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ENGLISH LANGUAGE CAREER

TITLE

THE USE OF SONGS TO INCREASE LISTENING SKILL AMONG 6TH YEAR STUDENTS AT
“DOROTEA CARRIÓN” PUBLIC SCHOOL, DURING THE ACADEMIC PERIOD 2013 -
2014

Thesis required for obtaining
the Bachelor's Degree in
Sciences of Education, English
Language Specialization

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CERTIFICATION

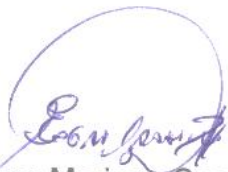
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In addition, it has been thoroughly revised and fully analyzed; therefore, the advisor authorizes its presentation for the pertinent legal aims.

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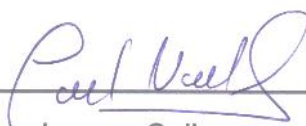
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THE AUTHOR

DEDICATION

This research work is dedicated to God for giving me strength when I most needed. To my family who encouraged me to finish my work, especially to my daughter Viviana for helping me in hard times; without her support I would have fallen apart. Thanks for being there throughout the entire learning process. All of you have been my inspiration.

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MATRIZ DE ÁMBITO GEOGRÁFICO

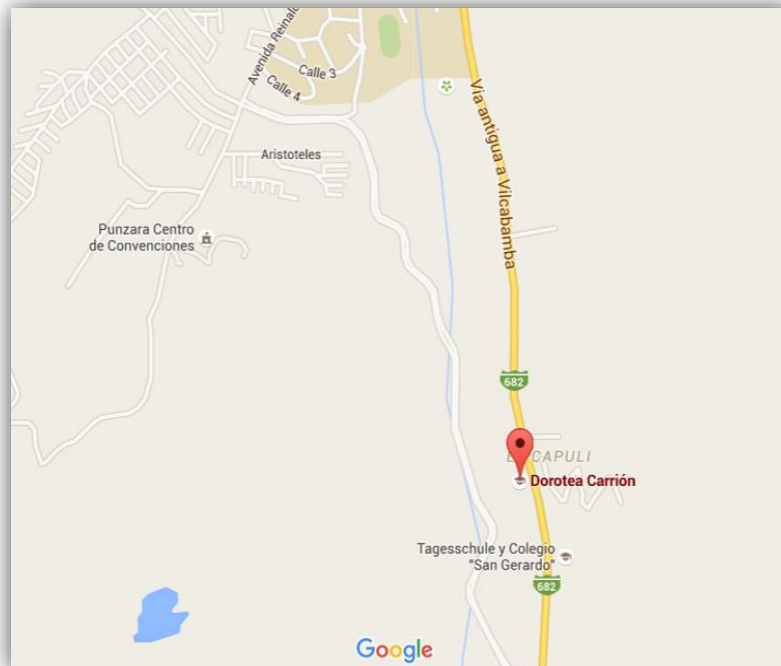
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a. TITLE

THE USE OF SONGS TO INCREASE LISTENING SKILL AMONG 6TH YEAR STUDENTS AT “DOROTEA CARRIÓN” PUBLIC SCHOOL, DURING THE ACADEMIC PERIOD 2013 – 2014

b. RESUMEN

Este estudio examina el progreso en el desarrollo de la destreza de comprensión auditiva en los estudiantes de sexto año de la escuela pública Dorotea Carrión a través del uso de canciones en el aula. Un plan de intervención de doce lecciones se elaboró para mejorar la habilidad en los alumnos. Una prueba y un cuestionario se diseñaron para medir el progreso y la percepción del uso de canciones en el aula. Se usó un diario de campo donde se registró regularmente el avance de los estudiantes. Los resultados indicaron un notable desarrollo en la destreza de escucha el cual se reflejó en las calificaciones del post-test. La información obtenida del cuestionario confirmó la actitud positiva de los estudiantes hacia el trabajo con las canciones. En conclusión este estudio ayudó a los estudiantes a mejorar su habilidad de escucha.

ABSTRACT

This study examined the progress in the development of the listening skill through the use of songs in sixth year student class at Dorotea Carrión public school. A twelve session intervention plan was carried out to improve the skill in the students. A test and a questionnaire were designed to measure the students' proficiency and perception of the use of songs in the class. A field diary was used to monitor students' advance regularly. The results indicated that the use of songs facilitated the learning of the listening skill which was reflected in the noticeable increase of the post-test scores. The answers gathered from the questionnaire confirmed the positive attitude toward working with songs. To conclude, this study helped the students to increase their listening skill.

c. INTRODUCTION

This research work has been performed taking into account the needs and weaknesses that students have when learning english as a foreign language in the classroom; in particular the development of the listening skill. This study, therefore is focused on the use of songs to increase listening skill with children from ten to eleven years old in a public school. Prior the research, these students received english classes once a week without the support of resources and activities that could motivate and facilitate the learning of it. The study examined the use of songs as a strategy through the question: How does the use of songs increase listening skill among 6th year (elementary) students at “Dorotea Carrión” Public School?

This work explains why the use of songs (variable 1) is relevant as a useful tool to teach english and the importance of acquiring the listening skill (variable 2). Rost (1994) emphasizes the importance of listening because it provides input for the learner. Without understandable input at the right level, any learning simply cannot begin. At this point songs are seen as the best form to provide understandable and meaningful auditory input to children. For this reason the songs are used like a strategy to increase listening skill in children.

Hornby (1990) states that a song is a piece of music with words that are sung. It is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. In other words a song can be considered a unit of learning since it enfolds not only listening but other components of language as grammar, vocabulary and pronunciation

Another important practical implication is that this research work has not been done before in the English Language Department of the Universidad Nacional de Loja. The researcher, as a pre-service teacher learned more about how to teach English as a foreign language by using songs and in this way she improved her knowledge and performance on the field.

The current study worked with a sample of 14 sixth year students (fifth year, elementary school) in an urban school. The action research work counted upon an intervention plan that involved pre and post- tests, pre and post questionnaires and a field diary. This intervention was planned based on the students' cognitive process to build up their knowledge. The lessons were reinforced with activities that enabled students to identify and understand the words that they heard.

This written report has been ordered in five sections: Literature Review, Materials and Methods, Results, Discussion, Conclusions and Recommendations. The Literature Review section defines the variables: Listening Skill and Songs. It summarizes the contributions of authors like Richards (2008) who states that listening serves the goal of extracting meaning from messages, Rost (1994) who emphasizes the importance of listening and Rivers (1981), who reveals that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we create a significance. Contributions of works of similar researches such as Bidadari (2010) and Sevic (2012) point out that songs provide an occasion for real language use in a fun and enjoyable situation.

The Materials and Methods section describes the design of the investigation, action research; the methods that help this study and the fine points that were considered in the study.

In the Results section, the pre and post-tests data are presented showing the significant growth students reached. At the same time the answers in the pre and post questionnaire revealed the students' positive perceptions

towards the strategy. A reference to the main authors cited in the Literature Review was used to support the results.

The Discussion explains the outcomes from the pre and post-test and the pre and post-questionnaire and mentions the response gathered to the main question raised above. It also describes the intervention carried out to implement the strategy selected.

The Conclusions and Recommendations drawn from these facts are written in order to inform about the fulfillment of the proposed objectives of the research work. Therefore, the researcher investigated the theoretical references about listening and songs. Besides she diagnosed the issues that limit the listening skill in the students, then she designed an intervention plan to be applied as a part of the teaching process. Finally, she reflected upon the effect that songs had in her students.

As a final point, it is relevant to indicate that teaching listening is not an easy task and it requires interaction between teachers and students. Also, it is important to introduce an effective strategy into teaching listening among

students to accomplish the outcomes that the teachers seek in them, which it is the increase of their listening skill.

d. LITERATURE REVIEW

The literature focuses on the importance in listening skill, and how the songs are considered an effective tool in language teaching in the classroom.

Listening is one of the indispensable abilities in language in this perspective Rost (1994) emphasizes the importance of listening because it provides input for the learner. Without understandable input at the right level, any learning simply cannot begin. Therefore the use of songs in the classroom provide a relaxed lesson (Funtoge, 2005), and it promotes an active atmosphere to acquire easily the foreign language.

Furthermore, in the literature Ur (1996) remarks some student's difficulties in learning listening: trouble with sounds, have to understand every word, can't understand fast and natural native speech, need to hear things more than once, find it difficult to keep up, and get tired. Nevertheless we should motivate students with enjoyable activities in order to avoid those problems. For these reason the present action research includes insights for listening tasks to apply in classes.

In conclusion the literature concentrates a research about the importance, types, elements, and difficulties of listening, also it contains

authentic materials such as songs that should be included in the lesson plan to help students increase the listening skill.

Listening skill

Listening skill is development of the ability to hear, from learning to listen, to accurately interpret the messages in the communication process.

Definition of listening skill

There are many concepts about listening skill. Listening skill is the interpretive action taken by the listener in order to understand the meaning behind the words.

Richards(2008) explains that listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse. Listening serves the goal of extracting meaning from messages. In order to do this learners have to be taught how to use both bottom-up and top-down processes in arriving at an understanding of messages. The language of utterances, that is, the precise words, syntax, expressions used by speakers are temporary carriers of meaning. Once

meaning has been identified there is no further need to attend to the form of messages.

Brown H. D.(2000) states that listening is not a one-way street. It is not merely a process of a unidirectional receiving of audible symbols. Listening is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain.

Rivers (1981) reveals that listening is not a passive skill, nor even, as traditionally been believed, a receptive skill. Listening is a creative skill. In order to comprehend the sound falling on our ears, we take the raw material of words, and the rise and fall of the voice, and from this material we create a significance. Russel in Jiaty Endah Sari (2013) also states that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn't automatically translate the words into the message they are conveying.

That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves much more than assigning labels to sounds or words. Listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine.

So, it could be say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Furthermore, it will consider another way teachers can help ease the difficulty of listening by training students in different types of listening.

The importance of listening skill in foreign language teaching

Oanh(2011) affirms that it cannot be denied that we spend a large portion of our time listening because it is a key element of the verbal communication. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in school information through listening to instructors or to one another. However, in the past, reading and grammar skills were paid much attention to while speaking and listening skills were taken for granted. As a result, language learners did not recognize its importance in developing language skills.

Rost (1994) emphasizes the importance of listening for several reasons below:

- Listening is vital in the language classroom because it provides input for the learner. Without understandable input at the right level, any learning simply cannot begin.
- Spoken language provides a means of interaction for the learner. Since the learners must interact to achieve understanding, access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is impetus, not an obstacle, to interaction and learning.
- Authentic spoken language presents a challenge for the learner to attempt to understand language as it is actually used by native speakers.
- Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, interaction patterns) in the language.

To sum up, listening skill has taken a very important part in learning English. It is the most communicative and practiced skill that needs to be developed as much as possible.

Types of Listening

C. Derrington and B. Groom (2004) identify some different types of listening:

Informative listening: The aim is to concentrate on the message being given. This may be the content of a lesson, directions, instructions, etc.

Kline (1996) indicates Informative listening is the name we give to the situation where the listener's primary concern is to understand the message. Listeners are successful insofar as the meaning they assign to messages is as close as possible to that which the sender intended.

Informative listening, or listening to understand, is found in all areas of our lives. Much of our learning comes from informative listening. For example, we listen to lectures or instructions from teachers and what we learn depends on how well we listen. In the workplace, we listen to understand new practices or procedures and how well we perform depends on how well we listen. We listen to instructions, briefings, reports, and speeches; if we listen poorly, we aren't equipped with the information we need

Appreciative listening: the listener gains pleasure, satisfaction from listening to a certain type of music for example. Appreciative sources might

also include particular charismatic speakers or entertainers. These are personal preferences and may have been shaped through our experiences and expectations. Appreciative listening focused on thoughts and feelings.

Critical listening: Where the listener may be trying to weigh up whether the speaker is credible, whether the message being given is logical and whether they are being duped or manipulated by the speaker. This is the type of listening that we may adopt when faced with an offer or sales pitch that requires a decision from us.

In this critical listening model, it is the students' role to understand the specific meaning of an utterance within its social and cultural context, a process requiring inference and interpretation. As previously understood, listeners need to put together linguistic top-down and bottom-up cues to meaning but, at the same time, they must also interpret pragmatic signals of attitude, intent, and function (Boyd, 2005)

We can be said to be engaged in critical listening when the goal is to evaluate or scrutinise what is being said. Critical listening is a much more active behaviour than informational listening and usually involves some sort of

problem solving or decision making. Critical listening is akin to critical reading; both involve analysis of the information being received and alignment with what we already know or believe. Whereas informational listening may be mostly concerned with receiving facts and new information critical listening is about analysing opinion and making a judgement.

Empathic listening: Where the listener tends to listen rather than talk. Their non-verbal behaviour indicates that the listener is attending to what is being said. The emphasis is on understanding the speaker's feelings and being supportive and patient. The remaining exercise and paired activities are designed to demonstrate the advantages of empathic listening and to highlight a range of obstructions that may prevent us from being effective listeners.

Empathic Listening is a mixture of communication skills and awareness to use when you genuinely want to connect. You can use it to applaud someone's victory or to help uncover what's really troubling her. The result is often a deeper sense of connection, relief and joy!. Empathic Listening is a combination of: Having the intention to connect ; Focusing on clarifying the speaker's needs first; Remembering that criticism is someone's poorly

expressed feelings and unmet needs; Checking the timing before offering your feelings, suggestions, corrections etc. (Humphrey, 2013)

Discriminative listening: Where the listener is able to identify and distinguish inferences or emotions through the speaker's change in voice tone, their use of pause, etc. Some people are extremely sensitive in this way, while others are less able to pick up these subtle cues. Where the listener may recognize and pinpoint a specific engine fault, a familiar laugh from a crowded theatre or their own child's cry in a noisy playground. This ability may be affected by hearing impairment.

