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ENGLISH LANGUAGE DEPARTMENT

TITLE:

"USING SONGS TO IMPROVE THE LISTENING
SKILL IN THE ENGLISH LANGUAGE LEARNING
WITH STUDENTS OF 4TH AND 5TH YEARS OF
BASIC EDUCATION AT "CARLOS BURNEO ARIAS"
SCHOOL. ACADEMIC YEAR 2013- 2014"

Thesis as a previous
requirement to obtain the
Bachelor's degree in
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English Language
specialization.

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THESIS ADVISOR: Rosa Virginia González, Mg. Sc.

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2015**

CERTIFICATION

Rosa Virginia González, Mgs. Sc.

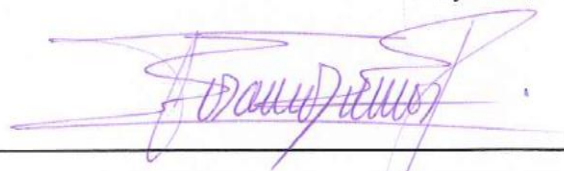
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In addition, it has been thoroughly revised and fully analyzed; therefore, the advisor authorizes its presentation for the pertinent legal aims.

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THE AUTHOR

DEDICATION

This research work is dedicated to my mother Martha Pintado who taught me that with determination I can accomplish my goals. She is the best model who inspired me to achieve my purposes; and I feel very pleased for all the experiences learnt during my life.

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MAPA GEOGRÁFICO DE LA INVESTIGACIÓN



Map of Loja, Ecuador, showing the location of the 'Escuela Carlos Burneo Arias' (marked with a red pin) and the 'Planta de Reciclaje de desechos sólidos' (marked with a grey icon). The map includes major roads like Avenida Manuel Benjamin Carrion, Avenida de los Pallas, and Avenida Tarma, as well as landmarks like the Universidad Nacional de Loja and Jardín Botánico Reinaldo Espinosa.

Ubicación de la escuela Carlos Burneo Arias (Google Maps, 2014)

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a. TITLE

“USING SONGS TO IMPROVE THE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 4TH AND 5TH YEARS OF BASIC EDUCATION AT “CARLOS BURNEO ARIAS” SCHOOL. ACADEMIC YEAR 2013-2014”

b. RESUMEN

El propósito de este trabajo de investigación fue el uso de canciones para mejorar la habilidad de escuchar con los alumnos de cuarto y quinto año en la escuela "Carlos Burneo Arias". Un plan de intervención de once sesiones se llevó a cabo para mejorar esta habilidad. Una prueba fue diseñada y utilizada por el investigador para medir el progreso de los doce estudiantes y la percepción del uso de las canciones. Instrumentos adicionales como diario de campo y guía de observación también se utilizaron en cada sesión para poder ver el progreso de los estudiantes. Los resultados indicaron que el uso de canciones mejoró de manera significativa la habilidad de escucha que se vio reflejado en el notable aumento de las puntuaciones de la prueba posterior y el progreso de los estudiantes durante la intervención. Las respuestas de los cuestionarios confirmaron el entusiasmo y la actitud positiva hacia la habilidad auditiva. En conclusión, este estudio ayudó a los estudiantes a mejorar sus habilidades de escuchar.

ABSTRACT

The purpose of this research work was the use of songs to improve the listening skill with students of fourth and fifth years at “Carlos Burneo Arias” school. An eleven-session intervention plan was implemented to improve the skill. A researcher- made test was designed and used to measure the twelve students’ progress and perception of the use of songs. Additional instruments like field diary and observation guide were also used regularly to monitor the students’ progress. The results indicated that using songs facilitated meaningfully the improvement of listening skill which was reflected in the noticeable increase of the posttest scores and students’ progress during the intervention. Answer from the questionnaires confirmed the enthusiasm and the positive attitude toward working with listening. To conclude, this study helped the students to improve their listening skill.

c. INTRODUCTION

This descriptive study was centered on the use of songs to improve the listening skill with the students of fourth and fifth years of basic education at “Carlos Burneo Arias” school. According to the current action research work, the students of this school had difficulties to understand the listening activities. These problems affect children’s ability to process auditory information. The students had this problem because their learning was in a traditional way. The students were learning English only with the book titled “Learning Together”.

According to the students’ problems, this study gave to the students the opportunity to improve their listening skill using songs; this strategy motivated them to learn and help to have fun in their classes. Moreover, there were implications inside “Carlos Burneo Arias” school, such as: the school has not a good environment to work, because each teacher works with two groups in the same classroom and there was not a regular English teacher.

The importance of this research work is relevant for the University, the students and the investigator, because the use of songs as strategy to improve the listening skill had not been done before in the English Language Department of the Universidad Nacional de Loja. Moreover, this study had the purpose to provide practitioner new knowledge, understanding and resolve significant problems in classrooms. This study was applied through action, reflection, theory and practice, in participation with other, in the pursuit of practical solutions to issues of pressing concern to students, and more generally the success of individual learners and their communities.

The investigator, chose this topic as the subject to be investigated, because after the observation that the investigator carried out during the preparation of the research proposal, the investigator found that one of the most serious problems that students faced in English learning was, that when the teacher used the audio recorded material to develop the listening activities that were in the book; students had serious difficulties to understand. This situation made the investigator think that an intervention where children can listen to native speakers for a certain time would help them to solve this problem. Hence, the uses of songs where children have contact with the spoken language by native speakers were implemented.

The specific objectives related to the research work were the following: The first was to analyze the theoretical frame about songs as a strategy to enhance the listening skill in the English language learning with students of 4th and 5th years of basic education at “Carlos Burneo Arias” school. Academic year 2013-2014. The second was to diagnose the negative issues that limit the listening skill in the English language learning. The third was to select the most suitable songs to enhance the listening skill in the English language learning. The last was, to teach the selected songs as part of the classroom activities in order to improve the limitations in the listening skill in the English language learning. Finally, it was reflecting on the effectiveness that the songs had on the listening skill in the English language learning. All of these objectives guide the investigator along research process on how to improve listening skill in the students.

This action research work was based on the intervention of 11 workshops. It had pre and post-tests, field diary and students' check list. This intervention was planned based on the students' cognitive process to build up their knowledge. The investigator intended to enrich the listening skill through the application of songs that contained action movements; commands and instructions seemed to be the most suitable ones. A worksheet activity was applied at the end of each workshop to assess students' comprehension. Furthermore, the researcher applied other activities involving body movements such as, following directions and commands.

The information of this written report is constructed in five parts. The first part is the literature review that describes the variables of listening skill and songs with the collaboration of authors Purdy & Barisoff (1997), Hormby's (1990) and Harris & Mark (2008) and contributions of works from similar researchers. The second part is about materials and methods; this detailed the design of the investigation, action research, the methods that help this study and the fine points that were considered in the study.

The third part are the results, it details the findings of the research. These findings are presented in tables and figures with the logical analysis section. The other point is the discussion that indicated the major findings of the research, the importance of them and why the data are relevant. The last part in this work is the conclusions and recommendations that shows the effectiveness of the strategy in English classes and answered the questions how and why this

work helped the learners improve their listening skill. Finally, the researcher made some suggestions that will help other researchers.

d. LITERATURE REVIEW

1. LISTENING SKILL

According to Purdy & Barisoff (1997) Listening is the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings.

❖ PROCESS OF LISTENING

There are four stages of listening: **sensing, interpreting, evaluating, and responding** (Harris & Mark, 2008). These stages occur in rapid succession with little awareness on his/her part. Because listening is a complex process, understanding each of the stages, and the possible barriers, will enhance students' abilities to listen and also it will bring greater rewards than trying to force others to be better listeners.

a) SENSING

Good listening begins with sensing the message. There is the difference between simply hearing and listening with understanding. Hearing involves the biological senses that provide for reception of the messages through sensory channels. In addition the auditory senses depend on the visual senses, which sometimes are called the third ear. Nonverbal communication cues provide a great deal of what children sense when listen to others.

b) INTERPRETING

Hearing a message, and then attending to it, are two vital aspects of effective listening. However, the listener must interpret or assign meaning to the message. This is an immensely complex process because the students are taking messages and deciding in which category the messages belongs. A quick review of some of the issues we have covered so far in this text will underscore the complexity. When teacher discussed language, for examples, teacher observed that words have numerous meanings and various levels of interpretation.

c) EVALUATING

The evaluation stage provides the opportunity to judge a message's quality, though speed allows for strong analysis. However, role requirements can lead to a lack of credibility by managers to a subordinate's ideas.

d) RESPONDING

This final stage involves the various types of feedback. In some ways, compliance doing what he/she is told can be seen as a form of responding. More likely that he/she expects is some type of response in most listening situation. This final stage provides data to the sender for judging the success of the communication process. Research indicates that effective listeners provide and use more feedback than do ineffective listeners (Harris & Mark, 2008).

❖ THE IMPORTANCE OF LISTENING FOR THE ACQUISITION OR LEARNING OF A FOREIGN LANGUAGE

Listening is an important and fundamental part in the process of acquiring a language, since people spend much time listening than speaking, reading or writing. Listening must be developed efficiently in order to be able to master the foreign language.

Professors Hulstijn & Heuven (2003) affirms that listening is an important skill in language acquisition, because the first words that he/she says are the first that learner hear. However, when children learn a foreign language, the first thing that he/she does is to study the grammar and syntax, but if he/she only know the grammar and syntax by itself, it does not mean that children are already able to master the language.

Learning a foreign language requires a great deal of listening, for example, if a non- native English speaker wants to learn English as a foreign language, he/she needs to listen to that language in order to understand its particular features. Furthermore, listening skill is vital for learners of a foreign language because it is the channel to receive information about vocabulary, grammar, word order, and pronunciation, as well as the stress patterns of words, phrases and sentences. Through listening the learner may also register and retain words and phrases that were said by a native speaker or a teacher, and so students learn how to organize the phrases, for his/her own use later on.

In addition, listening is very important because it is the most common communicative activity in daily life: "students can expect to listen twice as much as he/she speaks, four times more than he/she read, and five times more than he/she write" (Morley, 1991).

Harmer J. (1998) describes two main reasons why it is also important to teach students listen to spoken English. "One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents – rather than just the voice of the teacher with its own idiosyncrasies. In today's world, students need to be exposed not only to one variety of English (British English, for example) but also to varieties such as American English, Australian English, Caribbean English, Indian English or West African English". This is a clear argument for involving listening to songs in a classroom, since the songs provide an inexhaustible quantity of different varieties of English. The second major reason for teaching listening is because it helps students to acquire language subconsciously even if teachers do not draw attention to its special features.

❖ **APPROACHES TO TEACH LISTENING SKILLS**

Peterson, (2001) suggests two approaches: Bottom-up and Top-down based on how the listener processes the input.

Bottom-up strategies describe the ways in which the linguistic competence of a listener works to 'build' toward comprehension of a message. Peterson, (2001) mentions that these are the lower level processes that work to construct meaning from recognition of sounds and words, which, when

identified, are fit into larger phrasal units and then matched with related ideas stored in long term memory. Also he identifies three successive stages of Bottom-Up processing: perceptual processing, parsing, and utilization (p. 88). But, Brown, (2007) notes that Bottom-Up processing "focuses on sounds, words, intonation, grammatical structures, and other components of spoken language (p. 312). At lower levels of language proficiency, the activation of Bottom-Up processing is thought to impose a great strain on conscious attention and therefore, working memory. With practice comes greater degrees of automaticity and a freeing-up of working memory for attention to higher level processing (called **Top-Down**) (Peterson, 2001).

Bottom-up strategies include:

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Top-down strategies work in the opposite direction, drawing on the listener's own prior knowledge and expectations to help decode the message. The listener's repository of background information (sometimes called **schemata**) can relate to the context, the topic, the type of text, conventions of rhetoric and discourse organization. This knowledge becomes useful in decoding a message--even when a message hasn't been heard in its entirety (Peterson, 2001). Knowledge of facts, propositions and expectations allow prediction and inference that "enable the listener or reader to bypass some aspects of Bottom-Up processing" (Chaudron and Richards ,1986). This allows

listeners to "fill in the gaps" which are often present in spontaneous unrehearsed speech, helping learners arrive at global meanings and interpretation that don't rely on comprehension of every subsection of the message. Without paying attention to grammatical form, listeners can often assemble a meaning just from the context and the knowledge of key words (Newton, 2009).

Top-down strategies include:

- listening for the main idea
- predicting
- drawing inferences
- summarizing

❖ **ACTIVITIES TO IMPROVE LISTENING SKILLS FOR KIDS**

Using songs and games to teach effective listening to children is a fun way to develop auditory skills and social development. Listening is the key to following directions and developing the ability to remember concepts taught in the classroom. Songs and games serve as repetitive activities that enhance these skills and cultivate auditory and literacy development. Teacher can even use songs and games as a way to exercise the brain and promote retention of academic content. Listening activities condition children to develop new vocabulary and recognize appropriate grammar (Meier, 2013). The following are among the most popular activities (games) to develop listening.

a) Hide And Seek

Following directions is a beginning listening concept that is critical for young children. Try hiding a small toy or treat and use verbal cues to help the child find the item. Use simple directions but emphasize that finding the treasure depends on the ability to listen to the teachers. Older children can hone their listening skills by working together to decipher a verbal puzzle. For example, the teacher can pick a famous person and tell the group they can ask 20 questions to figure out the name of the person. Impress upon the children that listening and connecting the information shared is the key to success.

b) Follow The Leader

Facilitate an old-fashioned game of Simon Says as a way to emphasize the importance of focus and following directions. Try saying, "Simon says touch your toes and then say sit on the floor." If the child follows the second direction without hearing Simon says, they lose. This game reinforces how effective listening relates to following directions. For older children, the teacher can use a picture that includes geometrical shapes. Give the child a blank piece of paper and then describe the picture and ask them to draw what he/she hears. Compare the two pictures and discuss how listening to directions a role in replicating the picture played.

c) Copycat

The ability to grasp rhythmic patterns encourages the development of listening skills and helps young children learn language skills. The teacher

starts clapping simple patterns and then, asks the children to clap again. Older children can benefit from an awareness of how listening can impact a final outcome of a project. Whisper a sentence to one child and ask him/ her to repeat the sentence to the person who is sitting next to him/her. Continue this until everyone has heard the sentence. Ask the final child to say the sentence aloud. Ask the group why the sentence changed and stress the importance of listening in everyday life.

d) Guess Who

Playing games with varying sounds helps children learn to identify and connect sounds with objects. This promotes perception and language development. To teacher these game teachers could make animal sounds or use a recording and ask the children to identify the corresponding animal. If the students identify the animal, show his/her a picture to reinforce the learning. This listening and identification activity will reinforce the connection between sounds and symbols. Share 10 key concepts with a group of older children and ask him or her to write down five of them. Repeat these three or four times and give a prize to the child that recalls the most. This game connects listening with memory and content retention

❖ AUDITORY PERCEPTION ACTIVITIES

The ability to listen involves a complex process known as “auditory perception,” and includes 1) discrimination, 2) reception, 3) memory, 4) comprehension and 5) closure. If a child’s listening skills need improvement in any of these areas, his or her overall capabilities may be affected (Gladden,

2005). The following suggestions provide a sequence of skills (from easy to complex) in each area of auditory perception. Working through these sequences will help the teacher to spot areas that may benefit from special attention.

A. DISCRIMINATION

- Localizes direction of sound
- Identifies familiar voices
- Discriminates environmental sounds
- Discriminates between animal sounds
- Attends to a specific sound in a noisy environment
- Identifies familiar voices other than family members
- Identifies pairs of sounds as the same or different
- Identifies pairs of words as the same or different
- Distinguishes between rhyming words
- Discriminates the position of a sound in words

B. RECEPTION

- Responds to her or his name
- Responds to a familiar song by doing action
- Follows simple verbal directions without visual cues
- Identifies simple animal sounds
- Recognizes environmental sounds
- Recognizes verbal absurdities
- Repeats simple facts of a story

- Follows a three-stage command
- Identifies objects by verbal descriptions
- Repeats a story in sequence

C. MEMORY

- Repeats syllables
- Repeats animal sounds
- Repeats a two-word sentence
- Sings part of a familiar song
- Repeats three digits
- Repeats sequence of four related words
- Repeats sequence of three unrelated words
- Repeats a six-word sentence
- Supplies a missing numeral in rote counting
- Repeats an eight-word sentence

D. COMPREHENSION

- Points to named body parts
- Points to pictures
- Answers the question "What's your name?"
- Understand and demonstrates directions requiring specific responses
- Demonstrates understanding of actions
- Demonstrates understanding of colors
- Understands classifications

- Answers logical questions about function
- Understands prepositions
- Begins to understand abstract terms
- Begins to understand remote events
- Begins to comprehend time
- Demonstrates an understanding of numbers
- Completes opposite analogies
- Comprehends directional commands

E. CLOSURE

- Supplies the missing part of a song
- Supplies the missing part of a familiar story
- Supplies the missing word in a simple related sentence
- Identifies partially spoken words
- Completes a sentence logically
- Corrects nonsense statements
- Completes short poems with appropriate rhyming words

2. NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF LISTENING

❖ LISTENING DIFFICULTIES

Rixon (1986) states that there are four main sources of listening difficulty:

- The weak relationship between English sounds and the way these are spelled in the written language.
- Changes in sounds when these occur in rapid, connected speech.

