  nobody else,  The way that you flip your _____  gets me overwhelmed,  But when you _____ at the  ground it ain't hard to tell,  You don't know, oh oh,  You _____ you're beautiful,  If only you saw what I can see,  You'll understand why I want you so  desperately,  Right now I'm looking at you and I can't  -----.</p>

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## Activity N° 6: Conjugation of the Verb to Be


<b>Resources:</b> Computer, speakers, worksheets.	<b>Time:</b> 40 minutes
<b>Objective:</b> At the end of the lesson, students will be able to recognize the conjugation of the verb to Be in order to fill in the gaps of a lyrics song in a worksheet.	
<p><b>Illustration N° 6: Students identifying Verb to Be Conjugation</b></p> 	
<b>Pre-listening</b>	<ul style="list-style-type: none"> <li>• Teacher explains the conjugation of the verb to be by writing some sentences on the board.</li> <li>• Students practice the conjugation of the verb to be by completing some sentences on the board.</li> </ul>
<b>While-listening</b>	<ul style="list-style-type: none"> <li>• Students receive a worksheet with the lyrics of the song: “My heart will go on” by Celine Dion.</li> <li>• Students read the lyrics of the song and then listen to it and put each paragraph in the correct order.</li> <li>• After that, teacher plays the song twice or three times and students fill in the gaps with the correct option.</li> </ul>
<b>Post-listening</b>	<ul style="list-style-type: none"> <li>• Students write the correct answers on the board.</li> <li>• Students are encouraged to circle all the conjugation of the verb to be in the lyrics of the song and report their answers to the teacher.</li> <li>• Finally, students are motivated to sing the song loudly.</li> </ul>

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<b>Song:</b> "My heart will go on"		<b>Author:</b> Celine Dion	
<b>Instructions:</b> Read the lyrics of the song and put them in the correct order; listen to the song and check your answers; finally, students fill in the gaps with the correct option.			
<b>Options (Verb to be):</b> Are - Is - We're - You're			
<b>Others:</b> I - We - You - Forever - Far - Night - True - Last - Distance - More - Near			
<b>LYRICS</b>			
<input type="checkbox"/>	Far across the _____ And spaces between us You have come to show you go on	<input type="checkbox"/>	There is some love that will not go away You're here, there's nothing I fear And I know that my heart will go on _____ 'll stay _____ this way You are safe in my heart And my heart will go on and on
<input type="checkbox"/>	Every _____ in my dreams I see you, I feel you That <b>is</b> how I know you go on	<input type="checkbox"/>	Near, _____, wherever you are I believe that the heart does go on Once more you open the door And _____ here in my heart And my heart will go on and on
<input type="checkbox"/>	Love was when I loved you One _____ time I hold to In my life we'll always go on	<input type="checkbox"/>	_____ believe that the heart does go on Once _____ you open the door And you're here in my heart And my heart will go on and on
<input type="checkbox"/>	_____ , far, wherever you _____ _____ believe that the heart does go on Once _____ you open the door And you're here in my heart And my heart will go on and on	<input type="checkbox"/>	Love can touch us one time And _____ for a lifetime And never let go till _____ one

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### Activity N° 7: Verb to Be


<b>Resources:</b> Computer, speakers, worksheets.	<b>Time:</b> 40 minutes
<b>Objective:</b> At the end of the lesson, students will be able to identify the conjugation of the verb to be in order to fill in the gaps of a lyrics song in a worksheet.	
<p style="text-align: center;"><b>Illustration N° 7: Students recognizing the verb to be</b></p> 	
<b>Pre-listening</b>	<ul style="list-style-type: none"> <li>• Teacher asks students to remember the conjugation of the verb to be.</li> <li>• Teacher asks for some volunteers in order to pick a card and formulate an oral sentence using the verb to be and the clue from the card.</li> </ul>
<b>While-listening</b>	<ul style="list-style-type: none"> <li>• Students receive a worksheet with the lyrics of the song: “Crazy for this girl” by Evan and Jaron.</li> <li>• Teacher gives students some instructions about the listening activity that students have to work on.</li> <li>• Students read the lyrics of the song silently and the options to fill in the blank spaces from the worksheet.</li> <li>• Teacher plays the song twice or three times and students fill in the gaps.</li> </ul>
<b>Post-listening</b>	<ul style="list-style-type: none"> <li>• Students are asked to report their answers to the teacher.</li> <li>• Finally, students sing the song in karaoke software.</li> </ul>

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<b>Song:</b> “Crazy for that girl”	<b>Author:</b> Evan and Jaron
<b>Instructions:</b> Read the lyrics of the song; read the verbs below and finally, listen to the song and fill in the gaps with the correct word.	
<b>Options (Verb to be):</b> She’s - I’m - She’s	
<b>Simple Present Tense:</b> Don’t know - Looks - Rolls - Doesn’t know - Carries	
<b>Others:</b> She - Right now - Crazy - About - Life - One - Now - Girl	
<b>LYRICS</b>	
<p>She _____ the window down  And _____ talks over the sound  Of the cars that pass us by  And I _____ why  But she's changed my mind</p> <p>Would you look at her  She _____ at me  She's got me thinking about her  constantly</p> <p>But she _____ how I feel  And as she _____ on without a  doubt</p> <p>I wonder if she's figured out  I'm crazy for this girl  Yeah, I'm _____ for this girl</p> <p>She was the _____ to hold me  The night  The sky fell down  And what was I thinking when  The world didn't end  Why didn't I know what I know now</p>	<p>Would you look at her  She looks at me  She's got me thinking about her  constantly  But she doesn't know how I feel  And as _____ carries on without a doubt  I wonder if _____ figured out  I'm crazy for this girl  Yeah, I'm crazy for this _____  _____  Face to face  All my fears  Pushed aside  And right now  _____ ready to spend the rest of  my _____  With you</p> <p>Would you look at her  She looks at me  She's got me thinking _____ her  constantly  But she doesn't know how I feel</p>

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### Activity N° 8: Simple Past Tense


<b>Resources:</b> Computer, speakers, worksheets.	<b>Time:</b> 40 minutes
<b>Objective:</b> At the end of the lesson, students will be able to recognize Simple Past Tense in order to fill in the gaps of a lyrics song in a worksheet.	
<p><b>Illustration N° 8: Students using Simple Past Tense</b></p> 	
<b>Pre-listening</b>	<ul style="list-style-type: none"> <li>• Teacher explains students the structure of Simple Past Tense by writing some verbs and some sentences on the board.</li> <li>• Teacher writes some positive sentences on the board and then, asks students to change them into negative statements.</li> </ul>
<b>While-listening</b>	<ul style="list-style-type: none"> <li>• Students receive a worksheet with the lyrics of the song: “Hotel California” by The Eagles.</li> <li>• Teacher explains students what they have to do in the listening exercise.</li> <li>• Teacher asks for some volunteers to read one paragraph of the lyrics song.</li> <li>• Teacher plays the song twice or three times and students fill in the gaps.</li> </ul>
<b>Post-listening</b>	<ul style="list-style-type: none"> <li>• Students report their answers to the teacher.</li> <li>• Students are motivated to write simple present and past sentences they found in the lyrics of the song.</li> <li>• Finally, students sing the song loudly.</li> </ul>

