# PENINSULA OF SANTA ELENA
# STATE UNIVERSITY

## FACULTY OF EDUCATION AND LANGUAGES

## ENGLISH TEACHING CAREER

**"SONGS TO ENHANCE COMMUNICATION IN ENGLISH ON STUDENTS OF TENTH BASIC YEAR AT UNIDAD EDUCATIVA JOHN F. KENNEDY. SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017 – 2018."**

## RESEARCH PAPER

As a prerequisite to obtain a:

## BACHELOR´S DEGREE IN ENGLISH

**AUTHOR:** LIZBETH MARIELA CASTRO PAZMIÑO

**ADVISOR:** LIC. JANNETTE CEVALLOS ALCIVAR MSC.

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# UNIVERSIDAD ESTATAL PENINSULA OF SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

CARRERA LICENCIATURA EN INGLÉS

**"SONGS TO ENHANCE COMMUNICATION IN ENGLISH ON STUDENTS OF TENTH BASIC YEAR AT UNIDAD EDUCATIVA JOHN F. KENNEDY. SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017 – 2018."**

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La Libertad, November 23th, 2017

# ADVISOR'S APPROVAL

In my role as Adviser of the research paper under the title "SONGS TO ENHANCE COMUNICATION IN ENGLISH ON STUDENTS OF TENTH BASIC YEAR AT UNIDAD EDUCATIVA JOHN F. KENNEDY. SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017 - 2018" prepared by Lizbeth Mariela Castro Pazmiño undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the Board of Examiners.

Sincerely,

**LCDA. JEANNETTE CEVALLOS MSc.**
**ADVISOR**

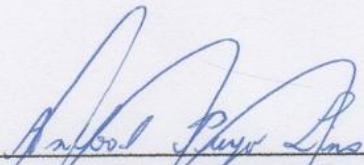La Libertad, November 23th, 2017

# STATEMENT OF AUTHORSHIP

I, **LIZBETH MARIELA CASTRO PAZMIÑO**, with ID number. 0923567887, undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper **"SONGS TO ENHANCE COMUNICATION IN ENGLISH ON STUDENTS OF TENTH BASIC YEAR AT UNIDAD EDUCATIVA JOHN F. KENNEDY. SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017 - 2018."** Certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

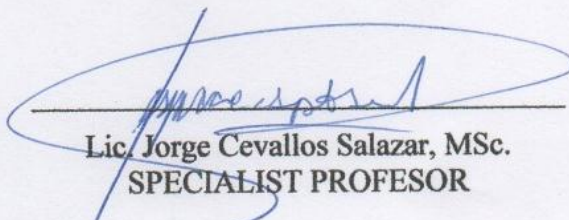Lizbeth Mariela Castro Pazmiño
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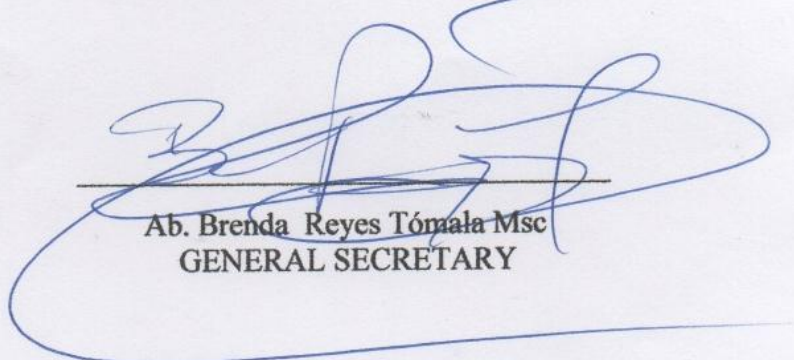Lcdo. Aníbal Puya Lino MSc.
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# DEDICATION

This research paper is dedicated to my God who knew how to guide me through the good way, give me the strength to keep going and not faint in the problems that arose, teaching me to face the adversities without ever losing dignity or failing in the trial.

To my family, for whom I am what I am. For my parents Jenny Pazmiño and Luis Castro Vargas for their support, advice, understanding, love, help in difficult times, and for helping me with the necessary resources for studying. They have given me everything that I am as a person, my values, my principles, my character, my commitment, my perseverance, my courage to achieve my goals.

To my son Jake and my daughter Kristhell who have been my motivation, inspiration and happiness.

*Lizbeth*

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My sincere thanks also to Unidad Educativa John F. Kennedy and their authorities, for offering me the opportunity to apply my project in their groups and leading me to work on diverse exciting projects.

I would like to thank my family: my parents Jenny Pazmiño and Luis Castro, for giving birth to me at the first place and supporting me spiritually throughout my life.

*Lizbeth*

# DECLARATION

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

# DECLARATORIA

"EL CONTENIDO DEL PRESENTE TRABAJO DE TITULACIÓN ES DE MI RESPONSABILIDAD, EL PATRIMONIO INTELECTUAL DEL MISMO PERTENECE A LA UNIVERSIDAD PENÍNSULA DE SANTA ELENA."

Lizbeth Mariela Castro Pazmiño

C.I. 0923567887

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**Author: Lizbeth Mariela Castro Pazmiño**
**Advisor: MSc. Jeannette Cevallos Alcivar**

**ABSTRACT**

The objective of this research work was to improve the speaking skills in students of tenth basic year at Unidad Educativa John F. Kennedy. Salinas, Province of Santa Elena. School year 2017-2018, through songs. In this research work was applied the qualitative and quantitative methods. The researcher worked collaboratively with the specialist, principal and English teachers in order to improve the deficiency of the speaking skills that was the main issue during this research. The participants of this research object were 21 students of tenth basic year at Unidad Educativa John F. Kennedy. The data collections of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching learning process during and interviewing the specialists, principal and English teachers about the implementation of a song production in English classes. Furthermore, the quantitative data were gained by assessing the students' speaking skills through the pre and post-test which contributed to identify how the students increase their proficiency of the English language focusing on the speaking ability. Moreover, the application of this strategy in education seems to be a good pedagogical tool for English teachers who seek how to teach English with songs in an easy and fun way. The research results showed that the implementation of a song production was effective to improve the speaking ability and also it contributed to increase the motivation to learn the English language in students of tenth basic year at Unidad Educativa John F. Kennedy. Salinas, Province of Santa Elena, School year 2017-2018.

**Key words:** songs, production, speaking skills, qualitative method, quantitative method.

# INTRODUCTION

The knowledge of more than one language is advantageous for all, so that, the attention to the needs of the citizens and among them the one of communication that is one of the most important in a globalized world, it must be characteristic of modern education.

Learning a language well requires a lot of attention, perseverance, work and above all, time and interest, to be able to communicate with other people in their native language it always compensates the effort made.

Currently, the teaching and learning process does not cover expectations of many students considering that the English language is very important and has become a part of a tool for work for the student and the Ecuadorian citizen, for being used in the universal communication, it is urgent to make innovations that propitiate knowledge in a globalized world that demands more communication.

Teaching English to students at basic education level is the best age in which learners can practice speaking through their favorite songs. It is why the teenagers should practice speaking skills at these ages. That the reason of the implementation of songs production to be a good resource that can contribute to decrease the deficiency of the speaking skills in students of tenth basic year at Unidad Educativa John F. Kennedy.

The overall explanation about what this research paper contains is the following:

***Chapter I,*** *The Problem:* In this chapter is located the problem that is "the deficiency of the speaking skills in students of tenth basic year at Unidad Educativa John F. Kennedy, research object, action research, and the general objective is recognized.

**Chapter II,** *The Theoretical Framework***:** This chapter includes the theoretical basis in which there are bibliographies, opinions of the other authors which contributed for this kind of research work.

**Chapter III,** *Methodology:* It contains the useful methodology, the instruments, and techniques of data collection used during the research process, and the instruments which were applied such as interviews, surveys and the focus group which contributed to obtain relevant data for this research work.

**Chapter IV,** *The Proposal:* It embraces the beneficiaries who are the students of tenth basic year at Unidad Educativa John F. Kennedy and how they really improved their speaking skills with the application of technology focused on web based animation software.

# CHAPTER I
# THE PROBLEM STATEMENT

## 1.1 TITLE

"SONGS TO ENHANCE COMMUNICATION IN ENGLISH ON STUDENTS OF TENTH BASIC YEAR AT UNIDAD EDUCATIVA JOHN F. KENNEDY. SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017 – 2018."

## 1.2 PROBLEM STATEMENT

Nowadays, around 1.8 billion people in the world speak the English language, it has been the language chosen by people from different countries to speak when they migrate to North America, that is why English has been promoted since then and it was once prohibited to learn other languages at schools', but this was banned in 1923.

The study stresses that the level of English in Latin America is very low, something which can be explained, in part, by the importance of the Spanish language in the region. This is a shared language that allows the continental trade, diplomacy and travel, which reduces the motivation to learn English.

The Government of Ecuador has undertaken actions aimed at improving the quality of education in the country. In this context, the President of the Republic has reiterated his promise of an investment without limits to achieve academic excellence at all levels, by considering that this is the best way to achieve the development and end inequity. In this task, the human talent, prioritizing the science and technology, accompanied by clear national projects, are prerequisites for achieving the objectives of achieving excellence in education.

One of the interest topics in Ecuador is to improve the teaching of English as a foreign language in primary and secondary schools, to ensure that the students may have access to the best Universities in the world, and for that purpose the Government has designed a program directed to secondary-school teachers of English language.

This program aims to send English teachers from Ecuador to United States universities to learn new strategies for teaching English as a second language.

Nowadays, it is important to learn English in all professional areas. English Students believe that it is a difficult language to acquire but it is not, it depends on the teaching techniques used and applied by teachers.

Looking at students that have learnt the language gives us a complete idea about how to introduce the language. The best age for students is 4 or 5 years old, the language is introduced easily with songs, dancing at the same time, unconsciously they will realize how easy it is to produce words and sentences in English. It is a plus when parents know the language and encourage their children to handle the language well.

At John F. Kennedy School, some of the teachers teach through traditional methods, they have taught with limited resources (whiteboard and books). Recent studies have shown that the teaching learning process might be implemented through non-traditional methods such as MUSIC.

## 1.3 CONTEXT OF THE PROBLEM

At present the school has 864 students, from grade 1st of Basic until 3rd of Baccalaureate. There are 21 courses from 1st to 10th grades, at Unidad Educativa John F. Kennedy; each class has 27 students, it has well-designed classrooms,

with high-quality projectors. There are 8 English teachers, some of them with third level degree in education; some others are on the way to get their B2 level.

At Unidad Educativa John F. Kennedy, English is taught according to the level of English of the student, a placement test is taken at the beginning of the year and the student is placed as: beginners and elementary with two hours per day at the week.

Teachers use a wide variety of techniques and the usage of music has become a very powerful technique. The purpose of this project is to improve the speaking skills among students tenth basic year through a non-traditional technique such as MUSIC.

At Unidad Educativa John F. Kennedy, there is a good English structure of teaching process, students are facing new teaching techniques from teachers but still they have deficiency with their skills, they do not want to talk because of the mistakes that they have and even though teachers motivated them, they felt afraid to talk, they used to feel uncomfortable about the English language, now they feel better but it is not enough. However, there are a lot of problems to teach the speaking skill like these:

## 1.3.1 PROBLEM TREE

**Graphic # 1 Problem Tree**

**EFFECTS**

| Students cannot speak in English well, because do not practice with exercises in classes. | Learners have lack of speaking skills, are not able to communicate in English. | They feel frustrated, ashamed trying to say something, because do not have a good pronunciation. |

**DIFFICULTIES OF SPEAKING SKILLS AMONG STUDENTS OF TENTH BASIC YEAR AT UNIDAD EDUCATIVA JOHN F. KENNEDY. SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016 – 2017.**

**CAUSES**

| Most teachers do not apply strategies to develop the speaking skills correctly. | There are students with different knowledge of English because they come from Institutions with lower level. | Students are afraid of talking in front of others. They have difficulties to speak fluently. |

## 1.4 RESEARCH QUESTIONS

1. What is speaking skill?

2. What is the importance of speaking skill?

3. How we can enhance to speaking skill?

4. What is the importance of music in English teaching?

## 1.5 RATIONALE

Teachers must use certain tools that serve to break up the monotony of the classes and motivate our students. These techniques tend to be innovative in teaching and have a focus on animation and expression. Music is one of them and in this case, becomes an absolute prominence due to the importance of its use and the great benefits it provides.

The significance of this project remains on the acquisition of the language in a natural way through songs, in a context of real communication, since music in general, is part of our everyday life. Music also has several features that ensure the success within the classroom, as it is fun, enjoyable and allow to achieve language objectives such as learning vocabulary, facilitating the learning of structures, improving pronunciation and intonation.

Teachers have implemented the use of songs and have made them an ally of importance. Songs are an essential part of the use of music as a technique, to improve the Speaking Skills. Not only is used to break the diagrams established in the classroom but also, the music, has a great value because the child through it acquires self-discipline.

**1.6 RESEARCH OBJECTIVE**

To develop Communication through Songs in order to enhance speaking skills on students of tenth basic year at Unidad Educativa John f. Kennedy. Salinas, province of Santa Elena, school year 2017-2018

**1.7 IDEA TO DEFEND**

Songs as a Teaching Technique will enhance the Speaking Skills among students of tenth basic year at Unidad Educativa John F. Kennedy. Salinas city, province of Santa Elena, School year 2017 - 2018.

**1.8 SCIENTIFIC TASKS**

1. Review of the Theoretical framework of music for the enhancement of the Speaking Skills.

2. Identification of the current methodological process focused on the Speaking Skills among students of tenth basic year at Unidad Educativa John F. Kennedy.

3. Implementation of songs activities to improve the Speaking Skills among students of tenth basic year at Unidad Educativa John F. Kennedy.

# CHAPTER II
# THEORETICAL BASIS

## 2.1 PREVIOUS RESEARCH

In Duarte, Tinjaca, & Carrero (2012) the authors focus in students of six grades of basic education. The purpose of this study is to encourage students to speak in English to improve their oral expressions. In this group, the proposal was to use songs to practice speaking because after the analysis of the situation of these students. The authors affirm that students feel nervous and scared to speak in English. They do not want to participate in English class, but with songs they enjoy the class and the activities. The use of songs in class is a way to reinforce the four skills in classroom. Because they learn how to speak. They remember the songs and learn more vocabulary to express in a better form.

In Zahra & Behzad (2013) the authors present a research applied in English classes in Kish air institute in Sari, Mazandaran with Students of aged from 15 to 17 years old. They were separated in two groups experimental group and control group to determinate the impact of songs in the speaking language. The students of both groups took two different tests. The results showed how the music, chants and role-play help to improve the speaking in English language in foreign people. In addition, how these tools help to speak with a good pronunciation and intonation in the post test of the experimental group of students of this institution.

According to Klancar, N. (2011) the brain and memory of young learners are like sponges they receive information and learn faster than adults. The use of different activities help reinforce the English language some teachers use: songs with kids, flashcards, poems and rhythms. This kind of activities improve the oral expressions and children memorize the pronunciation. Young learners enjoy the use of songs in class. Because they feel active and in an unconscious way they practice grammar rules, pronunciation and listening. When they are listening a song then they are able to recognize the words in another scenario.

In Lanrenzutti, N. (2014) the author applied different techniques for working songs in classes, the more common are: Fill in the blanks and complete the song, fill in the blanks with the words whose definitions are given or fill the blank with the correct expression. In this article the author shows exercises that are useful in class to students of high school because to develop this kind of activities students must have an intermediate level of English language.

In Christamia, V. (2014) the author studies the impact of songs to improve the speaking in students directly to grade IV with a sample of 23 students. This research shows how the use of songs encourage students and reinforce the speaking skill, songs catch the attention of students and they feel motivated, they participate, and they are interested in the activities.

According to Borraz, A. (2013) the songs provide a good environment to the students. They feel relaxed. Songs are good to demonstrate cultural theme and express feeling through the words of the music. In songs, students can learn grammar because, there are sentences in different tenses and grammar rules. Students can memorize the words and learn more vocabulary, because they remember the sounds and the words in the song. Finally, they feel happy and motivated because they participate in class using this kind of technique.

In the research of Zainol, Pour-Mohammadi, & Azma (2012) the authors investigated the impact and effect of using songs in YouTube and how this technological tool improves the speaking in students from secondary school in Malaysia with a sample of 68 students. The researcher took two tests, a pretest and a posttest after the implementation of exercises in YouTube. Students were divided in two groups an experimental group were the test and proposal were taken and another control group. The results show that the experimental group improve their competence in speaking and learn more vocabulary.

Torrico, F. (2015) refers to the use of songs as strategies, the author argues that songs, role plays and drama are resources that teachers should use to maintain the attention during the whole class and that the processes of selective attention are fundamental to develop activities and learn more effectively. These ideas further clarify the importance of teaching strategies in class as motivational resource for learning, in the case of the area of English; choose the appropriate as a foreign language, which defines as field of action the following: Treatment of oral expression of the English language.