- The rhythm pattern of English speech.
- Different ways of pronouncing the ‘same’ sound”

All these sources of listening difficulty can be well practiced through songs. There are various exercises using the lyrics of songs such as for instance a gap-fill, ordering the parts of the text, reading and comprehension, by which means that students can improve these difficulties through the practice. The students can see the written language, and immediately hear the difference while listening to it. As far as the connected speech and rhythm are concerned that songs are one of the best types of exercises practicing these sorts of problems. When students sing, the words are naturally connected together to fit the melody with the help of rhythm, which represents an enormous help and support for learners. The fourth difficulty is closely connected with the first one. The lyrics of songs can be used as a material, in which the students, while listening, should find the ‘same’ sounds pronounced differently.

3. SONGS TO IMPROVE THE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING

❖ SONGS

Song plays an important role in the development of young children, when child is acquiring a foreign language; for that reason, the researcher considers it is important to start by discussing the definition of songs.

- Hornby (1990) maintains that a song is a piece of music with words that is sung. Furthermore, songs are fun and effective tools for teaching and

reviewing vocabulary, listening, grammar, pronunciation, culture and other language skills in just a few rhymes.

Samaniego & Zúñiga (2011) argue that through songs learners has the opportunity to listen, to pronounce in a wide range of varieties of the language. Songs help learners become familiar with word stress and intonation, and the rhythm with which words are spoken or sung also helps memorization. Songs usually have words repeated over and over again, and the repetition of words helps students get familiar with the sounds that hear; and thus children can pronounce the words more accurately.

❖ **WHY SONGS ARE IMPORTANT FOR CHILDREN?**

According to Silberg (2012) songs are important for different reasons:

- a. **Songs help develop children's listening skills:** Music encourages the ability to listen and thus to concentrate. Songs encourage speech and auditory discrimination. Through music, children learn to hear tempos, dynamics, and melodies. Listening for loud and soft, up and down, fast and slow encourages auditory development in the brain.
- b. **Songs help develop children's memory skills:** A simple song can include basic math skills such as counting, repeating patterns, and sequencing.
- c. **Song and movement go together:** Children naturally respond to music by moving and being active. Music helps children learn about rhythm and develop motor coordination. Group dances like the Hokey Pokey help children learn about their body parts ("put your right foot in," "put your left

hand in..."), sense of direction (turning around, going left and right, moving back and forth), and rhythm patterns (clapping to the beat).

❖ **REASONS TO USE SONGS IN LANGUAGE TEACHING**

Simpson (2013) mentions three reasons to use songs in language teaching:

1. Music leads to better retention memory of language

The natural melody, rhythm and repetition can encourage retention: these elements collaborate together as an effective teaching and learning tool. Indeed, learners who have language difficulties can particularly benefit from the introduction of music into the classroom. Think about how children find themselves singing songs randomly in their everyday life. This process is invaluable in language learning: learners' language retention is increased when the language is taught as part of a song.

2. Developing cultural awareness

In addition to being fun and helping build retention, music can also be used to teach cultural awareness. This could be taught either directly or indirectly. An obvious way to do this directly is to introduce the information within the content of the song. For example, a teacher could utilize specific vocabulary, grammar and/or pronunciation from the lyrics of a song. As learners hear and remember the song, students are able to apply the new phrases taken from those lyrics of the classroom work.

3. Music motivates and involves learners

Music is a great motivator: songs enable learners to actively participate in the learning experience. Because music helps to enhance learner involvement, child therefore develops improved attitudes toward class itself. This also improves his/ her overall view of the language and his/ her feelings about learning English, as learner is more willing and able to take in new information.

❖ SONGS AS PEDAGOGICAL TOOL

One advantage of using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners to improve the listening skills and pronunciation, therefore, potentially helping the children to improve the speaking skills (Murphey, 1992). Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention the reflectivity of mother tongue culture.

Perhaps the greatest benefit to using songs in the classroom is that these can be fun. Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve student motivation.

- a) **Listening.** Purcell (1992) states that songs can help to improve listening skills because these provide students with practice listening to different forms of intonation and rhythm. English has a stress-timed rhythm, for

which songs can help to establish a feeling. Murphey (1992) believes that music has the power to engrave itself into his/ her brains, stating that “songs work on our short- and long-term memory” and therefore adequate tools for using in the language classroom.

- b) **Vocabulary.** Songs can provide the opportunity for vocabulary practice. These are usually based around a theme or topic that can provide the context for vocabulary learning. The song Head, Shoulders, Knees and Toes, for example, could be used to review body parts. Most children’s songs are characterized by monosyllabic words, many of which are frequently repeated. This repetition offers greater exposure to these words and can help to improve vocabulary acquisition (Purcell, 1992).

❖ A LESSON PLAN FOR TEACHING LISTEN THROUGH SONGS

Before starting to teach any song it is necessary to have certain conditions met. 1. CD player ready for use, 2. Every student can hear equally well. 3. If the teacher is going to use handouts, distribute the moment it is going to be used. 4. The textbook is going to be used and tell the students the page number. 5. If the teacher does not have a textbook or access to a photocopier, she/he must write the lyrics on the board or on a poster before starting.

a. STAGE 1: PRE-TEACHING ACTIVITIES

Davies,(2000), states that this stage is useful to prepare the learners for what children are going to hear, just as teachers usually prepare for real-life situations. Important points to consider for this stage are as follows:

- To get the students interested in the topic of the song and to warm them up, teacher can show a picture or other realia related to the song and ask the students, what children think the song is about. Tolerate some native language use, as these are YLs and beginners.
- Next, read the title of the song aloud, and explain it through actions and visuals.
- Ask the child if she or he already knows any words in English related to the title of the song. On the board, write any English words that the students mention.
- Finally, explain the unknown vocabulary from the song through actions and visuals.

b. STAGE 2: WHILE-TEACHING ACTIVITIES

This stage helps the learners understand the text through activities. As pointed out earlier, one advantage of Listen songs is that students are active as he/ she is listening (Davies, 2000). However, teachers do not expect that the students learn the song and the accompanying actions in the first listening. The children need to listen to the song three or four times to carry out the tasks described below.

- **First listening.** The aim of the first listening, as pointed out by Harmer (1991) is to give students an idea of what the listening material sounds like. The teacher leaves the students listen to the song without any interruptions so that the students have an opportunity to hear the music and the lyrics. This may also be termed *free listening*. This activity is

beneficial and motivating for students because permits that students can express positive feelings about free listening. After the free listening, the teacher tells the students to look at the lyrics of the song (from the handout, textbook, board, or poster), because this is the best time to let students see and read the lyrics. (If the students read the lyrics before the first listening, they may try to read along and not concentrate.) Next, the teacher reads the lyrics of the song aloud and asks his/her students to listen and follow from the handout. Finally, the teacher reads the lyrics aloud line by line and asks his/her students to repeat every line aloud.

After that, teacher uses the TPR method to teach the actions for the song. Teacher reads every line aloud, demonstrates the associated action or actions, and asks the students to do the same actions.

- **Second listening:** The teacher plays the song again and guides the students both by singing and doing the actions that she/he has already taught. This time, teacher asks the students to just listen and do the actions under the teacher guidance. Hearing the teacher sing the song and seeing the teacher does the actions help students overcome feelings of shyness and lack of confidence. Besides, students find it funny and interesting, when child see to his/ her teacher doing the actions of a song. This situation motivates the students and prepares them for the third listening, where children have to sing the song.
- **Third listening.** This is the stage when the teacher asks his/her students to sing the song along with the CD. The teacher checks the correct

intonation of language, then, he/she does some remedial work on any problematic intonation and pronunciation.

- **Fourth listening.** The teacher asks the students to sing the complete song along with the CD. Also, the teacher asks the students to do the accompanying actions. The final listening can be carried out a few times, as the students are eager and interested to sing the whole song and perform the actions.

c. STAGE 3: POST-TEACHING ACTIVITIES

This stage is generally accepted as the stage when the teacher moves on from listening practice to focus on other language skills such as reading, speaking, and writing (Davies, 2000). In this context, listen songs are suitable for competitions, games, and simple drama activities. Some suggested examples follow.

- Depending on the number of students, teacher divides the class into two or three groups. Teacher assigns a part of the song to each group, and then asks the groups to sing along with the CD and at the same time do the actions. TPR songs in general are suitable for class, group, or individual competitions, so teacher turns the song into a competition by assigning points to every correct pronunciation and action. Teacher chooses four representatives from each group and asks to the participants to sing the part of the song that has doing actions. This game is greatly enjoyed by the majority of students.
- As an alternative to the above activity, the following game may be played: teacher can choose two students and calls them to the front. Then, teacher

gives commands randomly related to the song and he/she rewards the quickest correct action with applause by the class. For instance, the teacher says “knees,” and the students are expected to touch or point to their knees. The quickest student to touch or point to his or her knees wins a point and is applauded by the class.

e. MATERIALS AND METHODS

In this section by methods and materials it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques, instruments, materials and procedure.

DESIGN OF THE RESEARCH

The spiral model of action research proposed by Kemmis and McTaggart (2000) was followed in this study. Action research is a general name for research done by undergraduate (practitioners) and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the practitioner researcher of this thesis development moving in following the first cycle of the Kemmis and McTaggart's spiral. This process facilitated her reflected upon her teaching and improved her students' situation.

CONTEXT

"Carlos Burneo Arias" public school was selected as the place for the present research work since it is the school where the researcher is currently teaching or had the opportunity to teach as part of her teaching practicum; therefore she has an insight of the spectrum of English teaching within the

school. “Carlos Burneo Arias” school is an elementary school located in Punzara Grande neighborhood and it is not organized according to Ecuadorian School System requirements for a basic education school. Students attending this rural public school live under the social surroundings which characterizes developing communities in Latin American countries as Ecuador.

Having English as a subject within curriculum in Ecuadorian public elementary schools is not compulsory as it is for middle and high schools. In the case of “Carlos Burneo Arias” school, the treatment of English as a subject within the curriculum of the school is optional and it is reflected in the limited class periods devoted to teach it. It does not have an English teacher as part of its teaching staff and the only English instruction that children receive comes from the teaching trainees’ who are required to complete a certain number of classes as part of their undergraduate studies.

PARTICIPANTS

The population taken was 12 students from the 4th and 5th year of basic education of “Carlos Burneo Arias School”. In this group were 8 boys and 4 girls who belong 8 to 9 years. The participants had a low level in English learning; this is because the students never have had an ingles teacher in the school. It also should be noted that participant’s names was not used in this study.

METHODS

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study

aimed at describing the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research: The **Scientific method** assisted the study of the Use of Songs applied in the developing of the listening skill. It helped in the observations done before and during intervention. This one also assisted during the anticipation of the possible solution; it supported during data collection to make relevant predictions and further analysis.

Comprehensive method was used to study the listening skill in children and how it is develop or taught. This method facilitated the analysis and it improved the listening skill by the application of songs during a period of time that let the researcher get effective results. The **Participative diagnostic method** enabled the researcher to know the specific limitations and difficulties that the students had in listening skill, and it helped the researcher to improve this problem applying new strategies through songs as a possible solution that helped the children into the English Language learning process.

The **proactive method** allowed the researcher to select the most appropriate songs in order to improve the students' limitations in the listening skill into the English language process. The **workshop method** helped the researcher to plan and apply the contents that was being useful to work through the application of songs. It also helped the researcher states specific objectives for each workshop which were directly related to the improvement of students' limitations in listening skill.

The ***comprehensive assessment method*** helped the researcher to assess the students' outcomes after every session that the researcher will develop through the application of the songs and it will be checked in the observation guide which included items that let the researcher specifically detect the students' improvements in the development of listening skill.

The ***Descriptive method*** enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation. The ***analytic-synthetic method*** was used to analyze the obtained results through the checklist, tests and field diary. It was adopted also to make the interpretation of data, the logical analysis and drawing up the conclusions. The ***statistic method*** made possible the quantitative statistical analysis of data derived from the test and questionnaire and the qualitative text analysis of the data received from the observation guide and field diary.

TECHNIQUES

Specific techniques were adopted along each stage of the research process starting from the conformation of the theoretical framework to the discussion of results. In the conformation of the **Theoretical Framework, Literature Review**, extensive reading was conducted and the use of outlines and index cards made concise understanding possible.

Other technique that the researcher used was the **pre and post-test** help the researcher in the quantitative data. The **observation guide, field diary and portfolio** helped the researcher in the interpretation of the results.

Technology offered valuable help in the process of administering bibliographical sources and citation techniques. **APA style** was assumed as the formal system for format organization and citation.

DATA COLLECTION INSTRUMENTS

In order to collect the information needed to develop the action research study; the researcher considered the pertinence of using questionnaires, students' grades, students' works (portfolio), field diaries & notes, observation guide, (video recordings) and researcher's-made tests were used to gather the information.

First, the researcher applied a questionnaire and a pre-test to determine students' listening background as well as their interests. Second, the researcher collected students' worksheets about the eleven workshops and observed the performance of the students during the lessons. Finally, the researcher applied a post-test in order to analyze students' final reflections about the success of the study.

MATERIALS

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were: The target populations that are students of fourth and fifth years of basic education of "Carlos Burneo Arias" School; another human resource was the school teacher who facilitated general information about target students. The thesis advisor who tutored along the stages of the study and the researcher

worked motivated to learn from the relevant moments were active subjects in the development of this work.

Furthermore, in this action research work, the researcher used some materials used such as: the personal computer, internet, removable memory stick, and the multimedia **technological resources**. Also the **office supplies** like handouts, flashcards, posters, videos, songs, textbooks and bibliography made possible the development of this action research.

PROCEDURES

As in any action research work process it included the following stages: observe, plan, act, reflect and disseminate.

The study started with the observations of the English classes of fourth and fifth years of basic education in order to identify the issues the students were facing. The analysis of the observations facilitated the problem statement and figuring out a possible solution. At the same time, the structuring of a theoretical framework based on listening skill development was done to support the questions raised along the observations.

An intervention plan, organized in eleven workshops, was designed with the help of the literature framework. After that, the application of the plan was carried out. During this stage quantitative and qualitative data was collected using the instruments mentioned above.

After **collecting the data it was** tabulated and displayed into tables. Percentages/ Means of each test-section were calculated in order to have an overall view of participants' performance in each one ($x = \Sigma x / n$).

The Pearson Correlation coefficient ($r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$) was used to find out the relationship between the application of Songs and the development of listening skill. Both variables were expressed in terms of quantitative scores and the statistical analysis was used to determine whether there was a significant change in achievement from the baseline data to the posttest results. Observation data was also obtained by periodical monitoring of the evolution of the language skill by means of a teacher- designed checklist. Pre and post questionnaires were also administered to students. The manifestations of each observed behavior were turned into percentages that were analyzed and interpreted prior discussion.

The discussion of the outcomes was carried out with the triangulation of the findings and the literature that supports this study. The conclusions were drawn considering the initial inquiries. Finally, the thesis was written and disseminated.

f. RESULTS

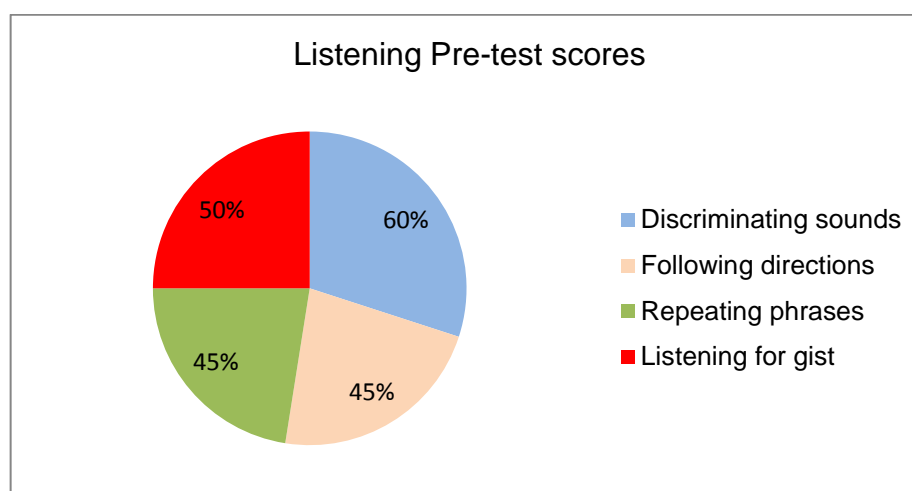
The quantitative data came from the listening skill administered to 12 students who belong to the fourth and fifth years of basic education at “Carlos Burneo Arias” school at the beginning of the intervention period. An analysis for the test was done using basic simple statistics. Participant performance was measured in terms of percentage of correct responses to 4 parameters which describe the process of learning the listening skill in a Foreign Language situation: discriminating sounds in words, following directions, repetition, and listening for gist activities.