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<b>Song:</b> "Hotel California"	<b>Author:</b> The Eagles
<b>Instructions:</b> Read the lyrics of the song; read the verbs below and finally, listen to the song and fill in the gaps with the correct verb.	
<b>Options (Past Verbs):</b> Had - Showed - Grew - Got - Thought - Saw - Stood - Called - Said - Heard	
<b>Others:</b> Hotel - Nineteen - Time - Summer - Distance - Face	
<b>LYRICS</b>	
<p>On a dark desert highway, cool wind                                            in my hair          Warm smell of colitas, rising up                                            through the air          Up ahead in the _____, I                    _____ a shimmering light          My head _____ heavy and my                                            sight grew dim          I _____ to stop for the night</p> <p>There she _____ in the doorway          I _____ the mission bell          And I was thinking to myself          'This could be heaven or this could                                            be Hell          Then she lit up a candle and she                                            _____ me the way          There were voices down the corridor          I _____ I heard them say</p> <p>Welcome to the Hotel California          Such a lovely place (such a lovely                                            place)          Such a lovely _____</p>	<p>Plenty of room at the Hotel California          Any _____ of year (any time of                                            year) you can find it here</p> <p>Her mind is Tiffany-twisted, she got the                                            Mercedes bends          She _____ a lot of pretty, pretty boys,                                            that she calls friends          How they dance in the courtyard, sweet                                            _____ sweat          Some dance to remember, some dance                                            to forget</p> <p>So I _____ up the Captain                                            'Please bring me my wine          He _____, "we haven't had that          spirit here since _____ sixty-nine          And still those voices are calling from                                            far away          Wake you up in the middle of the night                                            Just to hear them say"</p> <p>Welcome to the _____ California                                            Such a lovely place</p>

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### Activity N° 9: Practice with Nouns, Adjectives, and Verbs

<b>Resources:</b> Computer, speakers, pictures, worksheets.	<b>Time:</b> 40 minutes
<b>Objective:</b> At the end of the lesson, students will be able to identify some nouns, adjectives, and verbs using pictures in order to fill in the gaps of a lyrics song in a worksheet.	
<p style="text-align: center;"><b>Illustration N° 9: Students recognizing adjectives, nouns, and verbs</b></p> 	
<b>Pre-listening</b>	<ul style="list-style-type: none"> <li>• Teacher asks students to write a list of adjectives, verbs, and nouns on the board.</li> <li>• Students are motivated to write sentences using the vocabulary words they wrote on the board and then, report their sentences to the class.</li> </ul>
<b>While-listening</b>	<ul style="list-style-type: none"> <li>• Students are given a worksheet with the lyrics of the song: “Cruel Summer” by Ace of Base.</li> <li>• Teacher explains students the listening exercise.</li> <li>• Teacher asks each student to read one line of the lyrics of the song and then, read the options to fill in the blank spaces.</li> <li>• Teacher plays the song twice or three times and students fill in the gaps.</li> </ul>
<b>Post-listening</b>	<ul style="list-style-type: none"> <li>• Students report their answers to the teacher.</li> <li>• Students are asked to circle all the additional nouns they found in the lyrics of the song; underline verbs; and cross out adjectives</li> <li>• Lesson concluded by singing the in karaoke software.</li> </ul>

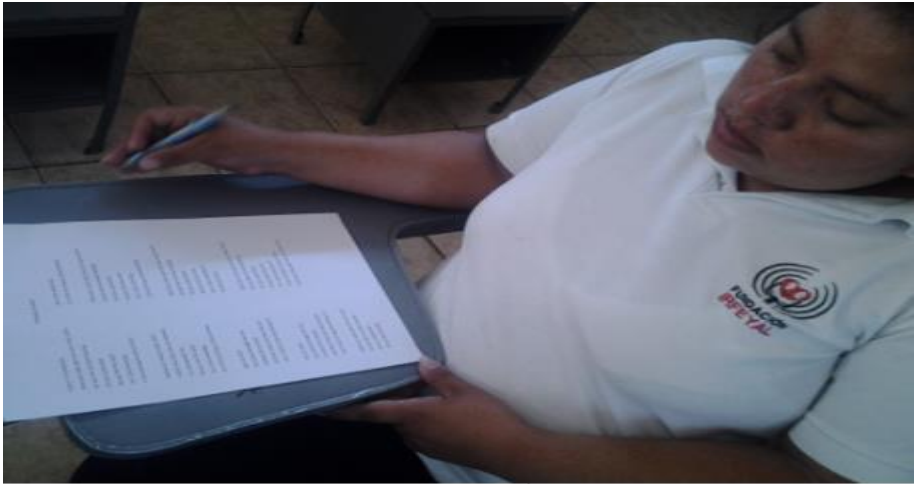
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<b>Song:</b> "Cruel Summer"	<b>Author:</b> Ace of Base
<b>Instructions:</b> Read the lyrics of the song; read the verbs below and finally, listen to the song and fill in the gaps with the correct verb.	
<b>Options (Adjectives):</b> Crowded - Hot - Heavy - Dry - Cruel - Close <b>Others:</b> Summer - I'm - I - You're - Voices - Are - You - Has - It's - Sit	
<b>LYRICS</b>	
<p>_____ summer streets  And the pavements _____ burning  I _____ around  Trying to smile but  The air is so _____ and _____  Strange _____ are saying  (What did they say)  Things _____ can't understand  It's too _____ for comfort  This heat _____ got  Right out of hand</p> <p>It's a cruel, (cruel), cruel _____  Leaving me here on my own  It's a cruel, (it's a cruel), cruel  summer  Now you're gone</p> <p>The city is _____  My friends are away  And _____ on my own  It's too hot to handle  So I got to get up and go</p> <p>----- a cruel, (cruel), cruel summer</p>	<p>Leaving me here on my own  It's a _____, (it's a cruel), cruel  summer  Now _____ gone  Gonna feel only it was  It's a cruel, (cruel), cruel summer  (Leaving me), leaving me here on my  own  It's a cruel, (it's a cruel), cruel summer  Now _____'re gone  It's a cruel, cruel summer  Leaving me here on my own  It's a cruel, cruel summer  Now you're gone  Gonna feel only it was  It's a cruel, (cruel), cruel summer  (Leaving me) leaving me here on my  own  It's a cruel, (it's a cruel), cruel summer  Now you're gone</p>

