



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN ENGLISH LANGUAGE DEPARTMENT

TITTLE

**“APPLYING SONGS TO IMPROVE LISTENING SKILL
IN THE ENGLISH LANGUAGE LEARNING WITH
THE STUDENTS OF SEVENTH YEAR OF BASIC
EDUCATION, AT “ANDRÉS MACHADO MONTERO”
SCHOOL. ACADEMIC PERIOD 2013-2014”**

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the Bachelor's Degree in
Sciences of Education,
English Language Major

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CERTIFICATION

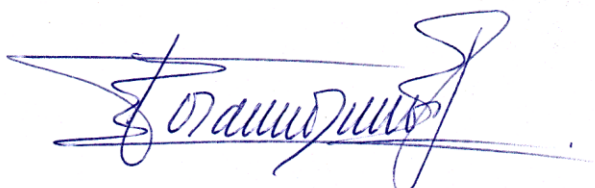
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DEDICATION

To God for giving me life and giving me the intelligence gift to achieve this new goal.

This thesis is dedicated to my lovely mother; Regina, and my dear father, Rigoberto, who helped and supported me constantly during my all academic studies and encouraged me to pursue my dreams, thank you for their words of encouragement, their permanent presence in every moment, and for their great love and patience. I love them.

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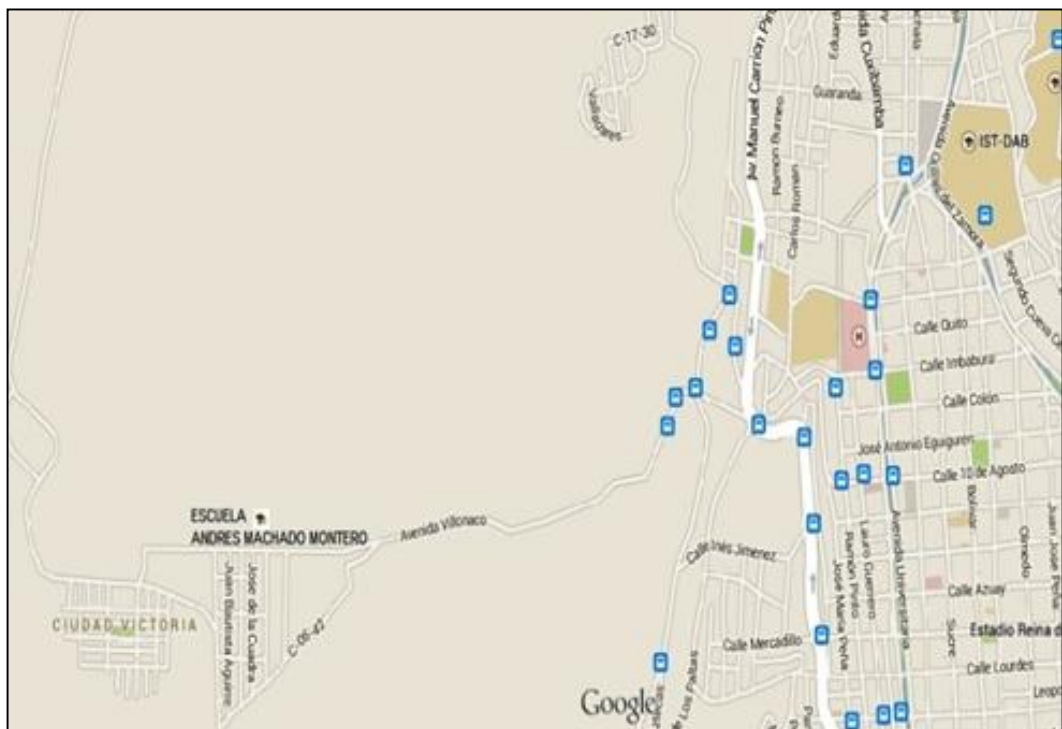
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a. TITLE

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b. RESUMEN

Esta investigación acción se enfocó en el uso de canciones para mejorar la destreza auditiva con trece estudiantes de séptimo año de la escuela pública Andrés Machado Montero. Se llevaron a cabo seis sesiones. Se aplicó una prueba y un cuestionario diseñada por el investigador para medir el progreso y la percepción del uso de canciones en los estudiantes. Se utilizaron fichas de observación para monitorear el progreso de los mismos. Los resultados del post-test mostraron un progreso significativo en esta habilidad y los datos cualitativos muestran un cambio notable en la percepción del uso de canciones en el proceso de esta destreza. Para concluir, el cambio en la percepción de los estudiantes es evidente en las calificaciones del post-test. Una recomendación para futuros investigadores es aplicar canciones en su práctica docente ya que contribuyen al aprendizaje de la destreza auditiva de forma efectiva.

ABSTRACT

This action research study was focused in using songs to improve the English listening skill with thirteen seventh year students at “Andrés Machado Montero” Public School. Six sessions were carried out to improve this skill. A researcher-made test and a questionnaire were used to measure the students’ progress and perception of the use of songs. Observation sheets were used regularly to monitor the students’ progress. The results revealed significant progress in this skill after the use of songs and it was demonstrated through qualitative data with a noticeable change of perception toward using songs as a teaching strategy occurred. To conclude, the change in the students’ perception was significant as it was showed in their post-test scores. A recommendation for future researchers is to apply songs in their teaching practice because it contributes to improve the listening skill in an effective way.

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c. INTRODUCTION

This review study explores the use of songs as an effective technique to improve listening skill. This work was interested in knowing about the effectiveness of applying songs to improve listening skill. It was supported by literature about two variables. Listening skill is described as the most important skill, because it is the input of a language. Listening is "The ability to understand spoken language". (Rankin, 1952). Songs are useful techniques to overcome the English listening limitations as the following author mentioned; "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. (Hornby, 1990). In addition, songs are commonly used in teaching listening skill in foreign language learners, since it not only increases the improvement of this skill but it is also entertain and motivate the students to continue learning.

Once applying a pre-test, the researcher found some limitations related with listening skill. Specifically, the participants had main problems in getting the main idea, so the researcher applied songs using different activities in order to overcome this limitation.

The students were interviewed, and after that, the researcher could notice that they had problems concerning to listening skill. Developing this action research project, the researcher was able to analyze how practical are the songs to improve listening skill. This topic was selected knowing that, songs

could help the students to improve the limitations that they have in listening skill, since English songs are considered as a fun and effective resource to overcome students' limitations.

Once the information was gotten about the student's problems, the researcher wondered the following: *What kind of literature about songs is effective to improve listening skill in the English Language Learning with the students of seventh year of Basic Education at "Andrés Machado Montero" School? Academic Period 2013 - 2014. What are the negative aspects that limit the listening skill in the English Language Learning? What types of songs are the most adequate to improve the listening skill in the English Language Learning? How do songs as part of the classroom activities help to overcome the limitations in the listening skill in the English Language learning? How efficient was the application of songs in the listening skill in the English Language learning?*

In this section, the researcher focused in two variables: Listening skill and Songs. A group of thirteen participants were part of this action research work. To improve the students' listening skill a period of eight sessions of intervention period during three weeks was implemented where the researcher had to apply different kinds of activities in order to improve the problems that students had in listening skill according to the parameters used in this study. Concerning to the participants work and attitude it could be said that they improved in a significant way, since they worked with enthusiasm and in a collaborative way developing all the activities planned for the intervention stage.

The benefits of carrying out action research within the classroom are meaningful since they are used to take action and make a change. Concerning the present research work, an advantage of developing this research was that the researcher focused in a specific problem and was part of the improvement of a group of students. Thus, it could be stated that the strategy applied had a positive impact in listening skill, since songs are considered as the most suitable resource to improve this skill. However, there were some limitations that did not allow the right process in developing this work. A negative aspect was that participants, at the beginning of the intervention period did not work collaboratively, which did not facilitate that the workshops applied run in a smooth form. Another negative issue was the size of the classroom, which was not enough for all the participants; this was because the classroom was shared with another grade.

d. LITERATURE REVIEW

1. LISTENING SKILL

Before starting with a definition, it is essential to mention that listening skill is the most relevant skill in learning a new language. It is important because to learn a language people must listen first. In order to understand in a better way the important role that listening skill plays in learning a new language, in the information below it is provided a definition of what listening skill is. According to Underwood, (1989), points out that listening is an activity of paying attention to the speaker and subsequent attempt to understand what we hear. On the other hand Rankin, (1952), defined listening as "The ability to understand spoken language".

➤ IMPORTANCE OF LISTENING SKILL

Listening is undoubtedly the most important receptive skill that people must have to develop to obtain a target language. Nevertheless, this skill has a level of difficulty in teaching English as a foreign language to elementary grades; especially learners that do not have considerable English learning level. Day to day people must be in touch. Listening is the key way to communicate each other, since listening is the bridge to interchange thoughts, knowledge, ect. Listening is a skill that helps to develop the other basic skills; Reading, writing and speaking, basically the speaking skill. On others words, to change information, people must be able to listen, process and then, can give a correct

information. In the lines below there are provided the most essential reasons for why listening is important.

- Listening is vital in the language classroom because it provides input for the learner. Without understandable input at the right level, any learning simply can not 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.
- Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, interaction patterns) in the language. (Rost, 1994).

Similarly, Tyagi, (2013), emphasizes that: "Good listening skills make workers more productive". In the same way, this author mentions that the ability to listen brings positive effects in learning a new language, such as:

- Understand assignments in a better way and find what is expected from someone.
- Build rapport with co-workers, bosses, and clients
- Show support.
- Work better in a team-based environment

- Resolve problems with customers, co-workers, and bosses.
- Answer questions
- Find underlying meanings in what others say.

➤ **HOW DO WE LISTEN?**

Listen is the first skill that learner must develop to learn a language. But, at this point, the main thing is focused in the processes about how listening happens. In a more understandable form, it is a question that can be answered by Tyagi, (2013), that states that listening follows five stages and they are showed below in a summarized way.

Hearing: It is one of the principal processes that a learner develops in listening, which consists in the ability to stimulate the sensory receptors of the ear to develop the capacity to hear and to know how the sounds are perceived.

Understanding: It implies to understand and analyze the symbols and its meaning of what people see or hear. It refers not only perceive words but also sounds like applause. As Tyagi, (2013), notes: “For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender”.

Remembering: It is a useful way to listen, since that in this process, people not just receive the information, but also, they keep in mind, recall, interpret and retain information in their memories

Evaluating: In this way of listen just active listeners participate. At this point, Tyagi, (2013), claims that: “The effective listener makes sure that he or

she does not begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases”.

Responding: It is a stage where the listener has to give a feedback through verbal and/or nonverbal responses; because the unique way to notice if the message was received and understood is through an evaluation.

➤ **APPROACHES TO TEACHING LISTENING WITHIN THE FOREIGN LANGUAGE CLASSROOM**

Tyagi, (2013), comments that: “Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input”.

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

- Listening for the main idea
- Predicting
- Drawing inferences
- Summarizing

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

- Listening for specific details
- Recognizing cognates
- Recognizing word-order patterns

To sum up, these two approaches; Top-down and bottom-up are so important to people to process information. It is important to mention that both of them have their own specific activities. For that reason, the researcher took one activity of each approach to apply in her intervention plan, since that they are considered as the most effective ways to improve the students' listening level. For the Top-down strategy the activity chosen is listening for the main idea and for the Bottom-up strategy the activity selected is listening for specific details.