Bennett (2014) indicates that in this listening type the objective is to focus on the sounds. At its most basic level this is akin to distinguishing the speaker's gender, or the number of people in a conversation. This is the most important type, because it forms the basis of the other four. People who are sensitive to the speaker's tone, rate of speech, pitch and emphasis allow you to better understand when there are differences in meaning. When considering discriminative listening there are three key parts:

Ability to hear: If you lack an ability to hear well you will have difficulty when you try to discriminate between sounds. In different people this can be

more acute on specific frequencies, where they may have more trouble picking sounds from a bass voice than a highly pitched voice.

An awareness of sounds: When you're a native speaker you often recognize the sounds of vowels and consonants that may not have been said by a speaker. In English a listener may hear "this sandal" when what was actually said by the speaker was "this handle." Being attuned to the sound structure will make you a much better discriminative listener.

Understanding nonverbal clues: Often a person's words do not communicate their true feelings or emotions, which means discriminative listeners need to look at the way a speaker acts, or how the words are said to really understand the intended meaning of the speaker.

In our own language we rapidly learn to distinguish the different sounds, but it soon forms a habit which makes it very difficult to hear the different sounds in another language. This is the reason many people struggle to speak a second language perfectly, because they are unable to fully distinguish all of the subtle sounds.

Discriminative listening is first developed at a very early age perhaps even before birth, in the womb. This is the most basic form of listening and does not involve the understanding of the meaning of words or phrases but merely the different sounds that are produced. In early childhood, for example, a distinction is made between the sounds of the voices of the parents the voice of the father sounds different to that of the mother.

Discriminative listening develops through childhood and into adulthood. As we grow older and develop and gain more life experience, our ability to distinguish between different sounds is improved. Not only can we recognise different voices, but we also develop the ability to recognise subtle differences in the way that sounds are made this is fundamental to ultimately understanding what these sounds mean. Differences include many subtleties, recognising foreign languages, distinguishing between regional accents and clues to the emotions and feelings of the speaker.

Being able to distinguish the subtleties of sound made by somebody who is happy or sad, angry or stressed, for example, ultimately adds value to what is actually being said and, of course, does aid comprehension. When discriminative listening skills are combined with visual stimuli, the resulting

ability to 'listen' to body-language enables us to begin to understand the speaker more fully for example recognising somebody is sad despite what they are saying or how they are saying it.

Comprehensive Listening understanding the message or messages that are being communicated. Like discriminative listening, comprehensive listening is fundamental to all listening sub-types.

In order to be able use comprehensive listening and therefore gain understanding the listener first needs appropriate vocabulary and language skills. Using overly complicated language or technical jargon, therefore, can be a barrier to comprehensive listening. Comprehensive listening is further complicated by the fact that two different people listening to the same thing may understand the message in two different ways. This problem can be multiplied in a group setting, like a classroom or business meeting where numerous different meanings can be derived from what has been said.

Comprehensive listening is complimented by sub-messages from non-verbal communication, such as the tone of voice, gestures and other body language. These non-verbal signals can greatly aid communication and

comprehension but can also confuse and potentially lead to misunderstanding. In many listening situations it is vital to seek clarification and use skills such as reflection aid comprehension.

Other Listening Types

Although usually less important or useful in interpersonal relationships there are other types of listening that we engage in.

Rapport Listening

When trying to build rapport with others we can engage in a type of listening that encourages the other person to trust and like us. A salesman, for example, may make an effort to listen carefully to what you are saying as a way to promote trust and potentially make a sale. This type of listening is common in situations of negotiation.

Selective Listening

This is a more negative type of listening, it implies that the listener is somehow biased to what they are hearing. Bias can be based on preconceived ideas or emotionally difficult communications. Selective listening is a sign of failing

communication you cannot hope to understand if you have filtered out some of the message and may reinforce or strengthen your bias for future communications.

Elements and Levels of Listening

There are four elements of good listening:

- ✓ Attention; the focused perception of both visual and verbal stimuli.
- ✓ Hearing; the physiological act of opening the gates to your ears.
- ✓ Understanding; assigning meaning to the messages received.
- ✓ Remembering; the storing of meaningful information.

In addition to the four elements, there are also four levels of listening: acknowledging, sympathizing, paraphrasing, and empathizing. The four levels of listening range from passive to interactive when considered separately. However, the most effective listeners are able to project all four levels at the same time. That is, they demonstrate that they are paying attention and making an effort to understand and evaluate what it is they are hearing, and they complete the process by demonstrating through their responses their level of comprehension and interest in what the speaker is saying (Nordquist, 2006).

Difficulties in Listening Skill

Bidadari (2010) suggests that listening is usually a hard skill to master by the students. The first reason is that the students do not have the text in front of them to look at if they do not understand the information. A second reason is the accent and intonation of the native English speaker. In addition, each country has dialects and regional accents which can confuse the listener. All of these make listening learning a major challenge and it is no surprise that the students can find it difficult. Ur(1996)remarks that there are some students difficulties in learning listening: trouble with sounds, have to understand every word, can't understand fast and natural native speech, need to hear things more than once, find it difficult to keep up, and get tired.

The other problem in learning listening is the students have no control over the speed of what they are hearing and they cannot go back or rewind to listen again. Although, in class the listening materials are recorded and can be played again or students to listen again, it is usually under the control. Also, because the speed at which native speakers usually speak, students feel that the teacher asks the students to listen to the overall message and forget about what they could not catch, which probably means what they did not understand, the teacher has no idea that sometimes what they do not really understand can add up to 75% of what is heard (Rixon, 1986).

Arévalo (2010) indicates that other kinds of difficulties that are directly related to the students themselves. One of the problems which the students have established learning habits in the sense that they were encouraged to understand everything by listening carefully to teachers who probably speak slowly and clearly. Hence, when they fail to understand every word while listening, they stop listening and lose the thread, which seems to be the reason for state of panic and worrying they usually show before and during listening.

In relation to those problems, we cannot deny that students' motivation plays important role in learning listening. Another theme will be motivation. Because listening is so challenging, teachers need to think carefully about making the activities successful and the content interesting. We can create the interest activity in learning listening such as by listening English songs. By creating of high students' motivation, it hoped can reduce the listening difficulties. Furthermore, the students will be stimulated and not be panic or worry when they are learning listening.

A Good Listener

Bidadari (2010) explains, the students can be said that they are good in listening if they are active in learning listening process.

The characteristics of active listeners as below:

- Make eye contact-follow the listening
- Summarize the listening material has heard
- Make connection what are hearing to what already know
- Ask and answer the question during the learning listening process.

Saricoban (1999) claims that a good listener is one who has the enabling skills. The enabling skill characterizes the listener can follow the material by well. The skills are:

- predicting what people are going to talk about
- guessing at unknown words or phrases without panic
- using one's own knowledge of the subject to help one understand
- identifying relevant points; rejecting irrelevant information
- retaining relevant points (note-taking, summarizing)
- recognizing discourse marker, cohesive devices, including linking words, pronouns, references, etc
- understanding different intonation patterns and uses of stress
- understanding inferred information.

In summary, the students are said well in listening skill if they are active when learning listening. The activeness can be seen from the students' motivation and enthusiasm during learning listening. The students who active in listening are characterized they always focus on what they hear, they ask

and answer the questions, and they can make a summary from the materials given in the post-listening.

How do we improve our listening?

Lynch (2004) states that according to the proverb, "Practice makes perfect", but a lot depends on what sort of practice you get through three stages of classroom activities: before, while and after listening.

- **Before listening** to teach lecture you will be discussing the content and language that you can expect the lecture to use. When we hear lectures as part of a university course we use our knowledge of the subject to help us to understand what we hear.

- **While listening** to the lectures you will be practicing the skills you need to make notes. Combining listening and writing in this way is not easy, even in our first language.

- **After listening** tasks are of two kinds. First there are tasks in which you analyze the language used by the lecturer, for example listening in detail to parts of the talk where the lecturer spoke quickly or used unusual expressions. Second there are tasks that focus on the content of the lecture.

Listening Material

Oanh (2011) states that the material is very important for the students to improve their listening skill. A suitable material can make the students want to learn. The material which suitable with the students have to be interesting, in the right level of students' difficulty, and presented in various activities. The interesting materials that are familiar, meaningful and various should be provided for the students. It can help them to understand more easily.

Beside of that, the authors emphasize that the material should be as natural as possible in order that students can practice and imitate the original voice from the speakers. Listening materials should consist of sample of natural language from as many different sources as possible, so the students will have experience with many varieties of topics and situations.

In concluding, the teachers are better to know the students' interest in learning listening with kind activities. If not, students will get bored and do not want to learn anymore. The use of songs also can motivate the students to attend lesson and pay attention in class, because songs can be used for a wide variety of learning and teaching activities.

Songs

The songs are able to change the monotonous mood in the classroom and provide a comfortable class environment so that students can develop their

lingual skills more easily and evidently most children enjoy singing songs, and they can often be a nice change from the routine of learning a foreign language.

Definition of song

Songs motivate our spirit and they remind us our memories, songs give happiness to children, for these reasons, songs are a practical tool to enable children to acquire the foreign language through use them in the classroom.

Hornby(1990) states that 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.

Songs can also provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons (Futonge, 2005). Bidadari (2010) mentions that almost everyone loves songs. It is a part of our language and life from before birth onwards. As a baby, we often hear our mother and father sing a song to deliver us sleep in the bedroom. When young children, we play, sing, and dance to a rhymes. As adolescents, we are consumes by the beat of popular songs artist in the world. As adults, we often hear song on television, movies, theater, and even nightly news. When we work, when we play, song is there to reinforce or every mood and emotion.

From explanation above, we are suggested to include songs in language learning as well. Songs had heard by the people in the world since they are born until died. So, listening to the songs has been a habitual and liked by everybody.

The use of song procedure

Arévalo(2010) affirms that there are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher.

According to Brown (2006), procedure of any listening activity can be done by activating prior knowledge, helping students organize their learning by thinking about their purposes for listening, and if speaking is also a goal of the classroom, using well-structured speaking tasks informed by research. The author explains the following steps to focus on a listening practice.

Activating prior-knowledge

Prior knowledge is organized in schemata: abstract, generalized mental representations of our experience that are available to help us understand new experiences. The idea of prior knowledge is one part of the cognitive model of

language processing. That model says that when people listen or read, they process the information they hear both top-down and bottom-up. Top-down means using our prior knowledge and experiences. Bottom-up processing means using the information people have about sounds, word meanings, and discourse markers like first, then and after that to assemble their understanding of what they read or hear one step at a time.

Richards (2008) mentions that **top-down processing**, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas **bottom-up processing** goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of “schemata” or “scripts” plans about the overall structure of events and the relationships between them.

While-listening

Having a purpose for listening it helps us listen more effectively. For example, when listening to a weather report, if our purpose is to decide whether to wear a coat, we want to focus on the temperature. In the listening activities, teachers should explain students which the purpose of the activity is. Students

could listen for the main idea, for details, and for making inferences. Therefore, students develop a sense of why they listen and which skill to use to listen better. Teachers can build skills by asking students to focus on their reason for listening each time they listen. This is a form of strategy training. The idea of knowing the purpose of listening is a very effective first strategy to teach because it helps students organize and reflect on their learning.

Post-listening

When teachers think of listening activities, they have a tendency to think of students listening to a recording and doing a task. Students overhear other people talk and then react to that conversation. Brown (2006) states that this sort of task is important because it allows teachers to isolate students' responses and thereby gauge the progress the students are making on listening skills. Teachers can use post-listening activities to check comprehension, evaluate listening skills and use of listening strategies, and extend the knowledge gained to other contexts. A post-listening activity may relate to a pre-listening activity, such as predicting; may expand on the topic or the language of the listening text; or may transfer what has been learned to reading, speaking, or writing activities.

The functions of songs

Xiao (2012) states that English songs can improve comprehension skills, increase vocabulary and create fun. Claims that English songs bring energy to the classroom and boost students' confidence. Fonseca-Mora (2011) point out another two functions of English songs in teaching listening: to improve the memory and practice the pronunciation.

English songs provide authentic materials and contain various universal themes. (E.g. love, friendship, dream, and joy). English songs also promote an active atmosphere. Much linguistic information is contained in English songs, such as grammar, vocabulary and pronunciation.

Songs are key to primary practice

Sevic (2012) affirms that most primary school teachers generally use songs as a teaching technique, and Cameron (2001) claims that the use of songs and rhymes is also important for young learners (YLS) in foreign language classrooms. Likewise, Johnstone (2002) claims that teachers of YLS may make an important contribution to children's early language education by introducing their classes to recorded songs. Demirel (2004) makes the strongest claim when he argues that the most effective way to teach listening comprehension, pronunciation, and dictation to YLS is through teaching songs.