**Author:** Gloria Vivero Roca

### Activity N° 10: Simple Present Continuous


<b>Resources:</b> Computer, speakers, worksheets.	<b>Time:</b> 40 minutes
<b>Objective:</b> At the end of the lesson, students will be able to recognize Simple Present Continuous in order to fill in the gaps of a lyrics song in a worksheet.	
<p><b>Illustration N° 10: Students practicing Simple Present Continuous</b></p> 	
<b>Pre-listening</b>	<ul style="list-style-type: none"> <li>• Students are asked to write a list of verbs on the board.</li> <li>• Teacher explains the structure of Simple Present Continuous by using the verbs from the list students wrote.</li> <li>• Then, teacher writes some examples on the board.</li> </ul>
<b>While-listening</b>	<ul style="list-style-type: none"> <li>• Teacher gives students a worksheet with the lyrics of the song: “Complicated” by Avril Lavigne, and explains students what they have to do in the listening exercise.</li> <li>• Teacher asks each student to read one line of the lyrics of the song and then, read the options to fill in the blank spaces.</li> <li>• Teacher plays the song twice or three times and students fill in the gaps.</li> </ul>
<b>Post-listening</b>	<ul style="list-style-type: none"> <li>• Students report their answers to the teacher.</li> <li>• Students write five sentences in Simple Present Tense and Simple Present Continuous from the lyrics of the song.</li> <li>• Finally, students sing the song loudly.</li> </ul>

**Author:** Gloria Vivero Roca

<b>Song:</b> “Complicated”	<b>Author:</b> Avril Lavigne
<b>Instructions:</b> Read the lyrics of the song; read the verbs below and finally, listen to the song and fill in the gaps with the correct option.	
<b>Options (Simple Present Continuous):</b> We’re - You’re - Talking - Making - You’re - Fooling - You’re watching - Trying	
<b>Others:</b> Before - Honesty - Complicated - See - Have - Clothes - Somebody - Frustrated	
<b>LYRICS</b>	
<p>Uh huh, life's like this  Uh huh, uh huh, that's the way it is  'Cause life's like this  Uh huh, uh huh that's the way it is  Chill out, what you yellin' for?  Lay back, it's all been done _____  And if you could only let it be  You will see  I like you the way you are  When _____ drivin' in your car  And you're _____ to me one on one  But you've become  _____ else 'round everyone else  You're watching your back like you  can't relax  _____ tryin' to be cool  You look like a fool to me  Tell me  Why do you _____ to go and  make things so _____?  I _____ the way you're  Acting like you're somebody else,  gets me _____</p>	<p>And life's like this you,  You fall and you crawl and you break  and you take what you get and you turn  it into  _____, you promised me I'm  never gonna find you fake it  No, no, no  You come over unannounced  Dressed up like you're somethin' else  Where you are ain't where it's at you  see, you're _____ me  Laugh out when you strike your pose  Take off all your preppy _____  You know, _____ not _____ anyone  When you've become  Somebody else 'round everyone else  You're watchin' your back like you can't  relax  You're _____ to be cool  You look like a fool to me  Tell me</p>

**Author:** Gloria Vivero Roca

### Activity N° 11: Simple Present and Simple Present Continuous Tense

<b>Resources:</b> Computer, speakers, worksheets.	<b>Time:</b> 40 minutes
<b>Objective:</b> At the end of the lesson, students will be able to recognize Simple Present Continuous in order to fill in the gaps of a lyrics song in a worksheet.	
<p style="text-align: center;"><b>Illustration N° 11: Students working on the listening activity</b></p> 	
<b>Pre-listening</b>	<ul style="list-style-type: none"> <li>• The class start by playing the game “Guess the Verb”: One student picks a card and make mimics and the rest of the class report the verb.</li> <li>• Teacher explains the structure of Simple Present and Simple Present Continuous to students.</li> </ul>
<b>While-listening</b>	<ul style="list-style-type: none"> <li>• Students receive a worksheet with the lyrics of the song: “All I have to do is dream” by The Everly Brothers, and receives instructions.</li> <li>• Teacher asks for volunteers to the lyrics and the options to fill in the blank spaces and, then, plays the song twice or three times and students fill in the gaps.</li> </ul>
<b>Post-listening</b>	<ul style="list-style-type: none"> <li>• Students write their responses on the board.</li> <li>• Students underline all the verbs they found in the song lyrics. Then, write a list of verbs in a chart writing the third person singular form and the ‘ing’ form. Finally, try to write the meaning of each one.</li> <li>• Additionally, students write the meaning of some expressions taken from the song “All I need is dream”.</li> <li>• Finally, students sing the song loudly.</li> </ul>

**Author:** Gloria Vivero Roca

<b>Song:</b> “All I have to do is dream”	<b>Author:</b> The Everly Brothers
<b>Instructions:</b> Read the lyrics of the song; read the verbs below and finally, listen to the song and fill in the gaps with the correct option.	
<b>Others:</b> Dream - Night - Charms - Away - Day - Mine - Day - Arms - Tight - Wine - Night - Away - Mine - Wine	
<b>LYRICS</b>	
<p>Drea-ea-ea-ea-eam, dream, dream, dream</p> <p>Drea-ea-ea-ea-eam, dream, dream, dream</p> <p>When I want you in my _____ When I want you and all your _____</p> <p>Whenever I want you, all I have to do is</p> <p>Drea-ea-ea-ea-eam, dream, dream, dream</p> <p>When I feel blue in the _____ And I need you to hold me _____</p> <p>Whenever I want you, all I have to do is</p> <p>Drea-ea-ea-ea-eam</p> <p>I can make you _____, taste your lips of _____</p> <p>Anytime night or _____</p> <p>Only trouble is, gee whiz</p> <p>I'm dreamin' my life _____</p>	<p>I need you so that I could die I love you so and that is why</p> <p>Whenever I want you, all I have to do is</p> <p>Drea-ea-ea-ea-eam, dream, dream, dream</p> <p>Drea-ea-ea-ea-eam</p> <p>I can make you _____, taste your lips of _____</p> <p>Anytime _____ or _____</p> <p>Only trouble is, gee whiz</p> <p>I'm dreamin' my life _____</p> <p>I need you so that I could die I love you so and that is why</p> <p>Whenever I want you, all I have to do is</p> <p>Drea-ea-ea-ea-eam, dream, dream, dream</p> <p>Drea-ea-ea-ea-eam, _____, dream, dream</p>

**Author:** Gloria Vivero Roca

**Underline all the verbs you could find in the lyrics of the songs “All I need is dream”. Then, write a list of verbs in the chart below writing the third person singular form and the ‘ing’ form. Finally, try to write the meaning of each one.**


<b>VERB</b>	<b>3<sup>RD</sup> PERSONAL SINGULAR FORM</b>	<b>‘ING’ FORM</b>	<b>MEANING</b>