- The data of the pre-test scores can be seen in the table 1:

Table 1

Listening Pre-Test Scores

Students code	Listening Skill Parameters					
	Discriminating sounds	Following directions	Repeating phrases	Listening for gist	Total	%
	2.0/2.0	3.0/3.0	3.0/3.0	2.0/2.0	10/10	100%
AM001	1,2	0,9	0,9	0,8	3,8	38%
MQ002	1,0	0,8	0,7	1,0	3,5	35%
JO003	1,1	1,0	0,7	1,0	3,8	38%
FL004	1,2	1,0	1,0	1,4	4,6	46%
FG005	1,2	0,8	0,8	1,2	4,0	40%
GC006	1,3	0,9	1,0	0,8	4,0	40%
VB007	1,3	1,0	1,0	1,2	4,5	45%
CG008	1,4	0,9	1,2	0,6	4,1	41%
FS009	1,2	0,8	0,9	1,0	3,9	39%
SO0010	1,1	0,7	0,8	1,0	3,6	36%
JC0011	1,2	1,1	0,8	0,8	3,9	39%
KS0012	1,1	1,0	0,9	1,2	4,2	42%
Total	14,3	16,0	15,6	12,0	58,0	
%	60	45	45	50	100	



Graph1. Bar graph showing the level of listening skill in the students of “Carlos Burneo Arias” School before the intervention plan.

The data analyzing in this report was obtained from a listening test that the researcher took to the students of fourth and fifth years of Basic Education at “Carlos Burneo Arias” School. Of the 12 students who were tested, one of them has the highest score that is 4.6, if it is compared this score with the limit value 8 (80%) that the investigator proposed to reach in this study, this is below to the limit and the difference is significant 3.4. Furthermore, the scores of the students are between 3.5 and 4.6 which mean that the achievement level regard to the listening skill is enough basic and it below to the prospective limit. Also, none of them reach the required level; therefore the development in this skill is quite incipient in this group of students.

The highest percentage is located in *Discriminating sounds* parameter 60%, while, the lower percentage was 45%, it is located in *Repeating phrases* parameter and *Following directions* parameter. The facts suggest that most of the students had difficulties in *Discriminating sounds* (60%), *Repeating phrases*

and *Following directions* 45%. In addition, the learners not faced problems only in these parameters; students also had difficulties in *Listening for gist* 50%.

As a result, comparing the level of difficulties of each parameter, the investigator can determine that students not had many problems in *Discriminating sounds* because it was one of the sub-skills that were easier to realize. On the other hand, considering the three sub-skills, *Listening for gist* is reported as the most difficult because, it implies understanding, as for *Following directions* and *Repeating phrases* the level of difficulty among this was not so high. For this reason this researcher was questioned herself, if these difficulties were not associated whit the low repertory of vocabulary that the students had. Based on the test results, it might be concluded that it is necessary to apply an intervention to reinforce the listening skill especially in the critical areas detected.

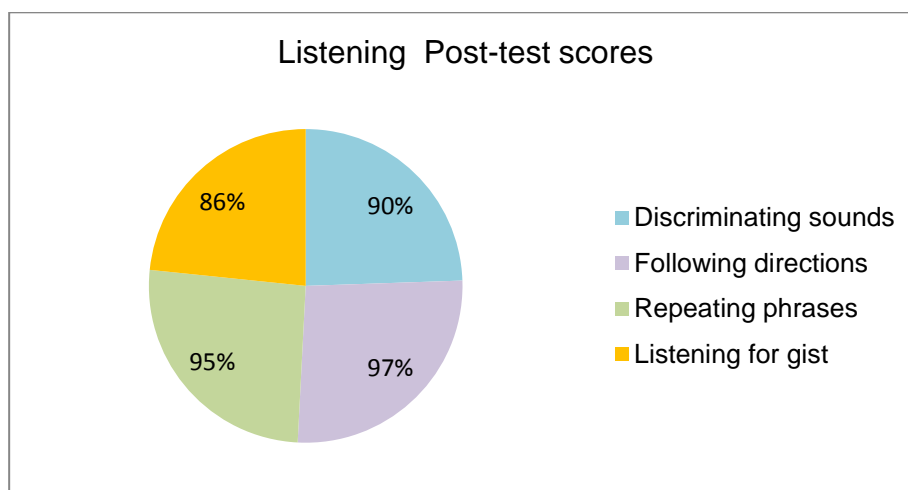
Post-test results

After, conducting the 3 weeks of the intervention period, a post-test was administered to the same group of students. The data of this post-test is shown in the Table 2.

Table 2

Listening Post-Test Scores

Students code	Listening Skill Parameters					%
	Discriminating sounds 2.0/2.0	Following directions 3.0/3.0	Repeating phrases 3.0/3.0	Listening for gist 2.0/2.0	Total 10.0/10.0	
AM001	1,6	2,6	2,6	1,4	8,2	82%
MQ002	1,6	2,8	2,8	1,6	8,8	88%
JO003	1,8	3,0	3,0	2	9,8	98%
FL004	1,8	3,0	2,8	2	9,6	96%
FG005	1,6	3,0	3,0	1,6	9,2	92%
GC006	2	3,0	3,0	1,4	9,4	94%
VB007	2	3,0	3,0	2	10,0	100%
CG008	2	2,6	2,6	1,4	8,6	86%
FS009	2	3,0	3,0	2	10,0	100%
SO010	1,6	3,0	2,8	1,6	9,0	90%
JC011	1,6	3,0	2,8	2	9,4	94%
KS012	2	3,0	2,8	1,6	9,4	94%
Total	21,6	35	34,2	20,6	111,4	
%	90	97	95	86	100	



Graph2. Bar graph showing the level of listening skill in the students of “Carlos Burneo Arias” school after the intervention plan.

Of the 12 participants who were tested, two of them had the highest score that is 10 points, according to these scores the students are over the limit value adopted for this analysis 8 (80%), and the difference is quite significant (2 points). Furthermore, one student got the lowest value which is 8.2. Comparing this score with the limit value 8 (80%), it is above the passing grade and the difference is little significant being 0, 2. The scores shown on Table 2 are between 8, 2 and 10, which means that all of the students reached the limit value and none of them are under 8 points score.

In the analysis of parameters achievement, it can be noticed that the highest percentage is in *Following directions* parameter, with (97%), while, the lowest percentage is 86% and it is located in *Listening for gist* parameter. The facts suggest that most of students do not have problems in following directions (97%), but students seem to have a little difficulty in *Listening for gist* (86%).

All of the students demonstrated on overall accomplishment in the listening skill test, and the sub-skills that students improved by this intervention plan were: *Following directions* (97%), *Repeating phrases* (95%), *Discriminating sounds* (90%) and *Listening for gist* with (86%). After comparing the level of difficulties of each parameter shown on pre and post- test tables, the investigator can see that the participants apparently overcome problems in all sub-skills, because all of them reached the scores over the limit value 8 that was adopted for this analysis.

Basis on test results, it might be concluded that the intervention plan to reinforce the listening skill applied in this school was successful, because all the participants have achieved a good level in listening skill.

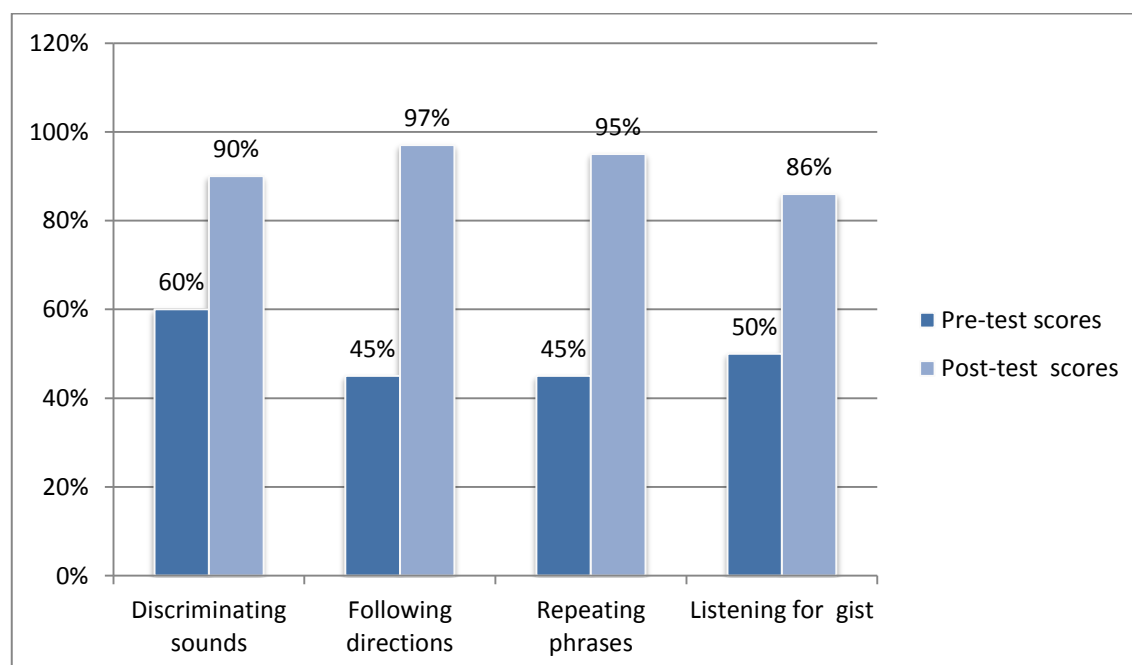
Comparing test results

To demonstrate the degree of students' achievement in the listening skill, the target population was students of fourth and fifth years of Basic Education, the researcher compared the total scores of the two testing sessions, where the pre-test score is the variable X and post-test scores is the variable Y. Moreover the researcher applied the Pearson Product-Moment Correlation in order to establish the correlation between both variables: pre-test scores and post-test scores. If the coefficient ranges from 0 to -1, it means that there is a strong inverse relationship, 0 indicates that there is no relationship and +1.0 shows that it is a strong direct relationship between the two variables. The formula to obtain this statistical value was
$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2] [n \sum Y^2 - (\sum Y)^2]}}$$
 and the coefficient obtained was **0, 57**.

Table 3

Listening Post-Test Scores and Pre-Test Scores

Students code	Variable X Pre-test scores	Variable Y Pre-test scores	X ²	Y ²	XY
AM001	3,8	8,2	14,4	67,2	31,2
MQ002	3,5	8,8	12,3	77,4	30,8
JO003	3,8	9,8	14,4	96	37,2
FL004	4,6	9,6	21,2	92,2	44,2
FG005	4	9,2	16	84,6	36,8
GC006	4	9,4	16	88,4	37,6
VB007	4,5	10	20,3	100	45
CG008	4,1	8,6	16,8	74	12,7
FS009	3,9	10	15,2	100	39
SO010	3,6	9	13,0	81	32,4
JC011	3,9	9,4	15,2	88,4	36,7
KS012	4,2	9,4	17,6	88,4	39,5
N=12	$\sum Y=48$	$\sum Y=111$	$\sum Y=192$	$\sum Y^2=1038$	$\sum XY=423,0$



Graph3. Bar graph showing the level of listening skill in the students of “Carlos Burneo Arias” School before and after the intervention plan.

The Pearson coefficient of correlation obtained during this process is 0,57 which is near 1.0 and it means that there is a positive relationship between both variables. In other words, there has been an increase in the value of the variable under study and it shows that this variation could be the result of the implementation of the strategy. Also this statistical measure confirms what is been showed in table 3. Apparently, the strategy being applied has had a positive influence on the results obtained.

g. DISCUSSION

This study performed a one group pretest-posttest experimental design. Based on the findings of this study, results revealed that **USING SONGS TO IMPROVE THE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 4TH AND 5TH YEARS OF BASIC EDUCATION AT “CARLOS BURNEO ARIAS” SCHOOL**, proved to be successful. The listening skill was expressed in four parameters: *Discriminating sounds*, *Following directions*, *Repeating phrases* and *Listening for gist* was applied to target students.

The findings support that the use of songs improve the listening skill in the English Language Learning, which is also consistent with the previous literature. Purdy & Barisoff (1997) “Listening is the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings”, also Hornby (1990) maintains that a song is a piece of music with words that are sung. Furthermore, songs are fun and effective tools for teaching and reviewing vocabulary, listening, grammar, pronunciation, culture and other language skills in just a few rhymes.

The data, measured through the Pearson Correlation Coefficient (0,57) indicated a significant increase in listening skill after the application of eleven workshops as part of the intervention process. The pre-test showed that students had problems in *Repeating phrases* parameter with (45%), and *Following directions* parameter with (45%). But after the post-test intervention,

the findings indicated that the knowledge in the first parameter increased with (95%), and the second parameter (97%), was the most significant value. This means that all the students improved these sub-skills by applying songs to improve the listening skill.

At the beginning of the process the students did not have interest to learn a new foreign language because they thought that English was very difficult and also they considered that this language was not relevant in their lives, but as time passed they become interested and felt involved into the class. This group was really nice because they were organized and respectful. Also, the school director was excellent; because he gave to the researcher the appropriate hours in the schedule of established in the institution, in order that the investigator could apply the intervention plan and finished it in a successful way.

Furthermore, there were some limitations for instance, one day the teacher of the school did not give permission to the researcher to taught, because she said that the students had not finished the assigned task. Other limitation was that the researcher had to share the classroom with other teacher, because there was not another classroom to teach. On the other hand, the relation between the researcher and the students was really good and the most important was the respect that the students had to the researcher and the researcher to the students; also the motivation, responsibility and the goodwill showed in the development of the activities that the investigator proposed for the intervention.

Songs were useful tool to teach listening skill. On the other hand, singing songs helped then remembering and sounding words and sounds out. This gives some feedback from teacher to students and students to students. As it can be appreciated on the field dairy and checklist students felt shy and didn't want to cooperate at the beginning but with the passing of time the students became more friendly, participative and started helping each other and questioning to the researcher.

The application of intervention plan was very helpful and an unforgettable experience because the researcher enjoyed teaching and helping the students to go through their learning goals. Being close to the students gave the investigator the chance to meet to all of them, and the researcher was touched by some students' family situation, some of them even help their parents. Now, the investigator realizes that being a teacher is hard, because teachers need to have a lot of patience, and also have to help students.

As teachers and researchers are important to know that every child lives in a different environment, behaves and learns differently. That is why as teachers we need to know students' learning styles and lives. Furthermore, once teachers know students' learning styles, teacher could teach in an easily way using the appropriate methods such as multisensory approach and students would learn better because children have the chance to learn quickly and for a long term memory. The researcher can say that the students increased their listening skill in an excellent way.

Action research is a great process of study because it permits the researcher to find and implement some specific strategies in order to solve problems. Also it permits the investigator to give a solution to the student's limitations and improve their learning skills in the foreign language. Furthermore, Action Research involves actively participating in changing situations, so this research gave the investigator a really enriching and the best opportunity to interact in a real way with students, and also as future English teacher, the researcher will have to domain the five standards which are outcomes to achieve at the end of a proficiency level in terms of knowledge and skills gained throughout the process.

h. CONCLUSIONS

Results overall, showed a significant increase in the ability to listen in the foreign language after the implementation of an intervention plan to develop the listening skill. The Pearson coefficient 0.57 stated that there is a positive correlation between the both variables: the listening skill and the use of songs.