Songs provide opportunities for real language use

Sevic (2012) points out that songs provide an occasion for real language use in a fun and enjoyable situation. She claims that singing is a vital part of the life of a young child, inside and outside the school, and incorporating the foreign language into this fundamental activity is another way of normalizing it. Young children readily imitate sounds and often pleasurably associate singing and playing with rhythms and rhymes from an early age. The following three patterns emerge from the research on why songs are valuable in the classroom:

- Affective reasons: A positive attitude and environment enhance language learning. Songs are an enjoyable activity that contribute to a supportive, non-threatening setting with confident and active learners.
- Cognitive reasons: Songs contribute to fluency and the automatic use of meaningful language structures.
- Linguistic reasons: In addition to building fluency, songs provide exposure to a wide variety of the authentic language students will eventually face in non-academic settings.

How to teach with songs

Sevic (2012) claims a word of caution is necessary. As language teachers, we should always bear in mind that our main responsibility is to teach the target language. No matter how fun and enjoyable song activities may be for young learners, we should not get carried away by the music and rhythm of songs. Our main responsibility is not to teach singing skills, but to teach the target language.

Therefore, if songs are used ineffectively, they can easily become mere entertainment and pleasurable interruptions in the school day that, in the long term, result in boredom and a lack of interest. There should be a clear reason in the language teacher's mind as to why and how to use a song. Songs can be an effective means of developing children's language skills only when they are well integrated into a scheme of work and carefully selected for the cognitive and linguistic needs of pupils. Kirsch (2008) states that listening activities should be based on meaningful, appropriate, and authentic texts (e.g., a story, song, or poem) that assist listening and remembering and that match the language and grade level of pupils.

Teaching listening skill through English songs

Oanh(2011) shows us different authors' statements, no one can deny that music has played a very important part in our life. Every one likes music. It accompanies with us very time we feel happy or sad. Music is at everywhere, every time we need it: "when we exercise, when we work, when we play, when we worship and even when we die, music is there to reinforce or alter every mood and emotion" (Lynch, 2005). Studies have shown that music can improve concentration, improve memory, bring a sense of community to a group, motivate learning, relax people who are overwhelmed or stressed, make learning fun, help people absorb material. Due to its great value, music and songs have been taken into consideration as a method to teach language it is currently a common practice to use songs in the classroom to support second language acquisition because music can stimulate and motivate students to learn a new language. It is really a language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes.

Tasks designed for listening texts

Oanh(2011) says that, there are various kinds of listening task possible and applicable listening assignment should be:

- **Dictation exercise**

This is common listening exercise which is usually practices in the earlier years of school education. It requires students an integrative knowledge of the phonological, syntactic and semantic systems of a language. To do this task, teacher gives students handout, omitting some sentences of the text, then plays the tape and asks students to listen to the text and write the missing sentences down.

- **Ticking off items**

Learner stick beside the items: Learners tick beside the items that they hear in the listening

- **True/False**

Identify whether the statement is true or false based on the listening.

- **Detecting mistakes**

Some fact is mentioned with intentional mistakes for students to point out.

- **Gap-filling**

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

- **Pictures**

One picture or a series of pictures may be used. Students are then asked to identify pictures or components as they are referred to, either naming or ordering them in the order in which they are mentioned

- **Answering questions**

Based on the content of the listening, students are required to give longer and full answer to the questions.

e. MATERIALS AND METHODS

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

DESIGN

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 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 researcher of this thesis to follow the first cycle of the Kemmis and McTaggart's spiral. This process facilitated her reflections of her teaching and improved her students' situation.

CONTEXT

Dorotea Carrión Public School was selected as the place for the present research work, and it is the school where the researcher is currently teaching

and observing as a part of her teaching practicum; therefore, she has insight into the spectrum of English teaching within the school. Dorotea Carrión is located in the Capulí neighborhood and it is not organized according to Ecuadorian School System requirements for a basic education school. Students attending this rural public school live in a social environment that characterizes developing communities in Latin American countries such as Ecuador.

Having English as a subject within the curriculum in Ecuadorian public elementary schools is not compulsory as it is for middle and high schools. In the case of Dorotea Carrión Public School, the treatment of English as a subject within the curriculum of the school is optional and this 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 children receive comes from the teacher trainees who are required to complete a certain number of classes as part of their undergraduate studies.

PARTICIPANTS

Action research was developed with sixth year students at “Dorotea Carrión” Public School. The class has a population of fourteen students, four girls and ten boys, their ages are between ten to eleven years old. The group

receives English classes two hours per week on Friday, from 11: 10 am to 12: 30 pm, with a non-certified English teacher.

Permission to conduct the study was obtained from the principal through written format, and from the teacher through oral authorization. Confidentiality was maintained through password-protected data banks, with only the researcher and research professor having access to the data.

METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS

This general denomination includes description of research design, methods and techniques used along the research stages as well as the data collection instruments and resources. The procedure followed in conducting the study is also described in this section.

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 to describe 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 songs applied in the development of listening skill. It helped in the observations done before and during the intervention, and it also assisted during the anticipation of the possible solution. This particular method helped support data collection in order to make relevant predictions and further analysis.

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 two questionnaires, two tests and field diary. It was adopted also to interpret the data, develop the logical analysis and draw conclusions.

The *statistic method* made possible the quantitative statistical analysis of data derived from the two tests and two questionnaires as well as the qualitative text analysis of the data received from the teacher's diary.

TECHNIQUES

Specific techniques were adopted along each stage of the research process, from the formation of the theoretical framework to the discussion of results. In forming the Theoretical Framework and Literature Review, extensive reading was conducted and the use of outlines and index cards helped facilitate learning and focus the information. Technology offered valuable help in the process of creating bibliographical sources and citations. APA style was assumed as the formal system for format organization and citation.

DATA COLLECTION INSTRUMENTS

- Two questionnaires (annex 1 page 127), they were applied to the sixth grade students at Dorotea Carrión School. They consist of in seven questions; three closed and four multiple-choice questions, which helped us to get expected outcomes in this action research

- Field diaries (annex 1 page 135) were a resource that the researcher use to record all details of the intervention such as: objectives, materials, time of application of the teaching strategy

- Two researcher's-made tests (annex 1 page 129) were conducted based on the cognitive process to build the knowledge.

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 population, the cooperating English school teacher, the thesis advisor and the researcher. In this research the target population was the sixth year students of Dorotea Carrión Public School. The cooperating teacher helped provide general information about these target students and the thesis advisor supervised the development of the stages of the study. The researcher worked enthusiastically in order to learn from the various human resources and also played an active role in this research work.

A personal computer, internet, removable memory stick, and multimedia were some of the technological resources used. Office supplies such as handouts, flashcards, videos, textbooks and bibliography were important material components as well.

PROCEDURE

The study started with the observations of the English classes of the sixth year in order to identify the issues the students were facing; observation sheets (annex 1) were filled out to record the activities and the work the students did in the classes. The analysis of observations helped to form the problem statement and create a possible solution, in order to support the questions raised during the observations a theoretical framework was developed.

An intervention plan (annex.1, page 115) organized in twelve lessons, was designed with the help of the literature framework. Then, the intervention plan was applied in April and May. The researcher concluded the interventions with a week of post-test data collection, using the same instruments as the pre-test. During this stage quantitative and qualitative data was collected using the instruments mentioned above. The questions of the test were grouped according to the Blooms cognitive approach to assessments. It means that it was considered what students need to perform in order to answer the questions correctly.

After collecting the data it was tabulated and translated into tables. Means for each test section were calculated to have a better overall view of performance of the class in each test.

The Pearson Correlation coefficient $tr = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[n(\Sigma x^2) - (\Sigma x)^2][n(\Sigma y^2) - (\Sigma y)^2]}}$ was

used to find out the relationship between the learning outcomes before and after the intervention plan. It is one of the best means for evaluating the strength of a relationship between pre and post-tests (x and y). 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 base line data to the post-test results.

The discussion of the outcomes was completed 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

QUANTITATIVE DATA

In this section the data obtained from questionnaires and tests are presented in tables and figures. A logical analysis is done after each table.

PRE -TEST RESULTS

The data come from the listening pre-test administered to fourteen students of 6th year at “Dorotea Carrión” public school at the beginning of the intervention period. Student achievement was measured in terms of percentage of correct responses to 4 parameters which describes the learning of listening in the English classes.

The parameters assess the ability to: *Relate the Picture to the Oral form of the word, Relate the Written word to Oral form of the word, Recognize the Word in the Lyrics of the song and Recognize Sequences of Verses within a song.*

In addition, the 4 parameters have been divided into two sections taking into account the Bloom's Taxonomy (Bloom, 1990) categories: *Remembering* and *Understanding* as a tool to establish learning objectives

Table 1

Listening Pre-test Results

	R			U	
	Listening learning parameters				
Student's Code	RPO / 2.5	RWO / 2.5	RWL / 2.5	RSV / 2.5	Total /10
DCS01	1,6	0	1,3	0	2,9
DCS02	1,2	0,3	0,4	0,3	2,2
DCS03	1,6	0,3	0,8	0,9	3,6
DCS04	1,2	0	0,8	0	2
DCS05	2	0	0,4	0,9	3,3
DCS06	1,6	0	1,2	0,9	3,7
DCS07	1,6	1,2	2	0,6	5,4
DCS08	1,6	0	0,4	0,6	2,6
DCS09	0	0,6	0	0,6	1,2
DCS10	1,2	0,3	0,8	1,2	3,5
DCS11	0	0	1,6	0,6	2,2
DCS12	1,6	0	2,5	1,2	5,3
DCS13	0,8	0	0,4	0,9	2,1
DCS14	0	0	0	0,6	0,6
Total	16	2.7	12.6	9.3	40.6
Mean	1,1	0,2	0,9	0,7	2.9
%	45.14	7.71	36	26.57	29

Note. Bloom Taxonomy categories: R= remembering; U= understanding; RPO = Relate the picture to the oral form of the word; RWO = Relate Written word to Oral form of the word; RWL = Recognize the word to the lyrics of the song; RSV = Recognize Sequence of verses within a song; Student's code: DCS= Dorotea Carrión School; 01=Students 'number

The results in table 1 indicate that students do not master the four parameters related to listening skill learning (29% of achievement); this facts reveal the low achievement of the students in english as a foreign language, specially the limitation in listening activities as we can see in the percentage of 7.71% which was the lowest parameter obtained in the test. This evidence indicates the shortcomings that students have to Relate the Written word to Oral form of the word.

Besides, an average of students, had less severe problem in *Relating the Picture to the Oral form of the word* (45.15 %), which is the highest value of achievement; nevertheless it is far from the passing score of the study that was 80%. This evidences the need for resources to help to increase of listening skill in the students. Also, we can notice the lowest percentages located in *Recognize the World in the Lyrics of the song* (36%), *Recognize Sequence of Verses within a Song* (26.57%). The overall result (29%) indicates the struggle that the students had to develop the listening pre-test.

Considering the results previously detailed, songs seem to be suitable material to address the problem detected since they give students a pleasant input to recognize the sounds of the words through listening activities. As Rost (1994) emphasizes the importance of listening because it provides input for the

learner. Without understandable input at the right level, any learning simply cannot begin.

POST-TEST RESULTS

A post-test was applied to assess the improvement of listening skill of students after the completion of a twelve-lesson intervention plan.

Table 2

Listening Post-test Results

	R			U	
	Listening Learning Parameters				
Student's Code	RPO / 2.5	RWP / 2.5	RWL / 2.5	RSV / 2.5	Total /10
DCS01	2,5	1,5	2,5	1,5	8
DCS02	2,5	1,2	2,5	2,5	8,7
DCS03	2	0,9	2	2,5	7,4
DCS04	2,5	1,2	2,5	2,5	8,7
DCS05	2,5	2,5	2	1,8	8,8
DCS06	2,5	2,5	2,5	1,8	9,3
DCS07	2,5	2,5	2,5	2,5	10
DCS08	2,5	2,5	2,5	2,5	10
DCS09	2,5	1,5	2	1,2	7,2
DCS10	2,5	1,5	2,5	1,8	8,3
DCS11	2,5	2,5	2,5	1,5	9
DCS12	2,5	2,5	2,5	2,5	10
DCS13	2,5	2,5	2,5	2,5	10
DCS14	2,5	1,2	2	1,8	7,5
Total	34.5	26.5	33	28.9	122.9
Mean	2,5	1,9	2,4	2,1	8,8
%	98.57	75.71	94.28	82.57	87.78

Note. Bloom Taxonomy categories: R= remembering; U= understanding; RPO = Relate the picture to the oral form of the word; RWP = Relate Written word to Oral form of the word; RWL = Recognize the word to the lyrics of the song; RSV = Recognize Sequence of verses within a song; Student's code: DCS= Dorotea Carrión School; 01=Students 'number

The results in table 2 show that the majority of students (78.5%) reached higher scores than 8, which was the passing score established for the study. In fact the overall achievement was 87.78%.

We can see that the lowest score in the post-test (75.71%) is still located in the parameter *Relate the Written word to Oral form of the word*. On the other hand, the highest score (98.75%) was placed in the parameter *Relate the Picture to the Oral form of the word*. These findings indicate that students' performance on the above mentioned parameter really increased after the application of songs as a teaching strategy.

As it can be seen, songs proved to be an effective strategy to increase listening skill particularly for *Relating the Picture to the Oral form of the Word* and *Recognizing the Word in the Lyrics of the songs parameters*, which were increased in the post-test performance. These results demonstrate that the strategy used during the intervention was successful, as Sevic (2012) points out that songs provide an occasion for real language use in a fun and enjoyable situation. She claims that singing is a vital part of the life of a young child, inside and outside the school.