➤ **LISTENING SUB SKILLS**

Significant information for this action research project is to consider the sub skills that listening skill contains. The researcher must have an overall understanding of whole listening sub skills and to select the main operations with which the researcher is going to work with. Nevertheless, the teacher have to be conscious that the most important are not the operations that the researcher wants to apply in the classroom, but, the operations that participants need specifically to improve their listening skill.

So far, it is examined that there are many listening sub kills that helps to improve this skill. Each sub skill has its specific function and each one provides an explicit technique to improve this receptive skill. In the information provided

below, there are explicitly the listening sub skills used by the researcher in her action research work.

Listening for General Information

According to Hammer, (1983), writes that; “Most of the time listeners pay attention to what is being said with the purpose of getting general information. They listen to get a general idea of the main points given. The listener must be able to listen solely to what is fundamental and to discard what is detailed. The ability to get the general picture from spoken language is often more difficult than from written language”.

Listening for Specific Information

Listening for specific information or also known as listening for details is the ability to catch the important or specific details that the listener requires to fulfill information. It consists in not paying attention to whole information, but specific one. Hammer, (1983), comes again to say that: “The ability or skill of listening to extract specific information is as important for listening as it is for reading”.

Sound Discrimination

This listening sub skill is so useful to improve listening and it is seen as the most basic listening sub skill. It is a skill that requires a mechanical skill level and put attention to what is the correct word that a learner has to choose from two options or alternatives. Furthermore, students in this sub skill have to learn

to distinguish the words' sounds to have a clear and right meaning of the context.

2. NEGATIVE ASPECTS THAT LIMIT THE DEVELOPMENT OF THE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING

➤ PROBLEMS IN THE LISTENING SKILL

▪ Problems caused by pronunciation

According to Rixon, (1986), confirms that one of the most common problems encountered by students is the way English words are pronounced but unfortunately this aspect of English cannot be overlooked as pronunciation of English can cause students problems in recognition, and therefore in comprehension.

So, learners have difficulties into three aspects:

First, learners do not understand some words that there are several way to pronounce them.

Next, students can misunderstand the language, since the written and spoken language is different and they fail in the language.

Finally, students must be conscious that words are also pronounced in the context.

- **Problems caused by the lack of control of a speaker's speech speed**

Another listening difficulty that learners have to face is the speed of speakers' speech, because there are some speakers that speak too fast and for foreign learners it is a challenge. Underwood, (1989), points out "Students believe that during the listening they can miss important information and in contrast to read they cannot re-listen to it. Some students can be busy with the meaning of certain words from the first part that they miss important information from the second part or they can stop listening as they are not able to select the correct information so quickly".

- **Problems caused by the inability to get things repeated**

Underwood, (1989), mentions that another problem connected with listening is the fact that listeners cannot always make the speaker repeat what they have just said. If the recordings are under the students' control they can be played over and over again but this is not possible in everyday classroom environment where the teacher decides whether they will listen to the recording again or not.

- **Problems caused by the failure to concentrate**

The author Ur. Penny, (1984), suggests that "If the exercise is too long it would be more suitable to break it up into shorter parts by pausing or a change of the speakers. On the contrary, Underwood, (1989), mentions that listeners

can also lose their concentration if the recording is in a poor quality or they are disturbed by outside noises

- **Problems caused by the interpretation**

Underwood, (1989), appears again to state “A listener who is not familiar with the context and background knowledge of the speaker’s experience can have difficulties in communication. Now learners’ inability to understand is not caused by limited word stock and learning habits but by the fact that the listener and speaker do not share the common meaning. But on the other hand this can even happen to people who use the same language and are from the same background”.

- **Problems caused by the lack of visual support**

According to Hedge, (2000), In real life listening is not only about hearing some information but also about seeing the other people e.g. their gestures and body language. But in classroom environment teachers usually use audio not video recordings and this can cause problems to some learners since they must focus only on what they hear, which can be restricting for them. This means that teachers must spend time on a good presentation about the background so that the context is presented to the students.

Summarizing this point, it is noticed that there are a lot of negative issues that restrict the students’ listening development. Those aspects are: pronunciation, speaker’s speech speed, failure to concentrate, etc. In order to

face these negative issues, it is important to know what weaknesses learners have to help them to overcome those problems and improve them.

➤ **FACTORS THAT AFFECT THE LISTENING SKILL**

Factors are other issues that could affect the listening skill. There are three main factors such as; Affective, psychological and cognitive.

Affective factors

Dulay, (1975), defined it as “an inner processing development, hinder the absorbing of the language to learners by affective factors subconsciously”. In a similarly way Krashen, (1982), divided affective factors into three aspects: motivation, self-confidence and anxiety. Those factors affect second language learning.

Psychological factors

The psychologist Maslow, (1968), proposes a hierarchy of needs, in which he divided it into two main categories: deficiency needs and the being needs.

The former included the basic needs for survival, security, belonging and self-esteem. If this need cannot be fulfilled, it is impossible for people to do other things. The latter needs contain the fulfillment of individual potential, with the representation of cognitive and aesthetic.

Cognitive factors

Nisbet, (1986), comments that “Meaningful learning requires a deliberate effort on the part of learners to relate new knowledge to relevant concepts they already process”. The transfer of learning is vital in language acquisition that can be divided into two kinds: positive transfer and negative transfer. If the appropriate connections are made, positive transfer will occur. Negative transfer, caused by the result of incomplete or incorrect schema, leads to an inappropriate application of prior concepts to new situations.

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

A significant definition from the Oxford English Dictionary is that song is a brief composition written or adapted for singing. 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. It is a composition of the human voice which contains lyrics and is accompanied by musical instruments. In the same way Fonseca-Mora et al. (2011) defines that “Music is rhythm, a reflection of our physiological life. Music is also melody, sequence of sounds, which is associated with our emotional life.”

Music is listening in every part of the world, and it is an important resource to improve any ability, especially the listening skill. It is an effective resource, because it contains real language and it is a funny and relaxed way to improve listening skill.

➤ **ADVANTAGES OF USING SONGS IN THE CLASSROOM**

Using music in the classroom has many advantages for the learners. There are some authors that present the benefits of using songs in class. According to Brown, (2006), songs have the following benefits:

- Students can practice their listening skill and increase their cultural knowledge.
- Songs may help students become more interested in the class.
- Practicing lyric reading, studying the vocabulary, and listening to various songs can help students become more familiar with popular songs and make them more confident in their ability to listen and understand the world around them.

In a similarly way, Ward, (1991), believes that teaching with songs can provide students with authentic activities, authentic language, motivation, good pronunciation, new vocabulary, and opportunities to use the language. Another benefit is that songs contribute to the learning of pronunciation. Students will learn the correct rhythm and stress when they sing alone. Learners can focus on sounds, on words, and on connected speech. In a same way, Gobbi, (2001), states that it helps the development of grammatical structures, stimulates conversation, among others. In addition, Merell, (2004), affirms that; It is a tool that can help teachers maintain a positive and productive environment.

As a result, applying songs in the classroom change the traditional method of teaching in a funny way, make students engaged and be participative in the class.

➤ **STUDENTS LIMITATIONS IN LISTENING SKILL**

Limitations are also known as negative aspects that decrease the opportunities to develop the listening skill. Learners have some limitations that do not allow them to improve their listening level. So, to start with this topic, in this part, the negative aspects will be particularly referred to the students that will be part of the intervention plan. First of all, it is important to mention that students who were part of it, had many difficulties concerning to listening. Most of the participants had difficulties at the moment to understand the song, because of the lack of a previous learning, which did not facilitate their understanding.

Furthermore, another limitation was the speech speed, since there are some singers that sing too fast and use many contractions, which make the songs more difficult to get it. Another big limitation is that learners had not been a continuous learning of the language, which facilitates their comprehension, since they did not have a specialized English teacher. Moreover, the pronunciation and accent of many songs are not clear enough for foreign learners.

➤ **USING SONGS IN THE FOREIGN LANGUAGE CLASSROOM**

Songs are easily to find online, so English teachers have the facility to get a great amount of songs on it to teach in the classroom. However, to use effective songs with the students, it is important to ask the following questions; What song are the most suitable to teach? What is the English level of the students? How old are they? What are the students' likes in music? Those kinds of questions help teachers to choose carefully the music according to the age, level and interest of the learners.

⇒ **The use of song procedure**

According to Saricoban, (October 2000), at the primary level of singing the song, the prosodic features of the language are emphasized. At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques. Some examples of these techniques are:

- Gap fills or close texts
- Focus questions
- True-false statements
- Put these lines into the correct sequence
- Dictation
- Add a final verse
- Circle the antonyms/synonyms of the given words
- Discuss

⇒ **The Criteria of Song Selection**

At the moment of selecting an English's song, the important feature is to be sure that a song contains clear and understandable lyrics. Another important thing to consider is that the audio will be good enough. (Lynch, 2008), shows three conditions that a song must have, those are:

- ✓ Use songs that are popular with the students whenever possible.
- ✓ Songs must have clear and understandable lyrics.
- ✓ Songs should have an appropriate theme.

In a same way, Ersöz, (2007), proposes that coaches have to take into account songs that:

- ✓ Contain simple and easily understood lyrics
- ✓ Link with a topic or vocabulary that learners are studying in class
- ✓ Contain repetitive lines
- ✓ Allow children to easily do actions (to help emphasize meaning).

➤ **LISTENING LESSON SEQUENCE**

Montaner, (2002), suggests some activities, related to each listening stage and they are shown below.

⇒ **Pre-listening activities**

In the pre-listening activity, as a warm-up, teacher can bring some pictures or CD's of popular actors or singers to class. Pass out the cloze activity

handout, and have students read the lyrics and figure out what the missing words might be, using their knowledge in grammar. Have the students compare their guesses with their neighbors. Ask for volunteers to share their guesses with the class. These activities involve that learners have to manage with the language (students get familiarized with some concrete vocabulary and with specific language structures) and with the theme, that is, the situation of the song in the context.

So far, it was examined in a general way the activities that could be used in the pre-listening stage. Now, some specific activities are presented with an instruction that the teachers could apply.

- **Blanket-blank**

It is an activity that is developed in groups. It refers about the prediction of omitted words in a song or creates a new phrase or line.

- **Key words**

This activity involves using clues or key words in order to encourage students to guess the context. According to Montaner, (2002), says that as a general principle, to prepare students to listen is to try to play the recording once for overall comprehension

- ✓ Tell your students they should not worry that they have to understand every word they hear. Not every word is important!

- ✓ Where possible, make sure students know what they are listening for before you start listening. Explain they should focus only on the information they need.
- ✓ Give two or three general questions to check student's comprehension of the basic details.
- ✓ If possible, check for any words that your students may not know. Pre-teach these so they do not interfere with understanding.
- ✓ Brainstorm students' ideas on the topic they are going to listen to. This will help focus them.
- ✓ Do not choose a listening that is too long. If necessary, stop the recording at certain points and review what students have understood so far.

⇒ **While-listening**

According to Bilal, (30 April, 2012), director of the English Department in Hans Christian Andersen School, suggests four principle activities that teachers can use to teach English using songs to their students:

- **Fill-in-blanks.** It consists in erasing some words from the song, to allow students to listen carefully and fulfill them.
- **Spotting the mistakes.** It refers to ex replace the words provided by the teacher with synonyms or antonyms taken from the lyrics.