- In the researching the development of the listening skill and the use of the songs, the researcher found support in Hormby (1990) and Samaniego & Zuñiga (2011), which state that the songs are fun and effective tools for teaching the listening skill in the foreign language learning. It was found that the group of students who were administered the strategy of songs improved their reading comprehension, listening skills, pronunciation and the use of vocabulary, regarding to the students, who was not applied this strategy, resulting very useful in the teaching of English.
- The difficulties that the researcher found in students of fourth and fifth year of Basic Education during the pre-test were: discriminating sounds in 60%, 45% following directions, repeating phrases in 45% and listening for gist 50%, showing in the students a little motivation and a negative attitude to work during the intervention plan. However, after the post-test administered in the intervention plan, the students demonstrate a high performance in each of the measured skills, and a positive attitude in class.
- The song that the researcher selected was: Simon Says Play me sing, shake and move, those songs were suitable for students to develop the listening skill, because these songs contain action movements, where the students sing and act out the words of the song. Through these songs students could

learn more, because applying physical movements the students increased their interest, comprehension and also develop kinesthetic intelligence that at the end help them to remember words and expressions for longer periods of time.

- The use of songs as part of classroom activities was good listening material, because it reduces the students' limitations meaningfully. It was demonstrated in support of students to participate in every lesson and progress that reached the performance of their tasks. It was demonstrated in students' collaboration to participate in each lesson and the progress they reached performing their tasks. The change of the scores from the pre and the post-tests are relevant evidence that demonstrates the positive impact that the songs had in this intervention. These results imply a positive impact in the students' future following them to have a better performance in the use of the language. In addition, the use of these songs helped the students to improve their language and auditory learning skills in the English as a foreign language.
- The action research presented dealt with the use of songs in order to improve the listening skill showed that the use of them determined positively the improvement in the listening skill and made the students felt more relaxed and cooperative. Also, songs are present on factors like: affection and motivation, elements that are beginning to show the importance in any learning process. In fact, to perform a better learning in the new language is fundamental doing it in a communicative way, expressing his/her emotions, and songs are one of the best resources to develop the emotional world of

the students; and this was proven in the improvement in the listening skill parameters which were: discriminating sounds, following directions, repeating phrases and listening for gist.

i. RECOMMENDATIONS

Based on the results of the information gathered, it is possible to state the following recommendations.

- The majority of problems that institutions faced are not always caused by learning problems, but these can be caused by the inappropriate use of teaching materials. Also, it is important to know that the objective of teaching listening material is intended to lead the student to work, to discover and to reconstruct their own learning. Only in this way teacher acquire a functional and dynamic aspect, promoting the opportunity to enrich the students' experience, bringing it closer to reality and offering the opportunity to act. For this reason, the selection of teaching resources in an educational institution should be based on analysis of students' needs and interests.
- The use of songs proved to be a useful tool for developing the listening skill; and this strategy help the students to approximate with the reality of what the teacher wants to teach. For this reason, teachers must use the songs more frequently with the students, inside and outside the classroom as a teaching learning-strategy and try to find the suitable materials with the purpose of consolidating the listening skill of the English language.
- Teacher rarely uses songs to develop the listening skill in the English Language, maybe because teachers only follow the sequence of the activities, resources and strategies given in the text book. According to the revised theory, the songs are considered as an important learning tool to develop the listening skill, so the songs could be a good start for teaching in order to improve learning problems.

- It is necessary to suggest the teacher, if he/she teacher used songs as a teaching strategy; the teacher must select the appropriate songs, taking into account the content to teach, the skills development, students' interest and the reflections on the values that teacher wish to promote in the students.
- Teachers who work with children should use the songs that containing body movements, because these are intertwined and call the child's attention, also the selected songs should adjust in the level and characteristics of students; which leads to improved listening skills, especially in discriminating sounds, follow directions, repeating phrases and listening for gist. Finally, since the teacher's purpose is to use the songs as a didactic resource in teaching English as a foreign language, the teachers must make an effort for obtaining a relaxed environment to facilitate learning in the students; using intonation and rhythm of the songs as an essential pedagogic point of view, because to achieve retention and memorization in the students in an easy way, in addition knowing the artistic wealth of the peoples.

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k. ANNEXES

ANNEX 1



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

PROJECT

"USING SONGS TO IMPROVE THE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 4TH AND 5TH YEARS OF BASIC EDUCATION AT "CARLOS BURNEO ARIAS" SCHOOL. ACADEMIC YEAR 2013- 2014"

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LOJA-ECUADOR

2014

a. THEME:

“USING SONGS TO IMPROVE THE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 4TH AND 5TH YEARS OF BASIC EDUCATION AT “CARLOS BURNEO ARIAS” SCHOOL. ACADEMIC YEAR2013- 2014”

b. PROBLEM STATEMEN

1. BACKGROUND

The present research is going to be carried out at “Carlos Burneo Arias” school, for that reason it is important to make a brief background of this institution.

“Carlos Burneo Arias” School is an elementary school located in Punzara Grande neighborhood. In 1961 Dr. Carlos Burneo Arias owner of the Aramara Farm donated a plot of land and himself built the school. The school was honorably named his after him, who was a solidary person; he always was worried about the well-being of his community.

Later, in July 1963, this educational institution started the first academic activities; it started with a staff of twenty-seven students, one teacher and one principal. After, in January 1984 were increased two new teachers, because the staff was increased to seventy-eight students.

“Carlos Burneo Arias” school has a mission and a vision. The mission is educating children with positive habits, generators of knowledge, ideas and skills that promote individual development within each family and the vision is focused on being an educational paradigm based on social cultural and product development, to improve the quality of life and provide principles and values in the society.

Nowadays, the school has a staff of fifty three students of Basic Education from first to seventh year, the Director Prof. Luis Piedra and three teachers. It is an

elementary school, located in Punzara Grande Neighborhood, which form students from all around it.

2. CURRENT SITUATION OF THE RESEARCH OBJECT

The research project will be carried out in the “Carlos Burneo Arias” school, with students of fourth and fifth years of basic education. In fourth and fifth years there are twelve students in total, they are between eight and nine years who have low English level, because they never have had an English teacher before. For that reason, the Director of this school asked to the Universidad Nacional de Loja, the English Language Career, to assign some students to teach English Language to the students who study at Carlos Burneo Arias.”

At present students are working with the English book titled “Learning Together”. It has an appropriate methodology to teach. It is easy for students to understand because it has a comprehensive and accessible vocabulary. However there are some students who do not meet the level in their grades, and also they do not like to participate during the class, they are afraid when they have to speak, but it is caused due to the fact that they do not have the enough vocabulary level to understand the message.

Furthermore, the students of this school have faced several troubles with the listening comprehension skill. These problems affect children’s ability to process auditory information. For instance, when children listen to a song, they are not able to retain the information in their minds and they have difficulties for remembering specific details of the song.

On the other hand, it is well-known about the relevance that English has into the teaching-learning process, for that reason it is essential to know which are the most common and useful uses of songs for learning this Language. The use of songs in English teaching is so important, because it helps students to improve their retention of the language. Apart from this, the songs are useful to do growing up cultural awareness of the students about the language learned.

Moreover, the use of songs is very vital in the English classes, because they are one of the most pedagogical tools that teachers should use for reinforcing the listening skills in the English Language teaching, and thus the teachers can explain the topic so that their students understand correctly. In addition, the songs are helpful to encourage students' participation in the learning experience, because they are so funny and interesting for children.

The main purpose of this project is to improve the listening skills, through the use of songs with students of fourth and fifth years of Basic Education at "Carlos Burneo Arias" school.

3. RESEARCH PROBLEM

Are songs a good strategy to help students in the improvement of listening skill in the English Language Learning with students of fourth and fifth years of Basic Education at "Carlos Burneo Arias" school?

4. THE DELIMITATION OF RESEARCH

The present research project will be performed with the students of fourth and fifth years of Basic education at “Carlos Burneo Arias” School.

a. TEMPORAL

The present research will be carried out in the academic period February-April 2014.

b. SPATIAL

“Carlos Burneo Arias” school is the institution where the research is going to be developed.

c. OBSERVATION UNITS

People who are going to be part of this research are:

- The students of fourth and fifth years of School.
- The researcher

d. SUB PROBLEMS

- ❖ What kind of theoretical frame about songs are effective to enhance the listening skill in the English language learning with students of 4th and 5th years of basic education at “Carlos Burneo Arias” school? Academic year 2013-2014.
- ❖ Which are the negative issues that limit the listening skill in the English language learning with students of 4th and 5th years of basic education at “Carlos Burneo Arias” school? Academic year 2013-2014.
- ❖ Which songs are the most suitable to enhance the listening skill in the English language learning with students of 4th and 5th years of basic education at “Carlos Burneo Arias” school? Academic year 2013-2014.
- ❖ How do songs as part of the classroom activities improve the limitations in the listening skill in the English language learning with students of 4th and 5th years of basic education at “Carlos Burneo Arias” school? Academic year 2013-2014.
- ❖ How effective was the application of songs in the listening skill in the English language learning with students of 4th and 5th years of basic education at “Carlos Burneo Arias” school? Academic year 2013-2014.

c. JUSTIFICATION

The present research is justified because it has detected that there are many difficulties in the listening skill of the English language in the students of four and five years of basic education at “Carlos Burneo Arias” school. Besides, children have difficulties when listen a song because they cannot understand the meaning.

From the **scientific** point of view, it is important to carry out this research because the researcher will seek for enough information to give some theoretical elements that will be students’ alternatives of the solution about listening skill.

Seeing as the **education al** point of view, it is so important to develop the present research because children that do not have an English teacher have the opportunity to improve their listening skill.

In the same way, the researcher is going to contribute to the **society**, because it will give the opportunity to learn English a group of students from low economic resources.

The present research is also **relevant** and **pertinent**, because it is a theme that can help English teachers to solve many problems around the English teaching language especially in the developing listening skill through the use of songs. Apart from this, it is the first time that Universidad Nacional de Loja implements this kind of action research. So through this research, the researcher wants to analyze that songs can be a practical strategy to work

with children and to motivate them to develop the listening skill in order to encourage young kids to learn vocabulary, new phrases, and pronunciation in an English classroom.

Finally, it is important to develop this research project, because it is a previous **requisite** to get the bachelor in arts degree as an English Teacher.

d. OBJECTIVES

1. GENERAL

- ✓ To teach songs in order to improve listening skill with the students of 4th and 5th years at “Carlos Burneo Arias” school.

2. SPECIFICS

- ❖ To analyze the theoretical frame about songs as a strategy to enhance the listening skill in the English language learning with students of 4th and 5th years of basic education at “Carlos Burneo Arias” school. Academic year 2013-2014.
- ❖ To diagnose the negative issues that limit the listening skill in the English language learning with students of 4th and 5th years of basic education at “Carlos Burneo Arias” school. Academic year 2013-2014.
- ❖ To select the most suitable songs to enhance the listening skill in the English language learning with students of 4th and 5th years of basic education at “Carlos Burneo Arias” school. Academic year 2013-2014.
- ❖ To teach the selected songs as part of the classroom activities in order to improve the limitations in the listening skill in the English language learning with students of 4th and 5th years of basic education at “Carlos Burneo Arias” school . Academic year 2013-2014.

- ❖ To reflect about the effectiveness that the songs had on the listening skill in the English language leaning with students of 4th and 5th years of basic education at “Carlos Burneo Arias” school. Academic year 2013-2014.

e. THEORETICAL FRAME SCHEME

1. LISTENING SKILL

- 1.1 DEFINITIONS
- 1.2 PROCESS OF LISTENING
- 1.3 LISTENING STRATEGIES
- 1.4 TYPES OF LISTENING
- 1.5 THE IMPORTANCE OF LISTENING FOR THE ACQUISITION OF
A FOREIGN LANGUAGE

2. NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF LISTENING

- 2.1 LISTENING DIFFICULTIES

3. SONGS TO IMPROVE THE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING

- 3.1 DEFINITION OF SONGS
- 3.2 THE IMPORTANCE AND THE ROLE OF SONGS IN LANGUAGE
TEACHING
- 3.3 WHY SONGS ARE IMPORTANT FOR CHILDREN?
- 3.4 THE ADVANTAGES OF USING SONGS IN CLASSROOM
- 3.5 REASONS TO USE SONGS IN LANGUAGE TEACHING
- 3.6 SONGS AS PEDAGOGICAL TOOLS

4. SONGS TO TEACH THE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING

- 4.1 THE USE OF SONG AS AUTHENTIC LISTENING MATERIAL
- 4.2 USING SONGS AS MOTIVATOR FOR STUDENTS TO
LEARNING LISTENING SKILL

4.3 SONGS TO IMPROVE LISTENING SKILL

4.4 FACTORS CONTRIBUTING TO LISTENING COMPREHENSION
OF SONG

4.5 A LESSON PLAN FOR TEACHING LISTEN THROUGH
SONGS

**5. APPLYING SONGS IN ORDER TO IMPROVE THE LISTENING SKILL
IN THE ENGLISH LANGUAGE LEARNING.**

5.1 WORKSHOPS 1- 10

**6. ASSESSMENT OF THE EFFECTIVENESS OF SONGS IN THE
LISTENING SKILL IN THE ENGLISH LANGUAGE**

6.1 ASSESSMENT WORKSHOPS

1. LISTENING SKILL

1.1 DEFINITIONS

- According to (Purdy, Michael and Deborah Barisoff , 1997), in his book *Listening in everyday life: a personal and professional approach* , offers a slightly expanded definition that includes memory: “Listening is the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings.”
- English club (Club) defines the listening skill as, the way of receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When people listen use their ears to receive individual sounds (letters, stress, rhythm and pauses) and also use the brain to convert these into messages that mean something to them.

1.2 PROCESS OF LISTENING

According to (Thomas E. Harris & Mark D. Nelson, 2008) exist four stages that are **sensing, interpreting, evaluating, and responding**. In most cases, these four stages occur in rapid succession with little awareness on his/her part. Because listening is a complex process, understanding each of the stages, and the possible barriers, will enhance our abilities to listen. In most cases, improving our listening abilities will bring greater rewards than trying to force others to be better listeners.

a) SENSING

Good listening begins with sensing the message. There is the difference between simply hearing and listening with understanding. Hearing involves the biological senses that provide for reception of the messages through sensory channels. In addition the auditory senses depend on the visual senses, which sometimes are called the third ear. Nonverbal communication cues provide a great deal of what learners sense when listen to others.

b) INTERPRETING

Hearing a message, and then attending to it, are two vital aspects of effective listening. However, the listener must interpret or assign meaning to the message. This is an immensely complex process because the students are taking messages and deciding in which category the messages belongs. A quick review of some of the issues we have covered so far in this text will underscore the complexity. When teacher discussed language, for examples, teacher observed that words have numerous meanings and various levels of interpretation.

c) EVALUATING

The evaluation stage provides to the teacher, the opportunity to judge a message's quality, though speed allows for strong analysis. However, role requirements can lead to a lack of credibility by managers to a subordinate's ideas.

d) RESPONDING

This final stage involves the various types of feedback. In some ways, compliance doing what we are told can be seen as a form of responding. More likely we expect some type of response in most listening situation. This final stage provides data to the sender for judging the success of the communication process. Research indicates that effective listeners provide and use more feedback than do ineffective listeners (Harris & Mark, 2008).

1.3 LISTENING STRATEGIES

According to (Mahajan) listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

- listening for the main idea
- predicting
- drawing inferences
- summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Strategic listeners also use **metacognitive strategies** to plan, monitor, and evaluate their listening.

- Teacher plans by deciding which listening strategies will serve best in a particular situation.
- Teacher monitors their comprehension and the effectiveness of the selected strategies.
- Teacher evaluates by determining whether he/she has achieved his/her listening comprehension goals and whether the combination of listening strategies selected was an effective one.

Listening for Meaning

To extract meaning from a listening text, students need to follow four basic steps:

- Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.

- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information; also the students have to hold in short-term memory in order to recognize it.
- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when learners use top-down and bottom-up strategies simultaneously to construct meaning.
- Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

1.4 TYPES OF LISTENING

(Mac, 1990), a professor at the University of Malaya, in her research work *Teaching Listening-An Overview*, who categorizes the types of listening as:

1. Simple listening-hearing sounds without any particular meaning to the sounds.
2. Discriminative listening-listening to hear and identify the likenesses and differences in sounds.
3. Listening for information.
4. Listening to organize ideas.
5. Listening for main points.
6. Listening for varied points of view.
7. Critical listening.

8. Creative listening.

According to the purpose and what teachers want to achieve in their classes, these types of listening can be applied. For instance, teacher can work with a song about the parts of the body, and when students listen to this song, they have to recognize what parts of the body the song mentions. In this song students will work with listening for information. Also, (Burns and Lowe, 1966), state three types of listening:

- i. Appreciational: (enjoying the development of a story; listening for pleasing rhythm; reacting to the mood set by the author);
- ii. Informational listening for the answer to a specific question; listening to follow directions; following sequence; listening for main ideas);
- iii. Critical (discriminating between fact and opinion; detecting prejudice and bias; sensing the speaker's purpose.