Table 3
Comparing test results

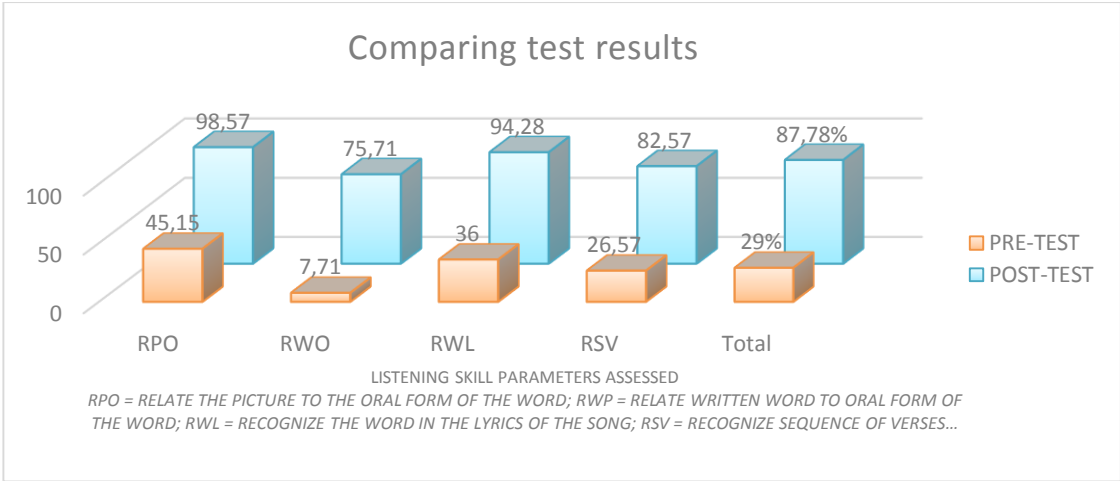
Student's Code	Pre-test x	Post-test y	xy	x²	y²
DCS01	2,9	8	22,8	8,1	64,0
DCS02	2,2	8,7	19,1	4,8	75,7
DCS03	3,6	7,4	26,6	13,0	54,8
DCS04	2	8,7	17,4	4,0	75,7
DCS05	3,3	8,8	29,0	10,9	77,4
DCS06	3,7	9,3	34,4	13,7	86,5
DCS07	5,4	10	54,0	29,2	100,0
DCS08	2,6	10	26,0	6,8	100,0
DCS09	1,2	7,2	8,6	1,4	51,8
DCS10	3,5	8,3	29,1	12,3	68,9
DCS11	2,2	9	19,8	4,8	81,0
DCS12	5,3	10	53,0	28,1	100,0
DCS13	2,1	10	21,0	4,4	100,0
DCS14	0,6	7,5	4,5	0,4	56,3
Σ	40,6	122,9	365,4	141,8	1029,1
Mean	2,9	8,8	26,1	10,1	78,0
%	29	87.78			

Note. DCS= Dorotea Carrion school; 01=Students' number.

Table 3 indicates that all students had a significant progress in the listening skill after the intervention plan as it is evident in the overall achievement of students (87.78%) which is higher than the pre-test results (29%). The relationship between the learning outcomes before and after the intervention plan showed also a positive Pearson correlation coefficient of 0.5

In other words, there was an increase in the listening skill that can be attributed to the strategy applied and it can be said that it had a positive influence on the students.

Figure 1



ANALYSIS OF THE PRE AND POST QUESTIONNAIRES

QUESTION 1. Do you like English?

Table 4

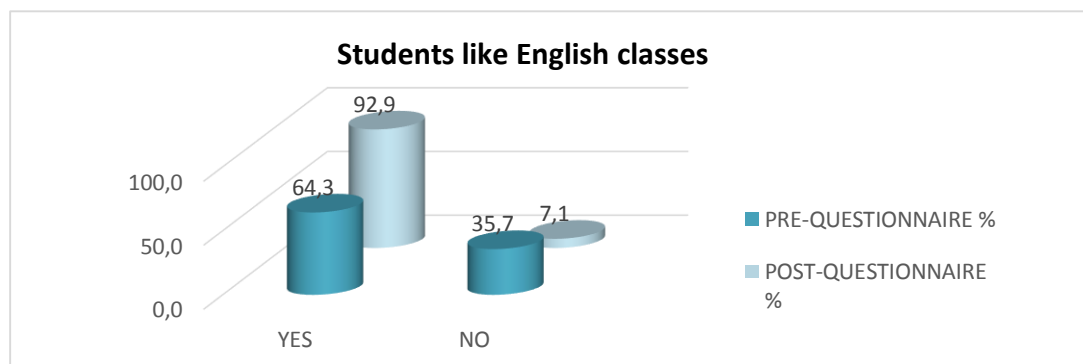
Students like English classes

	Pre-q		Post-q	
	f	%	f	%
YES	9	64,3	13	92,9
NO	5	35,7	1	7,1

Source. Pre-q= pre questionnaire; Post-q = post questionnaire

Table 4 shows that before de intervention 64.3% of students responded that they liked English language, while in the post-questionnaire 92% of students showed their interest for the subject. As a result we can notice that songs had a positive effect in students' attitude toward learning english as a foreign language.

Figure 2



QUESTION 2. Which resources are used to learn English in your class?

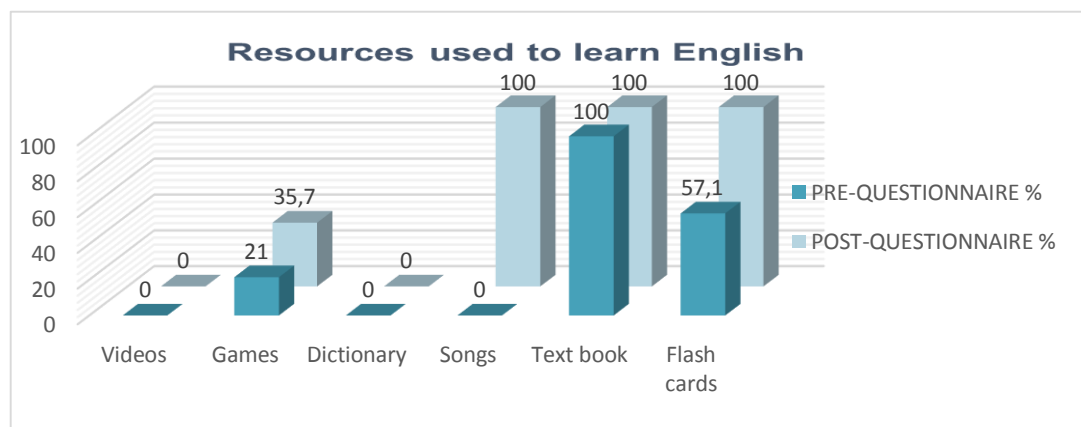
Table 5

Resources used to learn English				
	Pre-q		Post-q	
	f	%	f	%
Videos	0	0	0	0
Games	3	21	5	35,7
Dictionary	0	0	0	0
Songs	0	0	14	100
Text book	14	100	14	100
Flash cards	8	57,1	14	100

Source. Pre-q= pre questionnaire; Post-q = post questionnaires; f= frequency

As we can notice in table 5, 100% of students answered in the pre-questionnaire that they just used a book in the english classes while 57% of respondents said that they used flash cards. In contrast, in the post- test 100% of students affirmed that they used songs, flash cards and the text book demonstrating the impact of the use of songs as a teaching resource to reinforce their learning.

Figure 3



QUESTION 3. How often are this resources used in your English class?

Table 6

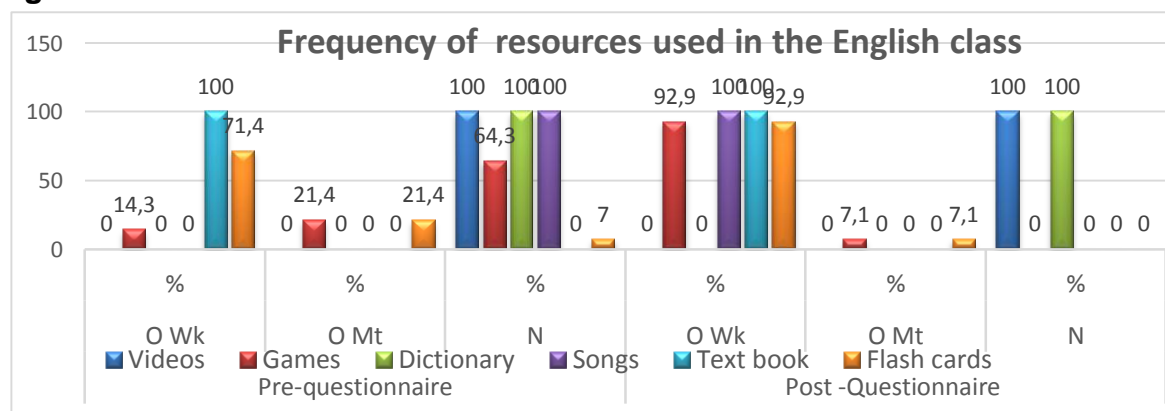
Frequency of resources used in the english class

	Pre-q						Post -q					
	OWK		OMT		N		OWK		OMT		N	
	f	%	f	%	f	%	f	%	f	%	f	%
Videos	0	0	0	0	14	100	0	0	0	0	14	100
Games	2	14,3	3	21,4	9	64,3	13	92,9	1	7,1	0	0
Dictionary	0	0	0	0	14	100	0	0	0	0	14	100
Songs	0	0	0	0	14	100	14	100	0	0	0	0
Text book	14	100	0	0	0	0	14	100	0	0	0	0
Flash cards	10	71,4	3	21,4	1	7	13	92,9	1	7,1	0	0

Source. Pre-q= pre questionnaire; Post-q = post questionnaire; OWK= once a week; OMT= once a month; N= never; f= frequency

According to table 6, 100% of students said that they used the English book every week. After the intervention 100% of students answered that songs, and english book were used each week; likewise 92.9% told us that games and flash cards were used too. The difference of data between both questionnaires is very important, because the students' answers confirmed that the researcher used the strategy proposed in the project, additionally resources and techniques contributed to reach the expected goals.

Figure 4



QUESTION 4. What activities do you do in your English class to increase listening skill?

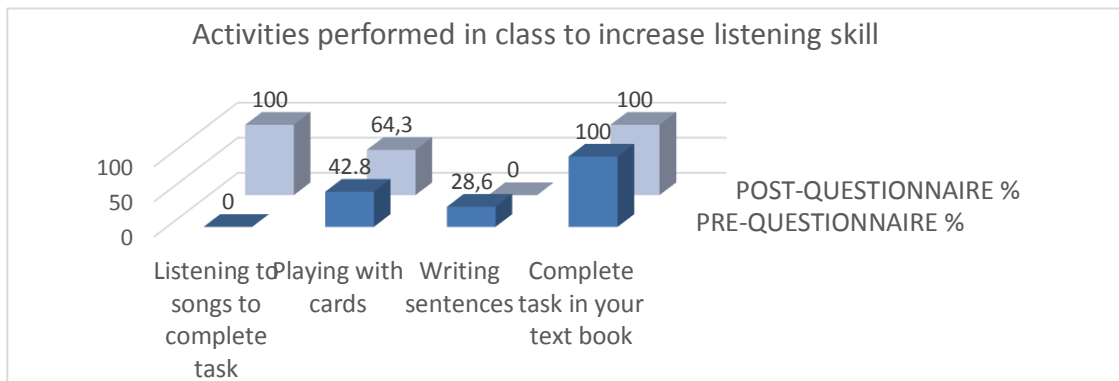
Table 7

Activities performed in class to increase listening skill				
	Pre-q		Post-q	
	f	%	f	%
Listening to songs to complete task	0	0	14	100
Playing with cards	6	42,8	9	64,3
Writing sentences	4	28,6	0	0
Complete task in your text book	14	100	14	100

Source. Pre-q= pre questionnaire; Post-q = post questionnaire

The results in table 7 clearly show the difference in the activities that took place before and after the intervention. In the pre-questionnaire 100% of students responded that they completed tasks in their book. However in the post-questionnaire these results changed, 100 % of students answered that they listened to songs to complete tasks. Therefore, this fact demonstrates that songs were used as a strategy to increase their listening skill.

Figure 5



QUESTION 5. How often do you do these activities in your English class?

Table 8

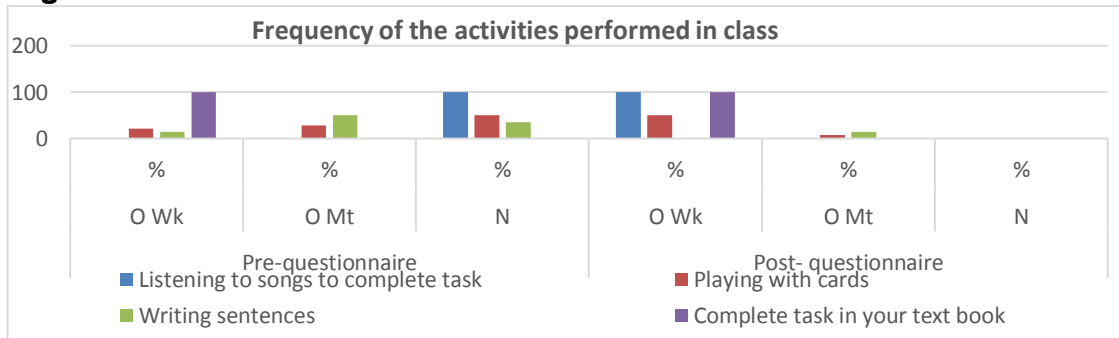
Frequency of the activities performed in class

	Pre-q						Post-q					
	OWk		OMt		N		OWk		OMt		N	
	f	%	f	%	f	%	f	%	f	%	f	%
Listening to songs to complete task	0	0	0	0	14	100	14	100	0	0	0	0
Playing with cards	3	21,4	4	28,6	7	50	7	50	1	7,1	0	0
Writing sentences	2	14,3	7	50	5	35,7	0	0	2	14,3	0	0
Complete task in your text book	14	100	0	0	0	0	14	100	0	0	0	0

Source. Pre-q= pre-questionnaire; Post-q = post-questionnaire; OWk= once a week; OMt= once a month; N= never.