- **Changing the order of verses.** This activity is about given pieces of paper about the song in a mixed way. The learners have to listen to the song and find the correct order of them.
- **Group discussions.** This activity consists in making groups and some questions to develop the discussion activity.

Montaner, (2002), gives some activities that could be used in the while-listening stage:

- **Discrimination**

The teacher asks learners to choose the right word from two alternatives. There are obviously various sets of alternatives within the song. To have a clear understanding, in the lines below, a short example is provided. It is a fragment of the song by Shania Twain,

Life **will/ was goin'** great

Love **was/is** gonna have to wait

Was in no hurry-had no worries

Stayin' single was the plan

won't need/didn't need a steady man

I had it covered- 'til I discovered

That love **gets/is getting** me every time

My heart **changed/has changed** my mind

To sum up this activity, students must select the right word from two words or alternatives. Discrimination is also known as multiple choice activities.

- **Order the lines.**

The teacher here photocopies the lyrics in the wrong order and gets students to reorder them by numbers.

- **To carry out tasks**

- ✓ Play the recording again for specific details.
- ✓ Tell students to note any dates, people or places they hear.
- ✓ Divide students into groups and give each group a different listening task (e.g. different questions). Then swap their answers and have students listen again and check their classmates' answers.
- ✓ Do not be afraid to repeat the recording... especially the parts students have most trouble understanding.

⇒ **Post-listening = follow up**

- Tell students to compare their notes and discuss what they understood in pairs or small groups.

- Encourage students to respond to what they heard. For example, where possible ask questions like Do you agree? And encourage debate.
- Tell pairs to write a summary of the main points. Then have them compare their summaries and check if they covered all the main points.
- Play the recording again and tell students to call out 'Stop!' when they hear the answers they were listening for.
- Put students into groups and tell them to make a list of comprehension questions to ask each other.
- Tell students to make a list in their notebooks of any new vocabulary they feel is useful.

e. MATERIALS AND METHODS

This section related to methods and materials is developed considering: design, context, participants, methods, techniques, instruments, materials and procedure.

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

⇒ CONTEXT

Andrés Machado Montero public school was selected as the place for the present research work since it was the school where the researcher had the opportunity to observe as a pre-investigation activity; therefore she had an insight of the spectrum of English teaching within the school. Andrés Machado

Montero School is located in Menfis neighborhood and it is not organized according to Ecuadorian School System requirements for a basic education school. Students attending this rural public school live under the social surroundings which characterizes developing communities in Latin American countries as Ecuador.

Having English as a subject within curriculum in Ecuadorian public elementary school is not compulsory as it is for middle and high schools. In the case of Andrés Machado Montero, the treatment of English as a subject within the curriculum of the schools is optional and it is reflected in the limited class periods devoted to teach it. It did not have an English teacher as part of its teaching staff and the only English instruction that children received was that coming from the teacher trainee who was required to complete a certain number of classes as part of their undergraduate studies.

⇒ **PARTICIPANTS**

The participants who were part of this action research were a group of thirteen students (seven men and six women), of the seventh year of Basic Education. They were male and female whose ages range from 11 to 14 years old. These students received English as an optional subject; furthermore, they had 2 class academic periods (40 minutes) per week. They did not have any kind of English textbook to learn this language. The unique kind of resource that they used was the worksheets prepared by the teacher trainee.

⇒ **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 at describing the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research:

The *Scientific method* assisted the study of the use of songs applied in the development of listening skill. It helped in the observations done before and during the intervention. This one also assisted during the anticipation of the possible solution; it supported during data collection 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 research.

The *analytic-synthetic method* was used to analyze the obtained results through the questionnaires, tests and survey. It was adopted also to make the interpretation of data, the logical analysis and drawing up the conclusions.

The *statistic method* made possible the quantitative statistical analysis of data derived from the tests and questionnaires and the qualitative analysis of the data received from the observation guide and field diary and notes.

⇒ **TECHNIQUES**

Specific techniques were adopted along each stage of the research process starting from the conformation of the theoretical framework to the discussion of results. In the conformation of the Theoretical Framework, late Literature Review, extensive reading was conducted and the use of outlines and index cards made concise understanding possible. Technology offered valuable help in the process of administering bibliographical sources and citation techniques. APA style was assumed as the formal system for format organization and citation.

⇒ **DATA COLLECTION INSTRUMENTS**

A questionnaire, survey, conversations, students' grades, students' works (documentary evidence) field diaries & notes, systematic observations, (photos) and researcher's-made tests were used to gather the information.

⇒ 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 students of seventh year of basic Education at Andrés Machado Montero School; The thesis advisor who tutored along the stages of the study and the researcher that worked motivated and eager to learn from the relevant moments were active subjects in the development of this work.

The personal computer, internet, removable memory stick, and multimedia were the technological resources used. The office supplies like handouts, flashcards, videos, textbooks and bibliography made it possible. And the materials used for the intervention plan were; Songs (sheets, flash memory), copies and tape recorder.

⇒ PROCEDURE

The study started with a survey to the students who were part of this research in order to identify the issues the students were facing. The analysis of the data gathered facilitated the problem statement and figuring out a possible solution. At the same time, the structuring of a theoretical framework based on listening skill and the use of songs was done to support the questions raised along the information received.

An intervention plan, organized in 8 lessons, was designed with the help of the literature framework. After that, the application of the plan was carried out.

During this stage quantitative and qualitative data was collected using the instruments mentioned above.

After, the data gathered was tabulated and analyzed. The discussion of the outcomes was completed with the triangulation of the findings and the literature that supports this study. The conclusions were drawn up considering the initial inquiries. Finally, the reporting of the thesis was written and disseminated.

⇒ INTERVENTION PLAN

The following chart shows the songs that were used in the stage of act. These songs are selected carefully and according to the contents that participants were learning at their institution. The researcher chose 2 songs, due to that she applied 8 sessions (3 sessions per week) to help students to improve their listening level. But, the first session was used specifically to apply a pre-test and the last session to apply the post-test.

GENERAL OBJECTIVE: Applying songs to improve students' listening skill level.			
DESCRIPTION: The intervention stage were applied in 8 sessions of 60 minutes each one. It was applied during three days per week (Wednesday, Thursday and Friday). It was developed with the students of seventh year of Basic Education in a Public School.			
LESSON		OBJECTIVE	RESOURCES
WORKSHOP N° 1	Diagnostic test	<u>Teacher's objective</u> To diagnose students' listening level before starting the intervention.	<ul style="list-style-type: none"> Traditional song: Mary had a little lamb (Audio)

		<u>Students' objective</u> To evaluate their knowledge in the listening skill	<ul style="list-style-type: none"> Flash memory Tape recorder
WORKSHOP N° 2	Prepositions of place (Pre-listening activity)	<u>Teacher's objective</u> To introduce unknown of the song that will be applied.	<ul style="list-style-type: none"> Classroom objects' poster Video (Preposition of place) Flashcards Flash memory Computer Lyrics of the song (Preposition of place) Basic material
		<u>Students' objective</u> By the end of the sessions students will be able to use the vocabulary learned.	
WORKSHOP N° 3	Prepositions of place (While-listening activity)	Teacher's objective Apply the operations what are going to be improved in this intervention using different activities.	<ul style="list-style-type: none"> Tape recorder Flash memory Lyrics of the song (in, on, under) Flashcards Basic material
		Students' objective To use the aids to complete the exercises of improvement of the operations.	
WORKSHOP N° 4	Prepositions of place	Teacher's objective Stimulate students by inviting them to sing the songs and make mimics.	<ul style="list-style-type: none"> Word charts Worksheets Lyrics of the song (in, on,
		Students' objective	

	(Post-listening activity)	To develop the creativity and memory	under) <ul style="list-style-type: none"> Flashcards Basic material Tape recorder
WORKSHOP N° 5	Action verbs (Pre-listening activity)	Teacher's objective To introduce unknown of the song that will be applied.	<ul style="list-style-type: none"> Video (Jumping in the jungle) Lyrics of the song (Jumping in the jungle) Computer Basic material Flash memory Flashcards Word charts
		Students' objective To demonstrate the vocabulary learned in this song.	
WORKSHOP N° 6	Action verbs (While-listening activity)	Teacher's objective To apply the operations what are going to be improved in this intervention using different activities.	<ul style="list-style-type: none"> Tape recorder Flash memory Lyrics of the song (Jumping in the jungle) Flashcard Basic material
		Students' objective To get the gist and to get the specific information	
WORKSHOP N° 7	Action verbs (Post-listening activity)	Teacher's objective Stimulate students by inviting them to sing the songs and make mimics.	<ul style="list-style-type: none"> Word charts Worksheets Lyrics of the songs (Jumping in the jungle) Flash memory Tape recorder Basic material
		Students' objective To create the correct actions to act in the song.	

WORKSHOP N° 8	Post-test	Teacher's objective To diagnose students' listening level after the intervention stage	<ul style="list-style-type: none"> ▪ Traditional song: Mary had a little lamb (Audio) ▪ Flash memory ▪ Tape recorder
		Students' objective To evaluate their knowledge in the listening skill	

f. RESULTS

The quantitative data came from the listening skill pre-test applied to 13 students of seventh year of Basic Education at “Andrés Machado Montero” School, at the beginning of the intervention period. Participant performance was measured in terms of percentage of correct responses to 3 parameters; Listening for gist, Listening for details and, Sound discrimination, which describe the learning of listening skill in a foreign language teaching.

The data of the pre-test scores is showed in Table 1.

Table 1

Listening Pre-test Scores

STUDENTS' CODE	Listening Operations			TOTAL	
	Listening for Gist	Listening for Details	Sound Discrimination	Score	%
	/4	/4	/2	10	
ESLL1	2,5	3	2	7,5	75,00
ESLL2	2	3	2	7	70,00
ESLL3	2	2	1	5	50,00
ESLL4	2	2	1,5	6,5	65,00
ESLL5	2	3	1,5	6,5	65,00
ESLL6	2	2,5	2	6,5	65,00
ESLL7	1	2,5	2	5,5	55,00
ESLL8	2	3,95	2	7,95	79,50
ESLL9	2	3	2	7	70,00
ESLL10	3	3	1,5	7,5	75,00
ESLL11	2	2,75	2	6,75	67,50
ESLL12	2	2	1	5	50,00
ESLL13	1,5	2,5	2	6	60,00
TOTAL	26	35,2	22,5	84,7	
M	2,00	2,71	1,73		
%	50,00	67,69	86,54		

Source: Students of 7th year of Basic Education at “Andrés Machado Montero” School.

Author: Marcia Natividad Vásquez Armijos

From the thirteen participants who were tested, the highest score in the group is 7, 95, which is below the passing grade adopted for this study, 8. The difference between the highest score obtained and the score taken for this study is minimum (0, 05); however, just one student got that grade. The other respondents got lower scores than that. The lowest value in this pre-test is 5. Being a long distance far from the average score adopted for this analysis. According to the listening learning, it is shown that students had difficulties in developing this skill. All the three values in these parameters are under the limit required. The highest percentage is achieved in *Sound Discrimination* with 86,54%, which is over the with the expected limit. The lowest value accomplished is in *Listening for gist* parameter with 50,00%. It reflects that students have major difficulties in this task.

After analyzing the data provided in the pre-test administered before to the research, it could be noted that the majority of the students had difficulties in all the components of the listening skill. All the students were under the limit value adopted for this study, but the major problems were found in Listening for gist in relation to the other two parameters. According to Disick, (1972), this difficulty related to communication skill level which requires a major input of the language. On the other hand, students had minor problems in Sound Discrimination because it is considered at a mechanical skill level (Disick, 1972).