**Write the meaning of the following expressions taken from the song “All I need is dream”.**

To dream your life away	
Gee Whiz!	
To feel blue	
To hold tight	

**Author:** Gloria Vivero Roca

### Activity N° 12: Practice of Simple Present Tense

<b>Resources:</b> Computer, speakers, worksheets.	<b>Time:</b> 40 minutes
<b>Objective:</b> At the end of the lesson, students will be able to recognize Simple Present Tense in order to fill in the gaps of a lyrics song; split and reorder sentences in a worksheet.	
<p><b>Illustration N° 12: Students during the practice of Simple Present Tense</b></p> 	
<b>Pre-listening</b>	<ul style="list-style-type: none"> <li>• The class starts with a memory game: each student say a verb and the others have to repeat all the verbs that classmates say.</li> <li>• Teacher explains the structure of Simple Present tense by using some verbs from the previous activity.</li> </ul>
<b>While-listening</b>	<ul style="list-style-type: none"> <li>• Teacher gives students a worksheet with the lyrics of the song: “Another day in paradise” by Phil Collins.</li> <li>• First, students listen to the song and complete the blanks with the correct option.</li> <li>• Second, students listen to song and split up the following words in order to form the correct sentences.</li> <li>• After that, students listen to the song again and reorder the following words and write correct sentences.</li> <li>• In the last activity, students listen to the song and fill in the gaps with the option they listen to.</li> <li>• Teacher plays the song twice or three times and students fill in the gaps.</li> </ul>
<b>Post-listening</b>	<ul style="list-style-type: none"> <li>• Finally, students sing the song loudly.</li> </ul>

Author: Gloria Vivero Roca

<b>Song:</b> "Another day in paradise"	<b>Author:</b> Phil Collins
<b>Instructions:</b> Read the lyrics of the song; read the verbs below and finally, listen to the song and fill in the gaps with the correct option.	
<b>Others:</b> Sleep - Cross - Try - Seem - Call - Walk - Cry - Call - Pretend	
<b>LYRICS</b>	
<p>She _____ out to the man on the street 'Sir, can you help me? It's cold and I've nowhere to _____, Is there somewhere you can tell me?'</p> <p>He _____ on, doesn't look back He _____ he can't hear her Starts to whistle as he _____ the street _____ embarrassed to be there</p>	<p>She _____ out to the man on the street He can see she's been _____ She's got blisters on the soles of her feet She can't walk but she's _____</p>
<b>Listen to the song and split up the following words in order to form the correct sentences.</b>	
<p>Oh think twice cause it's another day for you and me in paradise Oh think twice it's just another day for you, You and me in paradise think about it</p>	
<b>Listen to the song and reorder the following words and write correct sentences.</b>	
anybody Oh, is do there more nothing Lord can?	
say be Lord, you there Oh something must can?	
<b>Listen to the song again and fill in the gaps with the correct form of the verbs below:</b>	
<b>Options:</b> See - Not fill - Tell - Move	
<p>You can _____ from the lines on her face You can _____ that she's been there Probably been _____ on from every place Cause she _____ in there</p>	

**Author:** Gloria Vivero Roca



#### 4.9 Results of Implementation

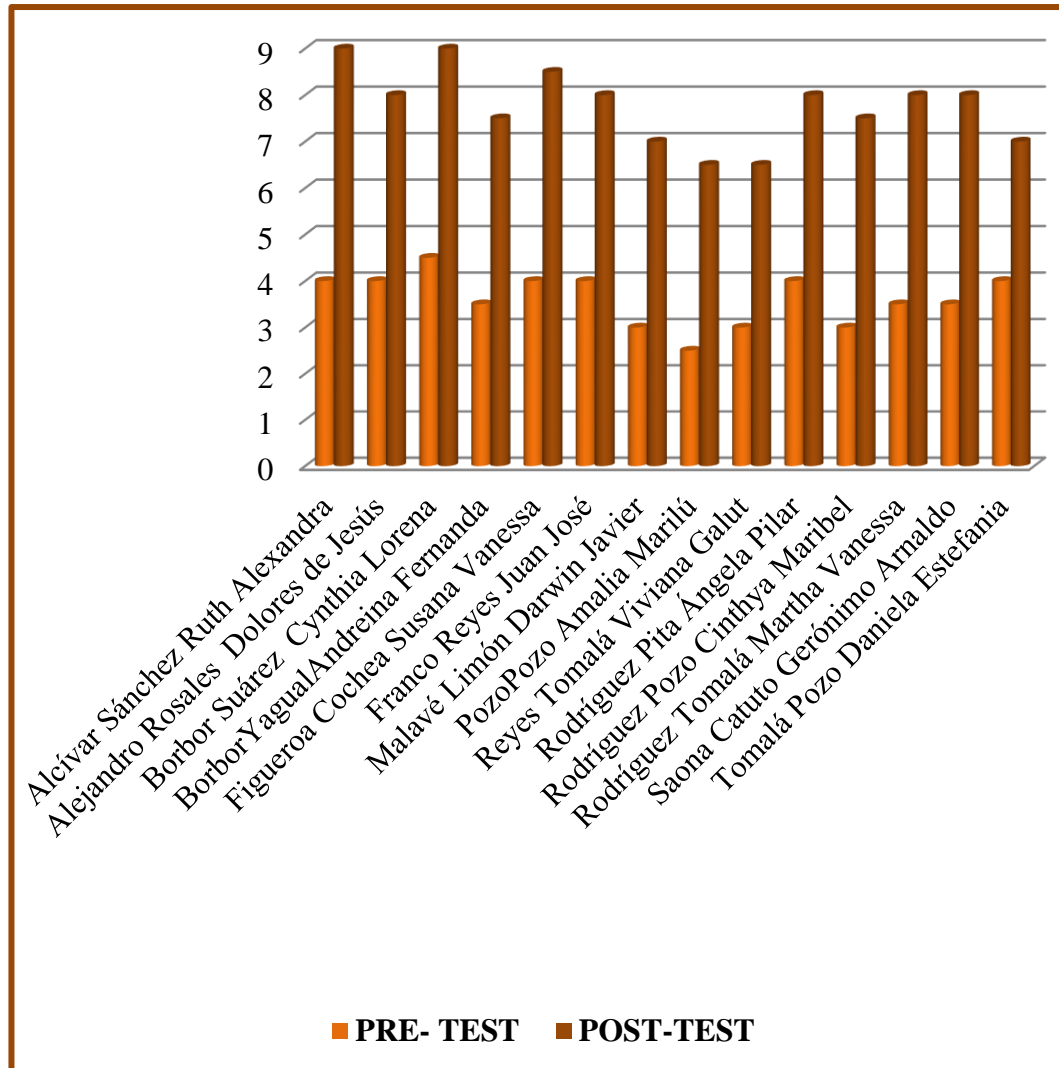
**Chart N° 18: Results of implementation-First BGU students**

N°	NAME	PRE-TEST	POST-TEST	PERCENTAGE OF IMPROVEMENT
1	Alcívar Sánchez Ruth Alexandra	4	9	50%
2	Alejandro Rosales Dolores de Jesús	4	8	40%
3	Borbor Suárez Cynthia Lorena	4,5	9	45%
4	Borbor Yagual Andreina Fernanda	3,5	7,5	40%
5	Figueroa Cochea Susana Vanessa	4	8,5	45%
6	Franco Reyes Juan José	4	8	40%
7	Malavé Limón Darwin Javier	3	7	40%
8	Pozo Pozo Amalia Marilú	2,5	6,5	40%
9	Reyes Tomalá Viviana Galut	3	6,5	35%
10	Rodríguez Pita Ángela Pilar	4	8	40%
11	Rodríguez Pozo Cinthya Maribel	3	7,5	45%
12	Rodríguez Tomalá Martha Vanessa	3,5	8	45%
13	Saona Catuto Gerónimo Arnaldo	3,5	8	45%
14	Tomalá Pozo Daniela Estefania	4	7	30%