Table 8 indicates that before the intervention, 100% of students said that they never listened to songs to complete tasks, and 100% of participants said that they completed activities in their book once a week. Whereas in the post questionnaire, 100% of students said that they listened to songs once a week to complete tasks and working on their book. The intervention included listening to songs followed by activities to be carried out in a weekly basis which definitely increased students' interest and willingness to work in the English class.

Figure 6



QUESTION 6. Would you like to listen to songs in the English class to increase your listening skill?

Table 9

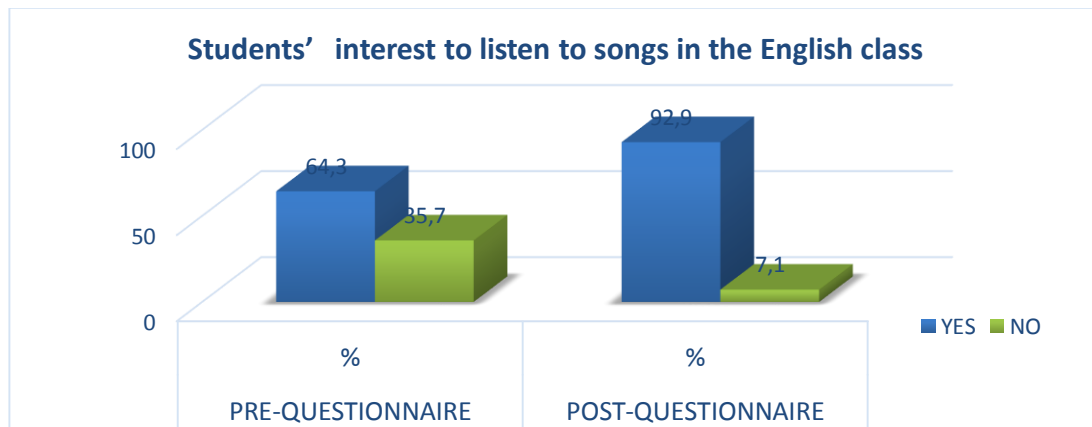
Students' interest to listen to songs in the english class

	Pre -q		Post-q	
	f	%	f	%
YES	9	64,3	13	92,9
NO	5	35,7	1	7,1

Source. Pre-q= pre questionnaire; Post-q = post questionnaires; f= frequency

According to table 9 in the pre questionnaire 64.3% of students said that they would like to listen to english songs in their english classes, while in the post questionnaire the answer to this question increased to 92.9%. The increase showed by answers to the post-questionnaire revealed that students were very fascinated and indicated a positive attitude toward the strategy being applied.

Figure 7



g. DISCUSSION

The data collected from this study indicated that the use of songs to increase listening skill had a positive effect in the sixth year students at Dorotea Carrión Elementary School. This action research answers the main question done before the intervention: How does the use of songs increase listening skill among 6th year students? The results gathered in the pre and post-tests show the significant growth that students reached after the six-week intervention period. At the same time the answers to the pre and post questionnaire revealed the students' positive perceptions towards the strategy as Xiao (2012) states that english songs can improve comprehension skills, increase vocabulary and create fun. He claims that english songs bring energy to the classroom and boost students' confidence.

The outcomes from the pre and post-test, and pre and post questionnaire exposed an important change in the knowledge and perception of the students toward the listening skill. The pre-test (table1) showed that most of the students had problems in listening skill parameters. In the post-test (table 2), after the intervention, the findings indicated that the increase in listening skill by using songs in context changed as it is explained by the percentages: overall achievement (29%) in the pre-test and (87.78%) in the post- test. These

findings were consistent with Rost (1994) who emphasizes the importance of listening for several reasons such as; listening is vital in the language classroom because it provides input for the learner, without understandable input at the right level, any learning simply cannot begin.

At the beginning of the intervention, the students seemed to be afraid to listen to the songs because they did not understand what they were listening, but with the passing of time and the application of songs, they became more confident as it was showed by their level of participation in the whole activities planned by the teacher such as; solve the listening puzzle; listen and follow along; listen and underline the correct word. Students had a positive attitude towards learning english language because they were relaxed and they were interested in learning listening. So the main advantage of using songs in the classroom is that they offer an enjoyable experience and they create a comfortable atmosphere in the class. Songs provide an occasion for real language use in a fun and enjoyable situation (Sevic, 2012)

However, there were some circumstances that can be considered limitations within the whole experience; lack of teaching materials like colors, scissors and even pencils to complete the worksheets. These weaknesses

made some children feel ashamed as they could not carry out their activities promptly. Another disadvantage was the limited number of class periods per week. They were very short and they had english classes only on Friday just two hours per week.

In addition, the songs selected for the lesson were effective to sixth year students' level, because they helped them to develop not only listening sub skills as Relate the picture to the oral form of the word; Relate Written word to Oral form of the word; Recognize the word to the lyrics of the song; Recognize Sequence of verses within a song, but the rest of the language skills as well. In fact, students remembered the lyrics of songs more easily by means of countless repetitions, and learned the relationship between written and spoken words. While singing, students increased their listening skill, but at the same time the repetitive lyrics had a positive effect on the student's memorization rate instead of making a lot of repetitions. Songs were useful to reduce the degree of shyness that felt the majority of students.

To conclude, the researcher confirmed the effectiveness of songs to increase the listening skill; she understood and analyzed the efficiency that a resource for learning and teaching english can imply. At the same time,

researcher became a learner in the classroom. While the students were learning the researcher got useful experience on the teaching field; for these reasons action research is suitable for any person who wishes to improve his or her performance.

h. CONCLUSIONS

The issue that limited the increase of listening skill of the sixth year students is the lack of a suitable strategy that facilitates the learning of it. Also, the pre-test revealed that they had difficulties on relate the picture to the oral form of the word, relate written word to oral form of the word; recognize the word in the lyrics of the song; and recognize the sequence of verses within a song.

A twelve-session intervention plan was addressed to face the issues the students had in the development of the listening skill. It was planned based on the students' cognitive process to build up their knowledge. The application of these phases allowed students to develop important sub-skills and abilities to get involved in minimum communication in the classroom. Also with the use of songs students were able to understand and discriminate the sound of the words.

Two songs, *How about you* and *Head and shoulders* were used to develop the listening skill of sixth year students. These songs provided them with authentic listening material and they offered an enjoyable experience in

the English classes. Also, songs contained action movements, which made the students sing and act out the words of the song.

The use of songs as part of the classroom activities reduced the students' limitations meaningfully. It was demonstrated in the variation of the overall achievements from the pre-test (29%) and post-test (87.78%). The applications of songs as strategy in the english language learning process had a positive effect in the development of listening skill in the students and made the children feel more relaxed and cooperative.

i. RECOMMENDATIONS

Based on the conclusions above, the researcher offers the following recommendations.

- An attractive strategy such as the use of songs should be applied in the english classes in order to involve students in the learning process and create a good environment in class. Also, the selection of the appropriate teaching resources in an educational institution should be based on an analysis of the students' needs and cognitive level.
- It is important to choose appropriate techniques where the listening activities can be developed in a balanced way in order to get the attention and students' interest. Also is essential to know that the objective of teaching with listening material is intended to lead the students to work and develop their knowledge.
- The use of authentic materials like songs as a strategy to develop the listening skill allow students to receive an effective input of the english in the learning process. Due to the fact that songs contain body movements and this awake the students' interest in learning english as a foreign language.

- Teachers should include songs as part of the listening activities because students need to be involved in a variety of listening tasks in order to be familiar with spoken language. Besides, songs help students to become more confident and cooperative. Also, songs encourage children to develop their listening skill.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN**

ENGLISH LANGUAGE CAREER

THEME

**THE USE OF SONGS TO INCREASE LISTENING SKILL
AMONG 6TH YEAR STUDENTS AT “DOROTEA
CARRIÓN” PUBLIC SCHOOL, DURING THE ACADEMIC
PERIOD 2013 - 2014**

Project required for obtaining
the Bachelor's Degree in
Sciences of Education, English
Language Specialization

AUTHOR: JENNY LORENA COLLAGUAZO NARVÁEZ

LOJA-ECUADOR

2014

a. THEME

THE USE OF SONGS TO INCREASE LISTENING SKILL AMONG 6TH YEAR STUDENTS AT “DOROTEA CARRIÓN” PUBLIC SCHOOL, DURING THE ACADEMIC PERIOD 2013 - 2014

b. PROBLEM STATEMENT

2.1. BACKGROUND

The "Dorotea Carrión" public school is located at the southeast of the city of Loja, in the Capulí neighborhood. It belongs to the parish of San Sebastian.

The public institution, has operated normally since May 24th in 1942, however, it has been working in its own campus since 1959. This educational center has a population of 90 students. The teacher's staff is of nine classroom teachers and one non-certified English teacher. The center offers the educational services from first to seven year of basic education.

The institution carries out an integral formation in Knowledge and values. Also, it provides to the pupils a quality education and learning opportunities so that our students can become productive citizens in the community. Students will have success for today and be prepared for tomorrow.

2.2. CURRENT SITUATION OF THE RESEARCH PROBLEM

The action research will be carried out with sixth grade students at “Dorotea Carrión” Public School. The class has a population of fourteen students, four girls and ten boys, their ages are between ten to eleven years old. The group has a pre-beginner English level and receives English classes two hours per week on Friday, from 11: 10 am to 12: 30 pm, with a non-certified English teacher.

During the period of observation the researcher could see that sixth grade group is facing issues like: lack of interest, concentration, motivation and participation in English classes. The teacher gives them some instructions and they do not understand them; moreover, the listening activities are not common for the students. They are afraid when cannot understand the text after listening to it in class and gradually lose their self-confidence. Furthermore, they do not present their homework regularly; the students are Spanish talkative and perform activities just when these are playful tasks.

The sixth grade students are aware the English subject is not required to accredit the school year thus it makes them do not take the English classes seriously. This aspect has been affecting the teaching-learning processes of the foreign language.

Due to the problems presented in the students the researcher would like to develop an action research based in the use of children songs in the classroom that help them to increase their listening skill at the same time they can improve their vocabulary.

2.3. RESEARCH PROBLEM

How does the use of songs increase listening skill among 6th year students at “Dorotea Carrión” Public School?

2.4. DELIMITATION OF THE RESEARCH

✓ Temporal

The action research will be carried out, during the period 2013-2014.

✓ Spatial

The action research will be carried out, in the "Dorotea Carrión" Public School, The institution is located at the southeast of Loja city, in the Capulí neighborhood. It belongs to the parish of San Sebastian.

✓ Observation units

- The researcher is Jenny Lorena Collaguazo Narvaéz
- Students of sixth year of basic education at “Dorotea Carrion” Public School.

✓ **Subproblems**

- What kind of theoretical references about listening skill and the use of songs are effective for helping sixth year students at “Dorotea Carrión” Public School, during the academic period 2013 - 2014?
- What are the issues that limit the listening skill among 6th year students at “Dorotea Carrión” Public School Public School, during the academic period 2013 - 2014?
- What are the important songs strategies of the intervention plan that address the current issues for increasing listening skill in learning English as a foreign language among 6th year students at “Dorotea Carrión” Public School, during the academic period 2013 - 2014?
- Which songs are implementing for increasing the listening skill among 6th year students at “Dorotea Carrión” Public School, during the academic period 2013 - 2014?
- How do songs as part of the classroom activities increase the listening skill among 6th year students at “Dorotea Carrión” Public School, during the academic period 2013 - 2014?

c. JUSTIFICATION

Cakir (1999) mentions that music being a source of motivation, interest and enjoyment, it is much easier for children to imitate and remember language than words which are just 'spoken'. This action research about the use of songs can be used very effectively to increase the listening skill among 6th year students at “Dorotea Carrión” Public School. With this study the researcher will acquire experience in teaching English as a foreign language and to obtain the bachelor’s degree in Science Education, English Language Specialization.

This action research is relevant since it will help students to increase listening skills in learning English as a foreign language in an interactive way through the use of songs. Salcedo (2002) says that music was an important means used to achieve the relaxation and harmony needed to increase learning effectiveness. By using this technique, students can acquire good pronunciation, learn many useful words, phrases, and sentences.

The application of this project will provide the researcher improve the professional profile and get experience in teaching English as a foreign language. Throughout this work she will learn to use the songs as an interactive

technique for increasing listening skills. Also with this, she will acquire theoretical knowledge as much experience too.

Other important reason to develop the present action research is the researcher is an undergraduate student at the Universidad Nacional de Loja and this one will benefit her with the accreditation of the career. This work will help the researcher to get the accreditation of social research design subject. Moreover it is done as a previous requirement to develop the thesis. The researcher would like to become a certified teacher since she has been studied almost four years.