According to Stygles, J. (2014) teachers have some reasons for working in the classroom with songs the principal is: songs are easy to learn, students learn new vocabulary and pronunciation, songs contain grammar rules, songs get the attention of students, students believe songs are fun and they enjoy the class.

According to Shrouf, F. (2013) teachers must provide a good environment that makes students feel confident to speak because they must practice every time. Teachers must encourage students and ensure activities to strengthem students practice there are some common techniques like discussion, storytelling, information gap; role-play etc. Teachers must follow a good planning of the class and give interesting topics to students. Educators should correct the pronunciation of students because in the beginners, they have some mistakes but with practice, all the problems will change.

In Duarte, Tinjaca, & Carrero (2012) the authors try to have evidence of how the use of YouTube videos can improve English vocabulary. The sample consisted in 65 students. Students were divided in two group the control group and the experimental group. Teachers applied a diagnostic test and finally a posttest and the results were great because all the students developed their competence in vocabulary and learnt more words.

According to Dewey, J. (2011) a strategy to encourage or help students talk in English. It is providing short answer that students can use in class in different situations. Give some example of conversations that students can use in different situations, but it is necessary to indicate the application and how to identify the use. The use of a script helps students to provide vocabulary and predict the application of speaking according the listening exercises. Teachers must encourage studying the vocabulary of the student's book because the activities are associated with the words or situation that it is inside the book. Teachers must be aware about the pronunciation of students. Because it is necessary to speak correctly for the listener understand the speak and they can develop a speaking competence in English language.

## 2.2 PHILOSOPHICAL BASIS

### 2.2.1 CONSTRUCTIVISM

According to Dewey, J. (2011) Constructivism is a learning theory, which is applied in the English learning process because some students learn faster when they are involved in the class. They participate. In constructivism, students built their knowledge because they make activities and they are active. Students are the protagonist of the learning process. In addition, teachers provide information and help to get new knowledge about a specific subject. The principal author who represent this theory is Vygotsky, but he focused in the relationship with the human and the social environment and how the children learn while they are doing an activity. They remember more effectively the information.

According to the theory of second language acquisition. It is considered that the affective influence in the people's mind, because students feel motivated and happy. Teachers encourage in a good form to speak and learn English language, students must feel confidence to learn the English language.

Songs can help to correctly produce sounds and intonation of words in English.

However, it is necessary to apply different kinds of exercises in English classes because students do not know how to speak or make them understand and with songs, they do not feel scared or worried. Students relax and they to speak with adequate pronunciation.

Songs can improve cultural level in students, language and information and contribute with the learning environment, some songs have more rhythm than others do and students repeat the songs and words without problem. They enjoy singing in-group, but it is different if we want students to sing alone. Music changes the interaction in class.

In speaking activities, teacher can apply different strategies and make to the students to participate telling stories, talk about a famous people, introduce themselves, make a discussions or role-play. In this kind of activities, students apply constructivism. They remember the information, vocabulary and expressions.

## 2.2.2 BEHAVIORISM

In the English learning process, behaviorism is well used. Some teachers, in English language acquisition, make students repeat drills with the objective of improving pronunciation or vocabulary. Nevertheless, in other activities, educators can use other methodologies and different types of exercises.

According to Siemens, G. (2014) in English language some teachers use the audio-lingual methodology because it consists in repetition of words to learn pronunciation and drills. Some teachers include exercises where students incorporate the words and make conversation to realize the pronunciation and context of the words in real scenarios. This methodology is behaviorism in a

learning process when the students learn with stimulation and teachers must make a feedback. Some important psychologists like Pavlov and Skinner focus in behaviorism like an important theory. Teachers who dominate the information and the students are passive in the teaching- learning process.

English language has the components of constructivism with activities in class and behaviorism with the memorization of verbs or vocabulary. However, the application and effectiveness of this mix depends on the strategies in class the teachers apply, but it is necessary to practice in class and study at home to be able to speak with other people with correct pronunciation, grammar rules and intonation.

Students must learn grammar, speaking, intonation, listening and the context of the situation because it is necessary to be able to talk abroad or with foreign people. The English language acquisition is integral and general but depends of the objective of the speaking require more effort of the students because sometimes students know general English but in some cases, it is necessary to know technical English at work.

## 2.3 EDUCATIONAL BASIS

### 2.3.1 COMMUNICATIVE APPROACH

Communicative approach is a methodology that has been applied in the English teaching process with the objective that students achieve competence in the English language. The communicative approach centers in the learning environment and the influence that is the reason that some schools use foreign people as teachers because they create a good environment. Sometimes they just know the second language and student to communicate must speak in English. Teachers help to build the knowledge in students. Students must interact in class and they have to talk just in English language. In Ecuador, this methodology is

applied. Students have to develop the four skills in English and reinforce at home with activities or homework's. Students have to be able to describe a family member, or their activities in the weekend, (TKI, 2013).

### 2.3.2 MULTILINGUAL METHODS

Multilingual methods can be used in the learning process of a foreign language because the effect of cultural environment have good results in the learning process of a second language that is the reason some students travel to learn a foreign language in another country. The multilingual method is used in class when students have to speak in English during class. They can talk with their friends about the weekend, hobbies or routines but it has to be in English. In English language, the use of conversation about a specific situation is common to learn a part or a topic in the book, (Amad & Rao, 2013).

The multilingual methods center in the contact of a foreign language and how this influences in the learning process of students. Teachers recommend listening to music in English, watching TV in English or movies and reading books in English. These activities help students to learn English language with the contact of the language and help to start thinking in a foreign language that influences in English language proficiency, (Liddy & Paik, 2012).

### 2.3.3 LEARNING ENVIRONMENT

Learning environment in English proficiency helps to acquire vocabulary and information to apply in real situation, because the students have to know how to proceed in determinate cases. Teachers have to reinforce the application grammar rules in the speaking. Where students are active and participate all the time. Another method used to teach English is the audio-lingual method where the teacher indicates how to pronounce and develop a conversation. Students listen to the speaker and learn how to speak, and they have to repeat the words and conversation. This methodology is common in English language but the recent

strategies in education refer to the importance to improve the speaking in the application of real scenarios.

In children and teenager, it is necessary to use didactic resources like flash card, banners, paperboard to show the vocabulary. Teachers make workshop or use songs according to the celebration for example in Christmas, mother´s day or children´s day but in English language. Other teachers, make students watch movies in English or sing a song according to the topic of the book. The use of these strategies make students feel happy and enjoy the English classes because in the case of speaking for many students is very difficult, (Deniz, 2015).

### 2.3.4 SONGS TO TEACH FOREIGN LANGUAGES

According to Richards, J. (2008) some foreign- language learners think that how they show their advance and knowledge in the English proficiency is when they are able to speak correctly in any circumstance. The role of the speaking is very important because it is a way to demonstrate the level of the speakers, including the social level, age or sex because the style of speaking depends of the social roles of the students. The speakers in a conversation use synchronically interaction. Students have to know enough vocabulary, grammar rules and the context of the conversations, for some people it is a challenge because with the oral expression the have to express correctly and give feedback to the information and messages.

Speaking is the most important English skill because to express correctly, students have to know vocabulary, grammar rules, intonation, some teacher and students just focus in the ability to express and communicate in an oral form.

According to Harmer, J. (2007) there are some good reasons to encourage students to do speaking tasks. Students with different activities like role-play, conversation, discussion and another type of exercise can rehearsed because they

have to make a specific role in the conversation. They feel the application of the words in a real situation. With these activities, teachers make a feedback of the learning process of the students because teachers can see what the level of understanding of the English subject is what are the vocabulary, pronunciation and knowledge of the students in the class. If students enjoy the activity they will feel engaged with learning English as a second language, they feel interest to participate in class.

According to Richards, J. (2008) songs are tools to improve a foreign language because with songs people can practice pronunciation and intonation. Some teachers use songs to reinforce the four skills because with adequate exercises it is possible to improve reading, writing, speaking and listening. Songs can help to learn new vocabulary and the structure of grammar sentences. Students learn trough songs how to write correctly.

According to Harmer, J. (2007) music has positive effects in English class because students are engaged with the class they feel interested. They listen to a song and can do some different activities with the words of the song. They learn vocabulary, grammar and listening. Songs make the class fun for students. The kind of music depends on the age of the students. Songs are a good way to learn English because they give message and rhythm. Students are active and feel confidence. Some students are focused in the meaning of the words, and others in the rhythm of the song.

Songs have become important in the Teaching Learning Process, some authors have expressed their thought about songs, and the most relevant are the following:

According to Larraz, R. (2011) "Songs contain authentic language, provide vocabulary and grammar, songs help to students to practice the pronunciation and the intonation according to the specific situation. To all this we must add the power of the music to stimulate the emotions, the sensitivity and imagination

without forgetting the consequences that result from the ability of songs to hook up to our memory."

Teachers should encourage their students to learn and practice English language because it is the most useful language around the world. The use of songs is well-known because nowadays the use of technological resources to improve and reinforce a foreign language is common. With songs, students have the opportunity to practice pronunciation, accent, and phonetics and reinforce the grammatical structures. Therefore, there is a need to implement new strategies in the process of teaching-learning English because for some students do not like English language, (Amad & Rao, 2013).

## 2.3.5 SONGS AS A STRATEGY IN ENGLISH LANGUAGE ACQUISITION

It is a form of expression of the thought or feeling of a person, which express a message. It has rhythm and music with the words. Songs are used like a strategy in English learning process because students can learn vocabulary, pronunciation or intonation and for children in early years this process, it is unconscious.

The songs can help to improve speaking, grammar, listening and provide more vocabulary to be able to communicate to other people. Songs catch the attention of students because they like the message or the rhythm of the song.

The application or the different activities that people can practice using songs depends on the teacher. Students learn enough words and they remember in an easy way the words of a specific song. It has to be nice or good rhythm because students have to enjoy and feel interested in English songs. Singing a song in English is used in all the levels of English classes because students from any age love to sing but teachers have to provide songs according to the unit or the

purpose of the planning, because songs have to improve the speaking according to the level of students.

Nowadays, the use of technology resources in education is very common. Educators use computers, TV, cd players to teach pronunciation and students can practice listening actives. Songs help with culture insertion because it depends on the country. Students can learn the phonetic aspect of the country and enhance the speaking skill.

Children and teenagers sometimes feel boring in English class. The use of songs help to get the attention of the students. In class the use of some is used to learn more vocabulary in the case of teenagers sometimes feel identify with the letters of the songs or think. Songs are funny and cool.

If students enjoy and involve in the learning process it is easier to remember the information or the new knowledge. It is according to the constructivism methodology where the learning process has relationship with the development of the activity. In English class, teachers use it to improve listening comprehension; it could help to improve grammar when teachers provide correct exercises and more vocabulary.

Songs are part of people's lives. It is a way to recreation. People enjoy listening music at home, in a bar or in their jobs. Songs are part of English language acquisition, but it is necessary to coordinate the songs with the objective of the learning process. With songs, students can expand their vocabulary and they will be able to speak in English language with native speakers.

Teaching speaking is important because it is the principal way of communication. Speaking skill require a lot of strategies and methods using topic, discussion, conversation, stories and another form of activities. In speaking some teachers highlight the importance of the objective of speaking.

Teachers make students practice using conversation routines for different circumstances. Because with conversation students learn more vocabulary and know what to say according to the situation. For example, when we go at restaurant, if we are lost, if we want to buy something. Conversation routines are traditional strategies in English language classroom.

## 2.3.6 TEACHING TECHNIQUE

It is the way of teaching and the methodologies have been applied in a class to produce new knowledge in the students. The application of activities in class is very important to achieve English language acquisition. Teachers in the recent years realize the importance of the strategies in English classes and the use of songs, watch videos or learning conversation help to improve the listening in English and speaking skills.

In Deniz, Y. (2015) the English learning acquisition, the strategies to teach English chave a general emphasis because the four skills are connected with each other.

Grammar, vocabulary and pronunciation are fundamental to be able to communicate in English language correctly. Teachers in the last years focus on evaluate the learning styles of students. About what are the correct techniques to apply according the characteristic of students.

The use of songs to teaching practice is a way to improve the learn process with not traditional methods, the study explain the effects of songs in English classes to improve English language and how is a good way to get the attention and have excellent results in the English learning process.

The discussion is a methodology that teachers can apply after they have listened to a song because they have to explain the objective of the song and what they understand of the words of the song. Some teachers use complete gap about of the letter of the song, teachers make that students listening several times the songs or sometimes they read the songs. Students have to identify the words. Another kind of exercises is order the paragraph, according the information that they just have listening. The activity more used in English classes. It is to answer some question about the song. This type of technique demonstrates the level of understanding of students.

## 2.3.7 SPEAKING SKILLS

It is the ability to express in an oral form to other people. It is composed but at least by a speaker and a listener, there are different styles of speaking and context of the speaking is important to express correctly. Students improve speaking when they practice it is necessary to practice in class, it could be in pairs or groups. When students interact with each other they learn new vocabulary and feel confidence to speak. They correct their mistakes in pronunciation and improve their speaking, (IRIF, 2011).

## 2.3.8 FUNCTION OF SPEAKING

Speaking demonstrates the level of education or in foreign people the level of competence in this second language. Speaking skills reflect the age of students, status of people or the sex, according to the social roles of the students. Foreign people have to learn enough grammar to have proficiency in English language.

The functions of speaking depend of the situation of the speaker. Because speaking is necessary for the interaction, performance, transaction. When speaking is for interaction, it is used for social function. Foreign people have to exchange information, greeting or small talk to develop a friendship or relationship with coworker in a job. It could be casual or formal, depending the

situation. Talk for interaction is used for conversations, small talk with a friend or including a stranger, to talk about an incident or something happens. However, for developing in all these scenarios, it is necessary to know grammar rules, and enough vocabulary.

When the speaking is center in a transaction, students give and receive information. In addition, when we use speaking for a transaction it is when we buy things, take a taxi; look for a place or people. Order meal in a restaurant and we make a transaction with another person and we have to speak in English language.

Talking in a performance refers to when students talk in a speech or in a public scenery and it is a formal act when there is an audience. For this kind of events, it is necessary to use different kind of vocabulary. Performance is used in a debate, in a speech or in a presentation in our jobs (Edwards, 2014).

## 2.3.9 ENHANCE SPEAKING

Enhance refers to: "To improve the level of understanding or situation, to get better." In English language, acquisition is necessary that students learn vocabulary, grammar, speaking, listening to be able to speak in English with another person. In this new era, it is necessary to speak and communicate in English language because there are a lot of kind of business with people from countries where English is the native tongue. In addition, in other cases the application of English language is well known, because is the most spoken foreign language in the world.

In Christamia, V. (2014) the authors, demonstrate the impact of technology in the English language acquisition and how students enhance their English proficiency. If they practice and talk in English because to be able to talk they have to learn the context, know enough vocabulary and grammar because talking requires the

interaction with another person. Students sometimes feel worried or they do not know how to speak correctly according to the situation. That is the reason why teachers have to provide a comfortable environment in their classroom and encourage talking in English to his students. Students have to lose the fear to speak. Some of them prefer not to speak because they are not sure about the pronunciation but it is important to speak in class. Otherwise, teachers cannot correct students' mistakes, (Urrutia & Vega, 2015).

### 2.3.10 COOPERATIVE LANGUAGE LEARNING

John Dewey proposed a new methodology in English class and other subjects. This method used to develop speaking skills is the cooperative language learning. Nowadays with the use of technology, and new methodologies in learning process. The collaborative language process consists in making group to interact with their friend or partner. Sometimes teachers give a specific topic of conversation and students have to develop an interaction to solve the situation.

This methodology has relationship with constructivism because student have to interact with others in their classroom and their friends help to develop the learning process. Students have a good development in speaking and social skills in English language with learner centered approach in class. That is the reason why in English classes several exercises develop in-group or in pairs.

In the cooperative language learning the use of technology is common because students can interact with their friend in social network. Teachers have to prepare several activities to develop in class in-group and the grades are given in-group. The students have to be sure that the pronunciation and competence of their partner are correctly and help each other to improve their speaking in class, (Zang, 2012).

**2.4 LEGAL BASIS**

In the last five years, there are many changes in public education because the minister of education does not allow teaching English language in public elementary school. In addition, students of low income do not learn English, despite that in this time to know English language is a necessity to get a better job, to study abroad or to develop in tourism area. However, since this year 2017, once again the English language is included in the curriculum of elementary school because all the children have to have the same rights and education.

Teaching English is backed up in different laws in our country.

The legal basis of this research paper is:

The Constitution of Ecuador (Article 347, Numeral 8) that include the ICT (Information and Communication Technologies) in the educational process and encourage the connection between the education and productive or social activities.