After conducting the intervention stage, for three weeks, a post test was administered to the same groups of students (7th year of basic Education), at

“Andrés Machado Montero” School. The post-test was the same as the pre-test. It measured three parameters; *Listening for gist*, *Listening for details* and, *Sound Discrimination*. The objective of this post-test was to know how students improved their listening skill level.

The data of this post-test is shown in Table 2

Table 2

Listening Post-test Scores

STUDENTS' CODE	Listening Operations			TOTAL	
	Listening For Gist	Listening for details	Sound Discrimination	Score	%
	/4	/4	/2	10	
ESLL1	4	4	1,5	9,5	95,00
ESLL2	4	3	2	9	90,00
ESLL3	2	4	2	8	80,00
ESLL4	3	3,5	2	8,5	85,00
ESLL5	3	3,5	2	8	80,00
ESLL6	3	3,5	2	8,5	85,00
ESLL7	4	3,25	1,75	9	90,00
ESLL8	4	4	1,85	9,85	98,50
ESLL9	4	3,25	1,75	9	90,00
ESLL10	4	4	1,5	9,5	95,00
ESLL11	4	3	2	9	90,00
ESLL12	2	4	2	8	80,00
ESLL13	3	3,5	2	8,5	85,00
TOTAL	44	46,5	24,35	114,35	
M	3,38	3,58	1,87		
%	84,62	89,42	93,65		

Source: Students of 7th year of Basic Education at “Andrés Machado Montero” School.

Author: Marcia Natividad Vásquez Armijos

From the thirteen students who were tested, the highest score in the group is 9,85. It is over the limit value adopted for this analysis, 8. This score obtained has a huge difference (1,50). Something that is necessary to mention is that just one student got it. The rest of the respondents got lower scores than that, but without a significant difference among them. The lowest value in this pre-test is 8, and it is, of course within the range score adopted for this study. The participants' proficiency in listening learning is shown in the fact that students have overcome their weaknesses in listening skill in a significant percentage. The highest value is reached in *Sound Discrimination* with 93,65%. It reflects the improvement that students have had in this parameter. The lowest value achieved is in *Looking for details* with 84,62%. It reflects that participants continued having problems with this listening sub skill.

After analyzing the data gathered in the listening skill post-test directed to the participants who were part of this research, it can be observed that they could improve their listening skill level into the three parameters used for this intervention stage. All the students demonstrated proficiency in this skill. All the students were over the passing grade adopted for this research, since they had scores between 8 and 9,85. The three operations of the listening skill have been improved through the intervention applied for three weeks. An important issue that has to be focused is that there was not any student who did not achieve the proficiency level signaled by these indicators. Through the values obtained, the resource applied to improve students' listening level has had a positive effect.

Comparing Test Results

In this section, the researcher's objective is to demonstrate the degree of knowledge obtained from the experience of the intervention period. For the pre-test and post-test comparison, the researcher uses the Pearson as the statistical measure. It helps to establish the correlation of two variables. The variable **X** means pre-test scores and **Y** means post-test. For this contrast or comparison, the following formula is shown.

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$r = 0,81$$

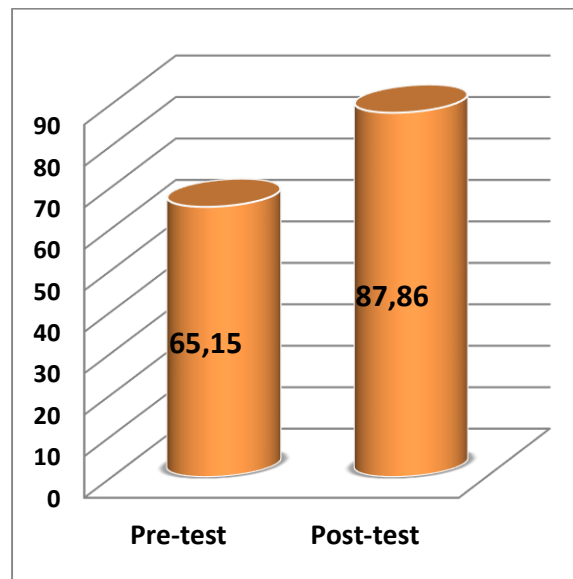


Figure 1. Bar graph showing the comparison of students' the pre-test and post-test scores.

Table 3

Pre-test and Post-test Scores

STUDENTS' CODE	Pre-test Scores	Post-test scores	X2	Y2	XY
ESLL1	7,5	9,5	56,25	90,25	71,25
ESLL2	7	9	49	81	63,00
ESLL3	5	8	25	64,00	40,00
ESLL4	6,5	8,5	42,25	72,25	55,25
ESLL5	6,5	8	42,25	64,00	52,00
ESLL6	6,5	8,5	42,25	72,25	55,25
ESLL7	5,5	9	30,25	81,00	49,50
ESLL8	7,95	9,85	63,20	97,02	78,31
ESLL9	7	9	49	81,00	63,00
ESLL10	7,5	9,5	56,25	90,25	71,25
ESLL11	6,75	9	45,56	81,00	60,75
ESLL12	5	8	25,00	64,00	40,00
ESLL13	6	8,5	36,00	72,25	51,00
N=13	84,7	114,35	562,27	1010,27	750,56

Source: Students 7th year of Basic Education at “Andrés Machado Montero”

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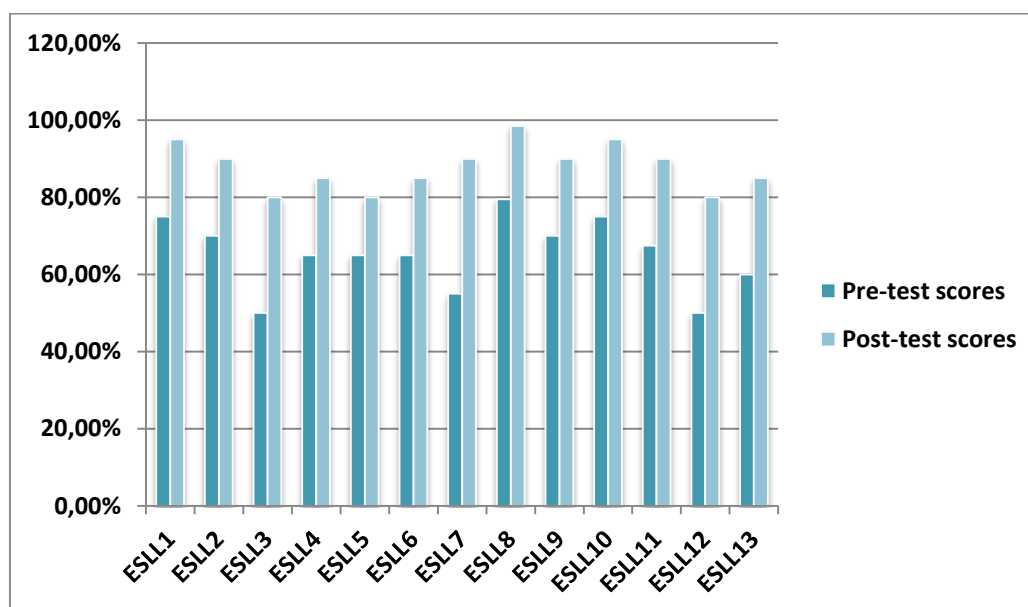


Figure 2. Bar graph showing students' listening pre-test and post-test scores

Contrasting the pre-test and post-test results obtained from the participants of this action research project, it could be noticed that the coefficient is 0,81. It is near to +1. The value reached is significant, and it shows a positive relation between the listening pre-test and post-test. This information was noted in the statistical measure showed in table 3. It means that the intervention stage had a positive effect in the improvement of the participants' listening skill level.

Qualitative Data Analysis

In this section a comparison of the student's responses to the survey applied is shown. The data that was included is based in three questions considered as the most important and useful information by the researcher. The data gathered comes from a survey applied to the participants at the beginning and at the end of the intervention period.

QUESTION # 1: When you are listening to an English song, what is the most difficult for you?

Table 4

Students' Listening Difficulties

Listening Difficulties	Pre Questionnaire	Post Questionnaire
Predicting	-	-
Getting the main idea	4	11
Looking for details	8	2
Developing creativity	1	-
Summarizing information	-	-
Other	-	-
N	13	13

In relation to this question, eleven students found getting the main idea as the most difficult listening sub skill, when they are listening to a song; Two students had difficulties in looking for details, when they are listening to a song, while one student had difficulty in developing creativity; No one had difficulties in predicting, summarizing and other listening sub skills. After analyzing the data, it is possible to take into account that the major problems that students had when they are listening to a song were getting the main idea and looking for details, since they did not have the opportunity to learn and practice the English language through this kind of resource (songs).

QUESTION # 2: How many times do you need to listen to an English song to understand its meaning?

Table 5

Times Students Listen to a Song to Understand its Meaning

TIME	Pre Questionnaire	Post Questionnaire
Once	-	
Twice	1	2
Three times	5	4
More than three	7	7
N	13	13

The data reveals that seven students needed to listen to an English song more than three times to understand it; Four students needed to listen to an English song three times to understand it. While two students needed to listen to an English song twice to understand it, even though, no one took the option once to understand an English song. Once analyzing the data, the researcher could notice that the majority of the students have difficulties to understand a song. So, they needed to listen to an English song many times or at least three times to get it. It is due to the fact that students have not been learning this language for a long time before. They were just learning this language in this academic year (2013 – 2014) with a practitioner teacher.

QUESTION # 3: Do you think that learning listening skill through the use of songs is:

Table 6

Students' Opinion about Improving Listening Skill through Songs

CATEGORIES	N°	100%
A boring and unless activity	-	-
A funny way to improve listening	8	10
A relaxed time for class	5	3
A waste of time	-	-
N	13	13

Related to this question, ten students considered songs as a funny way to improve listening skill; while, three students found songs as a relaxed time for class. But, no one mentioned that improve listening skill through songs is a boring and unless activity and a waste of time. After analyzing the data, it is possible to state that students looked at songs as a funny and relaxed way to improve the listening skill. They commented that music is a useful and practical way to improve this skill.

g. DISCUSSION

This work performed with the objective to find out the relationship between applying songs and improving English listening skill, working with students of seventh year of Basic Education at “Andrés Machado Montero” School. The expectation was that there was an increase in the improvement of listening skill with the participants who were part of the research work. They got improvement in the listening parameters used for this work, they are; *Listening for gist*, *Listening for details*, and, *Sound discrimination*. The results support the general question (How could the implementation of songs improve listening skill in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013 – 2014). It is also coherent with the previous literature. According to Tyagi, (2013), stated that: “Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input”. In a similar way Brown, (2006), mentioned that songs had a very important benefit to practicing lyric reading, studying the vocabulary, and listening to various songs can help students become more familiar with popular songs and make them more confident in their ability to listen and understand the world around them.

The data was measured through the application of tests. The participants showed a significant improvement in listening skill after the six-sessions of the intervention stage. The results obtained from the pre-test indicate that students got higher scores in *Sound discrimination* (86,54 %) than in *Listening for gist* and *Listening for details*, whereas the data gathered from the posttest

demonstrates a substantial increase in all the listening parameters used for this study. It was determined after the three weeks intervention period. For a better understanding about how the growth of students' listening level was, the Pearson Correlation Coefficient was used. It was 0.81, which means that there was an improvement from one variable to another. After conducting this analysis, the researcher noticed that there was a significant increase in the post test. Therefore, there was significant increase in the post-test after the intervention stage.