In conclusion, it can be said that this action research will be of vital importance for students and researcher too, because students could increase the listening skill for using in real world, and the researcher as a future teacher will learn more about how to teach English as a foreign language by using songs, getting experience and theoretic knowledge. Also she will accomplish a purpose planted at the beginning of her studies that is to be an English teacher.

d. OBJECTIVES

4.1. GENERAL:

- ✓ To increase listening skill through the use of songs among 6th year students at “Dorotea Carrión” public school, during the academic period 2013-2014.

4.2. SPECIFIC:

- ✓ To investigate the theoretical references about listening skill and songs to increase the listening skill among 6th year students at “Dorotea Carrión” public school, during the academic period 2013-2014.
- ✓ To diagnose the issues that limit the listening skill among 6th year students at “Dorotea Carrión public school, during the academic period 2013-2014.
- ✓ To design an intervention plan with the use of songs to increase listening skill among 6th year students at “Dorotea Carrión” public school during the academic period 2013-2014.

- ✓ To apply the intervention plan as part of the classroom activities in order to increase listening skill in the English language among 6th year students at “Dorotea Carrión” public school during the academic period 2013-2014.

- ✓ To reflect upon the effect that the songs had on sixth grade students at “Dorotea Carrión” increasing the listening skill during the academic period 2013-2014.

e. THEORETICAL FRAMEWORK

5.1 Listening skill

5.1.1 Definition of listening skill

Richards(2008) explains that listening in second language learning is to facilitate understanding of spoken discourse. Listening serves the goal of extracting meaning from messages. In order to do this learners have to be taught how to use both bottom-up and top-down processes in arriving at an understanding of messages. The language of utterances, that is, the precise words, syntax, expressions used by speakers are temporary carriers of meaning. Once meaning has been identified there is no further need to attend to the form of messages.

Rivers (1981) reveals that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we creative a significance. Endah S J. Nuhung, B and Hastini (2013) also states that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing.

Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. While, in listening the brain doesn't automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves much more than assigning labels to sounds or words. Listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine.

So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Furthermore, it will consider another way teachers can help ease the difficulty of listening by training students in different types of listening.

5.1.2 The importance of listening skill in foreign language teaching

Oanh(2011) affirms that it cannot be denied that we spend a large portion of our time listening because it is a key element of the verbal communication. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in school

information through listening to instructors or to one another. However, in the past, reading and grammar skills were paid much attention to while speaking and listening skills were taken for granted. As a result, language learners did not recognize its importance in developing language skills.

Rost (1994) emphasizes the importance of listening for several reasons below:

- ✓ Listening is vital in the language classroom because it provides input for the learner. Without understandable input at the right level, any learning simply cannot begin.
- ✓ Spoken language provides a means of interaction for the learner. Since the learners must interact to achieve understanding, access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is impetus, not an obstacle, to interaction and learning.
- ✓ Authentic spoken language presents a challenge for the learner to attempt to understand language as it is actually used by native speakers.
- ✓ Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, interaction patterns) in the language.

To sum up, listening skill has taken a very important part in learning English. It is the most communicative and practiced skill that needs to be developed as much as possible.

5.1.3 Different types of listening

Chris Derrington and Barry Groom(2004, pág. 42/45) in their book identifies five different types of listening:

5.1.3.1 Informative listening

Where your aim is to concentrate on the message being given. This may be the content of a lesson, directions, instructions, etc. Ask the team whether they use any strategies to help them focus or retain information in this context.

5.1.3.2 Appreciative listening

Where the listener gains pleasure, satisfaction from listening to a certain type of music for example. Appreciative sources might also include particular charismatic speakers or entertainers. These are personal preferences and may have been shaped through our experiences and expectations.

5.1.3.3 Critical listening

Where the listener may be trying to weigh up whether the speaker is credible, whether the message being given is logical and whether they are

being duped or manipulated by the speaker. This is the type of listening that we may adopt when faced with an offer or sales pitch that requires a decision from us.

5.1.3.4 Discriminative listening

Where the listener is able to identify and distinguish inferences or emotions through the speaker's change in voice tone, their use of pause, etc. Some people are extremely sensitive in this way, while others are less able to pick up these subtle cues. Where the listener may recognize and pinpoint a specific engine fault, a familiar laugh from a crowded theatre or their own child's cry in a noisy playground. This ability may be affected by hearing impairment.

5.1.3.5 Empathic listening

Where the listener tends to listen rather than talk. Their non-verbal behaviour indicates that the listener is attending to what is being said. The emphasis is on understanding the speaker's feelings and being supportive and patient. The remaining exercise and paired activities are designed to demonstrate the advantages of empathic listening and to highlight a range of obstructions that may prevent us from being effective listeners.

5.1.4 Elements and Levels of Listening

There are four elements of good listening:

- ✓ Attention the focused perception of both visual and verbal stimuli.
- ✓ Hearing--the physiological act of 'opening the gates to your ears'
- ✓ Understanding--assigning meaning to the messages received
- ✓ Remembering--the storing of meaningful information

In addition to the four elements, there are also four levels of listening: acknowledging, sympathizing, paraphrasing, and empathizing. The four levels of listening range from passive to interactive when considered separately. However, the most effective listeners are able to project all four levels at the same time. That is, they demonstrate that they are paying attention and making an effort to understand and evaluate what it is they are hearing, and they complete the process by demonstrating through their responses their level of comprehension and interest in what the speaker is saying (Nordquist, 2006).

5.1.5 Difficulties in Listening Skill

Bidadari (2010) suggests that listening is usually a hard skill to master by the students. The first reason is that the students do not have the text in front of them to look at if they do not understand the information. A second reason is the accent and intonation of the native English speaker. In addition, each

country has dialects and regional accents which can confuse the listener. All of these make listening learning a major challenge and it is no surprise that the students can find it difficult to understand every word, can't understand fast and natural native speech, need to hear things more than once, find it difficult to keep up, and get tired.

The other problem in learning listening is the students have no control over the speed of what they are hearing and they cannot go back or rewind to listen again. Although, in class the listening materials are recorded and can be played again or students to listen again, it is usually under the control. Also, because the speed at which native speakers usually speak, students feel that the teacher asks the students to listen to the overall message and forget about what they could not catch, which probably means what they did not understand, the teacher has no idea that sometimes what they do not really understand can add up to 75% of what is heard (Rixon, 1986).

Arévalo (2010) indicates that other kinds of difficulties that are directly related to the students themselves. One of the problems which the students have established learning habits in the sense that they were encouraged to understand everything by listening carefully to teachers who probably speak slowly and clearly. Hence, when they fail to understand every word while listening, they stop listening and lose the thread, which seems to be the reason for state of panic and worrying they usually show before and during listening.

In relation to those problems, we cannot deny that students' motivation plays an important role in learning listening. Another theme will be motivation. Because listening is so challenging, teachers need to think carefully about making the activities successful and the content interesting. We can create the interest activity in learning listening such as by listening English songs. By creating of high students' motivation, it hoped can reduce the listening difficulties. Furthermore, the students will be stimulated and not be panic or worry when they are learning listening.

5.1.6 A Good Listener

Bidadari (2010) explains, the students can be said that they are good in listening if they are active in learning listening process.

5.1.6.1. The characteristics of active listeners as below:

- Make eye contact/follow the listening
- Summarize the listening material has heard
- Make connection what are hearing to what already know
- Ask and answer the question during the learning listening process.

Saricoban (1999) claims that a good listener is one who has the enabling skills. The enabling skill characterizes the listener can follow the material by well. The skills are:

- ✓ predicting what people are going to talk about
- ✓ guessing at unknown words or phrases without panic
- ✓ using one's own knowledge of the subject to help one understand
- ✓ identifying relevant points; rejecting irrelevant information
- ✓ retaining relevant points (note-taking, summarizing)
- ✓ recognizing discourse marker, cohesive devices, including linking words, pronouns, references, etc
- ✓ understanding different intonation patterns and uses of stress
- ✓ understanding inferred information.

In summary, the students are said well in listening skill if they are active when learning listening. The activeness can be seen from the students' motivation and enthusiasm during learning listening. The students who active in listening are characterized they always focus on what they hear, they ask and answer the questions, and they can make a summary from the materials given in the post-listening.

5.1.7 How do we improve our listening?

Lynch (2004) states that according to the proverb, "Practice makes perfect", but a lot depends on what sort of practice you get through three stages of classroom activities: before, while and after listening.

- **Before listening** to teach lecture you will be discussing the content and language that you can expect the lecture to use. When we hear lectures as part of a university course we use our knowledge of the subject to help us to understand what we hear.
- **While listening** to the lectures you will be practicing the skills you need to make notes. Combining listening and writing in this way is not easy, even in our first language.
- **After listening** tasks are of two kinds. First there are tasks in which you analyze the language used by the lecturer, for example listening in detail to parts of the talk where the lecturer spoke quickly or used unusual expressions. Second there are tasks that focus on the content of the lecture.

5.1.8 Listening Material

Oanh (2011) states that the material is very important for the students to improve their listening skill. A suitable material can make the students want to learn. The material which suitable with the students have to be interesting, in the right level of students' difficulty, and presented in various activities. The interesting materials that are familiar, meaningful and various should be provided for the students. It can help them to understand more easily.

Beside of that, the authors emphasize that the material should be as natural as possible in order that students can practice and imitate the original voice from the speakers. Listening materials should consist of sample of natural language from as many different sources as possible, so the students will have experience with many varieties of topics and situations.

In concluding, the teachers are better to know the students' interest in learning listening with kind activities. If not, students will get bored and do not want to learn anymore. The use of songs also can motivate the students to attend lesson and pay attention in class, because songs can be used for a wide variety of learning and teaching activities.

5.2. Songs

5.2.1 Definition of song

Hornby(1990) states that 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. Songs can also provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons.

Bidadari (2010) mentions that almost everyone loves songs. It is a part of our language and life from before birth onwards. As a baby, we often hear our mother and father sing a song to deliver us sleep in the bedroom. When young children, we play, sing, and dance to a rhymes. As adolescents, we are consumes by the beat of popular songs artist in the world. As adults, we often hear song on television, movies, theater, and even nightly news. When we work, when we play, song is there to reinforce or every mood and emotion.

From explanation above, we are suggested to include songs in language learning as well. Songs had heard by the people in the world since they are born until died. So, listening to the songs has been a habitual and liked by

everybody. Beside of that, by songs we can provide a relaxed lesson on a hot boring day.

5.2.2 The use of song procedure

Arévalo(2010) affirms that there are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher.

According to Brown (2006), procedure of any listening activity can be done by activating prior knowledge, helping students organize their learning by thinking about their purposes for listening, and if speaking is also a goal of the classroom, using well-structured speaking tasks informed by research. The author explains the following steps to focus on a listening practice.

5.2.2.1 Activating prior-knowledge

Prior knowledge is organized in schemata: abstract, generalized mental representations of our experience that are available to help us understand new experiences. The idea of prior knowledge is one part of the cognitive model of language processing. That model says that when people listen or read, they

process the information they hear both top-down and bottom-up. Top-down means using our prior knowledge and experiences. Bottom-up processing means using the information people have about sounds, word meanings, and discourse markers like first, then and after that to assemble their understanding of what they read or hear one step at a time.

5.2.2.2 While-listening

Having a purpose for listening helps us listen more effectively. For example, when listening to a weather report, if our purpose is to decide whether to wear a coat, we want to focus on the temperature. In the listening activities, teachers should explain students which the purpose of the activity is. Students could listen for the main idea, for details, and for making inferences. Therefore, students develop a sense of why they listen and which skill to use to listen better. Teachers can build skills by asking students to focus on their reason for listening each time they listen. This is a form of strategy training. The idea of knowing the purpose of listening is a very effective first strategy to teach because it helps students organize and reflect on their learning.

5.2.2.3 Post-listening

When teachers think of listening activities, they have a tendency to think of students listening to a recording and doing a task. Students overhear other people talk and then react to that conversation. Brown (2006) states that this sort of task is important because it allows teachers to isolate students' responses and thereby gauge the progress the students are making on listening skills. Teachers can use post-listening activities to check comprehension, evaluate listening skills and use of listening strategies, and extend the knowledge gained to other contexts. A post-listening activity may relate to a pre-listening activity, such as predicting; may expand on the topic or the language of the listening text; or may transfer what has been learned to reading, speaking, or writing activities.

5.2.3 The functions of songs

Xiao (2012) states that English songs can improve comprehension skills, increase vocabulary and create fun. Claims that English songs bring energy to the classroom and boost students' confidence. Fonseca-Mora (2011) point out another two functions of English songs in teaching listening: to improve the memory and practice the pronunciation.

English songs provide authentic materials and contain various universal themes. (E.g. love, friendship, dream, and joy). English songs also promote an active atmosphere. Much linguistic information is contained in English songs, such as grammar, vocabulary and pronunciation.

5.2.4. Songs are key to primary practice

Sevic (2012) affirms that most primary school teachers generally use songs as a teaching technique, and Cameron (2001) claims that the use of songs and rhymes is also important for young learners (YLS) in foreign language classrooms. Likewise, Johnstone (2002) claims that teachers of YLS may make an important contribution to children's early language education by introducing their classes to recorded songs. Demirel (2004) makes the strongest claim when he argues that the most effective way to teach listening comprehension, pronunciation, and dictation to YLS is through teaching songs.