With these types of listening, teachers can choose which is better to develop in their class, depending on the students' needs. If the teacher chooses appreciational type, students will work with a pleasant listening where student will be able to identify what the author expresses. In the informational listening students will work with specific information such as information questions, listening for central ideas, etc. Finally, with critical listening, students will be able to express their own opinions.

Finally, (Rost, 1991) in his book, *Listening Action*, defines listening "in terms of the necessary components", and states that listening consists of the following:

- Discriminating between sounds

- Recognizing words
- Identifying grammatical groupings of words
- Identifying pragmatic units" – expressions and sets of utterances which function as whole units to create meaning
- Connecting linguistic cues to paralinguistic cues (intonation, stress) and to non-linguistic cues (gestures) in order to construct meaning.
- Using background knowledge and context to predict and then to confirm meaning
- Recalling important words and ideas.

1.5 THE IMPORTANCE OF LISTENING FOR THE ACQUISITION OF A FOREIGN LANGUAGE

Listening is an important and fundamental part in the process of acquiring a language, since people spend much time listening than speaking, reading or writing. Listening must be developed efficiently in order to be able to master the English language.

According to Professors (Hulstijn Jan & Vincent van Heuven, 2003), in their research work, *Developing second-language listening comprehension: Effects of training lower-order skills versus higher-order strategy*, who points out that: "One learns to understand and speak a language primarily by hearing and imitating native speakers". Thus the author thinks that listening is an important skill in language acquisition, because the first words that children say are the first that children hear. However, when child learn a foreign language, the first thing that he/ she does is to study the grammar and syntax, but if children only

know the grammar and syntax by itself, it does not mean that children are already able to master the language.

Learning a foreign language requires listening to it, for example, if a non-native English speaker wants to learn English as a foreign language, he/she will need to listen to that language in order to understand its distinctions. Also, by listening and understanding spoken language, a non-native speaker can increase confidence.

Listening, speaking, reading and writing are also important; however, listening remains the primary form of contact with a language. By listening students are able to understand the finesses about the language that apparently are not by reading or by just studying grammar.

In addition, listening is very important because it is the most common communicative activity in daily life: "children can expect to listen twice as much as they speak, four times more than they read, and five times more than they write (Morley, 1991)."

The Listening skill is vital for learners of a foreign language because through it they receive information about vocabulary, grammar, word order, and pronunciation, as well as the stress patterns of words, phrases and sentences. Through listening the learner may also register and retain words and phrases that were said by a native speaker or a teacher, and so they know to be acceptable for their own use later on.

(Harmer J. , How to Teach English, 1998) describes three main reasons why it is also important to teach students listen to spoken English. “One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents – rather than just the voice of their teacher with its own idiosyncrasies. In today’s world, students need to be exposed not only to one variety of English (British English, for example) but also to varieties such as American English, Australian English, Caribbean English, Indian English or West African English”. This is a cogent argument for involving listening to songs in a classroom, since the songs provide an inexhaustible quantity of different varieties of English. However, this advantage does not relate just to songs, the students can be “exposed to spoken English through the use of taped material which can exemplify a wide range of topics such as advertisements, news broadcast, poetry reading, plays, speeches, telephone conversations and all manner of spoken exchanges”

The second major reason for teaching listening is because it helps students to acquire language subconsciously even if teachers do not draw attention to its special features. Exposure to language is a fundamental requirement for anyone wanting to learn it. Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress. Lastly, just as with reading, students get better at listening the more that children do it!.

2. NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF LISTENING

2.1 LISTENING DIFFICULTIES

According to(Rixon, 1986) says that there are four main sources of listening difficulty:

- The weak relationship between English sounds and the way these are spelt in the written language.
- Changes in sounds when it occurs in rapid, connected speech.
- The rhythm pattern of English speech.
- Different ways of pronouncing the ‘same’ sound”

All these sources of listening difficulty can be well practiced on songs. There are various exercises using the lyrics of songs such as for instance a gap-fill, ordering the parts of the text, reading and comprehension, by which means the first difficulty may be practiced. The students can see the written language, and immediately hear the difference while listening to it. As far as the connected speech and rhythm are concerned, songs are one of the best types of exercises practicing these sorts of problems. When children sing, the words are naturally connected together to fit the melody with the help of rhythm, which represents an enormous help and support for learners. The fourth difficulty is closely connected with the first one. The lyrics of songs can be used as a material, in which the students, while listening, should find the ‘same’ sounds pronounced differently.

3. SONGS TO IMPROVE THE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING

3.1 DEFINITION OF SONGS

Song plays an important role in the development of young children when child is acquiring a foreign language; for that reason, the researcher presents some definition about the song.

- According to (Hornby, 1990), a song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes.
- According to Pearson Longman dictionary (Longman)songs are fun and effective tools for teaching and reviewing grammar, vocabulary (including idioms and useful expressions), pronunciation, culture. Songs can also be used to improve listening and reading comprehension or for purposes other than teaching English. For example, depending on teacher objectives at a given time. Teacher can use songs – or music -- to get your students in the mood for class, that is, get them settled if students are restless or energized if children are bored and uninterested.

3.2 THE IMPORTANCE AND THE ROLE OF SONGS IN LANGUAGE TEACHING

Songs have an important place in the classroom, since songs have the power of creating a friendly and co-operative atmosphere, so important for language learning. As it is known, songs are part of our lives, and teachers can use them

to illustrate topics and themes, to present new vocabulary, to open and close their lessons, add variety, etc.

One of the immediate benefits that songs offer is motivation because the addition of songs as a teaching method is to catch students' attention and produce a more engaged learner. Although music and songs have the advantage to motivate students in the learning process and create an atmosphere of interest in the English learning.

Another benefit is that songs may be attractive and re-usable. Although other recording materials can be useful in an English class, there is no doubt that songs are fun and catchy for most EFL students. Songs will always be available for students and learners will be happy to listen to them as many times as children want. For example, if a teacher introduces a new structure by means of a dialogue, it may become a little boring for students if the dialogue is repeated for a second time, but songs can be reused as necessary.

According to (Samaniego, Magaly & Zúñiga, Mayra, 2011), through songs learners have the opportunity to listen to pronunciation in a wide range of varieties of the language. Songs will help learners become familiar with word stress and intonation, and the rhythm with which words are spoken or sung also helps memorization. Songs usually have words repeated over and over again, and the repetition of words helps students get familiar with the sounds that hear; and thus help the students to pronounce more accurately.

3.3 WHY SONGS ARE IMPORTANT FOR CHILDREN?

According to (Silberg) songs are important for different reasons:

- a. **Songs help develop children's language skills:** When young children listen to familiar words in songs, the neural transmitters in their brains are firing away, and their brains are building connections to the sounds children are hearing and the words that students are singing. Singing songs with children helps them develop early literacy skills. Keeping a steady beat develops language. Clapping hands, stamping feet, and using rhythm instruments in time to music develop important pre-reading skills. Young children recognize words, sounds, rhythms, tones, and pitches long before they talk, sing, or dance.
- b. **Songs help develop children's self-esteem:** Music is a wonderful way to address the many needs of children because music is nonjudgmental. There is no right or wrong, it just is what it is. Listening to different types of music nurtures self-esteem and encourages creativity, self-confidence, and curiosity.
- c. **Songs help develop children's listening skills:** Music encourages the ability to listen and thus to concentrate. Songs encourage speech and auditory discrimination. Through music, children learn to hear tempos, dynamics, and melodies. Listening for loud and soft, up and down, fast and slow encourages auditory development in the brain.

- d. **Songs help develop children's math skills:** A simple song can include basic math skills such as counting, repeating patterns, and sequencing.
- e. **Songs help stimulate children's brain connections:** A recent study from the University of California found that music trains the brain for higher forms of thinking. For example, researchers believe that music affects spatial-temporal reasoning (the ability to see part-whole relationships).
- f. **Song and movement go together:** Children naturally respond to music by moving and being active. Music helps children learn about rhythm and develop motor coordination. Group dances like the Hokey Pokey help children learn about their body parts ("put your right foot in," "put your left hand in..."), sense of direction (turning around, going left and right, moving back and forth), and rhythm patterns (clapping to the beat).
- g. **Songs relieve stress:** Stress can be relieved with songs, chants, finger plays, and moving to music. Singing together creates a feeling of safety and makes learning in a classroom much easier.
- h. **Songs make transitions easier:** Getting children to move from one activity to another is easy when teachers sing a song. For example, sing to the tune of "The Farmer in the Dell," "It's time to go to lunch," and you'll see that the children will get ready much faster. Keep making up verses. "Let's pick up the toys... Now let's wash our hands," etc.

- i. **Songs encourage creativity in children:** A fun game to play with children is changing the words to familiar songs. It is a wonderful way to develop the creative process.
- j. **Choose a song that your child knows well.** Some familiar songs are: "Old Macdonald," "The Wheels on the Bus," and "Skip to My Lou." You can sing, "Old Macdonald had a supermarket," and sing about all the items in the supermarket. Make up a sound to go with the food.
- k. **Song is a great way to teach children with special needs:** Music is a fun way to teach all children, including children who have special learning needs. Music experiences can be an effective way to stimulate speech development, provide organization for cognitive and motor development, and create a meaningful environment for socialization.

3.4 THE ADVANTAGES OF USING SONGS IN CLASSROOM

According to ELT, Oxford University Press (ELT, 2011) the advantages of songs as teaching tools go well beyond just teaching the language. Here are some advantages to implement songs in your lessons from start to finish.

❖ Songs create a positive atmosphere

Just as teacher take great care in decorating the classrooms to make it warm and conducive to learning, teacher should think about how decorating the classrooms with audio. Learning a foreign language can be stressful for anyone,

especially young learners. Fun, simple English songs playing as students enter the classroom help create a welcoming environment.

❖ **Songs help to balance energy levels**

Some children come to class bouncing off the walls, while others are quite reserved. Starting class with an active song allows the higher energy students to “get the wiggles out” and the lower energy students to pep up a little.

❖ **Songs are very effective in signaling transitions**

Students often get confused, and subsequently tune out, during transitions from one activity to another. Verbal directions alone can be difficult to understand, especially when a student was focusing on different activity. Using songs to signal changes helps students understand what is going on (and helps save the teacher’s voice, too!). Try using different songs to signal when it is time to start class, time to clean up, time to make a circle, time to take out your course book, etc.

❖ **Songs allow everyone to participate**

These days, some students come to classes having learned English from birth, while others in the same class may be learning English for the first time. Singing is an activity that children of all levels can enjoy equally. Students with low English levels will be able to follow along with gestures dances and gradually the students can learn the language in the song. More advanced students can also enjoy singing and dancing while improving their rhythm, intonation, and pronunciation, even if students already know all the words.

❖ **Songs allow for quick review**

It can sometimes be difficult to provide as much review as teacher would like for the students. Songs are a fun, easy way to quickly re-introduce language from earlier lessons.

❖ **Songs are ‘sticky’**

When you teach with songs, you be assured those songs will bounce around the students heads long after the class is over. The same can't be said for most other teaching tools.

3.5 REASONS TO USE SONGS IN LANGUAGE TEACHING

(Simpson) describes 4 reasons to use songs in language teaching:

- **Listening to music is fun**

The sheer volume of music out there means there will always be something suitable for the lesson of teachers planning and allows for interesting changes of pace in the classroom. Music also goes a long way to establishing a positive learning environment while additionally serving to energize learning activities. Music adds the element of fun while helping maintain – or even provide – the focus of the lesson. Songs help create a nice atmosphere as students do not feel like typical classroom work; rather songs promote the kind of authentic activity which learners engage in outside the lesson. Music serves as a great lesson warmer because it stimulates the learners' imaginations.

- **Music leads to better retention of language**

The natural melody, rhythm and repetition can encourage retention: these elements collaborate together as an effective teaching and learning tool. Indeed, learners who have language difficulties can particularly benefit from the introduction of music into the classroom. Think about how student finds himself/ herself singing songs randomly in his/ her everyday life. This process is invaluable in language learning: learners' language retention is increased when the language is taught as part of a song.

- **Developing cultural awareness**

In addition to being fun and helping build retention, music can also be used to teach cultural awareness. This could be taught either directly or indirectly. An obvious way to do this directly is to introduce the information within the content of the song. For example, a teacher could utilize specific vocabulary, grammar and/or pronunciation from the lyrics of a song. As learners hear and remember the song. Students are able to apply the new vocabulary taken from those lyrics learned in the classroom work. Cultural awareness could also be taught indirectly. You might, for instance, use songs to simulate native-like experiences in which learners could pick up the cultural content naturally and in a more interesting manner.

- **Music motivates and involves learners**

Music is a great motivator: songs enable learners to actively participate in the learning experience. Because music helps to enhance learner involvement,

students therefore develop improved attitudes toward class itself. This also improves the overall view in the language and the students' feelings about learning English, as children are more willing and able to take in new information.

3.6 SONGS AS PEDAGOGICAL TOOL

One advantage of using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills (Murphey, 1992). Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture.

Perhaps the greatest benefit to using songs in the classroom is that these can be fun. Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve student motivation.

- a) Listening.** (Purcell, 1992) states that students can become bored by repeatedly listening to a narration or dialog as learners attempt to understand the meaning of new words or phrases in context. In contrast, listening to a song over and over again can seem less monotonous because of the rhythm and melody.

Songs can also help to improve listening skills because these provide students with practice listening to different forms of intonation and

rhythm. English has a stress-timed rhythm, for which songs can help to establish a feeling. (Murphey, 1992) believes that music has the power to engrave itself into students' brain, stating that "songs work on our short- and long-term memory" and are therefore adequate tools for using in the language classroom.

- b) Vocabulary.** Songs can provide the opportunity for vocabulary practice. Songs are usually based around a theme or topic that can provide the context for vocabulary learning. The song *Head, Shoulders, Knees and Toes*, for example, could be used to review body parts, or the song (*I Can Sing a Rainbow*) might be useful for reviewing color names. Most children's songs are characterized by monosyllabic words, many of which are frequently repeated. This repetition offers greater exposure to these words and can help to improve vocabulary acquisition.

(Millington) says that some of the vocabulary and language used in traditional and popular English songs, however, can cause difficulties for language learners due to their use of low frequency and archaic words. The song and the lyrics need to be selected carefully to complement the target vocabulary. A difficulty for teachers is finding and selecting songs that are suitable both in terms of vocabulary and topic or theme.

4. SONGS TO TEACH THE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING

4.1 THE USE OF SONG AS AUTHENTIC LISTENING MATERIAL

The use of authentic materials is an important factor to take into consideration when designing listening skill materials. By using such listening materials, the learner is given the chance to develop the skills needed to comprehend and to use language that is commonly found in real situations. Therefore, it is important to take the opportunity wherever possible to expose students to example of real language usage to help them become more communicatively competent.

According to (Ur, 1996), listening activities based on simulated real life situation and likely to be most interesting and motivating to do than contrived textbook comprehension exercise. The following features characterize real life listening activity:

- a) Songs can be listening for a purpose and with certain expecting.
- b) Student make an immediately response to what he/ she hear.
- c) Student sees the person he/she is listening to.
- d) There are some visual or environment clues as to the meaning of what is heard.
- e) Stretches of hand discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy, noise and colloquialism, and it is auditory character.

From the features above, song is one of the authentic listening materials. (Ross) says that the use of authentic materials stimulates and motivates learners to comprehend the content of an oral text because the practical benefits of understanding such authentic language material are obvious. An example of authentic listening material is listening to song to learn more about well-known bands that sing in English. As he/she knows wherever he/ she is, songs always follow his/her at home, at school, at office, at cars, and so on. So, learners can directly listen to the song and also interest to learn the value of language in it.

When designing lessons and teaching materials to further develop listening comprehension skills, students need to be motivated and stay motivated. This is best accomplished by determining the suitability of the listening material such as the use of song as authentic material. The use of song stimulates and motivates students to comprehend the content of materials.

4.2 USING SONGS AS MOTIVATOR FOR STUDENTS TO LEARNING LISTENING SKILL

Songs can be used to show the persons emotions, it makes us happy, helps us ease the pain in the best way. Besides, songs can be utilized in foreign language teaching for many purposes. According to (Eken., 1997), songs can be used:

- To present a topic, a language point, lexis, etc.
- To practice a language point, lexis, etc.
- To focus on common learner errors in more direct way.

- To encourage extensive and intensive listening.
- To stimulate discussion of attitudes and feelings.
- To encourage creativity and use of imagination.
- To provide a relaxed classroom atmosphere.
- To bring variety and fun to learning.