The art 26 and 27 of the constitution that refers to the importance to students get a holistic development and in this era of globalization, the English is a requirement and necessity to get a good quality of life and get a good job. The state has to provide facilities to development children abilities and competences. The state is the responsible to give a public education until the university to help people eradicate the poverty and make a good society for or sons.

The art 26 of the constitution said: "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".

English is very important in many aspect of people life. Considering education is a right of every citizen and part of children rights, English is useful to get a new job, travel or communicate around the world or for business. In addition, nowadays it is including again in the curriculum of public elementary schools and high school because of the relevant in all the areas of development.

The Law of Intercultural Education that on its article 19 states that the Central Government is in charge of the Education in all its level (Planning, organization and implementation) as well as defining all the requirement in order to ensure a quality Education of all the institutions.

Finally, The Childhood and Adolescence Code establishes on its article 37, numeral 3, that Education must be considered as flexible in order to reach the needs of all children and adolescents considering especial attention to those with disabilities giving an equal opportunity to all.

# CHAPTER III
# METHODOLOGY

## 3.1 RESEARCH DESIGN

The design of this research was based on quantitative and qualitative methods; these methods allow to gain specific results about the research "Songs as a Teaching Technique will enhance the Speaking Skills among students of tenth basic year at Unidad Educativa John F. Kennedy Salinas city, province of Santa Elena, and School year-2018".

## 3.1.1 THE QUANTITATIVE METHOD

This method was used in this research paper in order to collect data related to the different tasks that teachers apply in classes to develop speaking skills.

## 3.1.2 QUALITATIVE METHOD

The qualitative method was for categorizing data into patterns as the primary basis for organizing and reporting results, other techniques such as notes, journals, interviews, and cameras contributed to collect valuable audios and videos. All these instruments were used especially in the interview with experts and the "Unidad Educativa John F. Kennedy" Principal.

## 3.1.3 DEDUCTIVE AND INDUCTIVE METHOD

Deductive method was used to obtain specific information from a more general perspective, especially during class observation it was possible to determine the teacher´s techniques and strategies in the classroom. The inductive method works in the opposite way, this method helped to obtain information from specific

observation to broader generalizations and theories. This is sometimes called "bottom up" approaches, (Sampieri, 2010).

This research paper used both approaches inductive and deductive. The deductive method was the base to find all the general information needed for the research "Songs as a Teaching Technique will enhance the Speaking Skills among students of tenth basic year at Unidad Educativa John F. Kennedy Salinas city, province of Santa Elena, and School year-2018. It allowed contrasting authors and theories to finally simplify all the data for the paper.

The Inductive method, helped to make some small observations in some of the activities seen during classes in order to improve speaking skills.

In this research, several professionals were interviewed: The School´s principal (MSc. Gustavo Guillen), English teachers (1), specialists (1) and students (19).

### 3.1.4 SCIENTIFIC METHOD

The scientific Method is the base in the field of academic research, and it basically means the techniques applied during the development of a research paper or thesis work. This method focuses in the analysis of scientific information about techniques to improve speaking skills.

Using this method, was possible to design some activities to improve speaking skills in teenagers, the recommendation according to methodological theories and the writing exercises to help students and they will be able to communicate with other people in English.

### 3.1.5 OBSERVATION METHOD

This method helped to find out detailed information about causes and effects of the different levels of speaking inside the classroom and how songs will enhance

the Speaking Skills among students of tenth basic year at Unidad Educativa John F. Kennedy Salinas city, (Torres, 2012).

Pictures of the English classes are part of the evidence presented in this research. The evidence is from tenth grade students of Unidad Educativa John F. Kennedy.

## 3.2 POPULATION AND SAMPLE

### 3.2.1 POPULATION

The population of this research was composed by 19 students of tenth grade, the principal and an English Teacher from "Unidad Educativa John F. Kennedy as well as three specialists of English as a Foreign Language.

**Chart # 1 Population**

| POPULATION | | | PERCENTAGE |
|---|---|---|---|
| N° | Description | Quantity | % |
| 1 | Principal | 1 | 0,15% |
| 2 | English Teachers | 1 | 0,15% |
| 3 | Students Tenth grade | 21 | 0,97 |
| TOTAL INTERVIEWS | | 23 | 100% |

Source: Unidad Educativa "John F. Kennedy"
Author: Lizbeth Castro

**3.2.2 SAMPLE**

The sample is composed by the students mentioned in the population section because it is less than 100 students. The sample is 19 students of tenth grade.

**Chart # 2 Sections and number of students**

| CLASSROOMS | NUMBER OF STUDENTS |
|---|---|
| Tenth Grade "A" | 21 students |
| **TOTAL** | **21 students** |

Source: Unidad Educativa "John F. Kennedy"
Author: Lizbeth Castro

**3.2.3 VARIABLES OPERATIONALIZATION**

**DEPENDENT VARIABLE: Speaking Skill**

**Chart # 3 Dependent Variable**

| CONCEPTUALIZATION | DIMENSIONS | INDICATORS | ITEMS | TECHNIQUES AND INSTRUMENTS |
|---|---|---|---|---|
| To communicate using words, grammar and syntax in oral form | Importance of speaking skills<br><br>Techniques<br>Activities to improve speaking skills | Skills<br><br>Activities<br><br>Tests | What is the level of speaking skills of the students of tenth grade?<br><br>Are students able to communicate using English during classes?<br><br>What kind of activities teachers provide to students to improve speaking skills? | Observation<br><br>Tests<br><br>Lesson Plan<br><br>Interview |

**Author:** Lizbeth Castro

**INDEPENDENT VARIABLE: Songs Activities**

**Chart # 4 Independent Variable**

| DIMENSIONS | INDICATORS | ITEMS | TECHNIQUE AND INSTRUMENTS |
|---|---|---|---|
| Strategies<br><br>Additional activities | Exercises to develop speaking<br><br><br>Didactic content to develop speaking | Do you Consider that English subject in your school is interesting?<br><br>Is it difficult for you to speak in English?<br><br>Do you feel confident speaking in English?<br><br>Do you consider is a good technique to enhance speaking? | Observation<br><br>Tests<br><br>Interview<br><br>Survey |

**Author:** Lizbeth Castro

### 3.3 DATA COLLECTION

### 3.3.1 TECHNIQUES

The techniques are: Survey, interviews and observation guides to have evidence of the process of learning English, especially the development of speaking skills at "Unidad Educativa John F. Kennedy".

#### 3.3.1.1 Observation

To have a general overview of the difficulties presented by the students in the development of speaking skills.

#### 3.3.1.2 Survey

The survey was directed to tenth grade students at Unidad Educativa "John F. Kennedy" from Salinas, Province of Santa Elena, 2017-2018 using a questionnaire.

#### 3.3.1.3 Interview

The interview was directed to the Principal and the English teacher of the institution as well as to the specialists in English as a Foreign Language.

### 3.3.2 INSTRUMENTS

#### 3.3.2.1 Camera

To have evidence of class participation

#### 3.3.2.2 Questionnaire

A questionnaire was applied to discover the level and the perception of the students about Speaking skills and the way they have been developed.

### 3.3.3 DATA COLLECTION PLAN

**Chart # 5 Data Collection Plan**

| BASIC QUESTIONS | EXPLANATION |
| --- | --- |
| 1. - What for? | To improve Speaking skills |
| 2. – Which people or objects? | Tenth grade students at John F. Kennedy Salinas |
| 3. - About what aspects? | To improve Speaking skills |
| 4. – By Who? | Lizbeth Castro |
| 5. - To whom? | Tenth grade Students at John F. Kennedy Salinas |
| 6.-When? | 2017-2018 School year |
| 7.-Where? | At John F. Kennedy |
| 8. - How often? | Once a month |
| 9.-How? | Individually |
| 10. - What data collection techniques? | Interviews, Observation and Survey |
| 11.-With what? | Questionnaires, camera, computer and Platform. |

## 3.4 DATA PROCESSING PLAN

**Chart # 6 Data processing plans**

| DETERMINATION OF A SITUATION | DATA SEARCH | DATA RESULTS AND ANALISIS | DEFINITION AND FORMULATION | STATEMENT OF SOLUTIONS |
|---|---|---|---|---|
| The low level of speaking abilities of tenth grade students at Unidad Educativa John F. Kennedy | After the identification of the problem the researcher began looking for information in the internet, online books, text books, articles and others. The author applied a survey and an interview to get a better understanding of the problem at hand and to have evidence. | Once the problem was confirmed in students of tenth grade, surveys and interviews were applied (survey to Students and interview to the principal), this information provide data to analyze the development of speaking skills. | Using all the collected data related to the difficulties in speaking skills the researcher proposes additional tasks to develop speaking skills | The use of a handbook provides activities to the students in order to improve their speaking skills. |

**Author**: Lizbeth Castro

**3.5 ANALYSIS AND INTERPRETATION OF THE RESULTS**

**3.5.1 INTERVIEW TO SPECIALISTS**

Interviews applied to specialist about songs to enhance English as a foreign language learning process among students of tenth basic year at Unidad Educativa John F. Kennedy.

| 1 | •**Activity:** Interview to the specialist<br>•**Name:** Lcdo. Fernando Sandoval<br>•**Position:** English Teacher of Escuela "Educa" |
|---|---|
| 2 | •**Activity:** Interview to the specialist<br>•**Name:** Lcda. Monica Vera<br>•**Position:** English Coordinator of Unidad Educativa "John F. Kennedy" |
| 3 | •**Activity:** Interview to the specialist<br>•**Name:** Lcdo. Francisco Barzola<br>•**Position:** English Teacher of Unidad Educativa "John F. Kennedy" |

**Question 1: How often do you use music in your English class?**

**INTERPRETATION:** Specialists use regularly music in their classes as a strategy to improve speaking and vocabulary in students. In addition, music can serve as a variety of functions in the classroom. Music can set a mood and can signal a transition from one activity to another (for both the teacher and the student). Music can be a bonding experience.

**Question 2. What kind of music do you use with your students?**

**INTEREPRETATION:** The specialists usually use romantic songs, because this kind of songs are easy to understand, students enjoy and practice speaking with the songs. Can also help students sharpen both oral and written communication skills. Not only does it offer students the chance to work in small groups, thereby reducing some of the pressure, but it also gives them the opportunity to debate their opinions.

**Question 3: Do you use normal songs or songs created for English purposes?**

**INTERPRETATION:** Specialists love to have a song of the day in their classroom for secondary aged students. It gives them a chance to be exposed to different music genres, and helps set the tone for the day and use songs that students have been created because they want to reinforce special vocabulary, grammar and contents in the songs.

**Question 4: How many activities do you develop with each song?**

**INTERPRETATION:** Specialists develop activities like: fill the gap, match with lines, and order the sentences or phrases of the songs, comprehension check and

then students sing the songs to practice pronunciation, intonation, speaking and comprehension of the music.

**Question 5: Can you explain in a few words how the students improve their knowledge of the language?**

**INTERPRETATION:** Students can improve their vocabulary listening songs because they learn new words, pronunciation and intonation according to the topic. Students can listen to or read along with videos of music to hear how the speaker pronounces and enunciates different words or phrases that improve student communication skills.

**3.5.2 INTERVIEW TO THE PRINCIPAL**

**Question 1: Why do you consider English is fundamental in the education today?**

**INTERPRETATION:** MSc. Carlos Berrones Salazar considers that English is important because in this globalization era it is necessary to speak English in business, education or for tourism. English is the most spoken foreign language around the world.

**Question 2: What is the importance of learning English?**

**INTERPRETATION:** He says that it is important because they have to be prepared for their future and when students are younger, they learn faster than adults do a new language.

**Question 3: What experience have your teachers in your school?**

**INTERPRETATION:** MSc. Carlos Berrones says that teachers in his school use different methodology and they try to encourage to students to speak in English and manage the language.

**Question 4: What are the most common resources used for teachers in your institution?**

**INTERPRETATION:** He says that the most common resources used for teachers in my institution are the student´s book, workbook, projector, computer and the board.

**Question 5: Do you think use of songs in class will improve the speaking; it is good for students, why?**

**INTERPRETATION:** Yes, I think the use of songs will help to enhance speaking in students they will feel interested in learning the letter of the song.

**Question 6: What kind of aspect students will enhance using songs in class?**

**INTERPRETATION:** Students learn vocabulary and pronunciation, but they also learn grammar rules with the letter or transcription of the song.

**Question 7: What do the activities do your English teachers apply in class?**

**INTERPRETATION:** Teachers apply conversation, roll play, games and songs to develop the speaking in students.
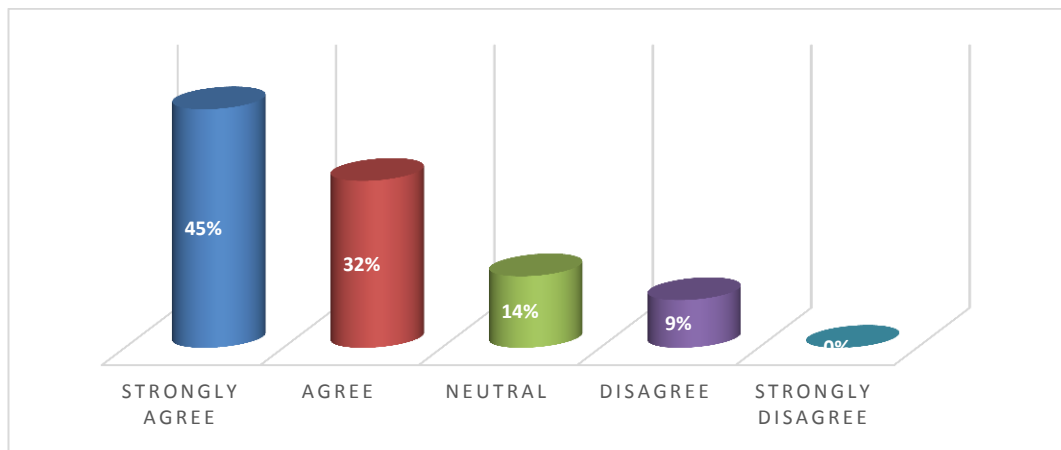
**3.5.3 INTERVIEW TO THE STUDENTS**

**1. Do you believe that English class is important?**

**Chart # 7 You believe that English class is important**

| ANSWER | Fr | % |
|---|---|---|
| Strongly Agree | 10 | 45% |
| Agree | 7 | 32% |
| Neutral | 3 | 14% |
| Disagree | 2 | 9% |
| Strongly Disagree | 0 | 0% |
| TOTAL | 22 | 100% |

Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**Graphic # 2 You believe that English class is important?**



Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**INTERPRETATION:** According to the data, 45% of student's area strongly agree that English class is important, 32% of students are agree, the 14% of students are neutral with this statement and the 9% are disagree, which means it is the official language in many countries.
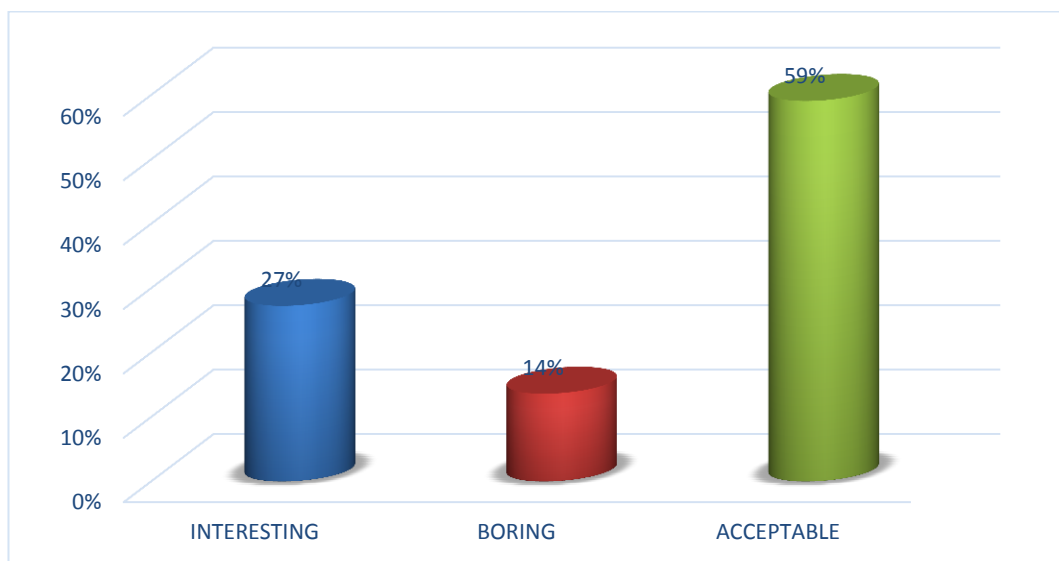
**2. How are your English classes?**

**Chart # 8 How are your English classes?**

| ANSWER | Fr | % |
|---|---|---|
| Interesting | 6 | 27% |
| Boring | 3 | 14% |
| Acceptable | 13 | 59% |
| **TOTAL** | **22** | **100%** |

Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**Graphic # 3 How are your English classes?**



Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**INTERPRETATION:** According to the data, 27% of students think that English classes are interesting, the 14% believe English classes are boring and 59% of students think that English classes are acceptable, as a conclusion some of English teachers can make boring English lessons educational and fun. Using colorful worksheets during class can be more interesting or maybe using jokes to convey certain messages will get students to pay closer attention.
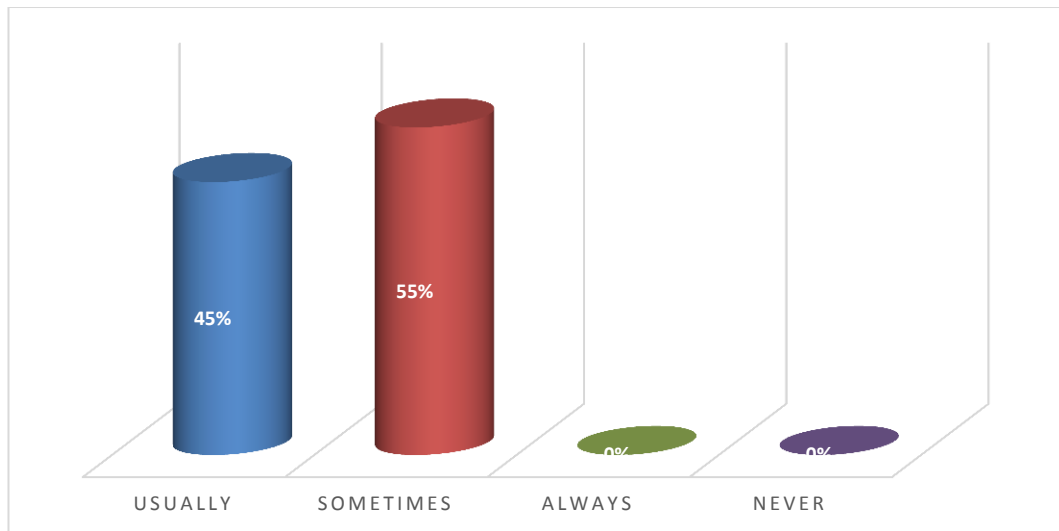
**3. Does your teacher use Spanish in class?**

**Chart # 9 Your teacher use Spanish in class**

| ANSWER | Fr | % |
|--------|-----|------|
| Usually | 10 | 45% |
| Sometimes | 12 | 55% |
| Always | 0 | 0% |
| Never | 0 | 0% |
| **TOTAL** | **22** | **100%** |

Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**Graphic # 4 Your teacher use Spanish in class**



Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**INTERPRETATION:** According to the data, 45% of students said that teachers usually speak Spanish in their classes and 55% of students said that teachers sometimes speak Spanish in their classes which means, teachers will probably see students who attempt to switch back to their primary languages to discuss something.
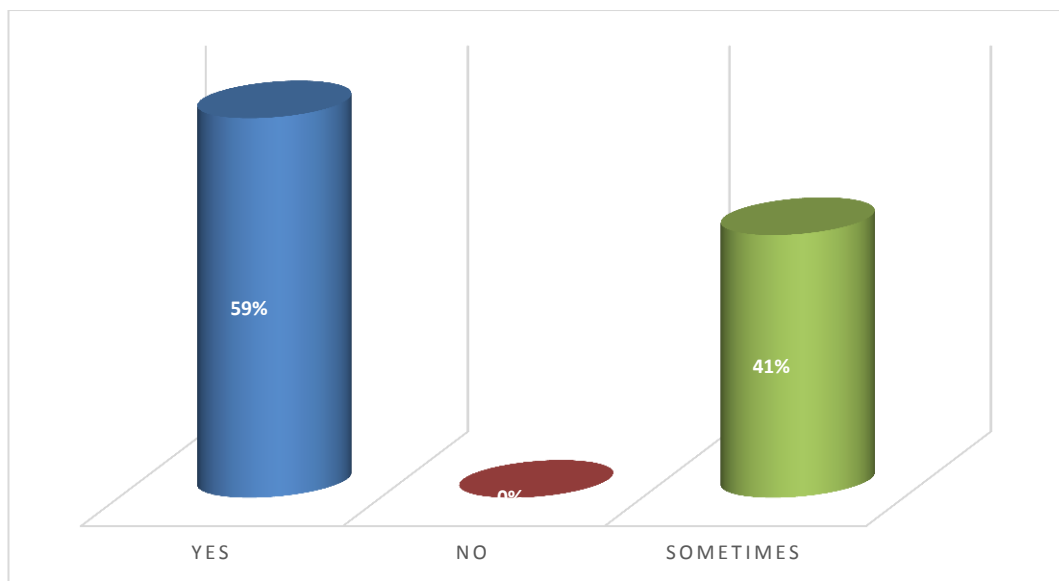
**Is your English teacher dynamic?**

**Chart # 10 Your English teacher is dynamic**

| ANSWER | Fr | % |
|---|---|---|
| Yes | 13 | 59% |
| No | 0 | 0% |
| Sometimes | 9 | 41% |
| **TOTAL** | **22** | **100%** |

Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**Graphic # 5 Your English teacher is dynamic**



Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**INTERPRETATION:** According to the data, 59% of students said that their English teacher is dynamic and 41% of students said that their English teacher sometimes is dynamic and use a different strategy in classes as a conclusion, their teachers plan dynamic lessons according to their students' needs so that you experience the best possible learning environment in every lesson you attend.
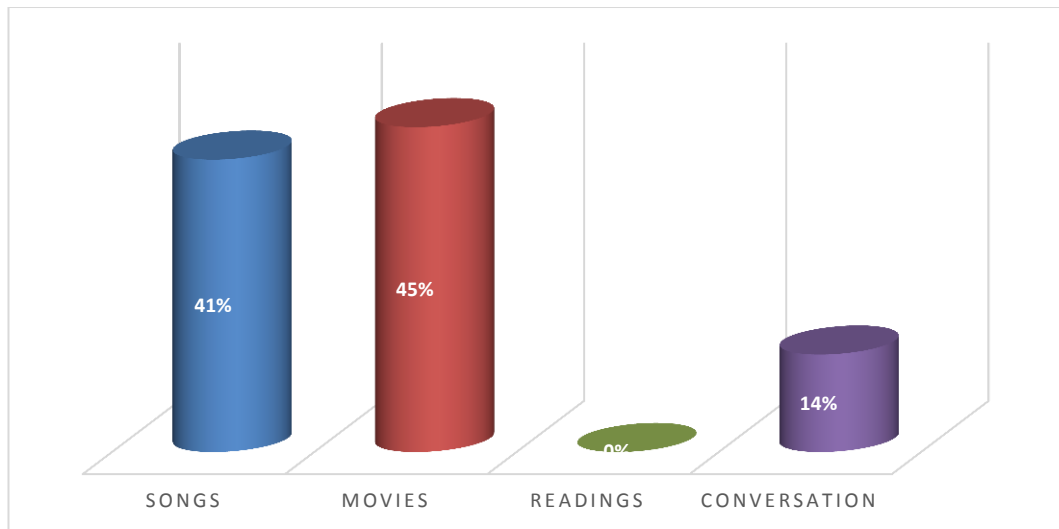
**4. What kind of activities does your English teacher use in class?**

**Chart # 11 Kind of activities your English teacher use in class**

| ANSWER | Fr | % |
|---|---|---|
| Songs | 9 | 41% |
| Movies | 10 | 45% |
| Readings | 0 | 0% |
| Conversation | 3 | 14% |
| **TOTAL** | **22** | **100%** |

Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**Graphic # 6 Kind of activities your English teacher use in class**



Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**INTERPRETATION:** According to the data, 41% of students said that their teacher use songs, 45% of students said that teachers use movies and 14% of students affirm that teacher use conversations as a conclusion the most English teachers are dynamic, fun and full of pedagogical values.
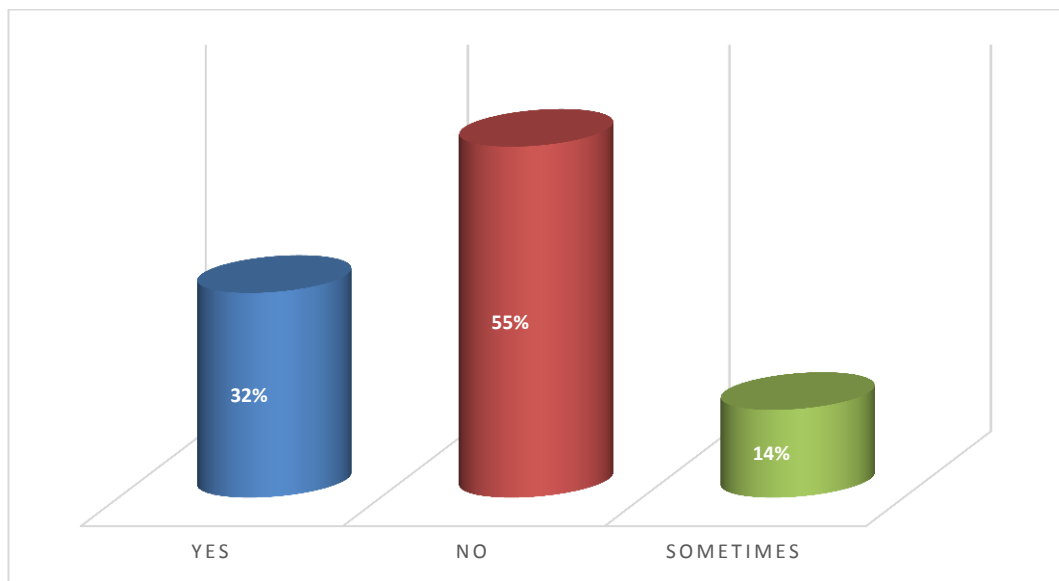
**5. Does your English teacher ever use musical activities?**

**Chart # 12 Your English teacher uses musical activities**

| ANSWER | Fr | % |
|---|---|---|
| Yes | 7 | 32% |
| No | 12 | 55% |
| Sometimes | 22 | 14% |
| **TOTAL** | **22** | **100%** |

Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**Graphic # 7 Your English teacher uses musical activities**



Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**INTERPRETATION:** According to the data, 32% of students said that their English teachers use musical activities in class and 55% said that their English teachers do not use musical activities and the rest of students affirm that teachers sometimes use musical activities.
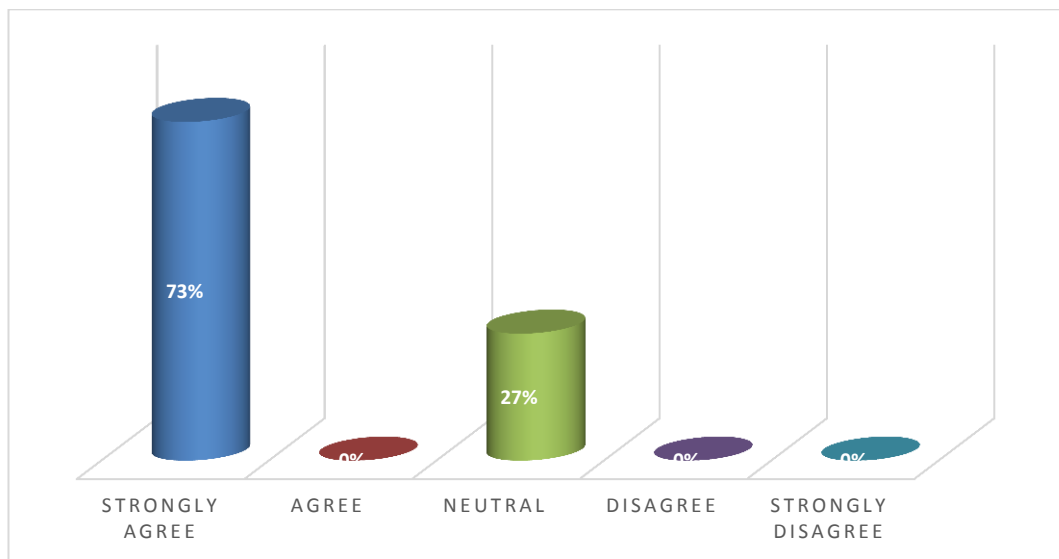
**6. Do you think the English songs are important in your English classes?**

**Chart # 13 You think the English songs are important in your English classes**

| ANSWER | Fr | % |
|---|---|---|
| Strongly Agree | 16 | 73% |
| Agree | 0 | 0% |
| Neutral | 6 | 27% |
| Disagree | 0 | 0% |
| Strongly disagree | 0 | 0% |
| **TOTAL** | **22** | **100%** |

Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**Graphic # 8 You think the English songs are important in your English classes**



Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**INTERPRETATION:** According to the data, 73% of students said that English songs are important in their English classes and 27% are neutral which means, music can help second language learners acquire grammar and vocabulary and improve spelling.
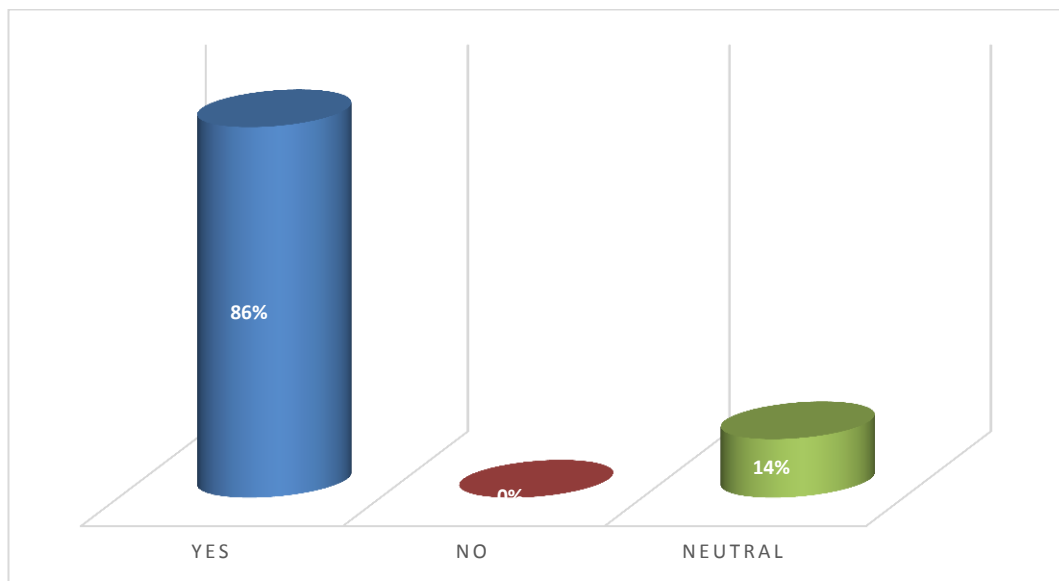
**7. Do you like music?**

**Chart # 14 Do you like music?**

| ANSWER | Fr | % |
|--------|-----|------|
| Yes | 19 | 86% |
| No | 0 | 0% |
| Neutral | 3 | 14% |
| **TOTAL** | **22** | **100%** |

Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**Graphic # 9 Do you like music?**



Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**INTERPRETATION:** According to the data, 86% of students said that they like music and 14% are neutral of the use of music in classes which means, it helps them with focusing, memorizing, and keeping on task.

**8. Do you prefer videos or audios?**

**Chart # 15 Do you prefer videos or audios?**

| ANSWER | Fr | % |
|--------|-----|------|
| Videos | 15 | 68% |
| Audios | 7 | 32% |
| **TOTAL** | **22** | **100%** |

Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**Graphic # 10 Do you prefer videos or audios?**
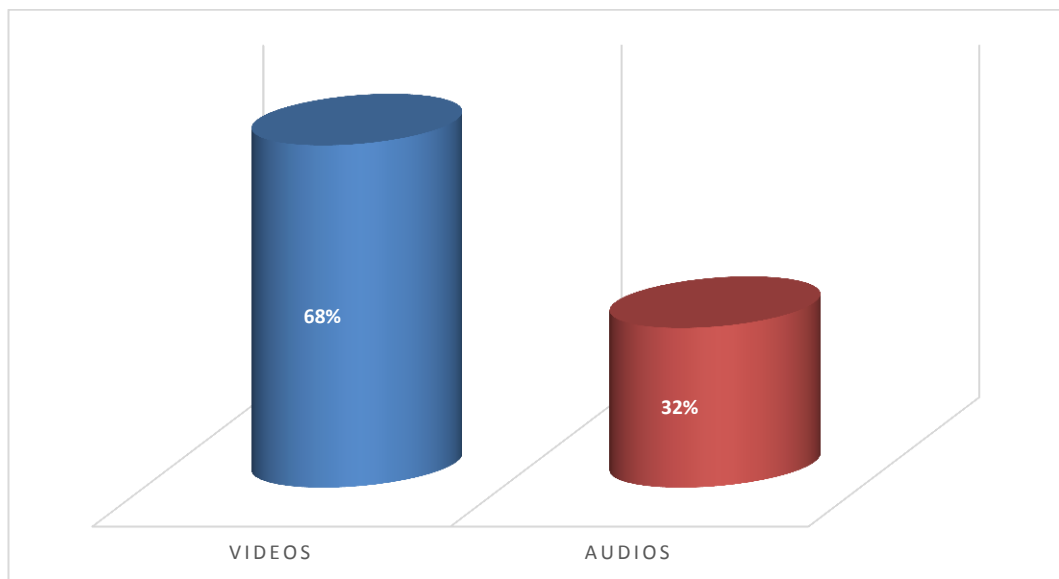


Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**INTERPRETATION**: According to the data, 68% of students prefer videos because they love the variety of selection to choose and 32% of students prefer audios to develop speaking.