**Source:** Pre and post test applied to BGU students

**Author:** Gloria Vivero Roca

**Graphic N° 11: Results of implementation-First BGU students**



**Source:** Pre and post test applied to BGU students  
**Author:** Gloria Vivero Roca

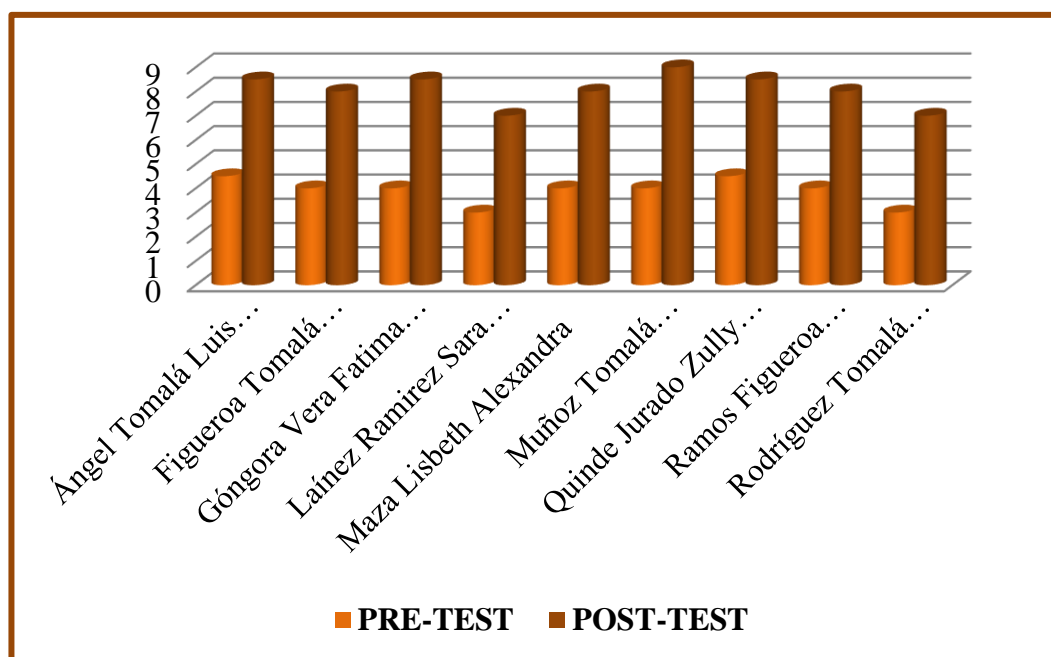
**Chart N° 19: Results of implementation-Second BGU students**

N°	NAMES	PRE-TEST	POST-TEST	PERCENTAGE OF IMPORVEMENT
1	Ángel Tomalá Luis Vicente	4,5	8,5	40%
2	Figueroa Tomalá Selena Susana	4	8	40%
3	Góngora Vera Fatima Candelaria	4	8,5	45%
4	Láinez Ramirez Sara Ángela	3	7	40%
5	Maza Lisbeth Alexandra	4	8	40%
6	Muñoz Tomalá Geovanny Gregorio	4	9	50%
7	Quinde Jurado Zully Julissa	4,5	8,5	40%
8	Ramos Figueroa Katherine Soledad	4	8	40%
9	Rodríguez Tomalá Martha Lili	3	7	40%

**Source:** Pre and post test applied to BGU students

**Author:** Gloria Vivero Roca

**Graphic N° 12: Results of implementation-Second BGU students**



**Source:** Pre and post test applied to BGU students

**Author:** Gloria Vivero Roca

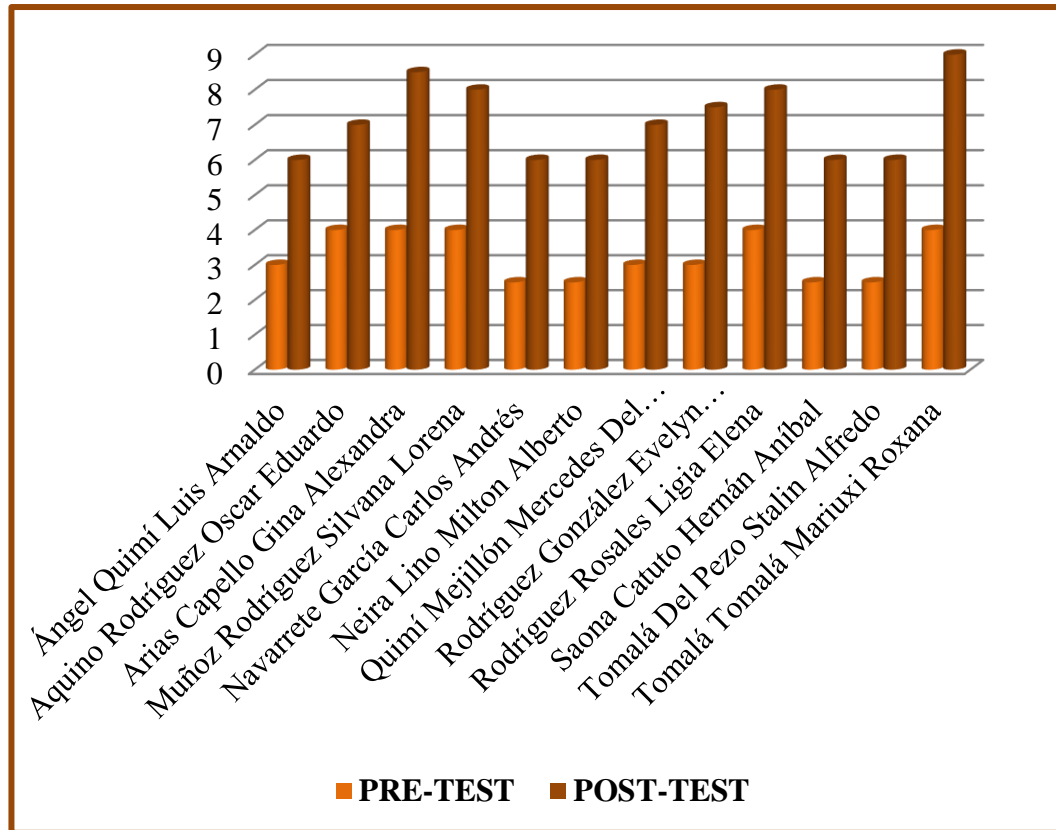
**Chart N° 20: Results of implementation-Third BGU students**