Gap-filling: Students are given a passage with several gaps in it, they have to listen and fill in the missing words in the gaps.

The first activity mentioned in her article is **fill-in-blanks**. In this activity, the teacher can omit some words like verbs and adjectives after the students listen carefully to the song and fill them in. A second activity mentioned by her is **spotting the mistakes**. In this activity, students will have to change the words provided by the teacher. These words could be synonyms or antonyms taken from the lyrics. In the third activity, **changing the order of verses**, the students can change the order of the different sentences found in the lyrics. The last activity proposed by her is **group discussions** in which high grade students can work on “cooking up story lines” as well as children can participate in dialogues. Low level students can also be engaged by having them working with strips and short stories.

4.3 SONGS TO IMPROVE LISTENING SKILL

(Cuzco) in her action research cites the definition of listening by Oxford as “a complex problem solving skill and it is more than just perception of the sounds.

Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse.” Moreover, the author refers to Saricoban when he states that listening is one of the most important skills since through it, people acquire the major amount of their information, their knowledge about world and human issues, their principles, sense of values, and their appreciation.

(Sevik) states that a person, who learns a foreign language, begins hearing, then talking, and finally reading and writing. To support this, (Cuzco) cites Linse who states that the most important fact to teach listening is that this skill can be the base for the other abilities. Furthermore, the author quotes Linse who refers how language skills are built on listening. “You need to hear a word before you can say it; you need to say a word before you can read it; you need to read a word before you can write it”.

Additionally, (Cuzco) cites Saricoban the author mentions that for students, listening is the way how spoken language develops input. It means that listening is the principal step of learning a second language. This occurs when learners listen to the teacher, listen to a recorder, or simply listen to other students.

Also, (Millington) cites Purcell who states that when students try to comprehend the meaning of new words or expressions in context, listening to a conversation or narration again and again tends to bore them. On the other hand, if students listen to the same song over and over again, the learning process can seem less repetitive because of the rhythm and melody.

Finally, (Millington) states that songs can be a useful tool to enhance listening skills since “songs provide students with practice listening to different forms of intonation and rhythm.” Also (Millington) cites (Murphey, 1992) who considers that music has the influence to stick itself into our minds, affirming that “songs work on our short-and long-term memory;” therefore, these are a suitable material for working in the classroom.

4.4 FACTORS CONTRIBUTING TO LISTENING COMPREHENSION OF SONG

The possibility of using songs in English as a foreign language class has been actively considering for the last two decades. It is considered because songs have many value of language. (Orlova, March, 2001.), states that it is possible to suggest that among the methodological purposes with songs are used in class; it is possible to rank the following:

- i. Practicing the rhythm, stress and the intonation patterns of the English language.
- ii. Teaching vocabulary, especially in the vocabulary reinforcement stage.
- iii. Teaching grammar. In this respect songs are especially favored by teachers while investigating the use of the tenses.
- iv. Teaching speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussion
- v. Teaching listening comprehension

- vi. Developing writing skills. For this purpose a song can be used in a variety of ways.

According to (Lynch., 2008), there are three factors that contribute to listening comprehension of song, they are:

- Use of new vocabulary, idioms and expressions – It needs to address the new material offered in each song. This includes grammar, vocabulary and usage.
- Pronunciation and accent of the singer – Every native speaker doesn't pronounce or sing with the same accent. Students may be exposed to an accent which is outside the realm of what students might normally hear in context.
- Use of new grammar and structure Song researchers and singers are notoriously "loose" when it comes to use of grammar, structure, pronunciation, stress and other language factors applied to songs. The teacher must prepare for this. In addition, the use of songs in teaching and learning English as a foreign language is felt much needed. From the songs, children can learn many things such as vocabulary, grammar, listening, speaking, writing, and especially in listening.

4.5 A LESSON PLAN FOR TEACHING LISTEN THROUGH SONGS

Before start teaching any song, ascertain that the classroom CD player is ready for use and that every student can hear equally well. If teacher is going to use handouts, distribute them to the students but tell them not to read the lyrics until after the first listening. If he/she is using a textbook, tell the students the page

number. Also if he/she does not have a textbook or access to a photocopier, you may write the lyrics on the board or on a poster before start the class.

1. STAGE 1: PRE-TEACHING ACTIVITIES

According to (Davies, 2000), this stage is useful to prepare the learners for what he/she is going to hear, just as he/she usually prepare for real-life situations. Important points to consider for this stage are as follows:

- To get the students interested in the topic of the song and to warm them up, teacher can show a picture or other realia related to the song and ask the students questions such as: what do you think the song is about?. Tolerate some native language use, as these are YLs and beginners.
- Next, read the title of the song aloud, and explain it through actions and visuals.
- Ask the student if he/she already knows any words in English related to the title of the song. On the board, write any English words that the students mention.
- Finally, explain the unknown vocabulary from the song through actions and visuals. There are usually very colorful pictures in YLs' books, and it is time-saving to make use of them.

2. STAGE 2: WHILE-TEACHING ACTIVITIES

This stage is useful to help the learners understand the text through activities. As pointed out earlier, one advantage of Listen and Do songs is that student is active as he/she is listening. However, do not expect your students to learn the

song and the accompanying actions in the first listening. Children will need to listen to the song three or four times to carry out the tasks described below.

- a. **First listening.** The aim of the first listening, as pointed out by (Harmer J. , 1991.), is to give students an idea of what the listening material sounds like. Let the students listen to the song without any interruptions so that they will have an opportunity to hear the music and the lyrics. This may also be termed *free listening*. This activity is quite beneficial and motivating for students, and through it students express positive feelings about free listening. After the free listening, tell the students to look at the lyrics of the song (from the handout, textbook, board, or poster), since this is probably the best time to let students see and read the lyrics. (If the students read the lyrics before the first listening, children may try to read along and not concentrate.) Next, read the lyrics of the song aloud and ask the students to listen and follow from the handout. Finally, read the lyrics aloud line by line and ask the students to repeat every line aloud.

After you have completed the repetition phase, use the power of TPR to teach the actions for the song. Read every line aloud, demonstrate the associated action or actions, and ask the students to do the same actions.

- b. **Second listening:** Play the song again and guide the students both by singing and doing the actions that the teacher has already taught. This time, ask the students to just listen and do the actions under his/her teacher guidance. Hearing the teacher sing the song and seeing the teacher do the actions help students overcome feelings of shyness and lack of confidence. Besides, students find it funny and interesting when the teacher is doing the actions to a song. This situation motivates the

students and prepares them for the third listening, where students will be asked to sing the song.

- c. **Third listening.** This is the stage when students are asked to sing the song along with the CD or the teacher line by line. As a teacher, check for correct intonation of language—not music—and pronunciation, and do some remedial work on any problematic intonation or pronunciation.
- d. **Fourth listening.** Ask the students to sing the complete song along with the CD and join in the singing yourself. Also, ask the students to do the accompanying actions. My own experience demonstrates that the final listening can be carried out a few times, as the students are eager and interested to sing the whole song and perform the actions.

3. STAGE 3: POST-TEACHING ACTIVITIES

This stage is generally accepted as the stage when the teacher moves on from listening practice to focus on other language skills such as reading, speaking, and writing. In this context, Listen and Do songs are suitable for competitions, games, and simple drama activities. Some suggested the following examples.

- Depending on the number of students, divide the class into two or three groups. Assign a part of the song to each group, and then ask the groups to sing along with the CD and at the same time do the actions. TPR songs in general are suitable for class, group, or individual competitions, so teacher may wish to turn this song into a competition by assigning points to every correct pronunciation and action. Teacher chooses four representatives from each group and asks them to sing their part with the actions. This game is greatly enjoyed by the majority of students.

- As an alternative to the above activity, the following game may be played: choose two students and call them to the front. Then give commands randomly related to the song and reward the quickest correct action with applause by the class. The following description illustrates this activity: The teacher says “knees,” and the students are expected to touch or point to their knees. The quickest student to touch or point to his or her knees wins a point and is applauded by the class.

5. APPLYING SONGS IN ORDER TO IMPROVE THE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING

5.1 WORKSHOP N° 1

TOPIC: FOLLOWING DIRECTIONS AND COLORS		CONTENTS: PRE-TEST ABOUT FOLLOWING DIRECTIONS AND COLORS	TIME: 100 MINUTES
			LEVEL: BEGINNERS
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS:
To diagnose students’ listening level.	To demonstrate his/her ability for listening.	<p>STARTING ACTIVITY</p> <ul style="list-style-type: none">Teacher gives the students an explanation about what are the reasons why she is going to take this kind of instrument. <p>PRESENTATION</p> <ul style="list-style-type: none">Teacher explains the students the test contents and how they have to develop the test. <p>PRACTICE</p> <ul style="list-style-type: none">Test administration: Students start to develop the test. <p>ASSESSMENT</p> <ul style="list-style-type: none">Teacher gives students an extra worksheet.Extra worksheet, it will be applied with the purpose to gather information concerning of the test development.	<ul style="list-style-type: none">CDRecorderTest worksheetsPencilEraser

5.2 WORKSHOP N° 2

TOPIC: SIMON SAYS		CONTENTS: DIRECTIONS/ COMMANDS Touch your nose/ Touch your toes/ Touch your cheeks Stomp your feet/ Touch your knees/ Touch your ears Close your eyes/ Open your eyes	TIME: 100 MINUTES
			LEVEL: BEGINNERS
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS:
To pre-teach vocabulary.	To discriminate beginning sound of words. To follow directions. To recognize parts of the body	STARTING ACTIVITY <ul style="list-style-type: none"> Teacher starts the class with a warm-up (Brainstorming of the body parts by using cards on the board. Students have to put the correct word in each part of the body). PRESENTATION <ul style="list-style-type: none"> Teacher teaches the vocabulary related to the body parts. Teacher point out the beginning sound of the word. Students repeat several times the pronunciation of the words. Teacher monitors the pronunciation of beginning sounds. Teacher teaches the spelling of words about body parts. PRACTICE <ul style="list-style-type: none"> Teacher says a body part word and students have to listen and touch their body part. Listen to a pair of words and recognize if they are same or different. ASSESSMENT <ul style="list-style-type: none"> Teacher plays a game “The parts of the cow” Teacher sticks on the board a cow picture. Then, teacher says a part of the body and students have to listen and touch the cow’s part. Teacher gives commands and students follow the instructions. 	<ul style="list-style-type: none"> Flashcards Cards Simon Says poster

5.3 WORKSHOP N° 3

TOPIC: SIMON SAYS		CONTENTS: SING SIMON SAYS SONG	TIME: 100 MINUTES
			LEVEL: BEGINNERS
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS:
To teach the pronunciation and the lyrics of the song.	<p>To Sing the song and perform the commands that the song says.</p> <p>To listen and follow commands.</p> <p>To read and follow directions.</p>	<p>STARTING ACTIVITY</p> <ul style="list-style-type: none"> Teacher divides the class in two groups. Ss' stand in 2 rows Then the teacher says a part of the body and students have to draw the picture on the board. The group that has more drawings is the winner. <p>PRESENTATION</p> <ul style="list-style-type: none"> Teacher asks students to look at pictures to have an idea about the song they will listen to. Teacher plays the Simon Says Song. Students listen to the song without any interruptions so that they will have an opportunity to hear the music and the lyrics about Simon Says Song. Teacher tells the students to look at the lyrics of the song from the poster. Teacher read every line aloud, demonstrates the associated actions, and asks the students to do the same actions. Teacher reads the lyrics of the song aloud and asks the students to listen and follow from the handout. <p>PRACTICE</p> <ul style="list-style-type: none"> Teacher plays the song again and guides the students both by 	<ul style="list-style-type: none"> Flashcards Simon Says song Simon Says poster Recorder

		<p>singing and doing the actions that she has already taught.</p> <ul style="list-style-type: none"> • Students sing the complete song along with the CD and do the accompanying actions. • Students listen to the song, then they have to name the body parts that they listen in the song. <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Teacher gives each student a flashcard. Then, students have to listen to the song and when they listen to the word that they have, they raise their hand and make the instruction of Simon says song. • Teacher says some phrases and students have to listen and then repeat the phrases. 	
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5.4 WORKSHOP N° 4

TOPIC: SIMON SAYS		CONTENTS: EVALUATION ABOUT SIMON SAYS SONG	TIME: 100 MINUTES
			LEVEL: BEGINNERS
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS:
To assess students' Knowledge (through Simon Says Song).	<p>To practice the vocabulary learned through Simon Says Song.</p> <p>To follow commands.</p> <p>To complete worksheets about Simon Says Song.</p>	<p>STARTING ACTIVITY</p> <ul style="list-style-type: none"> Teacher starts the class with a warm-up: Tingo, tingo, tango. <p>PRESENTATION</p> <ul style="list-style-type: none"> Teacher plays the Simon says song. Students sing the song and do the actions. <p>PRACTICE</p> <ul style="list-style-type: none"> Teacher divides the class in to 3 groups and assigns a part of the song to each group. Then, each group has to sing and perform the actions about the part of the song that they have. Teacher performs some actions randomly; without speaking and students guess the direction that teacher performs. Teacher says an instruction, and then, she asks students to repeat the instruction. <p>ASSESSMENT</p> <ul style="list-style-type: none"> Teacher says instructions and students follow the instructions. Teacher gives students a worksheet where students have to listen and order the lyric of the song. Teacher gives to her students a worksheet. In this activity teacher reads some words and students have to listen and circle the correct word. 	<ul style="list-style-type: none"> Recorder Simon Says Song Worksheets Pencil Eraser

5.5 WORKSHOP N° 5

TOPIC: PLAY WITH ME SING ALONG		CONTENTS: DIRECTIONS Clap your hands/ Let's reach up to the sky Let's tap your toes/ Let's twirl around Let's jump up and down/ Let's sit right down March in time	TIME: 100 MINUTES
			LEVEL: BEGINNERS
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS:
To introduce the new vocabulary about play with me, sing along song.	To associate pictures with words. To follow directions To discriminate beginning sounds of words.	<p>STARTING ACTIVITY</p> <ul style="list-style-type: none"> Teacher stars the class with a warm-up (The captain sends). In this activity students have to listen what teacher says. For example the teacher says: The captain sends to bring me a pen, and the students have to give to their teacher a pencil. <p>PRESENTATION</p> <ul style="list-style-type: none"> Teacher teaches the vocabulary related to some verbs and phrases of the song. Teacher points out the beginning sound of the word. Students repeat several times the pronunciation of the words. Teacher monitors the pronunciation of beginning sounds. Teacher teaches the spelling of words about some verbs like: play, clap sing, reach up, tap, etc. <p>PRACTICE</p> <ul style="list-style-type: none"> Teacher sticks on the board some pictures related with the vocabulary that she teaches before. Then teacher gives to each student a card with a word related to the pictures that are stick on the board. After that, teacher says a word and students have to listen the word that teacher says and the student that has the word that teacher says, has to stick bellow the correct picture. 	<ul style="list-style-type: none"> Flashcards Cards Bingo cards Play With Me Sing Along poster

		<p>ASSESSMENT</p> <ul style="list-style-type: none"> • Teacher plays a funny activity. This activity is called “Bingo”. • Teacher says a key word vocabulary, and students have to listen what teacher says. If they have the word that teacher says, they have to put a tick in the word. • Teacher gives directions and students have to listen and follow the direction. • Students listen to a pair of words and recognize if they are same or different. • Teacher reads a command and students have to repeat the command. 	
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5.6 WORKSHOP N° 6

TOPIC: PLAY WITH ME SING ALONG		CONTENTS: SING PLAY WITH ME SING ALONG SONG	TIME: 100 MINUTES
			LEVEL: BEGINNERS
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS:
To teach the pronunciation and the lyrics of the song.	<p>To sing (Play with Me Sing Along) Song.</p> <p>To listen to the song and follow song's directions.</p> <p>To read and follow directions.</p>	<p>STARTING ACTIVITY</p> <ul style="list-style-type: none"> Teacher starts the class with a warm-up: Guessing meaning of words through mimics. The class is set up in two groups. Each group chooses a person to represent the group. The representative of each group has to make mimics and the rest of the students guess the meaning of words, and the group that has more answers is the winner. <p>PRESENTATION</p> <ul style="list-style-type: none"> Teacher asks students to look at pictures to have an idea about the song they will listen to. Teacher plays the (Play with Me Sing Along) song. Students listen to the song without any interruptions so that they will have an opportunity to hear the music and the lyrics about (Play with Me Sing Along) song. Teacher tells the students to look at the lyrics of the song from the poster. Teacher read every line aloud, demonstrates the associated actions, and asks the students to do the same actions Teacher reads the lyrics of the song aloud and asks the students to listen and follow from the handout. 	<ul style="list-style-type: none"> Play with Me Sing Along poster Recorder Play with Me Sing Along song.