The intervention period focused in a process called the Listening stages, during this process three operations; mentioned before were applied to improve the Listening skill. Pre-listening while-listening and Post-listening were part of the listening process. In summary, the participants in the pre-listening activity had to learn some unknown vocabulary about the song which was applied in the next stage. Next, in the while-listening activity, students had to listen to the songs and complete the worksheet. It contained some activities such as getting the general idea, filling in the blanks, and listening to their teacher and discriminate sound between two words. Finally, in the post-listening activity participants had to sing the song aloud and adapt movement to the song. In that way the intervention was performed. In order to record the students' progress, the researcher used an observation guide, and a field diary, which allowed her to notice how the improvement of the participants was.

Starting the intervention period participants showed willingness and interest to improve their listening level; however the behavior of some students was not

the most appropriate. Some of them made a lot of noise or talked with their classmates which did not allow that the session run in an effective way. At the beginning they were shy and they did not want to participate in class developing the different activities applied during the sessions. However it just happened in the first workshops, then, the researcher gave clear rules, students started to collaborate effectively.

In addition, there were some important details for the researcher to mention such as the students' willingness to improve their listening level, students' behavior in class, classroom teacher collaboration, and flexibility in setting up the schedule. On the other hand, the researcher reported some limitations that had a negative influence in the development of the sessions. For example the size of the classroom was not enough big for 13 students, since it was shared with another grade. Another negative aspect was the noise that students who shared the classroom made with the participants. It did that students miss the concentration and cannot listen to the instructions and the songs effectively. In order to solve this limitation, the researcher talked with the teacher who was in charge of the other group asking for help to avoid interruption and facilitate the student's attention.

Applying songs was a great resource that helped participants in the improvement of the listening level. It also helped students to be more active and engaged in the participation of the activities. The increase on the listening level was relevant; it can be reflected on data obtained after the application of the instruments such as post-test and post questionnaire. At the beginning, the

lowest score in the pre-test was 5, which did not reach the score adopted for this analysis. But, after that the application of the strategy Teaching Songs, the lowest score reflected on the post-test was 8, which was in the score adopted for this study. It had a significant improvement. Based on the information gathered of the field diary, and observation guide the researcher could notice that students' listening level was improving positively, being reflected on the worksheets that students had to complete in each session.

After the intervention period was done, the researcher could state that being an English teacher is a difficult task. Being an English teacher requires loving this profession and enjoying working with children. Working in this research helped the researcher to consolidate teaching vocation, since the researcher had the opportunity to build an educational environment and engage with children to know how the teaching process could be developed in a better way. The unique role to be a great teacher is teaching with passion. It also helped the researcher to confirm that the decision about being a teacher was the right choice that the researcher could take. After this experience, the researcher could say that action research is an effective approach to classroom research. It involves not only teaching a topic but also it involves teaching and making a change with that topic in the students. It kind of research gives the opportunity to students to act creatively as teacher and improve the limitations found in the English language.

h. CONCLUSIONS

Results showed a significant increase in the ability to listen in the foreign language after the implementation of teaching songs to improve listening skill.

The Pearson coefficient, (0,81) showed that there was a correlation between both variables, *the use of songs and listening skill*, as it is indicated in the pre-test and post-test scores gathered in the intervention.

- After reading different information concerning to improve the weaknesses in listening skill, the researcher found some theoretical references about the use of songs to improve this skill. Considering that listening is the most important skill, because to learn a new language, people need to listen first. So, to conclude, it was important to look for information that was appropriate and effective to overcome the limitations that participants had. As a theoretical support, Underwood, M. (1989) said: "Listening is considered as the most important skill, because if you do not listen, you will never learn anything new, since listening is an activity of paying attention to the speaker and subsequent attempt to understand what we hear."
- The aspects that limited the English listening skill of the students of seventh year of Basic Education were the lack of contact that students had to learn it with a strategy that was effective and facilitated the learning of it. The results received in the pre-test according to the students showed that the listening skill did not have an adequate

treatment. The pre-test revealed that they had more difficulties getting the general idea of the songs, so it is considered as a communicative skill level that required more attention and development.

- Two types of children's songs were used to improve the listening skill in the students of seventh year. Those songs were selected carefully taken into account the interest and the age of the participants. The researcher applied songs that contained simple lyrics with repetitive lines that allowed students to catch the information more easily. Another important point to choose a song is that the lyrics were understandable with a clear pronunciation of the words. Once applied the songs, the researcher could notice that all the parameters used for this study improved in a significant way
- Applying songs as part of the classroom activities reduced the students' limitations meaningfully. It was demonstrated in the students' collaboration to participate in each session and the progress they reached performing their tasks. The change of the scores from the pre-test and post-test were important evidence that proved the positive impact that songs had in this intervention. As a clear evidence, the percentages of the tests' scores are presented; Pre-test 84,7 and Post-test 114,35.
- To conclude, songs had an effective influence in the improvement of the English listening skill. The findings of the research demonstrated that the

use of them worked positively in the improvement of the listening skill and made the students more relaxed and cooperative.

- Using action research as a model of research has its advantages since it has a great impact on the process of teaching and learning a language. It helped the researcher to detect a problem in the classroom and make a change of it.

i. RECOMMENDATIONS

After undergoing this action research work, the researcher recommends the following:

- To English teachers should stop using traditional teaching method, and should apply Action Research with the students to improve the problems found in the English language learning. The researcher also suggests including songs as part of the classroom techniques since they are considered as a viable alternative in teaching English language.
- Using songs in the teaching-learning process since songs have many advantages for the students. Songs could be applied for a variety of students' learning such as learning listening vocabulary, grammar, and pronunciation. They are an effective resource because all the students like songs, so it might be used as one of the ways to get the students' participation and improvement.
- Teachers should include songs in the English daily classes, especially with kids, because songs contain real language that allows students to practice the language in a real way. Therefore, a teacher could use them to teach many things and learn a lot the English language, since they make students engaged and be happy when they are learning new things in this foreign language.

- In the case that the institution does not have a specialized English teacher, it should ask for a student practitioner, who would help with English language, taking into account that in a near future English will be adopted as a compulsory subject.
- Teachers must be prepared and trained to enter in the classroom, because some of the problems that students have are not caused by the students themselves, but also by the lack of handling didactic resources, because teachers have not stated specific methods and strategies to teach effectively.
- Parents should encourage their children to watch, listen and do activities related to music and practice them at home, in order to help teacher with the teaching process and facilitate the improvement of the weaknesses found in the English language learning. Therefore, a recommendation for parents is to encourage kids to apply this resource to make them aware of sounds and can understand the language from an early age.
- The researcher suggests to future researchers to use action research because it has been proved that this kind of research has a positive and effective impact in making a change on the problems found into the classroom.

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K.ANNEXES

Annex 1



UNIVERSIDAD NACIONAL DE LOJA

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN
ENGLISH LANGUAGE CAREER**

PROJECT

THEME

**“APPLYING SONGS TO IMPROVE LISTENING SKILL
IN THE ENGLISH LANGUAGE LEARNING WITH THE
STUDENTS OF SEVENTH YEAR OF BASIC
EDUCATION, AT “ANDRÉS MACHADO MONTERO”
SCHOOL. ACADEMIC PERIOD 2013-2014”**

AUTHOR

Marcia Natividad Vásquez Armijos

**LOJA- ECUADOR
2014**

a. THEME

***“APPLYING SONGS TO IMPROVE LISTENING SKILL IN
THE ENGLISH LANGUAGE LEARNING WITH THE
STUDENTS OF SEVENTH YEAR OF BASIC EDUCATION
AT, “ANDRÉS MACHADO MONTERO” SCHOOL.
ACADEMIC PERIOD 2013-2014”***

b. PROBLEM STATEMENT

2.2. Background

The Basic Educative Unit under the name of “Andrés Machado Montero” was created on January 04, 1986. When it was created, it did not have name, but in 1992, it took the name of “Cueva the los Tayos”. This name chosen was when there was the conflict between Ecuador and Peru. That mane was in honor of one of the trenches of the same name. At the beginning, this institution did not have classrooms where teach and impart knowledge, so it started its academic functions in a chicken shed in the Victor Añasco ownership. Then, it was moved to the Ms. Blanca Macas’s house. After to make many arrangements to the Provincial Council and meetings with all the parents of the students, finally, the first classroom was built. This institution started its classes with 10 children and had its first teacher, Francisca Picoita.

Nowadays, this institution has 25 years since it was created. It has three classrooms and one dining room. With the help of the Provincial Council, the English laboratory, the computing area and two classrooms more are being built today. The institution has a number of 101 students, and 6 teachers two of them work under appointment. The Institutional leader is teacher Lic. María Esperanza González Bermeo. She is institutional leader because the regulations that the Ministry of Education has, a school must consist of 120 or more students, in order that an institution could have a director.

The participants of this project are students of the seventh year of Basic Education. Those participants have not had a specialized English teacher but, the teachers of other subjects have tried to teach this language to the students. Now they are attending the English class as another subject that they have in their school. They consider that this foreign language is important, because many people know this language. They also are learning English because they like it.

2.3. Current situation of the researched object

Listening skill plays a huge part in any language. Listening is considered as the most important part, when children are going to learn a new language. The first thing you did as a child was listening; children could not talk, or write or speak, if they have not listened first. But, if children do not have a good listening level, the information that they receive will be distorted and misunderstood. For that reason, it is important to know the real listening level of the students in order to help them to overcome their weaknesses.

The participants that will be part of this action research are a group of 13 students (7 men and 6 women) of the seventh year of Basic Education of the institution mentioned before. Those participants belong to a public institution.

They are male and female whose ages range from 11 to 14 years old. These students will be part of eight sections of sixty minutes each one. They are going to attend three classes per week, (Wednesday, Thursday and Friday).

About to the Listening knowledge level of the participants that will be part of the action research, it varies by several factors. Most of the students have difficulties when they listening something. Some of students cannot predict very well, just by looking to pictures or title of the song, this is due to they have not been trained to use this technique. Most of the participants have difficulties at the moment to understand the song, because they find a lot of unknown vocabulary, which does not facilitate their comprehension. Other limitation is the speech speed, since there are some singers that sing too fast. Others cannot work out the gist and details of what the song says, because of the pronunciation, accent that some songs are played. Finally other participants' problem is that they cannot understand the song, just listening, they also need to look at pictures, gestures and body language.

Based on the problems mentioned before, it has been considered convenient to state the following research problem:

2.4. Research problem

How could the implementation of songs improve listening skill in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013 – 2014.

2.5. Delimitation of the research

2.5.1. Temporal

This action research project will be developed during the period February - April 2014.

2.5.2. Spatial

It will be carried out at “Andrés Machado Montero” school, which is located in Menfis neighborhood.

2.5.3. Observation units

The group who will be part of this action research is:

- ◆ The students of seventh year of Basic Education, at “Andrés Machado Montero” School.
- ◆ The researcher

The researcher, who will be part of this action research project, is a student of the Universidad Nacional de Loja. She chose this institution to do her project because; she knows that this institution is far away for the city downtown. Furthermore, she considers that this school needs the help of specialized English teachers, since it has just one English teacher. So, the researcher has all the willingness to contribute in the improvement in the English Language of the students of this institution.