N°	NAMES	PRE-TEST	POST-TEST	PERCENTAGE OF IMPORVEMENT
1	Ángel Quimí Luis Arnaldo	3	6	30%
2	Aquino Rodríguez Oscar Eduardo	4	7	30%
3	Arias Capello Gina Alexandra	4	8,5	45%
4	Muñoz Rodríguez Silvana Lorena	4	8	40%
5	Navarrete García Carlos Andrés	2,5	6	35%
6	Neira Lino Milton Alberto	2,5	6	35%
7	Quimí Mejillón Mercedes Del Roció	3	7	40%
8	Rodríguez González Evelyn Viviana	3	7,5	45%
9	Rodríguez Rosales Ligia Elena	4	8	40%
10	Saona Catuto Hernán Aníbal	2,5	6	35%
11	Tomalá Del Pezo Stalin Alfredo	2,5	6	35%
12	Tomalá Tomalá Mariuxi Roxana	4	9	50%

**Source:** Pre and post test applied to BGU students

**Author:** Gloria Vivero Roca

**Graphic N° 13: Results of implementation-Third BGU students**



**Source:** Pre and post test applied to BGU students

**Author:** Gloria Vivero Roca

#### **4.10 Conclusions**

- Once this proposal was completely implemented, it is concluded that BGU students from Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J:” needed to develop their listening skill in order to understand oral messages or information transmitted by a speaker in order to produce a good response.
- Moreover, it was proved that the implementation of musical activities contributed to motivate all students to participate in class because singing and listening to music is a way to practice listening skill, and other skills, in an environment without embarrassment feelings or shyness.
- Finally, it was proved musical activities are pedagogical strategies that need to be implemented in the learning process of BGU students; the application of songs during the listening skill training was significant for the encouragement to not only develop listening skill but learn new vocabulary, grammar, and others.

#### **4.11 Recommendations**

- The development of listening skill, and the other English language skills, is necessary because these skills are interrelated among them and students need to be proficient in the entire English language. Therefore, it is recommended that English teachers or instructors pay attention to the constant practice of listening skill and the others skills.
- Furthermore, it is recommended that English teachers promote dynamism during their lessons in order to get participative students: musical exercises represent a way to develop, practice, and improve any topic.
- Finally, the teaching process needs to be an active process that involves the participation and development of students; as a consequence of that, it is recommended that English teachers implement motivational activities and the application of songs is an excellent way to encourage students to participate in class and learn. The use of musical activities should be applied constantly for the appropriate and more dynamic BGU students' learning.

## CHAPTER V

### ADMINISTRATIVE FRAMEWORK

#### 5.1 Budget

<b>INSTITUTIONAL RESOURCES</b>				
N°	DESCRIPTION	TIME	UNIT COST	TOTAL
1	Unidad Educativa Fiscomisional Experimental “José María Vélaz S. J.”	-----	-----	-----

<b>MATERIAL RESOURCES</b>				
N°	DESCRIPTION	QUANTITY	UNIT COST	TOTAL
2	Paper ream	2 reams	\$5.00	\$10.00
3	Copies	200	\$0.05	\$10.00
4	Prints	600	\$0.30	\$180.00
5	Ink for the printer	4	\$15	\$60
6	CDs	3	\$2.00	\$6.00
<b>SUBTOTAL</b>				<b>\$266.00</b>

<b>TECHNOLOGICAL RESOURCES</b>				
N°	DESCRIPTION	QUANTITY-TIME	UNIT COST	TOTAL
	Internet	8 months	\$30.00	\$240.00
7	Laptop	1	\$700.00	\$700.00
8	Camera	1	\$160.00	\$160.00
9	Flash memory	1	\$15.00	\$15.00
<b>SUBTOTAL</b>				<b>\$1,115.00</b>

<b>OTHERS</b>				
N°	DESCRIPTION	TIME	UNIT COST	TOTAL
18	Communication	4 months	\$10.00	\$40.00
19	Transportation	4 months	\$10.00	\$40.00
<b>SUBTOTAL</b>				<b>\$80.00</b>

<b>TOTAL SUMMATORY</b>				<b>\$1,461.00</b>
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### 5.2 Timetable

Chart N° 21: Timetable

ACTIVITY	2015																2016																2017															
	AUG				SEPT				OCT				NOV				DEC				JAN				FEB				MAY				JUN				AUG			NOV			DEC			MAR		
	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	1	2	3	1	2	4	1	3	4				
Advisor socialization	■																																															
Elaboration chapter I	■	■																																														
Review of chapter I																																																
Elaboration chapter II		■	■	■	■																																											
Review of chapter II					■	■																																										
Field research at educational institution						■	■																																									
Data collection							■	■																																								
Elaboration chapter III							■	■	■																																							
Review chapter III												■																																				
Elaboration chapter IV													■	■	■	■																																
Proposal implementation																	■	■	■	■	■	■	■																									
Elaboration chapter V																							■	■	■																							
Elaboration of preliminary pages																									■	■	■	■																				
Review of thesis draft																																■	■															
Delivery of final work																																																
Pre-defense day																																									■							
Defense-Graduation day																																											■					

Author: Gloria Vivero Roca

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## Appendix

### Appendix N° 1: Interview applied to specialist



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



N°	QUESTION	ANSWER
1	<b>Why do you consider English language is important in these days?</b>	
2	<b>Do you consider that listening is fundamental for the English language acquisition?</b>	
3	<b>Have you ever used musical activities to develop the listening skill of your students?</b>	
4	<b>Do you consider that it is necessary to use technological resources in order to improve the teaching and learning process?</b>	
5	<b>What kind of exercises do you apply to improve listening skill?</b>	
6	<b>What is your opinion about the musical activities application?</b>	
7	<b>What are the benefits of using musical activities in the learning process of a new language?</b>	
8	<b>What kind of musical activities would you recommend?</b>	
9	<b>Do you consider that students would enjoy with the application of musical activities in class?</b>	
10	<b>Do you consider that the use of musical activities contributes to develop the listening skill of students? In which aspects?</b>	

**Appendix N° 2: Interview applied to principal**



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



N°	QUESTION	ANSWER
1	<b>Do you consider that English is an important factor for the life of people?</b>	
2	<b>Why do you consider that listening skill is necessary for the English language acquisition?</b>	
3	<b>What kind of activities does English teacher of this educational institution apply for the development of listening skill?</b>	
4	<b>Do you consider that students from this educational institution need to develop their listening skill?</b>	
5	<b>Do teachers from this educational institution use technological resources for the development of their classes?</b>	
6	<b>Do you consider that musical activities contribute to develop listening skill of students?</b>	
7	<b>What kind of musical activities does English teacher apply in order to develop students' listening skill?</b>	
8	<b>Are you willing students from this educational institution develop their listening skill through the implementation of musical activities?</b>	