5.2.5 Songs provide opportunities for real language use

Sevic (2012) claims that songs provide excellent opportunities for repetition and practice that might otherwise be tedious. Sharpe (2001) points out that songs provide an occasion for real language use in a fun and enjoyable situation. She claims that singing is a vital part of the life of a young child, inside and outside

the school, and incorporating the foreign language into this fundamental activity is another way of normalizing it. Young children readily imitate sounds and often pleasurably associate singing and playing with rhythms and rhymes from an early age. The following three patterns emerge from the research on why songs are valuable in the classroom:

1. Affective reasons: A positive attitude and environment enhance language learning. Songs are an enjoyable activity that contribute to a supportive, non-threatening setting with confident and active learners.
2. Cognitive reasons: Songs contribute to fluency and the automatic use of meaningful language structures.
3. Linguistic reasons: In addition to building fluency, songs provide exposure to a wide variety of the authentic language students will eventually face in non-academic settings.

5.2.6 How to teach songs

Sevic (2012) claims a word of caution is necessary. As language teachers, we should always bear in mind that our main responsibility is to teach the target language. No matter how fun and enjoyable song activities may be for young learners, we should not get carried away by the music and rhythm of songs.

Our main responsibility is not to teach singing skills, but to teach the target language.

Therefore, if songs are used ineffectively, they can easily become mere entertainment and pleasurable interruptions in the school day that, in the long term, result in boredom and a lack of interest. There should be a clear reason in the language teacher's mind as to why and how to use a song. Songs can be an effective means of developing children's language skills only when they are well integrated into a scheme of work and carefully selected for the cognitive and linguistic needs of pupils. Kirsch (2008) states that listening activities should be based on meaningful, appropriate, and authentic texts (e.g., a story, song, or poem) that assist listening and remembering and that match the language and grade level of pupils.

5.2.7 Teaching listening skill through English songs

Oanh(2011) shows us different authors' statements, no one can deny that music has played a very important part in our life. Every one likes music. It accompanies with us very time we feel happy or sad. Music is at everywhere, every time we need it: "when we exercise, when we work, when we play, when we worship and even when we die, music is there to reinforce or alter every mood and emotion" (Lynch, 2005). Studies have shown that music can improve

concentration, improve memory, bring a sense of community to a group, motivate learning, relax people who are overwhelmed or stressed, make learning fun, help people absorb material.

Due to its great value, music and songs have been taken into consideration as a method to teach language it is currently a common practice to use songs in the classroom to support second language acquisition because music can stimulate and motivate students to learn a new language. It is really a language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes.

5.2.8 Tasks designed for listening texts

Oanh(2011) says, there are various kinds of listening task possible and applicable listening assignment should be:

✓ Dictation exercise:

This is common listening exercise which is usually practiced in the earlier years of school education. It requires students an integrative knowledge of the phonological, syntactic and semantic systems of a language. To do this task, teacher gives students handout, omitting some sentences of the text, then plays the tape and asks students to listen to the text and write the missing sentences down.

✓ **Ticking off items:**

Learner stick beside the items: Learners tick beside the items that they hear in the listening.

✓ **True/False:**

Identify whether the statement is true or false based on the listening.

✓ **Detecting mistakes:**

Some fact is mentioned with intentional mistakes for students to point out.

✓ **Gap-filling:**

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

✓ **Pictures:**

One picture or a series of pictures may be used. Students are then asked to identify pictures or components as they are referred to, either naming or ordering them in the order in which they are mentioned.

✓ **Answering questions:**

Based on the content of the listening, students are required to give longer and full answer to the questions.

f. METHODOLOGY

6.1. DESIGN OF THE RESEARCH

Action research has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation at the same time as conducting research. Action research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This study is an applied educational research work since it is a practical action research that will allow the practitioner to study aspects of practice with the introduction of the songs and their use to increase listening skills and see the reflections of her intervention.

6.2. METHODS, TECHNIQUES AND INSTRUMENTS

6.2.1. METHODS

This study will make a description of the data resulting from the application of an intervention plan. The following general methods will be applied along the descriptive research:

The Scientific method will facilitate the study of the songs applied in the developing of listening skill. It will help in the observations done before and during the intervention. This one will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The analytic-synthetic method will be used to analyze the obtained results through the questioners and teacher's diary. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The statistic method will be used to make the quantitative statistical analysis of the data received from the questionnaires and the qualitative text analysis of the data received from the teacher's diary.

This work will use the research spiral cycles proposed by Kemmis and Mc Taggart (2000) since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests.

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; p.2). 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, 1993; 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 her 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.

6.2. 2. TECHNIQUES AND INSTRUMENTS

Data Collection

Researcher's close observations of students' performance during class, a researcher's field diary and two test and two sets of structured questionnaires will be used to collect data in this study. Quantitative data will come from the

questionnaires and qualitative data will come from the researcher's field diary. All the data will be triangulated to confirm validity.

Test

Two tests will be used to collect students' progress before any intervention takes place and after she has used the songs as an activity to increase listening skill. All tests will be conducted in class so that researcher give a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

Questionnaires

Two sets of face-to-face questionnaires will be used. A questionnaire of structured or fixed response questions will be used to collect students' answers about the use of songs to increase listening skills at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. All questionnaires will be conducted in class so that researcher gives a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

Field Diary

The researcher will use a dairy 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.

6.3. PROCEDURES

The action research work process will include the following stages:

The intervention plan will start and end with questionnaires and tests. Two questionnaires will be applied; one at the beginning and another at the end of the study to collect data on students' performance. Two children songs will be introduced to increase listening skills. A field diary will be used as instrument to help the researcher to observe students' performance during class.

The two test will be applied to check the overall students' progress at the beginning and at the end of intervention plan. The Students' progress before and after the intervention will be compared and analyze to draw the conclusions about the action research work.

After the intervention the researcher will analyze the data collected. Then, she will draw the conclusions of the intervention. Finally, the report of her intervention will be presented for the private and public presentation.

6.3. 1. Tabulation

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

6.3.2. 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, the partners and the school.

6.3.3. Description

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

6.4. Population Sample.

Students from class sixth are chosen as sampling. The class has a population of fourteen students, four girls and ten boys. The group has a pre-beginner English level.

6.5 INTERVENTION PLAN

This intervention plan comprises 12 lessons based on the use of songs to increase listening skill among 6th year students at “Dorotea Carrion” public school, during the academic period 2013-2014

		Objectives	Activities	Procedure	Resources, Instruments
First Week	2 lessons	<p>To answer the Pre- test about verbs and parts of the body.</p> <p>To take a questionnaire</p>	<ul style="list-style-type: none"> - Answering the Pre-test - Taking a questionnaire 	<p>Researcher:</p> <ul style="list-style-type: none"> - Gives the students the pre-test and explains how to answer it - Gives the questionnaires to students in order to answer the questions <p>Students:</p> <ul style="list-style-type: none"> - Develop the tests and questionnaires. 	<ul style="list-style-type: none"> - Questionnaire - The Pre-Test. - Pencils - Record player - Cd with the song

<p>Second Week 2 lessons</p>	<p>To relate pictures to the oral form of the word (action verbs) within the song.</p>	<ul style="list-style-type: none"> - Activating background knowledge about the topic. - Singing the song” How about you “ - Listening and classify the verbs according to the song by using flash cards 	<p>Researcher:</p> <ul style="list-style-type: none"> - Show students six flash cards with verbs that contain the song then explain the meaning of each one.(jump, swim, ride, read, play, sing) - Sings the song with the students and everybody imitate the actions. <p>Students</p> <ul style="list-style-type: none"> - Repeat the action word names - In a circle listen to the song twice and put in the order the flash cards according to the song. 	<ul style="list-style-type: none"> - Record player - Cd with the song - Flash cards - Textbook - Field Diary sheets.
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<p>Third week 2 lessons</p>	<p>To discriminate the sounds of the words (actions verbs) within the song “How about you “</p> <p>To recognize the word in the lyrics of the song</p>	<ul style="list-style-type: none"> - Singing the song” How about you “ - Reading the lyrics of the song. - Discriminating the sounds. - Recognizing the sequence of the song. - Labeling the pictures when students listen to the verbs in the song. 	<p>Researcher:</p> <ul style="list-style-type: none"> - Distributes the lyrics of the song “How about you “ - Reading the song and students repeat. - Plays the song again. <p>Students:</p> <ul style="list-style-type: none"> - students discriminate and underline the correct word that they listen - Students listen again and order the lines or verses of the song. - Label the pictures according to the song. 	<ul style="list-style-type: none"> - Sheets of lyrics - Sheets of paper with the pictures about action verbs. - Textbook. - Record player - Cd with the song - Flash cards - Field Diary sheets.
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<p>Fourth Week 2 lessons</p>	<p>To relate pictures to the oral form of the word (parts of the body) within the song.</p>	<ul style="list-style-type: none"> - Activating background knowledge about the topic. - Singing the song” Head, shoulders,” - Listening and classify the parts of the body according to the song by using flash cards and big poster with human being 	<p>Researcher:</p> <ul style="list-style-type: none"> - Displays a poster with a big human body and explain the meaning of each one. - Sings the song with the students and everybody imitate the teacher’s movements. - Plays and singing the song with the students. <p>Students</p> <ul style="list-style-type: none"> - Repeat the song - Listen to the song twice and number the parts of the body that they listen. - Say the parts of the body each one in front of the class. 	<ul style="list-style-type: none"> - Textbook. - Record player - Cd with the song - Flash cards - Field Diary sheets. - Big poster with human being
<p>Fifth Week 2 lessons</p>	<p>To discriminate the sounds of the words (parts of the body) within the song “Head and shoulders “</p>	<ul style="list-style-type: none"> - Singing the song Head and shoulders. - Reading the lyrics of the song 	<p>Researcher:</p> <ul style="list-style-type: none"> - First, reads lyrics of the song. Then plays the recording and the whole of the class singing the song. <p>Students</p>	<ul style="list-style-type: none"> - Handout - Pencil - Field Diary sheets - Sheets of paper with pictures - Record player - Cd with the song - Textbook.

	To recognize the words in the lyric of the song	<ul style="list-style-type: none"> - Discriminating the sounds. - Recognizing the word and sequence of the song. - Filling in the blanks the missing words when students listen to the song. 	<ul style="list-style-type: none"> - Students discriminate and underline the correct word that they listen. - Listening to the song and circle the correct picture on the handouts. - Students listen again and order the lines or verses of the song - Work in groups. Listening to the song and filling in the blanks the missing words about the song. 	<ul style="list-style-type: none"> - Sheets of lyrics
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<p>Sixth Week 2 lessons</p>	<p>To answer the questionnaire.</p> <p>To take the post test</p>	<p>Performing a questionnaire about songs that they learned before.</p>	<p>Researcher:</p> <ul style="list-style-type: none"> - Give them handouts and explain them what they have to do - Gives them a post test <p>Students</p> <ul style="list-style-type: none"> - Listening to the songs and complete the handouts. - Answering the post test. 	<ul style="list-style-type: none"> - Handout - Pencil - Field Diary sheets - Record player - Cd with the songs - Questionnaire - The Post-Test
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g. TIMELINE

Phases	Activities	2014												2015												2016
		Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	
Project	Project Presentation	x																								
	Appointment of Teacher Advisor	x																								
	Project Approval		x																							
	Appointment of Thesis Director												x													
Intervention / Action	Application of the Instruments		x																							
	Act Observe			x	x	x	x	x	x	x																
Thesis Process	Data Organization and Tabulation					x	x	x	x	x	x															
	Interpreting and Reflecting						x	x	x	x	x															
	Writing up and Reporting							x	x	x	x	x														
	Presenting the Thesis Report									x	x	x	x													
	Thesis Revision											x	x	x	x	x	x	x	x	x	x	x	x	x	x	
	Thesis Presentation																						x			
	Thesis Approval																						x			
	Submission of the Folders																						x	x		
	Private Review																							x	x	
	Corrections																								x	x
	Public Presentation and Incorporation																									x

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

7.1. RESOURCES:

7.1.1. Human

- The researcher
- The fourteen students of sixth year of basic education at "Dorotea Carrión" Public School

7.1.2. Material

- Sheets of paper
- Flashcards
- Handout of the songs
- Poster
- Book

7.1.3. Technical

- Computer
- Internet

h. BUDGET AND FINANCING

BUDGET

Resources	
Cost Internet	\$90.00
Printed of the project	\$30.00
Print of reports	\$ 60.00
Printed of final report and thesis	\$200.00
Others	\$100.00
Total	\$ 480.00

FINANCING

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

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Annexes

QUESTIONNAIRE

Dear student:

Read each question carefully, and pick up the answer you think is best. Please answer the question honestly.

Student' code..... Date.....

1. Do you like English?

Yes ()

No ()

2. Which resources are used to learn English in your class?

Video ()

Games ()

Dictionary ()

Songs ()

Text Book ()

Flash cards ()

3. How often are this resources used in your English class?

	Once a week	Once month	Never
Video			
Games			
Dictionary			
Songs			
Text book			
Flash cards			

4. What activities do you do in your English class to increase listening skill?

a. Listening to songs to complete tasks	
b. Playing with cards	
c. Writing sentences	
d. Completing tasks on the text book	

5. How often do you do these activities in your English class?

	Once a week	Once month	Never
a. Listening to songs to complete tasks			
b. Playing with cards			
c. Writing sentences			
d. Complete the tasks on the text book			

6. Would you like to listen to songs in the English class to increase your listening skill?

Yes ()

No ()

Thanks for completing the questionnaire.