**9. How often do you listen to music in English?**
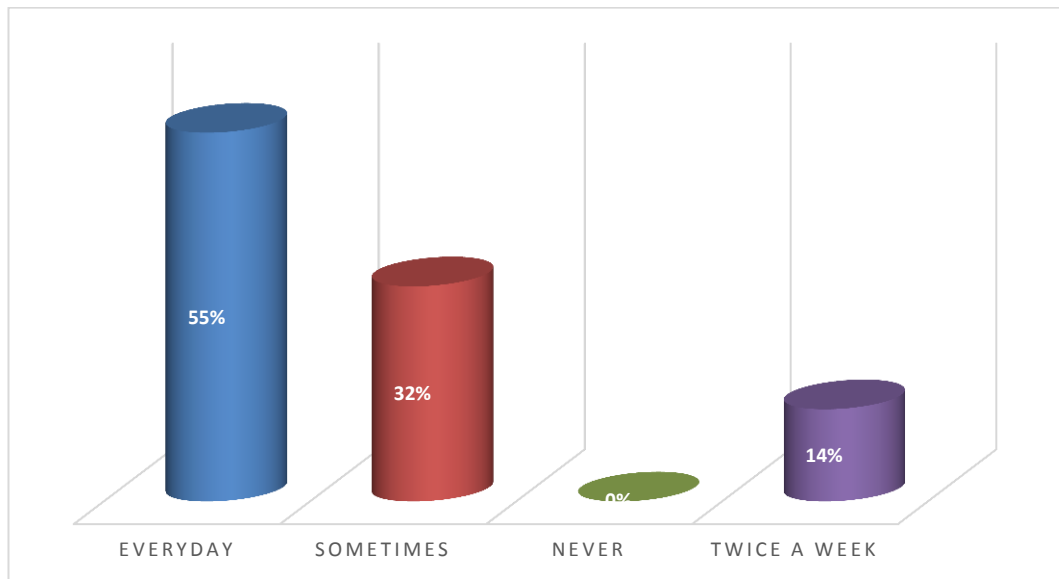
**Chart # 16 How often do you listen to music in English?**

| ANSWER | Fr | % |
|---|---|---|
| Everyday | 12 | 55% |
| Sometimes | 7 | 32% |
| Never | 0 | 0% |
| Twice a Week | 3 | 14% |
| **TOTAL** | **22** | **100%** |

Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**Graphic # 11 How often do you listen to music in English?**



Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**INTERPRETATION:** According to the data, 55% of students listen to music in English every day, 32% of students sometimes listen to music and 14% of students listen to music twice a week. They say that music takes stress off their mind by focusing on something else, such their tasks.
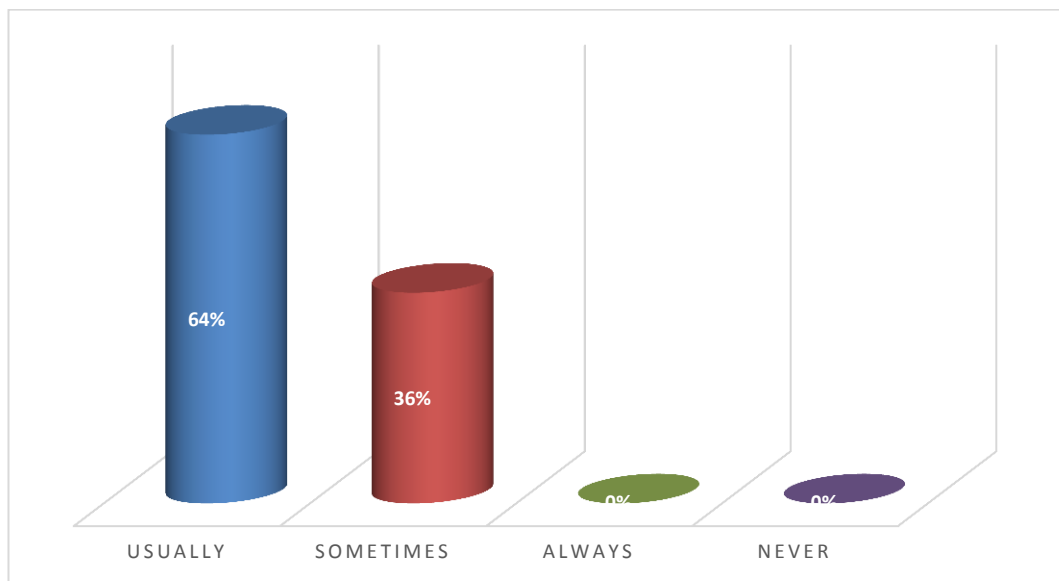
**10. How often do you sing songs in English?**

**Chart # 17 They say that music takes stress off their mind by focusing on something else, such their tasks**

| ANSWER | Fr | % |
|--------|-----|------|
| Usually | 14 | 64% |
| Sometimes | 8 | 36% |
| Always | 0 | 0% |
| Never | 0 | 0% |
| **TOTAL** | **22** | **100%** |

Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**Graphic # 12 You sing songs in English**



Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**INTERPRETATION:** According to the data, the 64% of students usually sing songs in English, the 36% of students sometimes sing songs in English as a conclusion, and music is an indispensable part of a teenager's life.
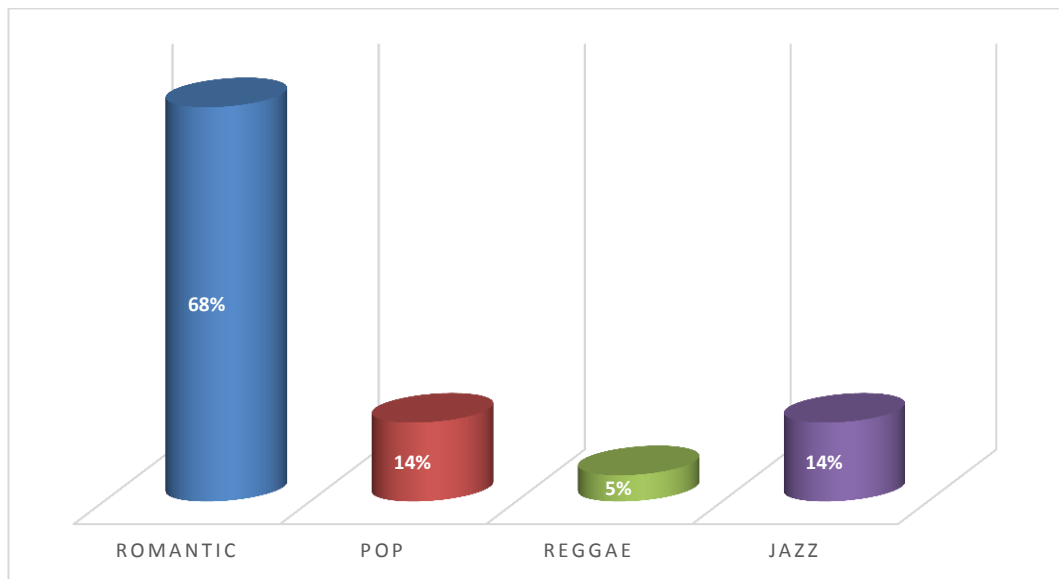
**11. What kind of music do you like?**

**Chart # 18 Kind of music do you like**

| ANSWER | Fr | % |
|---|---|---|
| Romantic | 15 | 68% |
| Pop | 3 | 14% |
| Reggae | 1 | 5% |
| Jazz | 3 | 14% |
| **TOTAL** | **22** | **100%** |

Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**Graphic # 13 Kind of music do you like**



Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**INTERPRETATION:** 68% of Students like romantic music, 14% of Students like pop, 14% of Students like jazz and the others like reggae as a conclusion most students prefer romantic music when studying or completing assignments for class. This type of music can be calming and great to have on in the background with any given task at hand.

**12. Would you like to learn English through Songs?**

**Chart # 19 Would you like to learn English through Songs?**

| ANSWER | Fr | % |
|:------:|:--:|:-:|
| Yes | 17 | 77% |
| No | 0 | 0% |
| Neutral | 5 | 23% |
| **TOTAL** | **22** | **100%** |

Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**Graphic # 14 Would you like to learn English through Songs?**
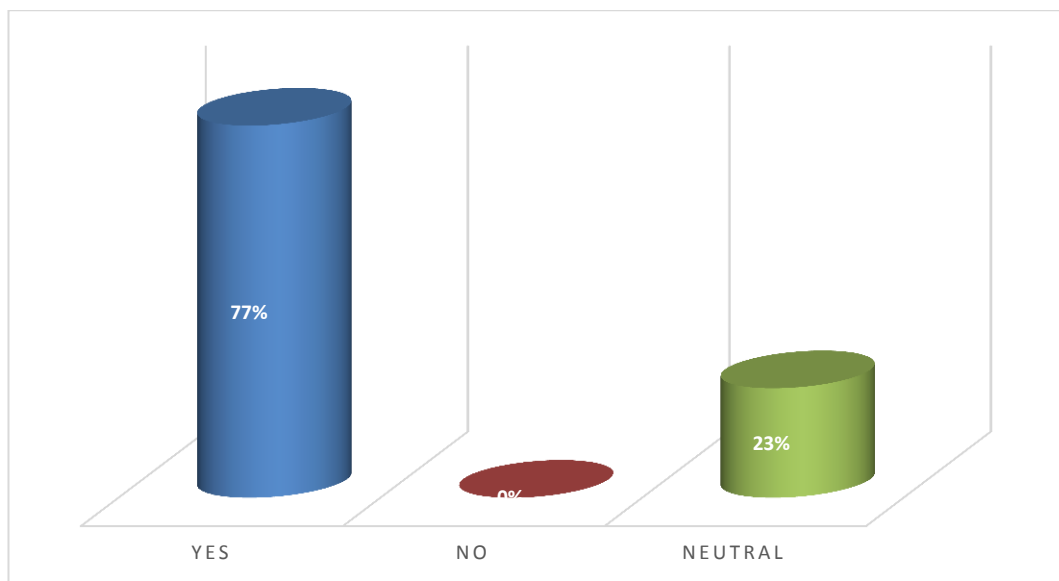


Produced by: Lizbeth Castro
Source: Unidad Educativa John F. Kennedy

**INTERPRETATION:** 77% of students like to learn English through Songs and 23% of students are neutral which means, it also keeps the student awake and attentive, something essential for studying and getting homework done.

## 3.5.4 FOCUS GROUP DIRECTED TO ENGLISH TEACHERS AT UNIDAD EDUCATIVA JOHN F. KENNEDY.

**Question 1: Do you think speaking is important to develop English proficiency in students?**

lNTERPRETATION: Teachers think that speaking is important to develop English proficiency in students because it is a fundamental part of the English language acquisition. Being a teacher of English is different from being a lecturer, it increases STT (Student Talking Time), by asking other students to answer a student's question, by showing pictures related to the topic of the class and, without saying a single word, eliciting students' participation.

**Question 2: What are the techniques used in class to enhance speaking?**

INTERPRETATION: Teachers said to develop this skill students need intensive practice. Speaking practice is usually done in pair & group work. The most popular techniques used in class to enhance speaking are conversation, discussion, games, songs, role-play through this exercise will encourage the students to speak in real life situation. Short Speeches so students may be given some easy topic and prepare them in verbal form, participation activities in which students participate in some communicative activity in a "natural setting".

**Question 3: What do you think about the effectiveness of using songs to improve speaking?**

INTERPRETATION: Teachers thinks that songs are effective to improve speaking in students, the changes in enjoyment and motivation are also

encouraging and more students enjoyed learning and speaking English through songs.

**Question 4: Do you use songs to enhance speaking skill?**

**INTERPRETATION:** Almost the teachers said that they use songs to enhance speaking skill in English classes. It is a fun way to teach speaking skills learning vocabulary, pronunciation and grammar, after finishing the activity students sing the song very loudly and happily.

**Question 5: How often do you use music in your English class?**

**INTERPRETATION:** Teachers said that they use song once a week, but they think it is necessary to prepare more activities according to the level of their classes, because it determines not only which songs they can use, but also what other activities such as games or written exercises they use to develop the lesson. Lower levels become extremely frustrated with fast-delivered lyrics, for instance, while simple repetitive lyrics might not be interesting for more advanced-level learners.

**Question 6: What kind of music do you use with your students?**

**INTERPRETATION:** Teachers said that they use romantic songs because they consider are slow as a conclusion songs keeps students engaged and increases participation. Students who have fun learn better, and music can bring a new kind of fun to learning for students.

**Question 7: Do you use normal songs or songs created for English purposes?**

**INTERPRETATION**: Teachers said that they use normal songs, but they consider songs easy to understand as a conclusion, music is an indispensable part of a teenager's life. Provided teachers choose the right songs, teachers can create a fun and memorable learning experience for our students in their English classes.

**Question 8: How many activities do you develop with each song?**

**INTERPRETATION:** With songs, teachers show new vocabulary to the students, pronunciation and complete gaps, or extract the main idea of the songs.

**Question 9: Can you explain in a few words how the students improve their knowledge of the language using songs?**

**INTERPRETATION:** Teachers said that using songs students practice speaking skills, learn more vocabulary and recognize the pronunciation of different words, and this strategy catch the attention of students.

**Question 10: Can you give me some recommendation about using music to improve the learning process?**

**INTERPRETATION**: Teachers have to mix traditional songs and songs for English purpose and make different activities in class to get attention and students improve their English language acquisition, students speak more English in the classroom is not only a matter of "forcing" them to speak. This demands good preparation of proper material and implementation must be progressive and systematic.

## 3.6 CONCLUSIONS AND RECOMMENDATIONS

### 3.6.1 CONCLUSIONS

➢ The use of songs influences the development of communication in English on students of Tenth Year of Unidad Educativa "John F. Kennedy" in the city of Salinas, province of Santa Elena.

➢ The implementation of songs is a fun tool to enhance communication in English on students of Tenth Year of Unidad Educativa "John F. Kennedy" in the city of Salinas, province of Santa Elena.

### 3.6.2 RECOMMENDATIONS

➢ It is recommended the application of songs to enhance communication in English on students of Tenth Year of Unidad Educativa "John F. Kennedy" in the city of Salinas, province of Santa Elena.

➢ It is necessary English teachers use songs in education since it can be a good pedagogical resource. Therefore, the implementation of songs production will be a good choice to make students practice communication in the classroom.

➢ It is recommended to implement songs production among students of Tenth Year of Unidad Educativa "John F. Kennedy" in the city of Salinas, province of Santa Elena to improve the communication.

# CHAPTER IV
# THE PROPOSAL

## 4. 1 TITLE OF PROPOSAL

Song production to enhance communication among students of tenth basic year of education at Unidad Educativa John F. Kennedy. Salinas, Province of Santa Elena, school year 2017-2018.

## 4.2 DESCRIPTION
## 4.2.1 INFORMATION DATA

The proposal was held in the common classroom of the tenth-grade students and in the audiovisual classroom due to their technological resources for the development of the proposal activities and song production.

**Executing Institution**

- Unidad Educativa John F. Kennedy

**Beneficiaries**

- Tenth grade students from Unidad Educativa John F. Kennedy.

**Estimated time of execution**

- 3 months

**Responsibles**

- **Author**: Lizbeth Mariela Castro Pazmiño
- **Advisor :** Lcda. Jeannette Cevallos Msc.

**Illustration # 1 Location of "Unidad Educativa John F. Kennedy"**



### 4.2.1.1 Proposal Background

On these days, it is difficult to escape from the impact of music and songs due to the fact that they are everywhere. In other words, music is part of our lives. Every person has musical preferences that are evident in our daily routines. Some people listen to music while studying, working, traveling and more.

But school seems to be the place in which songs do not have a lot of importance, being considered as a waste of time. Probably it is because of the non-sense, simple vocabulary or bad linguistic structure that some of today´s songs have, but if music can move our souls through the rhyme what about trying music for learning.