2.6. Sub problems

- ◆ What kind of literature about songs is effective to improve listening skill in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013- 2014.
- ◆ What are the negative aspects that limit the listening skill in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013- 2014.
- ◆ What types of songs are the most adequate to improve the listening skill in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013- 2014.
- ◆ How do songs as part of the classroom activities help to overcome the limitations in the listening skill in the English Language learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013- 2014.
- ◆ How efficient was the application of songs in the listening skill in the English Language learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013- 2014.

c. JUSTIFICATION

The theme chosen to research is about applying songs to improve listening skill with the students at “Andrés Machado Montero” school, because it is an authentic and interesting educational theme. Developing this action research project, the researcher is going to analyze how practical are the songs to improve listening skill. This topic was selected because; through songs the researcher could help the students to improve the limitations that they have in listening skill. Since English songs are considered as a fun and effective resource to overcome student’s limitations.

From the **educational point of view**, it is so important to develop the present project because listening skill plays an important role in the English learning process since to learn a language students need to listen to first.

From the **social point of view**, this theme is very important because they are students that do not have the opportunity to access to a particular teacher or a particular course in order to overcome their limitations. Because of that, here they have a choice to improve their weaknesses.

From a **scientific point of view**, it is important to carry out this action research project because exists enough literature that will let get a lot of information to state some alternatives of solution to the problem found to contribute to get an effective English Education.

The present action research is also **pertinent**, because it is the first time that the “Universidad Nacional de Loja” will develop this kind of action research, in which the researcher will be part of it. And this theme will help the students to improve their listening skill problems.

The project is also possible because, the researcher of the English language Career of the National University of Loja is able to carry out it, and considers that this action research work will contribute to improve the English Language learning of this institution. Finally is also a requirement of the University previous to get the Bachelor's degree in Sciences of Education, English language specialization.

d. OBJECTIVES

4.1. General

To analyze the advantages that songs have as a strategy to improve the listening skill in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School. Academic period 2013-2014

4.2. Specifics

- ◆ To gather appropriate literature about songs as a useful resource to improve listening skill in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School. Academic Period 2013- 2014.
- ◆ To diagnose the negative aspects that limit the listening skill in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School. Academic Period 2013-2014.
- ◆ To choose the most suitable songs to improve listening skill in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School. Academic Period 2013-2014.
- ◆ To apply the selected songs as part of the classroom activities in order to overcome the limitations in the listening skill in the English Language

Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School. Academic Period 2013- 2014.

- ◆ To reflect about the effectiveness that the songs had on the listening skill in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero”. Academic Period 2013-2014.

e. THEORETICAL FRAME

5.1. LISTENING SKILL

5.1.1. Definition

Listening is considered as the most important skill, because if you do not listen, you will never learn anything new. According to the following author Underwood M. (1989), points out that listening is an activity of paying attention to the speaker and subsequent attempt to understand what we hear. Rankin, (1952) defines listening as "The ability to understand spoken language". "Listening is an active process requiring participation on the part of the listener. (Thanajaro, 2000).

5.1.2. Importance of listening skill

Rost M. (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.

Moreover, listening is also an important condition for developing other skills, especially speaking skill, because we cannot develop speaking skill unless we develop listening skill. Indeed if we want to speak well, we firstly must listen to what others say and understand them clearly. According to Tyagi, (2013), "Good listening skills make workers more productive. The ability to listen carefully will allow a person to:

- Understand assignments in better way and find and what is expected from him.
- Build rapport with co-workers, bosses, and clients
- Show support.
- Work better in a team-based environment

- Resolve problems with customers, co-workers, and bosses.
- Answer questions
- Find underlying meanings in what others say.

5.1.3. Listening process

According to Tyagi, (2013), the process of listening occurs in five stages. They are hearing, understanding, remembering, evaluating, and responding.

HEARING: It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention).

UNDERSTANDING: This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause... and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

REMEMBERING: Remembering is an important listening process because it means that an individual has not only received and interpreted a message but has also added it to the minds storage bank. In Listening our attention is

selective, so too is our memory what is remembered may be quite different from what was originally seen or heard.

EVALUATING: Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.

RESPONDING: This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

5.1.4. Listening Strategies

Tyagi, (2013), says that Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help

the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

- Listening for the main idea
- Predicting
- Drawing inferences
- Summarizing

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

- Listening for specific details
- Recognizing cognates
- Recognizing word-order patterns

Listening for General Information

Most of the time listeners pay attention to what is being said with the purpose of getting general information. They listen to get a general idea of the main points given. The listener must be able to listen solely to what is fundamental and to discard what is detailed. The ability to get the general picture from spoken language is often more difficult than from written language (Harmer, 1983).

Listening for Specific Information

When the listener is listening for specific information, he/she must discern the important details to be remembered. This means that the listener does not pay overall attention to the whole text but to specific aspects he is interested in. Harmer, (1983), states that: "The ability or skill of listening to extract specific information is as important for listening as it is for reading".

Listening for Taking Notes

Taking notes is another reason for why we listen. When listening to take notes, the listener is not expected to write down long sentences but the most important words. They are called content words and can be nouns, verbs, adjectives or adverbs. The purpose of taking notes during a lecture, for example, helps the listener to concentrate on what is being said and if he/she is concentrated, he/she is able to select the words he/she needs to write down. According to James, (1979), says that: "The general principle in note-taking is to reduce the language by shortening words and sentences".

Listening for Imitation or Reproduction

When we listen to something we want to imitate what has been said as correctly as possible, then we have to listen very carefully. The listener must be efficient in listening skills to help him/her to repeat exactly words or sentences that he/she hears.

Listening to Infer Opinion and Attitude

Harmer, (1983), states that: “The ability to recognize a speaker’s attitude and opinion is of a high level skill and involves the listener’s understanding of the speaker’s register as well as of function he is performing”.

5.2. NEGATIVE ASPECTS THAT LIMIT THE DEVELOPMENT OF THE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING

5.2.1. Problems in the listening skill

- **Problems caused by pronunciation**

One of the most common problems encountered by students is the way English words are pronounced but unfortunately this aspect of English cannot be overlooked as pronunciation of English can cause students problems in recognition, and therefore in comprehension. (Rixon S. , 1986),

Firstly, students can find it difficult to comprehend with the fact that there are different ways how to pronounce the same sound.

Secondly, learners can encounter a difference between sound and spelling. As there is a difference between the spoken and written form of words in English students can fail to identify the pronounced form of words they know in written form.

Thirdly, learners must be aware of the fact that words are not pronounced in isolation.

The way they are used is called connected speech and this aspect of English can cause students problems to recognize individual words. In natural speech listeners can encounter three main types of a change in sound involving weak form of vowels.

- **Problems caused by the lack of control of a speaker's speech speed**

Another of the greatest difficulties that students have to deal with during listening exercises is the lack of possibility how to control the speed of speakers' speech. Underwood M. (1989), says that: "Students believe that during the listening they can miss important information and in contrast to reading they cannot re-listen to it. Some students can be busy with the meaning of certain words from the first part that they miss important information from the second part or they can stop listening as they are not able to select the correct information so quickly".

- **Problems caused by the inability to get things repeated**

The same author comes again to mention another problem connected with listening and it is the fact that listeners cannot always make the speaker repeats what they have just said. If the recordings are under the students' control they can be played over and over again but this is not possible in everyday

classroom environment where the teacher decides whether they will listen to the recording again or not.

- **Problems caused by the failure to concentrate**

According to Ur, (1984), says that: “If the exercise is too long it would be more suitable to break it up into shorter parts by pausing or a change of the speakers. But, Underwood M. (1989), says that listeners can also lose their concentration if the recording is in a poor quality or they are disturbed by outside noises

- **Problems caused by the interpretation**

Underwood M. (1989) comes again to state “A listener who is not familiar with the context and background knowledge of the speaker’s experience can have difficulties in communication. Now learners’ inability to understand is not caused by limited word stock and learning habits but by the fact that the listener and speaker do not share the common meaning. But on the other hand this can even happen to people who use the same language and are from the same background”.

- **Problems caused by the lack of visual support**

According to Hedge, (2000), In real life listening is not only about hearing some information but also about seeing the other people e.g. their gestures and body language. But in classroom environment teachers usually use audio not video recordings and this can cause problems to some learners since they must focus

only on what they hear, which can be restricting for them. This means that teachers must spend time on a good presentation about the background so that the context is presented to the students.

5.2.2. Factors that affect the listening skill

Affective factors

Affective factors including various aspects, such as motivation, attitude, interest, confidence, and anxiety. Dulay, (1975), defines it as “an inner processing development, hinder the absorbing of the language to learners by affective factors subconsciously”. On the other hand, Krashen, (1982), divided affective factors into three aspects: motivation, self-confidence and anxiety. Those factors affect second language learning.

Psychological factors

The psychologist Maslow, (1968), suggests a hierarchy of needs, in which he divided it into two main categories: deficiency needs and the being needs. The former included the basic needs for survival, security, belonging and self-esteem. If this need cannot be fulfilled, it is impossible for people to do other things. The latter needs contain the fulfillment of individual potential, with the representation of cognitive and aesthetic.

Another theory that needs to be mentioned is “Locus of control,” which was defined by Findley, & Cooper, H. M (1983). Locus of control represents one’s attitudes towards control over their life events. Internalizes are those who feel

responsible for everything that happens to them in their lives. Externalizes are those who believe that events are determined by the force beyond control.

As a concept from psychology, memory is also important for listening comprehension. There are three stages of the memory system: sensory memory, short-term memory (STM) and long-term memory (LTM). Rost M. (2005).

Cognitive factors

Nisbet, & Schucksmith, J. ((1986).), proposes that “Meaningful learning requires a deliberate effort on the part of learners to relate new knowledge to relevant concepts they already process”. The transfer of learning is vital in language acquisition that can be divided into two kinds: positive transfer and negative transfer. If the appropriate connections are made, positive transfer will occur. Negative transfer, caused by the result of incomplete or incorrect schema, leads to an inappropriate application of prior concepts to new situations. Liu, (2008), maintained that we should pay more attention to the negative transfer. It is important to emphasize the differences between native language and foreign language in order to find and analyze what the real problem is.

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

5.3.1. Definition

According to Hornby, (1990), a song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. The Oxford English Dictionary defines a song as a brief composition written or adapted for singing. They are a composition of the human voice which contain lyrics and are accompanied by musical instruments. Fonseca-Mora et al. (2011) defines that “Music is rhythm, a reflection of our physiological life. Music is also melody, sequence of sounds, which is associated with our emotional life.”

5.3.2. The benefits of songs in the classroom

Bring songs to the classroom have some benefits for the students. According to Brown, (2006) songs have the following benefits:

- Students can practice their listening skill and increase their cultural knowledge.
- Songs may help students become more interested in the class.
- Practicing lyric reading, studying the vocabulary, and listening to various songs can help students become more familiar with popular songs and make them more confident in their ability to listen and understand the world around them.

5.3.3. Advantages of using songs in the classroom

Into the classroom there are several advantages of using songs with the students. According to Ward, (1991), teaching with songs can provide students with authentic activities, authentic language, motivation, good pronunciation, new vocabulary, and opportunities to use the language. Songs contributes to the learning of pronunciation. Students will learn the correct rhythm and stress when they sing along. Learners can focus on sounds, on words, and on connected speech. Merrell, (2004), says that music is a good way of teaching vocabulary, even at beginning levels, because the unknown words will create a sense of curiosity in the learners. At advanced levels, it is possible to have more challenging activities, arousing, in the same way, students' interest in the lesson.