**Appendix N° 3: Interview applied to English teacher**



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



N°	QUESTION	ANSWER
1	<b>How do you consider your English classes?</b>	
2	<b>Do your students enjoy listening activities you apply in class?</b>	
3	<b>What kind of activities does What kind of didactic resources do you apply to teach listening skill?</b>	
4	<b>What is the frequency you apply listening activities in your English lessons?</b>	
5	<b>Do you consider that your students have developed their listening skill?</b>	
6	<b>Do you apply musical activities for the development of you English lessons?</b>	
7	<b>Do you consider that musical activities contribute to develop listening skill of your students?</b>	
8	<b>What kind of musical activities do you apply in your classes?</b>	
9	<b>Are you willing to apply musical activities in order to develop students' listening skill?</b>	

**Appendix N° 4: Survey applied to BGU students**



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



**INSTRUCTIONS:** Read each question and then choose the option that describes most your answer (X)

**Question N° 1: Do you like English language?**

ALTERNATIVES	ANSWER
Yes	
No	
Partially	

**Question N° 2: Do you participate during the English classes?**

ALTERNATIVES	ANSWER
Yes	
No	
Partially	

**Question N° 3: How do you consider English lessons?**

ALTERNATIVES	ANSWER
Very interesting	
Interesting	
Not interesting	
Boring	

**Question N° 4: Does your English teacher apply listening activities in class?**

ALTERNATIVES	ANSWER
Yes	
No	
Partially	

**Question N° 5: Are difficult for you the listening activities your English teacher applies?**

ALTERNATIVES	ANSWER
Yes	
No	
Partially	

**Question N° 6: Do you consider that you have developed your listening skill satisfactorily?**

ALTERNATIVES	FREQUENCY
Totally agree	
Agree	
Disagree	
Totally disagree	

**Question N° 7: Does your English teacher apply technological resources to practice listening skill?**

ALTERNATIVES	ANSWER
Yes	
No	

**Question N° 8: Does your English teacher apply musical activities in order to develop your listening skill?**

ALTERNATIVES	ANSWER
Yes	
No	
Partially	

**Question N° 9: Do you consider that the application of musical activities contributes to develop your listening skill?**

ALTERNATIVES	FREQUENCY
Totally agree	
Agree	
Disagree	
Totally disagree	

**Question N° 10: Are you willing to us musical activities in order to develop your listening skill?**

ALTERNATIVES	FREQUENCY
Totally agree	
Agree	
Disagree	
Totally disagree	

## Appendix N° 5: Observation guide



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



<b>UNIDAD EDUCATIVA FISCOMISIONAL EXPERIMENTAL “JOSÉ MARÍA VÉLAZ S. J.”</b>						
<b>Observer:</b> Gloria Vivero Roca			<b>Observed teacher:</b> Lcdo. Leonardo Marcillo Pino			
<b>Objective:</b> To evaluate the methodologies and strategies that English teacher implement during the development of his classes.						
N°	ASPECTS TO EVALUATE	RATING SCALE				
		1	2	3	4	5
1	English teacher starts the class with a dynamic.					
2	English teacher writes the objective of the lesson or mentions it.					
3	Teacher prepares students for the listening lessons explaining some useful vocabulary.					
4	Teacher provides students the opportunity to listen to the vocabulary words pronunciation.					
5	Teacher explains any grammatical rule.					
6	Teacher uses the target language in the development of his class.					
7	Teacher applies teaching strategies which lead and encourage students to participate in class.					
8	Teacher applies activities that promote the development of listening skill.					
9	Teacher plays audios or any other resource in order to develop students' listening skill.					
10	Teacher asks students questions about the audio he played before.					
11	Teacher verifies students' improvement of their listening skill.					
12	Teacher provides positive feedback about the lesson.					

**Author:** Gloria Vivero Roca

### Appendix N° 6: First BGU students' names

N°	NAME			
1	Alejandro Rosales Dolores de Jesús			
2	Alcívar Sánchez Ruth Alexandra			
3	Borbor Suárez Cynthia Lorena			
4	Borbor Yagual Andreina Fernanda			
5	Figueroa Cochea Susana Vanessa			
6	Franco Reyes Juan José			
7	Malavé Limón Darwin Javier			
8	Pozo Pozo Amalia Marilú			
9	Reyes Tomalá Viviana Galut			
10	Rodríguez Pita Ángela Pilar			
11	Rodríguez Pozo Cinthya Maribel			
12	Rodríguez Tomalá Martha Vanessa			
13	Saona Catuto Gerónimo Arnaldo			
14	Tomalá Pozo Daniela Estefania			

Source: Secretary Department at U. E. F. E. "José María Vélaz S. J."

### Appendix N° 7: Second BGU Students' names

N°	NAMES			
1	Ángel Tomalá Luis Vicente			
2	Figueroa Tomalá Selena Susana			
3	Góngora Vera Fatima Candelaria			
4	Laínez Ramírez Sara Ángela			
5	Maza Lisbeth Alexandra			
6	Muñoz Tomalá Geovanny Gregorio			
7	Quinde Jurado Zully Julissa			
8	Ramos Figueroa Katherine Soledad			
9	Rodríguez Tomalá Martha Lili			

Source: Secretary Department at U. E. F. E. "José María Vélaz S. J."

### Appendix N° 8: Third BGU Students' names

N°	NAMES			
1	Ángel Quimí Luis Arnaldo			
2	Aquino Rodríguez Oscar Eduardo			
3	Arias Capello Gina Alexandra			
4	Muñoz Rodríguez Silvana Lorena			
5	Navarrete García Carlos Andrés			
6	Neira Lino Milton Alberto			
7	Quimí Mejillón Mercedes Del Roció			
8	Rodríguez González Evelyn Viviana			
9	Rodríguez Rosales Ligia Elena			
10	Saona Catuto Hernán Aníbal			
11	Tomalá Del Pezo Stalin Alfredo			
12	TomaláTomaláMariuxi Roxana			

Source: Secretary Department at U. E. F. E. “José María Vélaz S. J.”

### Appendix N° 9: Articles from the Legal Basis

CONSTITUTION OF ECUADOR	
ARTICLE	DESCRIPTION
Art. 26.	Education is a right of people throughout life and an unavoidable and inescapable duty of the State. Is a priority area of public policy and government investment, ensuring equality and social inclusion and essential for good living standards. Individuals, families and society have the right and responsibility to participate in the educational process.
Art. 27	Education will focus on the human being and ensure their holistic development, within the framework of respect for human rights, the environment and sustainable democracy; will be participatory, mandatory, intercultural, democratic, inclusive and diverse, quality and warmth; will promote gender equality, justice, solidarity and peace; stimulate critical thinking, art and physical education, individual and community initiative and the development of skills and abilities to create and work. Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country, and is a strategic area for national development.