It is interesting how students sometimes do not know the meaning of what they are listening, but they sing even in other languages. The use of songs in the

English class is also defended by Gardner (2004). According to this psychologist, there are 8 multiple intelligences including the "musical intelligence", which is not difficult to develop in students due to the human predisposition for music.

After having observed and evaluated the actual communicative problems in students of 10th basic year of education from Unidad Educative John F. Kennedy, this proposal seeks to improve the oral communication through the exposure to music and songs in order to help them lose their fear to speak and finally express themselves by a production of their own song.

### 4.2.1.2 Significance

This proposal was of huge importance in the field of communication and education due to the several cognitive, linguistic and social benefits it concerned by the enhancement of the speaking skill.

Likewise Ruiz, C. (2008) who defends that by the implementation of songs and their repetitive nature, students can automatize vocabulary in a rapid way, helping them to memorize long phrases and expressions very easily.

Therefore, following this assumption Toscano, Fuentes & Fonseca (2012) consider that the application of songs within the English class can also result in an opportunity for natural learning of the foreign language consequently from the relationship between verbal competences such as listening, remembering and relating sounds and letters.

According to the observation techniques, students of 10th basic year of education feel very shy to communicate themselves being afraid of making pronunciation mistakes or expressing wrongly, experiencing lack of speaking training.

This proposal helped the mentioned students to change their view about the speaking skill and gave them opportunities to improve their whole English abilities as well.

## 4.2.1.3 Objectives

**General objective**

To improve communicative skills through the application and production of songs for students of 10$^{th}$ basic year of education at Unidad Educative John F. Kennedy. Salinas, Province of Santa Elena, school year 2017-2018.

**Specific objectives:**

- To evaluate students´ speaking skills though the application of quick diagnostic test.

- To design and apply activities based in songs to encourage students to participate and practice their speaking skill.

- To compare results before and after the proposal application.

## 4.2.2 DESIGN AND DEVELOPMENT

Once the problematic was established, it was necessary to determine some criteria for the songs that were selected in order to design the activities for the implementation of the proposal.

Those activities followed a song sequencing process, so they were divided in pre-listening activities, while listening activities and post listening activities in order to have a real skill measurement.

## 4.2.3 CRITERIA FOR THE SELECTION OF SONGS

It is not about playing a song just for listening and nothing else. Selecting a song is a methodological process that has to achieve academic and concrete aims. Oliva & Cine (2010) consider some important aspects for doing the song selection for the implementation of the proposal such as:

➢ The use of *slang* should be avoided. Slang refers to an informal, grotesque or offensive language.

➢ Songs should be repetitive and well structured.

➢ Selected songs should be appropriate for doing physical movements and activities.

➢ Long stanzas and difficult verses should be avoided.

➢ Songs should be selected according to the age and musical preferences of the group of students involved.

➢ Songs should be selected according to the lexical and grammatical level of the group involved and gradually increase that level in order to improve the language acquisition.

➢ Songs should be according to the cultural environment and study objectives of the students´ level.

➢ It means that the songs should have a grammatical, lexical or structured content to learn and practice.

➢ There should be a good audio system.

### 4.2.3.1 Selected songs for the proposal

According to the analysis students like most romantic and pop music. So, the selected songs according to their age, musical preferences, and academic content according to their lexical, social and grammatical level were:

⇒ Feel by Robbie Williams
⇒ Tears in heaven by Eric Clapton
⇒ Waka Waka by Shakira
⇒ You´re the one that I love performed by John Travolta and Olivia Newton.

After the students work in different activities based on those songs they wrote their own songs named:

⇒ Fight for your love
⇒ False love
⇒ Spoiled love
⇒ Sad routine

### 4.2.4 SEQUENCING OF SONG ACTIVITIES IN THE CLASSROOM OF 10TH BASIC YEAR OF EDUCATION.

After the selection of songs, the activities were designed and adapted to the level of the involved group of students. The activities were designed and applied in different moments of the song (pre-listening, while listening and post listening).

❖ Pre-listening activities: Involved warm up discussions, brainstorming, vocabulary or ideas about the song that is going to be presented.

❖ While listening activities: Referred to the practice of the introduced knowledge. Activities such as singing and repeating, filling in the gaps, comparing, identifying and applying the vocabulary, ordering the stanzas, phrases or paragraphs of the song, identifying wrong words and completing song verses were applied in these stages.

❖ Post listening activities: Were the activities that helped the students consolidate the content after listening the song. In this stage some activities like listening and completing verses, investigating about the author or the meaning of the song, creating more rhymes, karaoke and identifying main ideas of the song were applied in order to reinforce the process.

## 4.2.5 GOOGLE SITES

Google Sites is a free tool that is available on internet. It allows to create simple web pages without a deep knowledge about html programming and without a necessity of installation or maintenance of any type of software or hardware.

With the purpose of promoting the use of ICT´s and in order to save all the proposal work, a page created on Google sites was designed where students and community can verify all the process that students from $10^{th}$ basic year of education followed for enhancing their speaking skills.

This site includes the main objectives, a short view about the proposal investigation, the activities and all the experiences during the proposal application. The site could be searched on this link: *https://sites.google.com/s/0B7uY351rZQbMYkllU0FnQ0k3Y0E/p/0B7uY351rZQb MZHRlN2pXTjFjYVU/edit.*

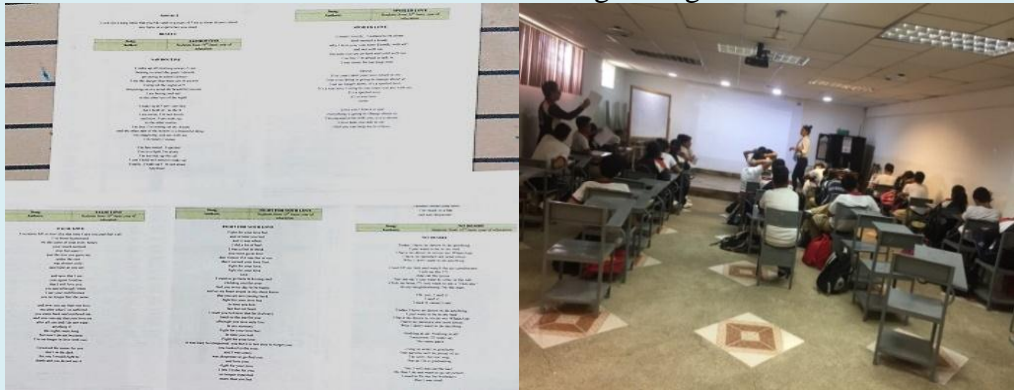## 4.2.6 DESCRIPTION OF ACTIVITIES

**Activity 1: Writing a song.**

| SONG: SAD ROUTINE | |
|---|---|
| **Timing:** 80 minutes | Course: **10th** |
| **Objective:** To enhance students´ English skills through the creation of an original song based on their feelings. | |

Illustration # 2 Writing a song.



**Description**

Teacher divides the class in groups of 5. Then, students work on the name of their song first and search a playback of their preference with the help of the teacher.

Teacher gives some key words that can be useful for writing the song.

Students ask some unknown words to the teacher while writing the song.

Teacher corrects some grammar or spelling mistakes and students print their work and handle it to the teacher.

Finally, each group sings the song with different lyrics.

**Activity 2: Pre - listening vocabulary exercise from song 1.**

| SONG: SAD ROUTINE | |
|---|---|
| **Timing:** 30 minutes | Course: **10**[th] |

**Objective:** To awaken students´ curiosity for the song by presenting the vocabulary words from the song that they are about to listen.

Illustration # 3 Students working on activity 2



**Activity 2**

| Song: | SAD ROUTINE |
|---|---|
| Author: | Students from 10th basic year of education |

Unscramble the following words from the song. Then write a number from 1 to 10 according to the order you hear them while listening to the song.

REDNGAN: D_____  ☐

LASOG : G_____  ☐

COOHLS: S_____  ☐

ZAYL: L_____  ☐

ADS : S_____  ☐

OLNEA: A_____  ☐

HTGIN: N_____  ☐

ASADNETCFI: F_____  ☐

IYDT: T____  ☐

**Description**

Teacher and the students who authored the song present it.

Then, students have to try to order to letters in order to form the words that they are going to listen in the song.

Teacher and students brainstorm about the possible content of the song according to the words that they unscramble.

Finally, students listen carefully to the song and write a number from 1 to 10 according to the order in which they listen the words in the song.

**Activity 3: While – listening activity from song 1.**

| SONG: SAD ROUTINE | |
| --- | --- |
| **Timing:** 30 minutes | Course: **10**[th] |

**Objective:** To enhance English skills through listening to music in order to reinforce vocabulary and pronunciation.

Illustration # 4 Choosing the word to complete the song



Activity 3

Listen to the song and choose the correct words.

SAD ROUTINE

I **wake** / **get** up all morning always 6 am
bearing in mind the goals I should
get going to school always
I **see** / **look** the danger that there are in society
I **sleep** / **rest** all the nights at 9
imagining on my mind the beautiful you are
I am boring and sad
in the other rest of the night

I wake up at 5 am I am **lazy** / **crazy**
but I hold on , to the 8
I am alone, I'm not **lovely** / **luscious**
and now, I can wake up

**Description**

Teacher remembers the song that a group of students created.

Teacher gives the instructions and students start to listen to the song.

They choose the correct word while listening to the music.

Then, they all compare answers with the help of the teacher.

Finally all sing together.

**Activity 4: Post - listening activity from song 1.**

| SONG: SAD ROUTINE |
| :---: |
| **Discussing about the song.** |

| **Timing:** 30 minutes | **Course: 10<sup>th</sup>** |
| :---: | :---: |

**Objective:** To enhance students´ speaking ability by discussing about some features about the song.

Illustration # 5 Students discussing about the questions from activity 4



**Description**

Students are previously asked to investigate about the song and the classmates that created it.

Teacher asks some questions about how did they feel while listening to the song, what was the best part of the song, which were the difficult words that they did not know and what did they understand about it.

All the students share their opinions.

The teacher helps them with some words that they do not know in order to explain themselves correctly.

Finally they make karaoke time.

**Activity 5: Pre - listening exercise from song 2.**

| SONG: SPOILED LOVE |
|---|
| **Unscrambling vocabulary words.** |

| **Timing:** 30 minutes | Course: **10<sup>th</sup>** |
|---|---|

**Objective:** To awaken students´ knowledge through a vocabulary exercise about song 2.

| Illustration # 6 Unscrambling vocabulary words |
|---|



**Description**

Teacher reads and explains the instructions about the exercise.

Students try to guess the words from the song that they are about to listen.

All the students compare their answers and checks with the teacher.

Then, they listen to the song and write a number in each box from 1 to 10 according to the order in which they are pronounced in the song.

Students fill in all the spaces and sing with a partner without soundtrack and try to guess the rhythm of the music.

Finally they all sing together.

**Activity 6: While – listening activity from song 2**

<table>
<tr><td colspan="2" align="center">**SONG: SPOILED LOVE**<br><br>**Ordering the song phrases**</td></tr>
<tr><td align="center">**Timing:** 30 minutes</td><td align="center">Course: **10**<sup>th</sup></td></tr>
</table>

**Objective:** To practice speaking skills through singing a song and ordering the phrases in the correct order.

Illustration # 7 Ordering the song phrases



**Activity 6**
**Listen to the song and put the sentences in the correct order.**
**SPOILED LOVE**

why I love you, you were friendly with all?
I wasn't lovely,  I wanted to be alone
both needed a break
I'm Shy I'm afraid to talk to
and not with me
because you are so hard and cold with me
I was alone for too long time

It's a spoiled love
I am no longer alone, it's a spoiled love
True everything is going to change about us
Five years later your love return to me
It's a true love. I cling to you since you are with me
it's a true love

**Description**

The students who created the song present the title of their music and give some details about it and talk a little bit about their experience writing the song.

Teacher gives the instructions and reinforces pronunciation of the phrases that they have in activity 6.

Students listen to the song and notice the phrases that are in disorder.

Teacher helps the students correcting if necessary by comparing answers.

Finally, all sing together following the correct order of the song.

**Activity 7: Post – listening activity from song 2.**

| SONG: SPOILED LOVED<br><br>Talking about the song and the experience while listening. | |
|---|---|
| **Timing:** 40 minutes | **Course: 10<sup>th</sup>** |
| **Objective:** To enhance speaking skills through a discussion about song 2. | |

Illustration # 8 Dialoguing about song.



**Description**

Teacher prepares the activity by asking the students to form a round table in order to share ideas.

Students are asked to talk about what they felt when listening to the music and what things became into their minds.

Students also talk about the part of the song that they liked most and explain reasons.

They also shared what they understand about the music.

Finally, all the students sing together.

**Activity 8: Pre – listening activity from song 3.**

<table>
<tr><td colspan="2" align="center">**SONG: FALSE LOVE**<br><br>**Brainstorming and dialoguing.**</td></tr>
<tr><td align="center">**Timing:** 30 minutes</td><td align="center">Course: **10<sup>th</sup>**</td></tr>
<tr><td colspan="2">**Objective:** To practice oral communication by dialoguing about the picture presented in order to help students lose their fear to speak.</td></tr>
<tr><td colspan="2" align="center">Illustration # 9 Dialoguing activity<br><br></td></tr>
<tr><td colspan="2">**Description**<br><br>Teacher presents the new song by asking about the picture showed in the new activity.<br><br>Students take turns to speak and explain what the picture means for them.<br><br>Teacher also asks opinions about love and hate.<br><br>Students talk about some of their experiences and teacher helps them to express when it is necessary giving them some words that they do not know in English.<br><br>Finally, students share their opinions about the content of the song.</td></tr>
</table>

**Activity 9: While - listening activity from song 3**

| SONG: SPOILED LOVE |
|---|
| **Writing the correct homophone.** |

| **Timing:** 30 minutes | **Course: 10**th |
|---|---|

**Objective:** To enhance English skills by searching homophones for some words of the song and singing aloud.

Illustration # 10 Writing the correct homophone



**Description**

Teacher reads the instructions with the students.

Students compare some of the words from the song that they consider homophones according to the words in the box.

Students and teacher checks answers together and correct if necessary.

Finally, they listen to the song and give their opinions about it

**Activity 10: Karaoke challenge time**

# SONG: FIGHT FOR YOUR LOVE

## Singing all together

| **Timing:** 40 minutes | Course: **10**th |
|---|---|

**Objective:** To enhance communication skills by singing aloud.

Illustration # 11 Karaoke challenge time



**Description**

Students are encouraged to sing the lyrics from the last 2 songs created by a group of their classmates.

The group who authored the songs present them and sing them in order to show their other classmates the rhythm.

Then, the teacher explains the challenge and give them the lyrics of the songs.

Finally, the row who best sings the songs wins.

**Activity 11: Musical Concert**

| **Timing:** 40 minutes | **Course:** 10<sup>th</sup> |
| --- | --- |

**Objective:** To enhance communication skills by presenting a concert with all the students' music production and videos.

Illustration # 12 Musical concert



**Description**

After developing all the activities, the students were able to film and show a short video clip while singing the songs in public.

The activity was held in their common classroom but they were excited to exhibit their original works and English abilities enhanced during the proposal application.

# 4.3 ACHIEVEMENT AND RESULTS

## 4.3.1 DIAGNOSTIC TEST RESULTS

According to the diagnostic test, most of the students got low scores, having a total score of 5 points out of 10. Only 6 students got 7 and 8 points, demonstrating the necessity of improving speaking skills.

**Chart # 20 Students´ diagnostic test result chart**

| NO. | STUDENTS | DIAGNOSTIC TEST |
|-----|----------|-----------------|
| 1 | ACOSTA SUAREZ DARIO | 3.00 |
| 2 | ALMEIDA BRAVO LISSTETH | 5.00 |
| 3 | BACILIO PANCHANA TIFFANY | 5.00 |
| 4 | BAILON CAICHE CARMEN | 5.00 |
| 5 | CALVA GONZALEZ ANGEL | 7.00 |
| 6 | CASTRO CASTILLO JANICE | 7.00 |
| 7 | FLORES DE LA NESTOR | 7.00 |
| 8 | FREIRE CALLE XAVIER | 8.00 |
| 9 | GONZABAY SANCHEZ LUIS MARIO | 4.00 |
| 10 | GUERRERO PITARQUE MARIA EMILIA | 4.00 |
| 11 | HERRERA ARCE ANDRES | 4.00 |
| 12 | LOPEZ MALAVE IVIS | 4.00 |
| 13 | LUCIN ALMENDARIS NASSIB | 5.00 |
| 14 | MENDEZ LEON GENESIS | 5.00 |
| 15 | MORAN MALAVE RAFAEL | 7.00 |
| 16 | MUNOZ DE LA A FAVIO | 4.00 |
| 17 | MUNOZ PARRALES LOURDES | 7.00 |
| 18 | PANCHANA CORAL MAURICIO | 4.00 |
| 19 | RAMIREZ GUTIERREZ CARLOS | 4.00 |
| 20 | REYES CASTILLO JENNIFER | 3.00 |
| 21 | SANZ HIDALGO KARLA | 5.00 |
| 22 | TOLEDO ARIZAGA CARLOS | 5.00 |
| 23 | YEPEZ SAAVEDRA RENATO | 3.00 |
| | **AVERAGE** | **5.00** |

## 4.3.2 FINAL TEST RESULTS

The final test shows that all the students from 10<sup>th</sup> basic year of education increased their scores. Only 5 of them got 7 out of 10 points, which was the lowest grade. The majority of the students got 8, 9 and 10 points. As a whole class, they reached a total average of 8.43 points at the end of the proposal implementation.