		<p>PRACTICE</p> <ul style="list-style-type: none"> • Teacher plays the song again and guides the students both by singing and doing the actions that she has already taught. • Students sing the complete song along with the CD and do the accompanying actions. • Students listen to the song, then they have to name three or four words that they remember of the song. <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Students sing the Play with Me Sing Along song in acappella and do the actions that song says. • Teacher says some phrases and students have to listen and then repeat the phrases. • Teacher gives to each student a piece of paper. Student has to read the phrase that has in his/her paper and follow the direction that paper has. 	
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5.7 WORKSHOP N° 7

TOPIC: PLAY WITH ME SING ALONG		CONTENTS: EVALUATION ABOUT PLAY WITH ME SING ALONG SONG	TIME: 100 MINUTES
			LEVEL: BEGINNERS
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS:
To assess students' Knowledge through (Play with Me, Sing Along song).	<p>To give commands.</p> <p>To follow commands.</p> <p>To complete worksheets about (Play with Me Sing Along song).</p>	<p>STARTING ACTIVITY</p> <ul style="list-style-type: none"> Teacher stars the class with a funny song: ¡¡Chu chuuá!! <p>PRESENTATION</p> <ul style="list-style-type: none"> Teacher plays Play With Me, Sing Along song. Students sing the song and do the actions. <p>PRACTICE</p> <ul style="list-style-type: none"> Teacher divides the class in to 3 groups and assigns a part of the song to each group. Then, each group has to sing and perform the actions about the part of the song that they have. Teacher performs some actions randomly; without speaking and students guess the direction that teacher performs. Teacher says an instruction, and then, she asks students to repeat the instruction. <p>ASSESSMENT</p> <ul style="list-style-type: none"> Teacher says instructions and students follow the instructions. Teacher gives students a worksheet where students have to listen the lyric of the song and number from 1 to 6. Teacher gives to her students a worksheet. In this activity teacher reads some words and students have to listen and circle the correct word. Teacher says some words and students have to discriminate the sound of the words. 	<ul style="list-style-type: none"> Recorder Play with Me Sing Along song. Worksheets Pencil Eraser

5.8 WORKSHOP N° 8

TOPIC: SHAKE AND MOVE		CONTENTS: DIRECTIONS Wiggle your fingers/ Blink your eyes/ Clap your hands Shake your hands 1, 2, 3/ Touch your ears Touch your nose/ Touch your mouth/ Pat your knees Move your head all around / Move your shoulders up and down/ Move your feet back and forth	TIME: 100 MINUTES
			LEVEL: BEGINNERS
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS:
To pre-teach vocabulary about Shake and Move Song.	To associate pictures with words. To follow directions. To discriminate beginning sounds of words.	STARTING ACTIVITY <ul style="list-style-type: none"> Teacher stars the class with a tongue twister (I scream, you scream, we all scream for ice cream!) PRESENTATION <ul style="list-style-type: none"> Teacher teaches the vocabulary related to some verbs and phrases of the song. Teacher point out the beginning sound of the word. Students repeat several times the pronunciation of the words. Teacher monitors the pronunciation of beginning sounds. Teacher teaches the spelling of words about some words like: wiggle, blink, side, move, shake, touch, around, pat, back and forth. PRACTICE <ul style="list-style-type: none"> Teacher does mimics and students guess the word. Listen to a pair of words and recognize if they are similar or different. Teacher sticks on the board some pictures related with the vocabulary that she teaches before. Then teacher gives to each student a card with a word related to the pictures that are stick on the board. 	<ul style="list-style-type: none"> Flashcards Cards Puzzle worksheets Shake and Move poster.

		<p>After that, teacher says a word and students have to listen the word that teacher says and the student that has the word that teacher says, has to stick below the correct picture.</p> <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Teacher gives students a puzzle worksheet where students have to find the key words that teacher already taught. • Teacher gives directions and students have to listen follow the direction. • Students listen to a pair of words and recognize if they are same or different. 	
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5.9 WORKSHOP N° 9

TOPIC: SHAKE AND MOVE		CONTENTS: SING SHAKE AND MOVE SONG	TIME: 100 MINUTES
			LEVEL: BEGINNERS
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS:
<p>To teach the pronunciation and the lyric of the song.</p> <p>To improve students' audition through chanting and movement.</p>	<p>To sing a song along.</p> <p>To listen to the song and follow song's commands.</p> <p>To read and follow directions.</p>	<p>STARTING ACTIVITY</p> <ul style="list-style-type: none"> Teacher stars the class with a warm-up: (Bingo game). Teacher read the word and students listen and tick the word. <p>PRESENTATION</p> <ul style="list-style-type: none"> Teacher asks students to look at pictures to have an idea about the song they will listen to. Students make predictions about Shake and Move Song. Teacher plays Shake and Move Song. Students listen to the song without any interruptions so that they will have an opportunity to hear the music and the lyric about Shake and Move Song. Teacher tells the students to look at the lyrics of the song from the poster. Teacher reads every line aloud, demonstrates the associated actions, and asks the students to do the same actions. Teacher reads the lyrics of the song aloud and asks the students to listen and follow from the handout. <p>PRACTICE</p> <ul style="list-style-type: none"> Teacher plays the song again and guides the students both by singing and doing the actions that she has already taught. Students sing the complete song along with the CD and do the accompanying actions. 	<ul style="list-style-type: none"> Shake and Move poster Recorder Bingo cards Shake and Move Song Worksheet

		<ul style="list-style-type: none"> Students listen to the song, then they have to name four words and one phrase that they remember of the song. <p>ASSESSMENT</p> <ul style="list-style-type: none"> Students sing Shake and Move Song in in acappella and follow the instructions that song says. Teacher says some phrases and students have to listen and then repeat the phrase. Teacher gives to each student a piece of paper and students have to read the paper and then follow the command. 	
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5.10 WORKSHOP N° 10

TOPIC: SHAKE AND MOVE		CONTENTS: EVALUATION ABOUT SHAKE AND MOVE SONG	TIME: 100 MINUTES
			LEVEL: BEGINNERS
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS:
To evaluate students' Knowledge through Shake and Move Song.	<p>To discriminate sounds of words.</p> <p>To follow commands.</p> <p>To complete worksheets about (Shake and Move Song).</p>	<p>STARTING ACTIVITY</p> <ul style="list-style-type: none"> Teacher stars the class with a warm up: unscramble the words. Teacher writes on the board some words and students have to unscramble the word, for instance nigfers, asexh, nhads, vemo, naudro. <p>PRESENTATION</p> <ul style="list-style-type: none"> Teacher plays Shake and Move Song. Students sing the song and the actions. <p>PRACTICE</p> <ul style="list-style-type: none"> Teacher divides the class in 3 groups and assigns a part of the song to each group. Then, each group has to sing and perform the actions about the part of the song that they have. Teacher performs some actions randomly; without speaking and students guess the direction that teacher performs. Teacher says an instruction and then, she asks students to repeat the instruction. <p>ASSESSMENT</p> <ul style="list-style-type: none"> Teacher says instructions and students follow the instructions. 	<ul style="list-style-type: none"> Recorder Shake and Move Song Worksheets Pencil Eraser

		<ul style="list-style-type: none"> • Teacher gives students a worksheet where students have to listen and order the lyric of the song. • Teacher gives students a worksheet. In this activity teacher reads some commands and students have to listen and circle the correct word. 	
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5.11 WORKSHOP N° 11

TOPIC: FOLLOWING DIRECTIONS AND COLORS		CONTENTS: POST-TEST ABOUT FOLLOWING DIRECTIONS AND COLORS	TIME: 100 MINUTES
			LEVEL: BEGINNERS
TEACHER OBJECTIVES	STUDENTS OBJECTIVES	CLASS DEVELOPMENT	MATERIALS:
To determine if students improved listening skill through the use of songs.	To complete the listening post-test.	<p>STARTING ACTIVITY</p> <ul style="list-style-type: none"> Teacher gives the students an explanation about the contents that she already taught. <p>PRESENTATION</p> <ul style="list-style-type: none"> Teacher explains the students the test contents and how they have to develop the test. <p>PRACTICE</p> <ul style="list-style-type: none"> Test administration: Students start to develop the test. <p>ASSESSMENT</p> <ul style="list-style-type: none"> Teacher gives students questionnaire. Extra worksheet, it will be applied with the purpose to gather information concerning of the English subject. 	<ul style="list-style-type: none"> CD Recorder Test worksheets Pencil Eraser

6. ASSESSMENT OF THE EFFECTIVENESS OF SONGS IN THE LISTENING SKILL IN THE ENGLISH LANGUAGE

6.1 OBSERVATION GUIDE FOR MONITORING SKILL PROCESS/ DEVELOPMENT

OBSERVATION GUIDE									
Using Songs to improve the Listening Skill in the English Language Learning with students of 4th and 5th years of Basic Education at “Carlos Burneo Arias School”									
Date:						Session:			
Content:									
Song:									
INDICATORS/ ITEMS	SKILL DEVELOPMENT /PROGRESS								
	Understanding			Listen		Productive			
	Oral form	Written form	In context	Listen to the song and sing	Listen for gist	Discriminate sound in words	Follow instructions	Repeat phrases	Organizes the song in the correct way
76 – 100%									
50-75%									
Less than 50%									

f. METHODOLOGY

1. DESIGN OF THE RESEARCH

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development (Koshy, 2005). Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about how future practice should be.

It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand information (McNiff, Atweb, Kemmis& Weeks, 1998). Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped the researcher to reflect upon her teaching and improve her students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve her students' language learning.

2. METHODS

In the present research work the following methods will be used:

To study the listening skill the researcher is going to use the comprehensive method which will serve in the following:

2.1 COMPREHENSIVE METHOD

This will be used as a means to study the listening skill in children of 8 and 9 years old and how it is developed or taught. It will also help to understand the importance that listening skill as a sub-skill of the English language learning process.

It is important to know that by analyzing the development of listening skill it will possible to understand the best way that it should be taught into the English class. This method will facilitate this analysis and it will improve the listening skill by the application of songs during a period of time that let the researcher get effective results.

To make a theoretical relation between songs with the development of the listening skill the researcher will use the analytic and synthetic methods.

2.2 ANALYTIC METHOD

This method will help to know more about the benefits of the use of songs to improve the listening skill of the children who will participate in the project.

According to Professors (Hulstijn Jan & Vincent van Heuven, 2003) listening skill is vital for learners of a foreign language because through it they receive information about vocabulary, grammar, word order, and pronunciation, as well as the stress patterns of words, phrases and sentences. Also through listening the learner may register and retain words and phrases that were said by a native speaker or a teacher.

It will also be useful to analyze the data gathered by the researcher during the action stage, where there will be some instruments like an observation guide which will include indicators that will show how children are improving in their listening skill into the English language process.

2.3 SYNTHETIC METHOD

It will help in the right understanding of the core problem in listening skill in the students of 8 and 9 years old, which will help the research to synthesize the models of songs that are appropriate and are useful to improve the listening skill in children.

To determine the negative aspects that limit the development of listening skill in children the researcher will use the participative diagnostic method.

2.4 PARTICIPATIVE DIAGNOSTIC METHOD

It will let the real situation of listening skill with students of 8 and 9 years old in a determined moment. It will let start knowing the specific limitations and difficulties that they have in this listening skill. It will let the researcher correct this reality by applying new strategies through songs as a possible solution that will help the children into the English Language process.

To select the appropriate songs to improve listening skill the proactive method will be used:

2.5 PROACTIVE METHOD

This is useful to identify the difficulties that students have in listening skill and to determine the improvements that the application of songs have and which will help to solve the problem found in this skill. It will let select the best models or alternatives that songs has in order to improve the students' limitations in the listening skill into the English language process.

2.6 WOKSHOPS METHOD

It is a practical alternative that will help the researcher to plan and apply the contents that will be useful to work through the application of songs, so students are able to solve their limitations and be more active learners into the English learning process. It will also help to state specific objectives for each workshop which are directly related to the improvement of students' limitations in listening skill and they will let get better outcomes in the new strategies used in this intervention.

Finally to assess the every workshop the researcher will use comprehensive assessment method:

2.7 COMPREHENSIVE ASSESSMENT METHOD

It will be useful to assess the students' outcomes after every session that the researcher will develop through the application of the songs and it will be checked in the observation guide which will include items that let the researcher

specifically detect the students' improvements in the development of listening skill.

3. TECHNIQUES AND INSTRUMENTS

3.1 PRE-TEST

The researcher is going to apply a pre- test using songs that contain multiple choices, matching questions and open questions where the participants have to listen to the song, just three times and they have to complete it. The purpose of this instrument is to know the students' listening level and the issues in the listening skill and also the pre- test will be applied to the whole class.

3.2 OBSERVATION GUIDE

The researcher will carefully observe students' performance during lessons. The researcher will use an observation guide to record what has happened in class that helps them investigate, analyze and reflect upon their findings when the project comes to an end. Furthermore, this instrument is going to help the researcher to get a quantitative data.

3.3 FIELD DIARY

The researcher will use a field diary to record what happens in each lesson. In this way, it will help to write up the findings during the intervention, significant events during the observation or any particular situations that happen. Moreover, this instrument is going to help the researcher to get qualitative data because the investigator is going to make a discussion at the end of the class.

3.4 PORTFOLIO

This instrument will be developed only for students in order to collect student's activities that exhibit the efforts, progress, and achievements of the development of listening skill. It will include all the songs that the researcher will give to the students in each session for developing the listening skill.

3.5 POST- TEST

The researcher will be applied the same listening test that was applied at the beginning of the investigation, this with the purpose of evaluating the progress of the students in the listening skill, and also to gauge the effectiveness of songs in teaching listening skill. In addition, the post-test is going to help the research to get quantitative data.

4. PROCEDURES

The action research work process will include the following stages:

The intervention plan will start with a questionnaire and test, and end with a test. Two semi-structured test will be applied; one at the beginning and the second at the end. One questionnaire will be applied; this will be applied at the begging of the study to collect data on students. A check and a field diary list will be used as instruments to help the researcher to observe students' performance during the class. A portfolio will be used in order to collect activities that exhibit the progress, and achievements in the development of listening skill.

Finally, semi-structured tests will be conducted to see teacher's perception of the students' progress before and after the intervention and it will be compared and analyzed to draw the conclusions about the action research work. After the intervention the researcher will analyze the data collected. Then, the investigator will draw the conclusions of the intervention. Finally, the report of the intervention will be presented for the private and public presentation.

4.1 TABULATION

The tabulation of data will be done with the data collected in the questionnaire conducted. A logical analysis will be done with the information received.

4.2 ORGANIZATION

The researcher will organize the work with the information received in all the strategies applied to compare and analyze the impact of the intervention. A report of the intervention will be disseminated with the findings and ideas among the teachers, partners and the school.

4.3 DESCRIPTION

The description of the data collected and graphics will be described considering the information pre and post intervention. The description of the questionnaire's data will be completed to facilitate the interpretation of the information shown and also do the logical analysis and the data received.

4.4 POPULATION SAMPLE

At “Carlos Burneo Arias” school in fourth and fifth years of basic education, 12 children, 8 boys and 4 girls, the ages of the students that attend the institution are among 8 to 9 years, the students have English classes three times per week. They attend a two-periods of forty five minutes each one with a certified English teacher. All students are beginners; students do not have enough vocabulary to express complete ideas in English, also they do not understand the instructions that teacher say. Most of the students have problems on auditory skill, the most people known as listening skill, and this skill more used than others sub-skills.

5. INTERVENTION PLANNING

The action research work process will include the following stages:

5.1 INVESTIGATE

To start with the development of the project, the researcher will be applied a pre- test in order to diagnose the students’ listening level and issues that they have in the listening skill. Also this test will contain multiple choices, matching questions and open questions. The purpose of this pre-test is finding the best way to help the students to improve the problems in the listening skill.

5.2 PLAN

The aim of this project is to help students in the development or improvement the listening skill. The teacher will select a set of songs and also will give some

activities such as: fill-in-the-blank worksheets and scrambled lyrics about the song in order that students can identify the main details of the song. One song will be listened in each session. To carry out this plan the listening process will be followed, in that process some listening activities (as pre-listening, while-listening and post-listening).

5.3 ACT

To reach this aim, the researcher will work thirteen sections, one session per week with students of fourth and fifth years of basic education at “Carlos Burneo Arias” school and each session will be about 120 minutes.