Ebong & Sabbadini, (2006), say that songs present many contractions. Thus, it is an opportunity for teachers to discuss with students that contractions are natural in English, and they can also explain to students some differences between the formal and informal style.

Gobbi, (2001), says that it helps the development of grammatical structures, stimulates conversation, among others. Besides, students can practice the language not only in the classroom, as "songs are a means of oral reinforcement outside of the class". Merrell, (2004), says: It is tools that can help teachers maintain a positive and productive environment. The calming effects of music have positive effects on the students when it is introduced into

the classroom. Creating a classroom that has low anxiety and stress levels is important to classroom management. It thus becomes clear that music brings good results to the teaching learning process. Therefore, the use of music in lessons enriches the traditional material and gives more meaning to the lesson, making students engaged and participative in the class. “The learners will be focused on the lesson and disruptions will simply subside”.

5.3.4. Using songs in the classroom

⇒ The use of song procedure

There are some ways of how use the songs in the classroom. The researcher has to take into account, the level of the students; the interests and the age of the learners, and the song itself have determinant roles on the procedure.

According to Saricoban, A. & Metin, E, (October 2000), at the primary level of singing the song, the prosodic features of the language is emphasized. At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques. Some examples of these techniques are:

- Gap fills or close texts
- Focus questions
- True-false statements
- Put these lines into the correct sequence
- Dictation
- Add a final verse

- Circle the antonyms/synonyms of the given words
- Discuss

⇒ **The Criteria of Song Selection**

The important thing about choosing a song to do with a class is to make sure that the lyrics are clear. It can be very frustrating for the students not to understand a word. The recording should also be a good one. A studio album is probably going to be better than a live version. Furthermore, Lynch, (2008), provides three principal song selection criteria, they are:

- ✓ Use songs that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable.
- ✓ Songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected.
- ✓ Songs should have an appropriate theme. There's enough bad news, negativity and violence in the world already. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available.

Orlova, (2003), says that while encouraging students to choose the songs for discussion, it needs to ask them to following criteria below:

- The song must be an example of a particular musical trend
- There shouldn't be any form of violence in it.

- The song should contain a certain artistic image.

5.3.5. How to teach songs

In this part the researcher's responsibility is not to teach singing skills, but to improve the listening skill. 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.

Ersöz, (2007), suggests that teachers should be careful to choose songs that:

- ✓ Contain simple and easily understood lyrics
- ✓ Link with a topic or vocabulary that learners are studying in class
- ✓ Contain repetitive lines
- ✓ Allow children to easily do actions (to help emphasize meaning).

5.3.6. Activities to improve listening using songs in the classroom

The author Montaner, (2002), recommends doing the following activities in each phase of listening:

◆ Pre-listening activities

In the pre-listening activity, as a warm-up, teacher can bring some pictures or CD's of popular actors or singers to class. Pass out the cloze activity handout, and have students read the lyrics and figure out what the missing words might be, using their knowledge in grammar. Have the students compare their guesses with their neighbors. Ask for volunteers to share their guesses with the class. These activities involve that learners have to manage with the language (students get familiarized with some concrete vocabulary and with specific language structures) and with the theme, that is, the situation of the song in the context.

Some activities we might consider are:

Blanket-blank.

This activity can be done in groups of 5 or 6 learners. It consists of predicting the missing word or inventing the next line.

Key words

If the song has a message or tells a story, the teacher might consider writing the key words on the board and asking learners guess the context. A general principle, to prepare students to listen is to try to play the recording once for overall comprehension

- ✓ Tell your students they shouldn't worry that they have to understand every word they hear. Not every word is important!

- ✓ Where possible, make sure students know what they are listening for before you start listening. Explain they should focus only on the information they need.
- ✓ Give two or three general questions to check student's comprehension of the basic details.
- ✓ If possible, check for any words that your students may not know. Pre-teach these so they do not interfere with understanding.
- ✓ Brainstorm students' ideas on the topic they are going to listen to. This will help focus them.
- ✓ Don't choose a listening that is too long. If necessary, stop the recording at certain points and review what students have understood so far.

◆ **While-listening**

According to Bilal, (30 April, 2012), director of the English Department in Hans Christian Andersen School, mentions four activities that could be used to teach English using songs:

- The first activity is **fill-in-blanks**. In this activity, the teacher can omit some words like verbs and adjectives after the students listen carefully to the song and fill them in.
- A second activity mentioned is **spotting the mistakes**. In this activity, students will have to change the words provided by the teacher. These words could be synonyms or antonyms taken from the lyrics.

- The third activity, **changing the order of verses**, the students can change the order of the different sentences found in the lyrics.
- The last activity proposed is **group discussions** in which students can work on “cooking up story lines” as well as they can participate in dialogues.

According Montaner, (2002), some activities to be considered are:

Discrimination.

The teacher asks learners to choose the right word from two alternatives. There are obviously various sets of alternatives within the song. Let us see, for instance, a fragment of the song by Shania Twain,

Life **will/ was goin'** great
 Love **was/is** gonna have to wait
 Was in no hurry-had no worries
 Stayin' single was the plan
won't need/didn't need a steady man
 I had it covered- 'til I discovered
 That love **gets/is getting** me every time
 My heart **changed/has changed** my mind
 I got' darn gone and done it
 Gone and done it (gone and done it)
 Guess I **fell/will fall** in love (gone and done it)

Must've been the way he **will walk/walked** (gone and done it)

Or his sweet, sweet talk (gone and done it)

I guess I got' darn gone and done it

Love gets me every time

The aim here is that learners have to choose the correct word from each pair. This activity might also be called a multiple choice activity, in that learners have to choose the right word from two. This type of task might be considered for lexical purposes or grammatical purposes, depending on what we want our learners to focus on.

- **Order the lines.**

The teacher here photocopies the lyrics in the wrong order and gets students to reorder them by numbers.

- **To carry out tasks**

- Play the recording again for specific details.
- Tell students to note any dates, people or places they hear.
- Divide students into groups and give each group a different listening task (e.g. different questions). Then swap their answers and have students listen again and check their classmates' answers.
- Don't be afraid to repeat the recording... especially the parts students have most trouble understanding.

◆ **Post-listening = follow up**

- Tell students to compare their notes and discuss what they understood in pairs or small groups.
- Encourage students to respond to what they heard. For example, where possible ask questions like Do you agree? And encourage debate.
- Tell pairs to write a summary of the main points. Then have them compare their summaries and check if they covered all the main points.
- Play the recording again and tell students to call out 'Stop!' when they hear the answers they were listening for.
- Put students into groups and tell them to make a list of comprehension questions to ask each other.
- Tell students to make a list in their notebooks of any new vocabulary they feel is useful. In sum, according to GOH, (2003), aural comprehension involves more than one ability when listening and that is why students should be exposed to various kinds of tasks which practice the following:
 - Comprehension of details which calls for specific information such as numbers and key words.
 - Comprehension of main ideas or listening for gist
 - Comprehension to infer, that is, the speaker may omit certain information and the hearer should be able to bridge the gap by using inference.
 - Comprehension to select information, that is, depending on the goal of the hearer, attention will be concentrated on the parts that are of interest.

- Comprehension to predict, that is, the hearer tries to predict what is going to be said, what should be said and tries to confirm these predictions. (Yoo, July 2002).

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

5.4.1. Workshops

WORKSHOP N° 1: Pre-test

This workshop will be applied before the intervention stage. It contains many questions with several items. The purpose of applying this pre-test is to know the student's listening level. It will be showed in annexes.

WORKSHOP N° 1

THEME: Diagnostic test

OBJECTIVES: Teacher's objective ■ To diagnose students' listening level before starting with the intervention. Students' objective ■ To evaluate their knowledge in the listening skill.	DEVELOPMENT:	
	■ STARTING ACTIVITIES	■ Test purpose: Teacher gives students an explanation about what the reasons are. Why she is going to take this kind of instrument.
	■ PRESENTATION	■ Test directions: Teacher must explain the contents of the test step by step and how it will develop. The characters that will be used are: ◆ True, false statements ◆ Underline ◆ Check the correct information
	89	■ Test administration:

STUDENT'S LEVEL: ■ Beginners	
STUDENTS' NUMBER: ■ 13 Students	
TIME: ■ 60 minutes	
RESOURCES:	Flash memory, tape recorder, Traditional song: Nursery rhyme: Mary had a little lamb (Audio).

TEST PLANNING	
Objective	◆ To diagnose students' listening level
Operations	◆ Listen for sound discrimination ◆ Listen for the gist ◆ Listening for specific information ◆ Listening comprehension
Type of text (Audio)	◆ Traditional song: Mary had a little lamb (Nursery rhyme)
Topic	◆ Grammatical Structure: (Simple past tense) ◆ Vocabulary
Dialect	◆ American Dialect
Style	◆ Formal
Length of song	◆ 2 minutes 38 seconds
Source	http://www.youtube.com/watch?v=krM-oM6EpTk

WORKSHOP N° 2

THEME: Prepositions of place => Pre-Listening Activities



OBJECTIVES:

Teacher's objective	<ul style="list-style-type: none"> To pre-teach vocabulary to help students to increase their English knowledge
Students' objective	<ul style="list-style-type: none"> To consider what they know and need to know about the topic

STUDENT'S LEVEL: Beginners **CONTENTS:** Vocabulary

TIME: 60 minutes

Prepositions of place

- Prepositions of place
- House Mouse
- Hat cat
- Fish Dish
- Bear Chair
- Snake Cake
- Guitar Car
- Fox Box
- Train Airplane
- Rose Nose

DEVELOPMENT:

ACTIVITY DESCRIPTION		TEACHER	PARTICIPANTS
Starting Activities	⇒ Lead in (What is in the classroom?)	<ul style="list-style-type: none"> ✓ Teacher brings a poster about the classroom objects and she makes sentences using prepositions and she tells to the students to make two groups for a competition game. 	<ul style="list-style-type: none"> ✓ Students make a line and in pairs they come to the board, and they must listen to a sentence that their teacher says and touch the picture that belongs to the sentence. It is done with all the students.

Presentation	⇒ Introduction	<ul style="list-style-type: none"> ✓ Teacher explains what listening sub-skill will be developed (listening comprehension) and the elements that are applied in this session and how it is developed. Those are: Prediction, brainstorming, pre-teaching, listen and circle. 	<ul style="list-style-type: none"> ✓ Students have to listen about the process that they have to follow during this session.
Practice	⇒ Pre-teaching	<ul style="list-style-type: none"> ✓ Teacher gives the students a sheet of paper with the lyrics of the prepositions' song. ✓ Teacher teaches the unknown vocabulary planned in the contents of this session and other unknown words for the students. ✓ Teacher explains the importance of the use of prepositions of place using flashcards. 	<ul style="list-style-type: none"> ✓ Students must read the lyrics of the song and underline the unknown vocabulary for them ✓ Students have to make an individual dictionary to write the unknown vocabulary that is taught by the teacher. ✓ Students have to listen and write the preposition on their notebooks.
Assessment	⇒ Listen and circle	<ul style="list-style-type: none"> ✓ Teacher gives the students a sheet of paper about pictures of prepositions of place, which contains 10 exercises with 3 options each one. She says sentences in order that the students choose the correct one. 	<ul style="list-style-type: none"> ✓ Students have to look to the pictures of the preposition of place and they have to pay attention what they teacher says and circle the correct picture.
Resources	<ul style="list-style-type: none"> ● Classroom objects' poster ● Computer ● Flashcards ● Video (Prepositions of place) ● Basic material ● Lyrics of the song (Prepositions of place) ● Flash memory 		

WORKSHOP N° 3

THEME: Prepositions of place => While-Listening Activities



OBJECTIVES:

Teacher's objective	■ To help students to develop the listening skill parameters
Students' objective	■ To discriminate sounds and to get the specific and general information

STUDENT'S LEVEL: Beginners

CONTENTS:

TIME: 60 minutes

DEVELOPMENT:

- Discrimination sounds activities
- Listening for the gist activities

ACTIVITY DESCRIPTION		TEACHER	PARTICIPANTS
Starting Activities	⇒ Lead in (Bingo game)	✓ Teacher gives the students a bingo card, which contains the vocabulary learned in the session before. The bingo game is played in full card. The teacher gives a present for the winner.	✓ Students have to cross out the words that the teacher says. The students who complete whole card will be the winner.