**Chart # 21 Final test results chart**

| NO. | STUDENTS | FINAL TEST |
|---|---|---|
| 1 | ACOSTA SUAREZ DARIO | 7 |
| 2 | ALMEIDA BRAVO LISSTETH | 8 |
| 3 | BACILIO PANCHANA TIFFANY | 8 |
| 4 | BAILON CAICHE CARMEN | 8 |
| 5 | CALVA GONZALEZ ANGEL | 10 |
| 6 | CASTRO CASTILLO JANICE | 10 |
| 7 | FLORES DE LA NESTOR | 10 |
| 8 | FREIRE CALLE XAVIER | 10 |
| 9 | GONZABAY SANCHEZ LUIS MARIO | 7 |
| 10 | GUERRERO PITARQUE MARIA EMILIA | 8 |
| 11 | HERRERA ARCE ANDRES | 8 |
| 12 | LOPEZ MALAVE IVIS | 9 |
| 13 | LUCIN ALMENDARIS NASSIB | 8 |
| 14 | MENDEZ LEON GENESIS | 8 |
| 15 | MORAN MALAVE RAFAEL | 10 |
| 16 | MUNOZ DE LA A FAVIO | 7 |
| 17 | MUNOZ PARRALES LOURDES | 10 |
| 18 | PANCHANA CORAL MAURICIO | 8 |
| 19 | RAMIREZ GUTIERREZ CARLOS | 8 |
| 20 | REYES CASTILLO JENNIFER | 7 |
| 21 | SANZ HIDALGO KARLA | 9 |
| 22 | TOLEDO ARIZAGA CARLOS | 9 |
| 21 | YEPEZ SAAVEDRA RENATO | 7 |
| AVERAGE | | 8.43 |

### 4.3.3 STUDENTS´ IMPROVEMENT

As the following charts show students were able to improve their speaking skills.
Most of them increased their scores in 3, 4 and 5 points, demonstrating a good
percentage of improvement as a whole class (41%).

**Chart # 22 Students´ improvement result chart**

| | STUDENTS | Diagnostic test | Final test | % of improvement |
|---|---|---|---|---|
| 1 | ACOSTA SUAREZ DARIO | 3 | 7 | 57% |
| 2 | ALMEIDA BRAVO LISSTETH | 5 | 8 | 38% |
| 3 | BACILIO PANCHANA TIFFANY | 5 | 8 | 38% |
| 4 | BAILON CAICHE CARMEN | 5 | 8 | 38% |
| 5 | CALVA GONZALEZ ANGEL | 7 | 10 | 30% |
| 6 | CASTRO CASTILLO JANICE | 7 | 10 | 30% |
| 7 | FLORES DE LA NESTOR | 7 | 10 | 30% |
| 8 | FREIRE CALLE XAVIER | 8 | 10 | 20% |
| 9 | GONZABAY SANCHEZ LUIS MARIO | 4 | 7 | 43% |
| 10 | GUERRERO PITARQUE MARIA EMILIA | 4 | 8 | 50% |
| 11 | HERRERA ARCE ANDRES | 4 | 8 | 50% |
| 12 | LOPEZ MALAVE IVIS | 4 | 9 | 56% |
| 13 | LUCIN ALMENDARIS NASSIB | 5 | 8 | 38% |
| 14 | MENDEZ LEON GENESIS | 5 | 8 | 38% |
| 15 | MORAN MALAVE RAFAEL | 7 | 10 | 30% |
| 16 | MUNOZ DE LA A FAVIO | 4 | 7 | 43% |
| 17 | MUNOZ PARRALES LOURDES | 7 | 10 | 30% |
| 18 | PANCHANA CORAL MAURICIO | 4 | 8 | 50% |
| 19 | RAMIREZ GUTIERREZ CARLOS | 4 | 8 | 50% |
| 20 | REYES CASTILLO JENNIFER | 3 | 7 | 57% |
| 21 | SANZ HIDALGO KARLA | 5 | 9 | 44% |
| 22 | TOLEDO ARIZAGA CARLOS | 5 | 9 | 44% |
| 23 | YEPEZ SAAVEDRA RENATO | 3 | 7 | 57% |
| | AVERAGE | 5.00 | 8.43 | 41% |

**Chart # 23 Students´ percentage of improvement**

| DIAGNOSTIC TEST | FINAL TEST |
|---|---|
| 5.00 | 8.43 |
| % OF IMPROVEMENT | 41% |

### 4.3.4 STRATEGIES OF IMPROVEMENT

| BEFORE THE PROPOSAL | AFTER THE PROPOSAL |
|---|---|
| * Students did not speak | * Students lost their fear to speak even if they do not know how to express, they try to communicate. |
| * Traditional English classes. | * English classes using songs. |
| * Poor vocabulary language | * Students acquired more vocabulary and grammar. |

**Source:** Unidad Educativa John F. Kennedy
**Author:** Lizbeth Mariela Castro Pazmiño

## 4.4 CONCLUSIONS AND RECOMMENDATIONS

### 4.4.1 CONCLUSIONS

➢ This investigation concludes that song production was favorable for the enhancement of speaking skills of students of 10th basic year of education.

➢ Since songs repeats its structures, they not only helped the students improve their speaking but to acquire more vocabulary and enhance their grammar as well, transforming the traditional English class into a comfortable, social a funny class.

➢ Songs motivated the students to talk and express even if they do not know a word. They started to think in English without translating word by word due to the language exposure that they experienced in the proposal application.

### 4.4.2 RECOMMENDATIONS

➢ It is recommended to make more use of songs during the teaching and learning process of the foreign language in order to take more advantage of their music preferences to help them speak in a funny way.

➢ Songs should be implemented in order to help students develop all their English abilities since they (speaking, listening, reading and writing) are related with each other.

➢ It is recommended to motivate students to produce their own songs since it is something that they like so that they can express themselves and develop their communication skills as well.

**4.5 TIMETABLE**

**Chart # 24 Timetable chart**

| ACTIVITIES / MONTHS | DECEMBER | | | | JANUARY | | | | FEBRUARY | | | | MARCH | | | | APRIL | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1.- Development of proposal project work | X | | | | | | | | | | | | | | | | | | | |
| 2.- Delivery of proposal project | | X | | | | | | | | | | | | | | | | | | |
| 3.- Development and delivery of chapter I (THE PROBLEM ) | | | X | X | | | | | | | | | | | | | | | | |
| 4.- Development Chapter II (THEORICAL BASIS) | | | | | X | X | | | | | | | | | | | | | | |
| 5.- Development and delivery of chapter II | | | | | | | X | X | | | | | | | | | | | | |
| 6.- Development Chapter III (RESEARCH METHODS) | | | | | | | | | X | X | | | | | | | | | | |
| 7.- Development and delivery of the chapter III | | | | | | | | | | | X | | | | | | | | | |
| 8.- Development Chapter IV (RESEARCH PROPOSAL) | | | | | | | | | | | | X | X | | | | | | | |
| 9.- Development and delivery of the chapter IV | | | | | | | | | | | | | | X | | | | | | |
| 10.- Development of preliminary pages, nabstract, introduction, etc. | | | | | | | | | | | | | | | X | | | | | |
| 11.- Delivery of final project | | | | | | | | | | | | | | | | X | | | | |
| 12.- Distribution to members of the court | | | | | | | | | | | | | | | | | X | | | |
| 13.- Project defense | | | | | | | | | | | | | | | | | | X | | |
| 14.- Incorporation | | | | | | | | | | | | | | | | | | | X | X |

**Author:** Lizbeth Mariela Castro Pazmiño

## 4.6 RESOURCES

### 4.6.1 TECHNOLOGICAL RESOURCES

**Chart # 25 Resources**

| DESCRIPTION | PRICE | TOTAL |
|---|---|---|
| Laptop | $1,000 | $1,000 |
| Camera | $ 200 | $ 200 |
| Speakers | $ 40 | $ 40 |
| TOTAL | | $ 1,240 |

### 4.6.2 FINANCIAL RESOURCES

**Chart # 26 Resources**

| DESCRIPTION | PRICE | TOTAL |
|---|---|---|
| Internet | $ 100 | $100 |
| Electricity | $ 70 | $ 70 |
| Transportation | $ 60 | $ 60 |
| Communication | $ 30 | $ 30 |
| TOTAL | | $ 260 |

**Chart # 27 Total Resources**

| TOTAL SUMMATORY | $1,500 |
|---|---|

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### 4.7.2 BOOKS FROM UPSE LIBRARY

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# APPENDIXES

## Attachment # 1 Institution's Consent Letter

**UNIDAD EDUCATIVA "JOHN F. KENNEDY"**
José Luis Tamayo – Salinas – Ecuador
Telf. 2775-218   Fax. 2779-913
Email: uejohnfkennedy@hotmail.com

MA.Ed.

Glenda Pinoargote Parra

**DIRECTORA CARRERA LICENCIATURA EN INGLÉS**

Facultad Ciencias De La Educación e Idiomas

UPSE

Presente.-

**A quien interese:**

Yo, MSc. Carlos Berrones Salazar, Rector de la Unidad Educativa "John F. Kennedy", a petición de la Prof. Lizbeth Mariela Castro Pazmiño, con CI. 0923567887 me honro a certificar que la docente antes mencionado contó con la aprobación necesaria para realizar su propuesta **"Songs to enhance communication in english on students of 10th basic year at John F. Kennedy high school in Salinas Province of Santa Elena, school year 2017-2018"**, tanto que nuestra comunidad educativa resultó favorecida en el área de Inglés.

Es todo cuanto puedo CERTIFICAR, en honor a la verdad

Atentamente

MSc. Carlos Berrones Salazar
**Rector**

**Attachment #**
**Attachment # 2 Institution's Certificate of Completion of Research**



UNIDAD EDUCATIVA "JOHN F. KENNEDY"
José Luis Tamayo – Salinas – Ecuador
Telf. 2775-218   Fax. 2779-913
Email: uejohnfkennedy@hotmail.com

José Luis Tamayo, 22 de Noviembre del 2017

MA.Ed.

Glenda Pinoargote Parra

**DIRECTORA CARRERA LICENCIATURA EN INGLÉS**

Facultad Ciencias De La Educación e Idiomas

UPSE

Presente.-

Se hace constar por medio del presente, que **Lizbeth Mariela Castro Pazmiño** con CI. 0923567887, estudiante de la Universidad Estatal Península de Santa Elena, realizó la aplicación de su proyecto de tesis **"Songs to enhance communication in english on students of 10th basic year at John F. Kennedy high school in Salinas Province of Santa Elena, school year 2017-2018"**, desde el día 1 de Junio hasta el 1 de Septiembre.

Constancia que se expide en Salinas, a los 22 días del mes de Noviembre del 2017.

Atentamente,

MSC. Carlos Berrones Salazar
**Rector**

C.C: MSc. Jannette Cevallos Alcívar

**Attachment # 3 Adviser Certification**

**CERTIFICACION DEL DIRECTOR DE TESIS**

La suscrita Lcda. **JEANNETTE CEVALLOS ALCIVAR**, MSc. Tutora del Trabajo de Titulación de la egresada: **LIZBETH MARIELA CASTRO PAZMIÑO,**

**CERTIFICA**

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe final del Trabajo de Titulación denominado "**SONGS TO ENHANCE COMMUNICATION IN ENGLISH ON STUDENTS OF TENTH BASIC YEAR AT UNIDAD EDUCATIVA JOHN F. KENNEDY, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017 – 2018**", estos 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 de el trámite legal correspondiente.

**LCDA. JEANNETTE CEVALLOS ALCIVAR**, MSc.
**DOCENTE TUTORA CLI 2017**

**Attachment # 4 Adviser Certification**

La Libertad, 22 de noviembre del 2017

### CERTIFICACION DEL DIRECTOR DE TESIS

La suscrita Lcda. **JEANNETTE CEVALLOS ALCIVAR**, MSc. Tutora del Trabajo de Titulación de la egresada: **LIZBETH MARIELA CASTRO PAZMIÑO**,

### CERTIFICA

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe final del Trabajo de Titulación denominado "**SONGS TO ENHANCE COMMUNICATION IN ENGLISH ON STUDENTS OF TENTH BASIC YEAR AT UNIDAD EDUCATIVA JOHN F. KENNEDY. SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017 – 2018**", estos 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 de el trámite legal correspondiente.

**LCDA. JEANNETTE CEVALLOS ALCIVAR, MSc.**
**DOCENTE TUTORA CLI 2017**

**Attachment # 5 Antiplagiarism certificate**

UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA

La libertad, 23 de Noviembre de 2017.

**CERTIFICADO ANTIPLAGIO**
**007-TUTOR JECA-2017**

En calidad de tutor del trabajo de titulación denominado "SONGS TO ENCHANCE COMMUNICATION IN ENGLISH ON STUDENTS OF TENTH BASIC YEAR AT UNIDAD EDUCATIVA JOHN F. KENNEDY. SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017- 2018", elaborado por la estudiante LIZBETH MARIELA CASTRO PAZMIÑO, egresada de la Carrera 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 Licenciada en 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 1% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Leda. Jeannette Cevallos Alcívar. MSc.
C.I.:0907928089
DOCENTE TUTOR

# UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

## FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

## CARRERA LICENCIATURA EN INGLÉS

**INTERVIEW DIRECTED TO THE PRINCIPAL ABOUT SONGS TO ENHANCE COMMUNICATION IN ENGLISH ON STUDENTS OF TENTH BASIC YEAR AT UNIDAD EDUCATIVA JOHN F. KENNEDY. SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017 – 2018.**

1. Why do you consider English is fundamental in the education today?
2. What is the importance of learning English?
3. What experience have your teachers in your school?
4. What are the most common resources used for teachers in your institution?
5. Do you think use of songs in class will improve the speaking; it is good for students, why?
6. What kind of aspect students will enhance using songs in class?
7. What do the activities do your English teachers apply in class?

**Thanks for your collaboration**

# UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

## FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

## CARRERA LICENCIATURA EN INGLÉS

**INTERVIEW DIRECTED TO THE SPECIALIST ABOUT SONGS TO ENHANCE COMMUNICATION IN ENGLISH ON STUDENTS OF TENTH BASIC YEAR AT UNIDAD EDUCATIVA JOHN F. KENNEDY. SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017 – 2018.**

1. How often do you use music in your English class?
2. What kind of music do you use with your students?
3. Do you use normal songs or songs created for English purposes?
4. How many activities do you develop with each song?
5. Can you explain in a few words how the students improve their knowledge of the language?

**Thanks for your collaboration**

# UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

## FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

## CARRERA LICENCIATURA EN INGLÉS

**FOCUS GROUP DIRECTED TO ENGLISH TEACHERS ABOUT SONGS TO ENHANCE COMMUNICATION IN ENGLISH ON STUDENTS OF TENTH BASIC YEAR AT UNIDAD EDUCATIVA JOHN F. KENNEDY. SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017 – 2018.**

1. Do you think speaking is important to develop English proficiency in students?
2. What are the techniques used in class to enhance speaking?
3. What do you think about the effectiveness of using songs to improve speaking?
4. Do you use songs to enhance speaking skill?
5. How often do you use music in your English class?
6. What kind of music do you use with your students?
7. Do you use normal songs or songs created for English purposes?
8. How many activities do you develop with each song?
9. Can you explain in a few words how the students improve their knowledge of the language using songs?
10. Can you give me some recommendation about using music to improve the learning process?