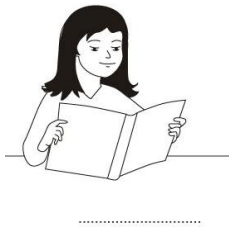
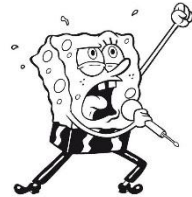
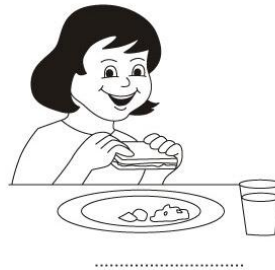
PRE- TEST

Pre-test applying among 6th year students at “Dorotea Carrión” Public School

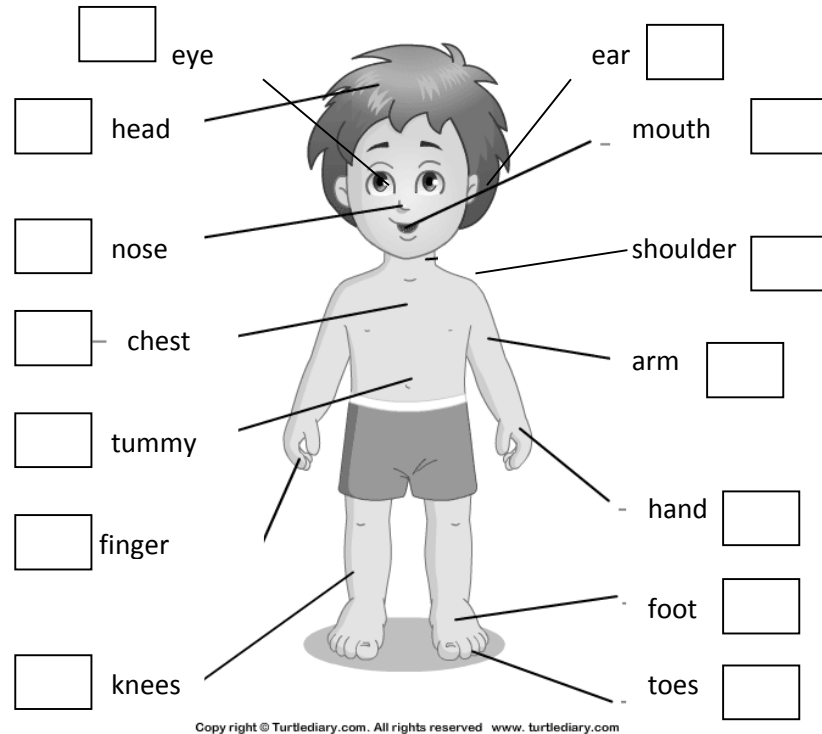
Name_____

Grade_____ Date_____

1) Circle the correct action verb that you listen to in the song.



2) According to the song write in order the number of the part the body that you listen.



3) Circle the word that you listen to complete the sentence.

How about you? How about you? How about you?
What can you do?

I can **hole / jump**
I can **swim / sweet**
I can **raise / ride a bike**

How about you? How about you? How about you?
What can you do?

I can **ring / read**
I can **play guitar / place**
I can **sing a song / sink**

4) Listen to the song. Then list it from 1 to 9

HEAD AND SHOULDERS

A song that tell us all about our ()

Sing a song is very neat song (1)

Knees and toes, knees and toes ()

Head, shoulders, ()

Head, shoulders, ()

Knees and toes, knees and toes()

And mouth and nose ()

And eyes and ears, ()

Head, shoulders, ()

Knees and toes, knees and toes. ()

POST- TEST

Post-test applying among 6th year students at "Dorotea Carrión" Public School

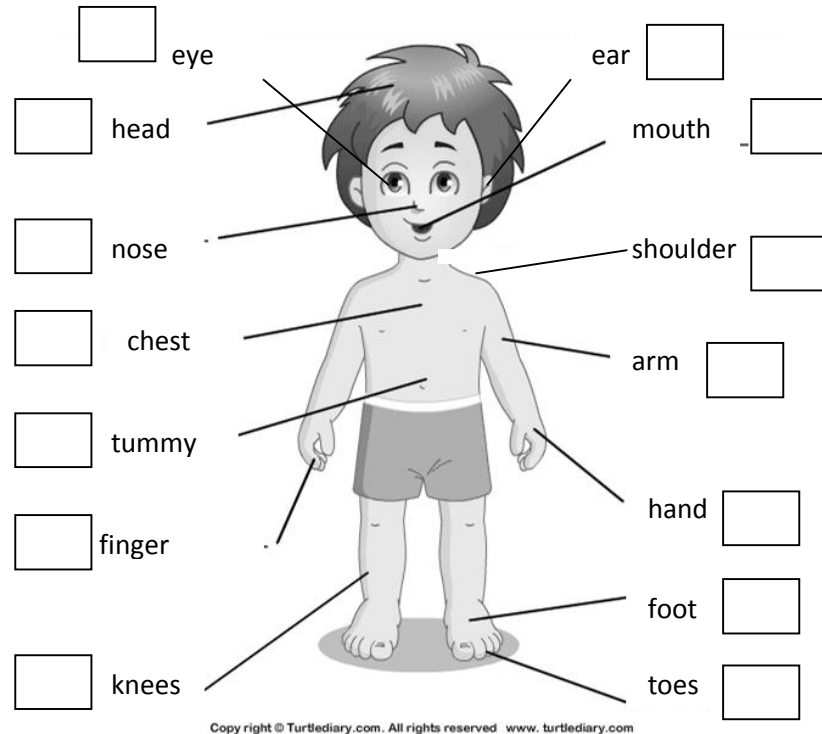
Name _____

Grade _____ Date _____

1. Circle the correct action verb that you listen.



2. According to the song write in order the number of the part the body that you listen.



3. Circle the word that you listen to complete the song.

4. How about you? How about you? How about you?
What can you do?

I can **hole / jump**
I can **swim / sweet**

5. I can **raise / ride a bike**

How about you? How about you? How about you?
What can you do?

I can **ring / read**
I can **play guitar / place**
I can **sing a song / sink**

4) Listen to the song. Then list it from 1 to 9

HEAD AND SHOULDERS

A song that tell us all about our ()

Sing a song is very neat song (1)

Knees and toes, knees and toes ()

Head, shoulders, ()

Head, shoulders, ()

Knees and toes, knees and toes()

And mouth and nose ()

And eyes and ears, ()

Head, shoulders, ()

Researcher Field diary

Lesson						
Activity						
Objective:						
Materials:						
Timing						
Procedure						
Grouping						
Do students like it?	yes		For a while		Not really	
Are they bored?	yes		No			
Do they make an effort?						
Comments						

Matrix

Theme: The use of songs to increase listening skill among 6th year students at “Dorotea Carrion” Public School, during the academic period 2013 - 2014

Problem	Objectives	Theoretical frame	Methodological design (action research)	Instruments
Main (Research) problem: How does the use of songs increase listening skill among 6th year students at “Dorotea Carrión” Public School?	General: To increase listening skill through the use of songs among 6th year students at “Dorotea Carrión” public school, during the academic period 2013-2014.	Listening skill Definition of listening skill The importance of listening skill in foreign language teaching Different types of listening	Preliminary investigation - Observing the English classes - Stating the background of problem - Describing current situation - Locating and reviewing the literature	-Questionnaires -Tests
Sub-problems: What kind of theoretical references about listening skill and the use of songs are effective for helping sixth year students at “Dorotea Carrión” Public School, during the academic period 2013 - 2014?	Specific: To investigate the theoretical references about listening skill and songs to increase the listening skill among 6th year students at “Dorotea Carrión” public school, during the academic period 2013-2014.	Informative listening Appreciative listening Critical listening Discriminative listening Empathic listening	- Creating a methodological framework for research. - Preparing an intervention plan	-Diary

<p>What are the issues that limit the listening skill among 6th year students at “Dorotea Carrión” Public School Public School, during the academic period 2013 - 2014?</p> <p>What are the important songs strategies of the intervention plan that address the current issues for increasing listening skill in learning English as a foreign language among 6th year students at “Dorotea Carrión” Public School, during the academic period 2013 - 2014?</p> <p>Which songs are implementing for increasing the listening skill among 6th year students at “Dorotea Carrión” Public School, during the academic period 2013 - 2014?</p> <p>How do songs as part of the classroom activities increase the listening skill among 6th year students at “Dorotea Carrión” Public</p>	<p>To diagnose the issues that limit the listening skill among 6th year students at “Dorotea Carrión” public school, during the academic period 2013-2014.</p> <p>To design an intervention plan with the use of songs to increase listening skill among 6th year students at “Dorotea Carrión” public school during the academic period 2013-2014.</p> <p>To apply the intervention plan as part of the classroom activities in order to increase listening skill in the English language among 6th year</p>	<p>Elements and Levels of Listening</p> <p>Difficulties in Listening Skill</p> <p>A Good Listener</p> <p>The characteristics of active listeners</p> <p>How do improve our listening</p> <p>Listening Material</p> <p>Song</p> <p>Definition of a song</p> <p>The use of songs procedure</p> <p>Activating Prior-knowledge</p> <p>While-listening</p> <p>Post-listening</p>	<p>Intervention and observation</p> <p>- Applying, observing and monitoring students’ performance according to the intervention plan</p> <p>Presentation of research findings</p> <p>Reflecting, analyzing and answering the proposed</p>	
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School, during the academic period 2013 - 2014?	<p>students at “Dorotea Carrión” public school during the academic period 2013-2014.</p> <p>To reflect upon the effect that the songs had on sixth grade students at “Dorotea Carrión” increasing the listening skill during the academic period 2013-2014.</p>	<p>The functions of songs</p> <p>Songs are key to primary practice</p> <p>Songs provide opportunities for real language use</p> <p>How to teach songs</p> <p>Teaching listening skill through English songs</p> <p>Tasks designed for listening texts</p>	inquiries organizing the final report.	
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Lyrics of the song

HOW ABOUT YOU?

How about you? How about you? How about you?
What can you do?

Jump, I can jump (2)
Swim, I can swim (2)
Ride a bike, I can ride a bike (2)

How about you? How about you? How about you?
What can you do?

Read, I can read (2)
Play guitar, I can play guitar (2)
Sing a song, I can sing a song (2)

How about you? How about you? How about you?
What can you do?

<http://www.dreamenglish.com/actions>

HEAD AND SHOULDERS

Sing a song is very neat song
A song that tell us all about our

Head, shoulders,
Knees and toes, knees and toes
Head, shoulders,
Knees and toes, knees and toes
And eyes and ears,
And mouth and nose
Head, shoulders,
Knees and toes, knees and toes.

Head, shoulders,
Knees and toes, knees and toes
Head, shoulders,
Knees and toes, knees and toes
And eyes and ears,
And mouth and nose
Head, shoulders,
Knees and toes, knees and toes.

Cheeks, chin, tummy, hips, hands
And elbows... elbows

Head, shoulders,
Knees and toes, knees and toes.
Head, shoulders,
Knees and toes, knees and toes
And eyes and ears,
And mouth and nose

Head, shoulders,
Knees and toes, knees and toes

Eyes and ears,
And mouth and nose
Head, shoulders,
Knees and toes, knees and toes

<https://www.youtube.com/watch?v=Ozzo7GQLoAE>

Handouts to work in class.

DISCRIMINATE SOUNDS

Name..... Date.....

Circle the correct word that you listen in the song

How about you? How about you?

How about you? What can you do?

I can **hole** / **jump**

I can **swim** / **sweet**

I can **raise** / **ride a bike**

How about you? How about you?

How about you? What can you do?

I can **ring** / **read**

I can **play guitar** / **place**

I can **sing a song** / **sink**

RECOGNIZE SEQUENCE IN THE LYRIC OF THE SONG

Name..... Date.....

Listen to and order the lines or verses according to the song.

HOW ABOUT YOU?

How about you?

How about you?

How about you?

What can you do?

Swim, I can swim

Ride a bike, I can ride a bike

Jump, I can jump

Swim, I can swim

Ride a bike, I can ride a bike

Jump, I can jump

How about you? How about you? How about you?

What can you do?

RELATE WRITTEN WORD TO THE PICTURE

Name:..... Date:.....

Label and number the pictures according to the songs

swim read jump play guitar sing ride



DISCRIMINATE SOUNDS

Name..... Date.....

Listen and underline the correct word.

HEAD AND SHOULDERS

Sing a song is very neat song

A song that tell us all about our

Hair / Head, shoulders,

Knees and **toes / tongues** , knees and toes

Head, shoulders,

Knees and toes, knees and toes

And eyes and **ears / tears**,

And **mouth / mouse** and nose

Head, shoulders,

Knees and toes, knees and toes

RELATE THE PICTURE TO THE ORAL WORD

Name..... Date.....

Circle the correct picture that you listen in the song



RECOGNIZE SEQUENCE IN THE LYRIC OF THE SONG

Name..... Date.....

Listen and number the lines or verses according to the song.

HEAD AND SHOULDERS

A song that tell us all about our ()

Sing a song is very neat song (1)

Knees and toes, knees and toes ()

Head, shoulders, ()

Head, shoulders, ()

Knees and toes, knees and toes()

And mouth and nose ()

And eyes and ears, ()

Head, shoulders, ()

RELATE ORAL WORD TO WRITTEN WORD

Name:..... Date.....

Listen to the song then filling in the blanks the missing words.

eyes

ears

toes

shoulders

knees

HEAD AND SHOULDERS

Sing a song is very neat song

A song that tell us all about our

Head, _____,

Knees and _____, knees and _____

Head, shoulders,

Knees and toes, knees and toes

And _____ and _____,

And mouth and _____

Head, shoulders,

_____ and toes, knees and toes.

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