In this part the researcher will classify and select eleven songs in order to develop a good teaching in listening skill. In this case the researcher will apply some activities like fill-in-the-blank worksheets and scrambled lyrics about the song, with the purpose to see how students react to this method of teaching. Furthermore, to apply the songs workshop to improve the listening skill the researcher is going to consider the three stages suggested by (Davies, 2000) and (Harmer, 1991) in teaching listening skill through the songs: Pre- Teaching Activities, While-Teaching Activities, and Post-Teaching Activities.

5.4 OBSERVE

During this stage, the researcher is going to observe students' achievement in every class, the researcher will be using an observation guide, a field diary and a portfolio, where is going to take notes about all the process that the participants do during the class and also to see how they react to each song

that will be given. Furthermore, the investigator leaves a certain time to complete the field diary and observation guide, and these techniques will be developed at the end of each session.

5.5 REFLECT

The researcher is going to analyze and reflect if the use of songs helps students in the development of the listening skill. To do this, the researcher will apply a post-test that will be the same listening test that was applied to gather baseline data.

The results of post-test are going to help the researcher to establish some conclusions and recommendations, based on the outcomes of the project. The results of the project will be represented in a descriptive and graphic way; this part will be at the end of the project, in which the researcher is going to develop a demonstration class and in this way, the teacher could realize the students' progress.

5.6 DISSEMINATE RESULTS

In this point the researcher is going to demonstrate the improvement of students through a demonstrative class. The investigator is going to show the steps for teaching songs in order to improve the listening skill, and also the students are going to show their knowledge about how they learn to develop the listening skill. This demonstrative class is going to be show to all the authorities of the school and the family of the students, where they are going to check the improvement of listening skill of the students.

6. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

1. POPULATION

In the following table the researcher is going to show the group that was involved in the present research work, which was students of the fourth and fifth years of basic education at “Carlos Burneo Arias” school, in fourth and fifth years there are 12 students in total, 8 boys and 5 girls, which are between eight to nine years.

GRADES	AGE	WOMEN	MEN	N°
4TH	8	2	3	5
5TH	9	2	5	7
TOTAL		4	8	12

2. HUMAN

In the development of this research project the participation of people will be needed; firstly the researcher and the students from fourth and fifth years of basic education.

3. MATERIAL

In this present project some material will be used such us: office material, books, copies, worksheets, notebook, paper clips, markers, folders, pens, pencils, pictures, songs, poster and flashcards.

4. TECHNICAL

As a fundamental and indispensable tool for this project will be the computer, speakers and tape recorder.

g. TIMELINE

[illegible]

h. BUDGET AND FINANCING

1. BUDGET

MATERIALS	PRICE
Office materials	\$ 100
Copies	\$ 100
Class materials	\$ 100
Printed material	\$ 200
Internet	\$ 100
Covers	\$ 100
Transport	\$ 100
TOTAL:	\$ 800

2. FINANCING

All expenses related to the present research will be assumed entirely by the research conducting the investigation.

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j. ANNEXES

LISTENING ENGLISH TEST



Name: _____ Date: _____ Grade: _____

A. Listen and underline the correct word.

1. nose	toes
2. talk	walk
3. cheek	check
4. seat	feet
5. hair	ear
6. sky	skate
7. tape	tap
8. jump	lump
9. mark	march
10. play	pray

B. Listen and follow directions.

RUBRIC TO EVALUATE DIRECTIONS			
Indicators	A=2 Perform the action	B=1 Perform the action with help	C=0 Doesn't perform the action
1. Raise your hand			
2. Move your hands side to side			
3. Clap your hands			
4. Let's sit down			
5. Blink your eyes			
6. Touch your mouth			
7. Wiggle your fingers			

C. Listen and repeat the phrase.

RUBRIC TO EVALUATE REPETITION			
Indicators	A=2 Repeat the phrase	B=1 Repeat the phrase with help	C=0 Doesn't repeat the phrase
1. Move your head all around.			
2. Move your feet back and forth.			
3. Let's reach up to the sky.			
4. Move your shoulder up and down.			
5. Let's jump up and down.			
6. Wiggle your fingers, blink your eyes.			
7. Move your hands side to side.			

D. Listen to the song and write a number from 1 to 10.

blue

red

brown

orange

white

green

purple

pink

yellow

black





RESEARCHER FIELD DIARY

SONGS

Date:		Time:	
Objective :			
Content:			
Activity:			
ASPECTS TO BE OBSERVED	75-100%	50 -75%	Less than 50%
Were students involved in the activity?			
Was the activity appropriate for the class?			
Did students understand and follow the strategy being applied?			
Were the objectives of the activities accomplished?			
Were conditions favorable to the application of strategy?			
Comments:			



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN EL ARTE, Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

Dear teacher requests his collaboration to answer the following questions that will allow me to carry out my research work about: "Using songs to improve the Listening Skill in the English Language Learning with students of 4th and 5th years of Basic Education at "Carlos Burneo Arias" School. Academic year 2013- 2014". The researcher will be very grateful for their collaboration.

INTERVIEW TO THE SCHOOL DIRECTOR

1. Do you think that learning English is important for your students? To what extent?

2. What level do you consider that English Language learning is considered in your institution?

3. How often is the English Language taught per week?

4. Is the English subject handled by a specialized teacher?

Yes ()

No ()

If this is not the case, who is in charge in the English language teaching?

5. Is it applied a planning model in the institution for the English language teaching?

6. Do you think that students of the Universidad Nacional de Loja help to the community in the academic field?

7. Is the English subject considered inside the formal grade of learning?

Thank you!

RESEARCH MATRIX

THEME: “Using songs to improve the listening skill in the English language learning with students of 4th and 5th years of basic education at “Carlos Burneo Arias” school. Academic year 2013- 2014”

PROBLEM	OBJECTIVES	FRAME CATEGORIES	RESEARCH STAGES	TECHNIQUES AND INSTRUMENTS
GENERAL Are songs a good strategy to help students in the improvement of listening skill in 4 th and 5 th years of Basic Education at “Carlos Burneo Arias” school?	GENERAL To teach songs in order to improve listening skill with the students of 4 th and 5 th years at “Carlos Burneo Arias” school.	<ul style="list-style-type: none"> Listening skill Definitions Process of listening Listening strategies Types of listening The importance of listening for the acquisition of a foreign language Negative issues that limit the development of listening listening difficulties Songs to improve the listening skill in the English language learning Definition of songs The importance and the role of songs in language teaching Why songs are important for children? The advantages of using songs in classroom Reasons to use songs in language teaching Songs as pedagogical tools Songs to teach the listening skill in the English Language learning The use of song as authentic listening material Using songs as motivator for students to learning listening skill 	INVESTIGATE <ul style="list-style-type: none"> Diagnose the listening level 	PRE-TEST
SPECIFIC S What kind of theoretical frame about songs are effective to enhance the listening skill in the English language learning with students of 4th and 5th years of basic education at “Carlos Burneo Arias” school? Academic year 2013-2014. Which are the negative issues that limit the listening skill in the English language learning with students of 4th and 5th years of basic education at “Carlos Burneo Arias” school? Academic year 2013-2014. Which songs are the most suitable to enhance the	SPECIFIC To analyze the theoretical frame about songs as a strategy to enhance the listening skill in the English language learning with students of 4th and 5th years of basic education at “Carlos Burneo Arias” school. Academic year 2013-2014. To diagnose the negative issues that limit the listening skill in the English language learning with students of 4th and 5th years of basic education at “Carlos Burneo Arias” school. Academic year 2013-2014.		PLAN <ul style="list-style-type: none"> Workshops 	LESSON PLAN
			ACT <ul style="list-style-type: none"> Songs to improve listening 	OBSERVATION GUIDE FIELD DIARY
			REFLECT <ul style="list-style-type: none"> Value songs in the improve of listening skill 	POST-TEST PORTFOLIO

<p>listening skill in the English language learning with students of 4th and 5th years of basic education at "Carlos Burneo Arias" school? Academic year 2013-2014.</p> <p>How do songs as part of the classroom activities improve the limitations in the listening skill in the English language leaning with students of 4th and 5th years of basic education at "Carlos Burneo Arias" school? Academic year 2013-2014.</p> <p>How effective was the application of songs in the listening skill in the English language leaning with students of 4th and 5th years of basic education at "Carlos Burneo Arias" school? Academic year 2013-2014.</p>	<p>To select the most suitable songs to enhance the listening skill in the English language learning with students of 4th and 5th years of basic education at "Carlos Burneo Arias" school. Academic year 2013-2014.</p> <p>To teach the selected songs as part of the classroom activities in order to improve the limitations in the listening skill in the English language leaning with students of 4th and 5th years of basic education at "Carlos Burneo Arias" school . Academic year 2013-2014.</p> <p>To reflect about the effectiveness that the songs had on the listening skill in the English language leaning with students of 4th and 5th years of basic education at "Carlos Burneo Arias" school. Academic year 2013-2014.</p>	<p>Songs to improve listening skill</p> <p>Factors contributing to listening comprehension of song</p> <p>A lesson plan for teaching listen through songs</p>		
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ANNEX 2

INTERVENTION PLAN

General objective: To apply songs in order to improve listening skill.			
Description: The present intervention plan will be carried out at “Carlos Burneo Arias” school with students of fourth and fifth years of Basic Education. The researcher will work eleven sessions, three sessions per week and each session will be about 100 minutes. In this part the researcher will classify and select three songs in order to develop the listening skill. She is going to apply some activities such as: following directions, discriminating sound, repetition and listening for gist, with the purpose to see how students reach to this method of teaching.			
Lesson	Objective		Resource
	Teacher	Student	
Workshop 1: Administrating Pre-test	<ul style="list-style-type: none"> To diagnose students' listening level. 	<ul style="list-style-type: none"> To demonstrate his/ her ability for listening. 	<ul style="list-style-type: none"> Cd Recorder Test worksheet Pencil Eraser
Workshop 2: Simon says	<ul style="list-style-type: none"> To pre-teach vocabulary. 	<ul style="list-style-type: none"> To discriminate beginning sounds of words. To follow directions. To recognize parts of the body. 	<ul style="list-style-type: none"> Flashcards Cards Simon says poster
Workshop 3: Simon says	<ul style="list-style-type: none"> To teach the pronunciation and the lyrics of the song. 	<ul style="list-style-type: none"> To sing the song and perform the commands using a song. To listen and follow commands. To read and follow directions. 	<ul style="list-style-type: none"> Flashcards Simon says poster Recorder Simon says song
Workshop 4: Simon Says	<ul style="list-style-type: none"> To evaluate student's knowledge (through Simon Says Song). 	<ul style="list-style-type: none"> To practice the vocabulary learned through Simon Says Song. To follow commands. To complete worksheets about Simon says song. 	<ul style="list-style-type: none"> Recorder Simon says song Worksheets Pencil Eraser
Workshop 5: Play with Me Sing Along.	<ul style="list-style-type: none"> To introduce the new vocabulary about Play with Me, Sing Along Song. 	<ul style="list-style-type: none"> To associate pictures with words. To follow directions To discriminate 	<ul style="list-style-type: none"> Flashcards Cards Bingo cards Play with Me sing along poster

		beginning sounds of words	
Workshop 6: Play with Me Sing Along.	<ul style="list-style-type: none"> To teach the pronunciation and the lyrics of the song. 	<ul style="list-style-type: none"> To sing (Play with Me Sing Along song). To listen to the song and follow song's commands. To read and follow directions. 	<ul style="list-style-type: none"> Flashcards Play with Me Sing Along poster Recorder Play with Me Sing Along Song
Workshop 7: Play with Me Sing Along.	<ul style="list-style-type: none"> To assess students' knowledge through Play with Me Sing Along song. 	<ul style="list-style-type: none"> To give commands. To follow commands. To complete some worksheets about play with me, sing along song. 	<ul style="list-style-type: none"> Recorder Play with Me Sing Along song Worksheets Pencil Eraser
Workshop 8: Shake and Move	<ul style="list-style-type: none"> To pre-teach vocabulary about Shake and Move song. 	<ul style="list-style-type: none"> To associate pictures with words. To follow directions. To discriminate beginning sounds of words. 	<ul style="list-style-type: none"> Flashcards Cards Puzzle worksheets Shake and Move poster
Workshop 9: Shake and Move	<ul style="list-style-type: none"> To teach the pronunciation and the lyrics of the song. To improve students' audition through chanting and movement. 	<ul style="list-style-type: none"> To sing a song along. To listen to the song and follow song's commands. To read and follow directions. 	<ul style="list-style-type: none"> Flashcards Shake and Move poster Recorder Shake and Move song Worksheet
Workshop 10: Shake and Move	<ul style="list-style-type: none"> To evaluate student's knowledge through (Shake and Move song). 	<ul style="list-style-type: none"> To discriminate sound of words. To follow commands. To complete some worksheets about Shake and Move song. 	<ul style="list-style-type: none"> Recorder Shake and Move song Worksheets Pencil Eraser
Workshop 11: Post-test	<ul style="list-style-type: none"> To determine if students improved listening skill through the use of songs. 	<ul style="list-style-type: none"> To complete the listening post-test. 	<ul style="list-style-type: none"> Cd Recorder Test worksheet Pencil Eraser

ANNEX 3

PHOTOGRAPHS



Students from 4th and 5th year outside of class before the pre-test.

Photo taken by: Bolivar Carrion



Students from 4th and 5th year learning the vocabulary of Simon says song.

Photo taken by: Bolivar Carrion



Students from 4th and 5th year developing the post-test.


Photo taken by: Dalia Tillaguango

TEACHING RESOURCES



Human body flashcards used in the teaching process.

Photo taken by: Dalia Tillaguango

SIMON SAYS WORKSHEET


1. Listen and order the lyric of the song.

Touch your knees
No freeze!
Why?
He didn't say Simon says
Simon Says
Simon Says

Simon Says
Simon says to touch your nose
Simon says to touch your toes
Simon Says
Simon Says

Touch your ears
No we didn't hear you say
Simon Says
Simon Says


Are you ready?
Let's play!
1, 2, 3
Simon says walk!
1, 2, 3
Simon says turn!
1, 2, 3, 4
Simon says jump!
1, 2, 3
Simon says run!

Simon says to touch your cheeks
Simon says to stomp your feet
Simon Says
Simon Says

Simon says worksheet used to assess the students' comprehension.

Photo taken by: Dalia Tillaguango

SIMON SAYS



Simon Says
 Simon says to touch your nose
 Simon says to touch your toes
 Simon Says
 Simon Says


Simon says to touch your cheeks
 Simon says to stomp your feet
 Simon Says
 Simon Says

Touch your knees
 No freeze!
 Why?
 He didn't say Simon says
 Simon Says
 Simon Says

Touch your ears
 No we didn't hear you say
 Simon Says
 Simon Says

Are you ready?
 Let's play!
 1, 2, 3
 Simon says walk!
 1, 2, 3
 Simon says turn!
 1,2,3,4
 Simon says jump!
 1, 2, 3
 Simon says run!

PLAY WITH ME, SING ALONG



Intro: Play with me, sing a long
 Let's clap our hands
 Play with me, sing a long
 Let's clap our hands
 Clap, Clap, Clap, Clap, Clap, Clap, Clap, clap, clap, clap, clap
 Clap, Clap, Clap, Clap, Clap, Clap, Clap, Clap,

Play with me, sing a long
 Let's reach up to the sky
 Reach up, up, up, up, up, up high


Play with me, sing a long
 Let's tap our toes
 Play with me, sing a long
 Let's tap our toes
 Tap, tap, tap, tap, tap

Play with me, sing a long
 Let's Twirl Around
 Play with me, sing a long
 Let's Twirl Around
 Twirl, twirl, twirl

Play with me, sing a long
 Let's jump up and down
 Play with me, sing a long
 Let's jump up and down
 Jump, jump, jump

March in time
 March, march, march
 (Slow) Now you've played along and sang along
 Let's sit right down repeat
 Sit, sit, sit

SHAKE AND MOVE



Shake and Move
 Wiggle your fingers, blink your eyes
 Wiggle your fingers, blink, blink, blink
 Move your hands side to side
 Move your hands side to side

CHORUS
 Shake your hands 1, 2, 3
 Shake your hands, Shake with me
 Shake, shake, shake, shake, shake, shake
 Shake, shake, shake, shake, shake, shake
 Touch your ears
 Touch your nose
 Touch your mouth
 And chin below
 Move your head all around
 Move your head all around

Chorus
 Pat your knees pat, pat, pat
 Pat your knees pat, pat, pat
 Move your shoulders up and down
 Move your shoulders up and down

Chorus
 Clap your hands, clap, clap, clap
 Clap your hands, clap, clap, clap
 Move your feet back and forth
 Move your feet back and forth
Chorus

Posters of songs used in the teaching process.

Photo taken by: Dalia Tillaguango

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