**Thanks for your collaboration**

# UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

## FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

## CARRERA LICENCIATURA EN INGLÉS

**INTERVIEW APPLIED TO THE STUDENTS ABOUT SONGS TO ENHANCE COMMUNICATION IN ENGLISH ON STUDENTS OF TENTH BASIC YEAR AT UNIDAD EDUCATIVA JOHN F. KENNEDY. SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2017 – 2018.**

1. Do you believe that English class is important?

2. How are your English classes?

3. Does your teacher use Spanish in class?

4. Is your English teacher dynamic?

5. What kind of activities does your English teacher use in class?

6. Does your English teacher ever use musical activities?

7. Do you think the English songs are important in your English classes?

8. Do you like music?

9. Do you prefer videos or audios?

10. How often do you listen to music in English?

11. How often do you sing songs in English?

12. What kind of music do you like?

13. Would you like to learn English through Songs?

**Thanks for your collaboration**

# UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

## FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS

## CARRERA LICENCIATURA EN INGLÉS

### PRE-TEST

**Name:** _____          **Course: 10<sup>th</sup>**

1. How are you today? 2 pts
2. What´s your best friends´ name? 1pt
3. Tell me about your family? 3pts
4. Do you like music? What type? 2pts
5. What´s your favorite song? Why do you like it? 2pt

**Author:** Lizbeth Castro Pazmiño

**Attachment # 11 Speaking Rubric**

**Name:** _____

**Observations:**

_____

_____

_____

_____

| CRITERIA | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| **Interactive communication** <br> Gives opinions and maintain a conversation <br> 4 | | | | | |
| **Discourse Management** <br> Good use of the vocabulary language <br> 3 | | | | | |
| **Pronunciation** <br> Clear intonation and word utterance <br> 2 | | | | | |
| **Grammar** <br> Uses good grammatical forms of the language <br> 1 | | | | | |

**Attachment # 12 Writing a Song from activity 1**

Look for a song track that you like and in groups of 5 try to form rhymes about any topic or experience you want.

**RESULT**

| Song: | SAD ROUTINE |
|---|---|
| **Author** | Students from 10th basic year of education |

**SAD ROUTINE**

I wake up all morning always 6 am
bearing in mind the goals I should
get going to school always
I see the danger that there are in society
I sleep all the nights at 9
imagining on my mind the beautiful you are
I am boring and sad
in the other rest of the night

I wake up at 5 am I am lazy
but I hold on , to the 8
I am alone, I'm not lovely
and now, I can wake up
to the other reality
I'm lazy I'm resting on my dream
and the other part of the history is a beautiful thing
I'm imagining, you are with me
I'm lonely I mean

I'm fascinated, I spoiled
I'm in a fight I'm alone
I'm too tidy up this all
I can't hold on I need to make up
Finally, I wake up I'm not alone
Anymore

| Song: | SPOILED LOVE |
|---|---|
| Author: | Students from 10th basic year of education |

**SPOILED LOVE**

I wasn't lovely, I wanted to be alone
both needed a break
why I love you, you were friendly with all?
and not with me
because you are so hard and cold with me
I'm Shy I'm afraid to talk to
I was alone for too long time


*Chorus*
Five years later your love return to me
True everything is going to change about us
I am no longer alone, it's a spoiled love
It's a true love. I cling to you since you are with me
It's a spoiled love
it's a true love
verse


Love you I know is real
everything is going to change about us
I'm excited to be with you, it is a dream
I love hear you talk to me
I feel you can help me to follow

| Song: | FALSE LOVE |
|---|---|
| **Author:** | Students from 10th basic year of education |

**FALSE LOVE**

I've never fell in love like that time I saw you and
that's all
I've been hypnotized
by the color of your eyes, honey
your touch seemed
true but wasn't
and the kiss you gave me
under the rain
was always cold
and false as you are.


and now that I see
you again I realize
that I still love you
you and although when
I see your indifference
you no longer feel the same


and now you say that you love
me after what I've suffered
you came back and confused me
and now you say that you love me
after all you and I do not want
anything if
the nights were long
but now I do not because
I'm no longer in love with you


I lowered the moon for you
don't in the dark
for you I would fight to
death and you do not see it

| **Song:** | FIGHT FOR YOUR LOVE |
|-----------|---------------------|
| **Author:** | Students from 10th basic year of education |

**FIGHT FOR YOUR LOVE**

Fight for your love but
and in time you lost
and it was when
I did a lot of bad
I was a fool to think
you were go to love
don´t know if it was her or me
that I earned your love first
fight for your love
fight for your love
love
I want to go back to kissing and
Holding you for ever
had you every day to be happy
and as my heart erupts in my chest know
that you are not coming back
fight for your love but
in time you lost
last but not least
I want you to know that he'd always
land on the sea for you
although you now only live
In my memory
Fight for your love but
In time you lost
Fight for your love
it was easy to be conquered you, but it is not easy to
forget you
you looked in the eyes
and I was crazy
was desperate to go find you
and love you
fight for your love
I felt I'd die for you
no longer expected
more than you but
I always loved your love.

| Song: | NO DESIRE |
|---|---|
| **Author:** | Students from 10th basic year of education |

## NO DESIRE

Today I have no desire to do anything
I just want to be in my bed
I have no desire to revise my WhatsApp
I have no patience not send emoji
Why I don't want to do anything

Used lift my feet and watch the air conditioner
Turn on the TV
And eat the pizza
Say me no, I just want to relax in the tub
Click on brisa TV you want to see a "Don day"
In my neighborhood, I'm the man.

### *Chorus*

Oh, yes, I said it
I said it
I said it, cause I can

Today I have no desire to do anything
I just want to be in my bed
I have no desire to revise my WhatsApp
I have no patience not send emoji
Why I don't want to do anything

Nothing at all, nothing at all
Tomorrow I'll wake up
Do some paox

I sing in order to graduate
Our parents will be proud of us
I'm sorry but not sing
But as I'm a graduating

No, I will not cut the hair
By that I do not want to go anywhere
I used to fix me for birthdays
But I was tired

**Attachment # 13 Pre - listening vocabulary from exercise from song 1**

**Activity 2**

| Song: | SAD ROUTINE |
|-------|-------------|
| **Author** | Students from 10<sup>th</sup> basic year of education |

**Unscramble the following words from the song. Then write a number from 1 to 10 according to the order you hear them while listening to the song.**

REDNGAN:       **D**_____    ☐

LASOG :        **G**_____    ☐

COOHLS:        **S**_____    ☐

ZAYL:          **L**_____    ☐

ADS :          **S**_____    ☐

OLNEA:         **A**_____    ☐

HTGIN:         **N**_____    ☐

ASADNETCFI:    **F**_____    ☐

IYDT:          **T**_____    ☐

EDMAR:         **D**_____    ☐

**Attachment # 14 While – Listening activity from song 1**

**Activity 3**

**Listen to the song and choose the correct words.**

**SAD ROUTINE**

I **wake / get** up all morning always 6 am
bearing in mind the goals I should
get going to school always
I **see / look** the danger that there are in society
I **sleep / rest** all the nights at 9
imagining on my mind the beautiful you are
I am boring and sad
in the other rest of the night

I wake up at 5 am I am **lazy / crazy**
but I hold on , to the 8
I am alone, I'm not **lovely / luscious**
and now, I can wake up
to the other reality
I'm lazy I'm resting on my dream
and the other part of the history is a **beautiful / wonderful** thing
I'm **imagining / thinking,** you are with me
I'm lonely I mean

I'm fascinated, I spoiled
I'm in a fight I'm alone
I'm too **tidy / clean** up this all
I can't hold on I need to **make / wake** up
Finally, I wake up I "m not alone
Anymore

**Attachment # 15 Post - listening activity from song 1**

**Activity 4**

**Discuss the following questions according to the song.**

| Song: | SAD ROUTINE |
|---|---|
| **Author** | Students from 10<sup>th</sup> basic year of education |

1. How did you feel with the music?
2. Did you like the rhythm of the song?
3. Did you feel identified with the music?
4. How many stanzas does the song have?
5. What was the best part you liked most?
6. How many words were difficult for you to understand? Which?
7. How many words from the vocabulary could you identify while listening?
8. Why do you think the author wrote this song?
9. What did you understand about the song?

**Attachment # 16 Pre - listening exercise from song 2**

**Activity 5**

| Song: | SPOILED LOVE |
|---|---|
| **Author:** | Students from 10<sup>th</sup> basic year of education |

**Unscramble the following words from the song. Then write a number from 1 to 10 according to the order you hear them while listening to the <u>first and third stanza of the song.</u>**

DNYEIRLF:   **F_____**        ☐

LEYOUL:      **L_____**         ☐

YSH:           **S_____**          ☐

REAKB:        **B_____**         ☐

IDETCEX :    **E_____**          ☐

NGAEHC:      **C_____**          ☐

AERL:          **R_____**          ☐

LLOFOW:      **F_____**          ☐

EARDM:        **D_____**          ☐

**Attachment # 17 While – listening activity from song 2**

**Activity 6**

**Listen to the song and put the sentences in the correct order.**

**SPOILED LOVE**

Why I love you, you were friendly with all?

I wasn't lovely,  I wanted to be alone

both needed a break

I'm Shy I'm afraid to talk to

and not with me

because you are so hard and cold with me

I was alone for too long time


It's a spoiled love

I am no longer alone, it's a spoiled love

True everything is going to change about us

Five years later your love return to me

It's a true love. I cling to you since you are with me

it's a true love


everything is going to change about us

Love you I know is real

I'm excited to be with you, it is a dream

I feel you can help me to follow
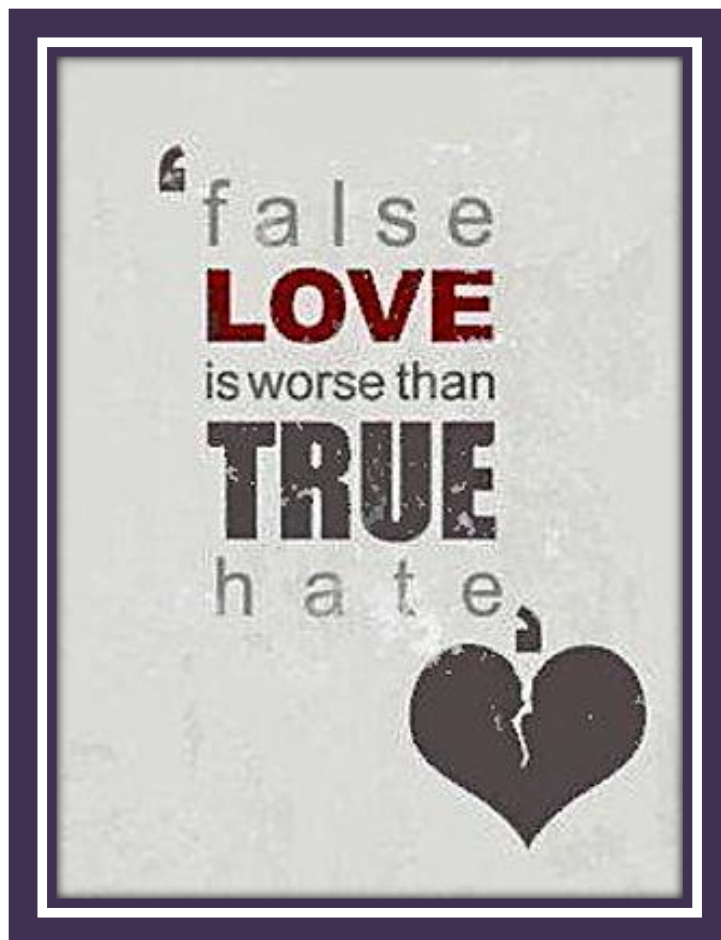
I love to hear you talk to me

**Attachment # 18 Pre – listening activity from song 3**

**Activity 8**

| Song: | FALSE LOVE |
|---|---|
| **Author:** | Students from 10<sup>th</sup> basic year of education |

**Look at the picture and discuss about it.**

1. What do you think the picture means?
2. What do think about love and hate?
3. What do you think the next song is going to be about?
4. Do you feel attracted to the title of the song?

**Attachment # 19 While - listening activity from song 3**

**Activity 9**

**Listen to the song and write the correct homophone according to the word banks.**

**FALSE LOVE**

I've never fell in love like that time I saw you and
that's all
I've been hypnotized
by the color of your eyes, honey
your touch seemed true but wasn't
and the kiss you gave me
under the rain
was always cold
and false as you are

and now that I see
you again I realize
that I still love you
you and although when
I see your indifference
you no longer feel the same

and now you say that you love
me after what I've suffered
you came back and confused me
and now you say that you love me
after all you and I do not want
anything if the nights were long
but now I do not because
I'm no longer in love with you
I lowered the moon for you
don't in the dark
for you I would fight to
death and you do not see it

- Eye
- Sea
- Knights
- Reign
- Due
- Yew

**Attachment # 20 Karaoke challenge time**

**Activity 10**

## KARAOKE CHALLENGE TIME

**Listen to the other songs created by your classmates and sing along all together.**

**Pay attention when the music is up and when it is down in order to follow the rhymes. The row that best follows the letters of the song wins. LET'S HAVE FUN!**

**FIGHT FOR YOUR LOVE**

Fight for your love but
and in time you lost
and it was when
I did a lot of bad
I was a fool to think
you were go to love
don't know if it was her or me
that I earned your love first
fight for your love
fight for your love
love

I want to go back to kissing and
Holding you for ever
had you every day to be happy
and as my heart erupts in my chest know
that you are not coming back
fight for your love but
in time you lost
last but not least

I want you to know that he'd always
land on the sea for you
although you now only live
In my memory

Fight for your love but
In time you lost
Fight for your love
it was easy to conquered you but it is not easy to
forget you
you looked in the eyes
and I was crazy
was desperate to go find you
and love you
fight for your love
I felt I'd die for you
no longer expected
more than you but
I always loved your love
I'm stuck in a bar
sad and desperate.

## NO DESIRE

Today I have no desire to do anything
I just want to be in my bed
I have no desire to revise my WhatsApp
I have no patience not send emoji
Why I don't want to do anything

Used lift my feet and watch the air conditioner
Turn on the TV
And eat the pizza
Say me no, I just want to relax in the tub
Click on brisa TV you want to see a "Don day"
In my neighborhood, I'm the man.
Chorus
Oh, yes, I said it
I said it
I said it, cause I can

Today I have no desire to do anything
I just want to be in my bed
I have no desire to revise my WhatsApp
I have no patience not send emoji
Why I don't want to do anything

Nothing at all
Nothing at all
Tomorrow I'll wake up
Do some paox

I sing in order to graduate
Our parents will be proud of us
I'm sorry but not sing
But as I'm a graduating

No, I will not cut the hair
By that I do not want to go anywhere
I used to fix me for birthdays
But I was tired

# PICTURES

**Picture 1: Interview with the Specialist Monica Vera**



**Author**: Lizbeth Mariela Castro Pazmiño

**Picture 2: Interview with English Teachers at Unidad Educativa John F. Kennedy**



**Author:** Lizbeth Mariela Castro Pazmiño

**Picture 3: Interview with the Principal MSc. Carlos Berrones Salazar**



**Author:** Lizbeth Mariela Castro Pazmiño

**Picture 4: Giving instructions about videos**



**Author:** Lizbeth Mariela Castro Pazmiño

**Picture 5: Pre -Listening. Diagnostics Test with students of tenth Grade at Unidad Educativa John F. Kennedy**
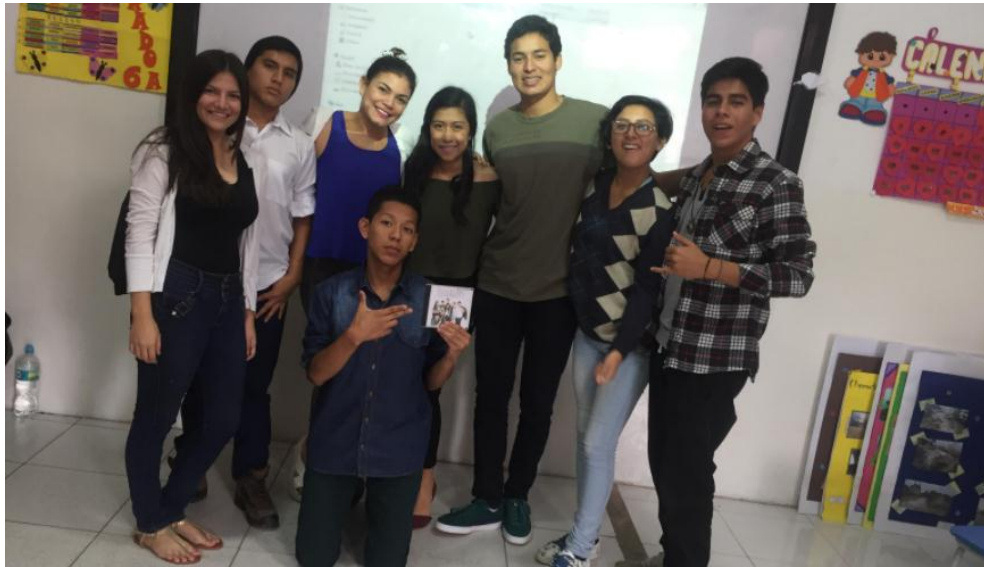


**Author:** Lizbeth Mariela Castro Pazmiño

**Picture 6: While – Listening. Student works with activity 2 about to order the letters after listen the song**



**Author:** Lizbeth Mariela Castro Pazmiño

**Picture 7: Musical Concert of the Students**



**Author:** Lizbeth Mariela Castro Pazmiño

**Picture 8: Covers of the students' CD**



**Author:** Lizbeth Mariela Castro Pazmiño