<b>ORGANIC LAW OF INTERCULTURAL EDUCATION</b>	
<b>ARTICLE</b>	<b>DESCRIPTION</b>
6	<p>e. To ensure a continuous improvement of the quality of education</p> <p>f. To ensure that all educational institutions develop a comprehensive education, coeducational, with a transversal vision and focus on rights.</p>
38	<p>The article establishes that people less than fifteen years old with uncompleted school studies have the right to a basic general education and schooled bachillerato; in the same way, it is established that citizens with uncompleted school studies will receive a basic general education which includes alphabetization.</p>

#### **Appendix N° 10: Interview to the specialist**



**Author:** Gloria Vivero Roca



**Appendix N° 11: Interview to the principal**



**Author:** Gloria Vivero Roca

**Appendix N° 12: Interview to English teacher**



**Author:** Gloria Vivero Roca

**Appendix N° 13: First BGU students**



**Author:** Gloria Vivero Roca

**Appendix N° 14: Second BGU students**



**Author:** Gloria Vivero Roca

### Appendix N° 15: Third BGU students



Author: Gloria Vivero Roca

### Appendix N° 16: The investigator during the proposal application



Author: Gloria Vivero Roca

**Appendix N° 17: Implementation of the proposal**



**Author:** Gloria Vivero Roca

**Appendix N° 18: BGU students working on the proposal**



**Author:** Gloria Vivero Roca

**Appendix N° 19: BGU students filling in the gaps**



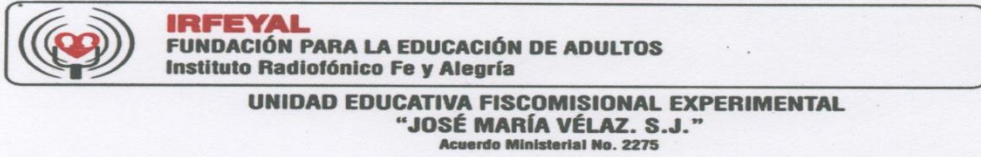
**Author:** Gloria Vivero Roca

**Appendix N° 20: BGU students during musical activities application**



**Author:** Gloria Vivero Roca

**Appendix N° 21: Approval letter for the proposal implementation**



Santa Elena, 20 de Agosto del 2015.

Oficio No. 0032- EXT.57-2015

Msc.

**Glenda Pinoargote Parra**

**DIRECTORA DE LA CARRERA LICENCIATURA EN INGLÉS**

En su despacho.


De mis consideraciones:

Por medio del presente, comunico a usted que la Sra. **Gloria María Vivero Roca** ha solicitado realizar investigación para tema de su tesis de **"MUSICAL ACTIVITIES TO DEVELOP ENGLISH LISTENING SKILLS TO STUDENTS OF BGU AT UNIDAD EDUCATIVA FISCOMISIONAL EXPERIMENTAL "JOSÉ MARÍA VÉLAZ S.J." IN SANTA ELENA PROVINCE 2015-2016."**

Por lo que autorizo a la Sra. **Gloria María Vivero Roca** realice su respectiva investigación solicitada a la Ext. No. 57 de la Unidad Educativa Fiscomisional Experimental "José María Vélaz S.J." del IRFEYAL.

Particular que comunico a usted para los fines consiguientes.

Atentamente,

  
**Tnlg. Eliana M. Reyes Borbor**  
**COORDINADORA ADMINISTRATIVA**



Cc: Archivo

## Appendix N° 22: Certificate of the proposal implementation



**IRFEYAL**  
FUNDACIÓN PARA LA EDUCACIÓN DE ADULTOS  
Instituto Radiofónico Fe y Alegría

**UNIDAD EDUCATIVA FISCOMISIONAL EXPERIMENTAL**  
**"JOSÉ MARÍA VÉLAZ. S.J."**  
Acuerdo Ministerial No. 2275

Santa Elena, 5 de Febrero del 2016.

Oficio No. 0004- EXT.57-20016

Msc.

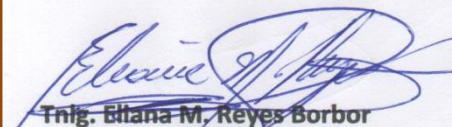
**Glenda Pinoargote Parra**  
**DIRECTORA DE LA CARRERA LICENCIATURA EN INGLÉS**  
En su despacho.

De mis consideraciones:

Tengo a bien dirigirme a usted para enviarle un cordial y afectuoso saludo, por medio del presente, comunicó que la Srta. Gloria María Vivero Roca, ha culminado la investigación y ejecución de la Tesis en la Unidad Educativa "José María Vélaz" S.J., Extensión No. 57 del IRFEYAL, con el Tema: MUSICAL ACTIVITIES TO DEVELOP ENGLISH LISTENING SKILLS TO STUDENTS OF BGU AT UNIDAD EDUCATIVA FISCOMISIONAL EXPERIMENTAL "JOSÉ MARÍA VÉLAZ S.J." IN SANTA ELENA PROVINCE 2015-2016.

Particular que comunico a usted, para los fines pertinentes.

Atentamente,

  
**Tnig. Eliana M. Reyes Borbor**  
**COORDINADORA ADMINISTRATIVA**



Cc: Archivo

## Appendix N° 23: Urkund Report

UNIVERSIDAD ESTATAL  
PENÍNSULA DE SANTA ELENA



La Libertad, 1 de agosto de 2016

### CERTIFICADO ANTIPLAGIO

001-TUTOR GMVR (CAJE 01)-2016

En mi calidad de tutor del trabajo de titulación denominado “**MUSICAL ACTIVITIES TO DEVELOP ENGLISH LISTENING SKILLS TO STUDENTS OF BGU AT UNIDAD EDUCATIVA FISCOMISIONAL EXPERIMENTAL “JOSE MARIA VELAZ. S. J. IN SANTA ELENA, SANTA ELENA PROVINCE 2015-2016 ”**”, elaborado por la estudiante: **VIVERO ROCA GLORIA MARIA**, egresada de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Idioma Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **3%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

A handwritten signature in blue ink, appearing to read 'Cecilia Escobar Jara', written over a horizontal line.

Jara Escobar Cecilia Alexandra

C.I.: 0910649185

DOCENTE TUTOR





## Reporte Urkund.

**URKUND**

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	<a href="#">CHAPTER II.docx</a>	<input type="checkbox"/>

## Appendix N° 24: Thesis advisor certificate

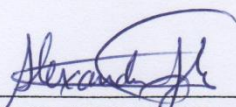
La Libertad, 1 de Agosto del 2016

### CERTIFICACIÓN DEL DIRECTOR DE TESIS

MSc. ALEXANDRA JARA ESCOBAR. TUTORA DEL TRABAJO DE TITULACIÓN DE LA EGRESADA GLORIA MARÍA VIVERO ROCA

### CERTIFICA

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe Final del Trabajo de Titulación: “MUSICAL ACTIVITIES TO DEVELOP ENGLISH LISTENING SKILLS TO STUDENTS OF BGU AT UNIDAD EDUCATIVA FISCOMISIONAL EXPERIMENTAL “JOSÉ MARÍA VÉLAZ. S. J.” IN SANTA ELENA, SANTA ELENA PROVINCE 2015 – 2016” éstos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.



---

ECON. ALEXANDRA JARA ESCOBAR, MSc.  
DOCENTE TUTORA