Presentation	⇒ Introduction	✓ Teacher explains what listening sub-skill will be developed (Sound discrimination and listening for the gist) and the elements that are applied in this session and how it is developed. Those are: Review before class, discrimination and listen for the gist activities and choose the correct option.	✓ Students have to listen about the process that they have to follow in this session.
Practice	⇒ Review the previous class	✓ Teacher pastes on the board some pictures about vocabulary taught before. She says a word in order to develop the students listening skill	✓ Students in pairs go to the board and have to look at the pictures and they listen and touch the word that the teacher says. The student who touches last goes to his/her seat and come another student. This process is done with all the students.
	⇒ Discriminate sounds activity	✓ Teacher plays the song to help students to get familiarized with the pronunciation of it, and then teacher gives students the lyrics of the song which has into the songs some phrases with two similar words together. She pronounces the word that has to be chosen.	✓ First table Students listen to the song, and then they have to concentrate on what word teacher says and circle and paint the correct word, using different crayons.

	⇒ Listen for the gist and general activities	✓ Teacher hands out students a sheet of paper with some questions to obtain the gist and general information. The questions are simple one related with the song that the students listened before.	✓ Students have to read and to choose the correct information from the different options presented in each questions. As an aid, ss listen to the song again.
Assessment	⇒ Choose the correct option	✓ Teacher hands out students a sheet of paper which contains some items. The teacher says the sentences to evaluate the students in the two operations emphasized in this session.	✓ Students must listen to their teacher and choose the correct information.
Resources	<ul style="list-style-type: none"> ● Tape recorder (in, on, under) ● Flashcards ● Flash memory ● Basic material ● Lyrics of the song 		

WORKSHOP N° 4

THEME: Prepositions of place => Post-Listening Activities



OBJECTIVES:

Teacher's objective	<ul style="list-style-type: none"> To evaluate the effectiveness of students' listening comprehension
Students' objective	<ul style="list-style-type: none"> To analyze and evaluate what was heard

STUDENT'S LEVEL: Beginners

CONTENTS:

- Share information
- Discussion
- Listening comprehension

TIME: 60 minutes

DEVELOPMENT:

ACTIVITY DESCRIPTION		TEACHER	PARTICIPANTS
Starting Activities	⇒ Lead in (listen and show)	<ul style="list-style-type: none"> ✓ Teacher hands out to each student two words charts with similar sounds to improve the sound discrimination activity. 	<ul style="list-style-type: none"> ✓ Students must listen to their teacher and stand up and show the correct word. The student who indicates the correct word has a gift.

Presentation	⇒ Introduction	✓ Teacher explains what listening sub-skill will be developed (listening comprehension) and the elements that are applied in this session and how it is developed. Those are: Review previous class, check while listening work, sing, and choose the correct option.	✓ Students have to listen about the process that they have to follow in this session.
Practice	⇒ Review the previous class	✓ Teacher writes on the board some words or questions to help students to remember the class given before.	✓ Students have to remind the two operations emphasized in the previous class.
	⇒ Check while listening work	✓ Teacher asks students to take their Lyrics of the song used in the previous class to check the exercises applied to discriminate sound and listen for the gist.	✓ Students in pairs take the lyrics of the song, then they interchange their sheets and check the answers. Finally, teacher and students check together.
	⇒ Sing with me	✓ Teacher invites students to sing the song without looking at the lyrics of the song.	✓ Students listen to and try to sing the song with their teacher.
Assessment	⇒ Choose the correct option	✓ Teacher gives students a sheet of paper which contains the lyrics of another song related with the prepositions in order to do some exercises, to practice the operations studied in this topic.	✓ Students must listen to the song and develop the different activities given by their teacher.
Resources	<ul style="list-style-type: none"> ● Word charts ● Flash memory ● Worksheets ● Tape recorder ● Lyrics of the songs (Where is it?) ● Basic material 		

WORKSHOP N° 5

THEME: Action verbs => Pre-Listening Activities



OBJECTIVES:

Teacher's objective	<ul style="list-style-type: none"> To pre-teach vocabulary to help students to increase their English knowledge
Students' objective	<ul style="list-style-type: none"> To consider what they know and need to know about the topic

STUDENT'S LEVEL: Beginners **CONTENTS:** Vocabulary

TIME: 60 minutes

Action verbs

DEVELOPMENT:

- Actions verbs (Walking, jumping, stomping, skipping)
- Jungle
- Afraid
- Forward
- back

ACTIVITY DESCRIPTION		TEACHER	PARTICIPANTS
Starting Activities	⇒ Lead in (Act out)	<ul style="list-style-type: none"> ✓ Teacher brings some sheets of paper with the actions verbs on it, and then she explains that she is going to pass by students' seats and they have to take one to act out. 	<ul style="list-style-type: none"> ✓ Students once they took the paper, they have to read it and go in front of the class to act out. The rest of the class has to guess what verb it is.

Presentation	⇒ Introduction	<ul style="list-style-type: none"> ✓ Teacher explains what listening sub-skill will be developed (listening comprehension) and the elements that are applied in this session and how it is developed. Those are: Prediction, brainstorming, pre-teaching, listen and circle. 	<ul style="list-style-type: none"> ✓ Students have to listen about the process that they have to follow during this session.
Practice	⇒ Pre-teaching	<ul style="list-style-type: none"> ✓ Teacher gives the students a sheet of paper with the lyrics of the song (Jumping on the jungle). ✓ Teacher teaches the unknown vocabulary planned in the contents of this session and other unknown words for the students. ✓ Teacher explains what action verbs mean using some examples. 	<ul style="list-style-type: none"> ✓ Students must read the lyrics of the songs and underline the unknown vocabulary for them ✓ Students have to make an individual dictionary to write the unknown vocabulary that is taught by the teacher. ✓ Students have to listen and write action verbs on their notebooks.
Assessment	⇒ Listen and show	<ul style="list-style-type: none"> ✓ Teacher gives the students some pictures that show action verbs. She tells students that she says a verb and students have to pay attention to the verb that she says to make a competition. 	<ul style="list-style-type: none"> ✓ Students have some pictures on the tables and they must listen to the verb and put the picture up. The first student who puts it up will say another verb for the rest of the students.
Resources	<ul style="list-style-type: none"> ● Video (Jumping in the jungle) ● Lyrics of the song (Jumping in the jungle) ● Computer ● Basic material ● Flashcards ● Word charts ● Flash memory 		

WORKSHOP N° 6

THEME: Action verbs => While-Listening Activities



OBJECTIVES:

Teacher's objective	<ul style="list-style-type: none"> To help students to develop listening for the gist and listening for details.
Students' objective	<ul style="list-style-type: none"> To get the gist and to get the specific information

STUDENT'S LEVEL: Beginners

CONTENTS:

TIME: 60 minutes

DEVELOPMENT:

- Discrimination sounds activities
- Listening for the gist activities

ACTIVITY DESCRIPTION		TEACHER	PARTICIPANTS
Starting Activities	⇒ Lead in (Jungle animals)	<ul style="list-style-type: none"> Teacher divides students in groups of four and hands out a flashcard with any jungle animal in order to encourage the students to act out. Teacher gives some minutes to allow the students to prepare to act out. 	<ul style="list-style-type: none"> Students get in groups and look their flashcards, then they have to act out like the animals that they have in their flashcards.

Presentation	⇒ Introduction	✓ Teacher explains what listening sub-skill will be developed (listening for the gist and listening for details) and the elements that are applied in this session and how it is developed. Those are: Review before class, listen for the gist activities, listen for details and choose the correct option.	✓ Students have to listen about the process that they have to follow in this session.
	⇒ Review the previous class	✓ Teacher pastes on the board some pictures about vocabulary taught before. She says a word in order to develop the students listening skill	✓ Students in pairs go to the board and have to look at the pictures and they listen and touch the word that the teacher says. The student who touches last goes to his/her seat and come another student. This process is done with all the students.
Practice	⇒ Listening for the gist activity	✓ Teacher plays the song (Jumping on the jungle) to help students to get familiarized with the pronunciation of it, and then teacher gives students the lyrics of the song which some questions with multiple choices to get the gist of the song.	✓ Students read the questions of the songs and then they have to listen to the song, and check the correct answer.

	⇒ Listen for details activity	✓ Teacher hands out students a sheet of paper with an activity of filling in the blanks about all the song.	✓ Students have to listen to the song again and complete the blank spaces using the correct information of the song.
Assessment	⇒ Choose the correct option	✓ Teacher hands out students a sheet of paper which contains some items. The teacher says the sentences to evaluate the students in the two operations emphasized in this session.	✓ Students must listen to their teacher and choose the correct information.
Resources	<ul style="list-style-type: none"> ● Tape recorder (Jumping in the jungle) ● Flashcards ● Flash memory ● Basic material ● Lyrics of the song 		

WORKSHOP N° 7

THEME: Action verbs => Post-Listening Activities



OBJECTIVES:

Teacher's objective	■ To evaluate the effectiveness of students' listening comprehension
Students' objective	■ To analyze and evaluate what was heard

STUDENT'S LEVEL: Beginners

CONTENTS:

- Share information
- Discussion
- Listening comprehension

TIME: 60 minutes

DEVELOPMENT:

ACTIVITY DESCRIPTION		TEACHER	PARTICIPANTS
Starting Activities	⇒ Lead in (Let's do exercises)	✓ Teacher invites students to stand up and listen to the instructions in order to make some exercises using the things learned before.	✓ Students look at her teacher and do the exercises that she does. For example: Guys Jump very high, so the students have to jump high.

Presentation	⇒ Introduction	✓ Teacher explains what listening sub-skill will be developed (listening comprehension) and the elements that are applied in this session and how it is developed. Those are: Review previous class, check while listening work, sing, and choose the correct option.	✓ Students have to listen about the process that they have to follow in this session.
	⇒ Review the previous class	✓ Teacher writes on the board some words or questions to help students to remember the class given before.	✓ Students have to remind the two operations emphasized in the previous class.
Practice	⇒ Check while listening work	✓ Teacher asks students to take their Lyrics of the song used in the previous class to check the exercises applied to listen for the gist and listen for details.	✓ Students in pairs take the lyrics of the song, then they interchange their sheets and check the answers. Finally, teacher and students check together.
	⇒ Sing and dance	✓ Teacher invites students to sing the song and make the actions of it.	✓ Students listen to and try to sing and dance with their teacher.
Assessment	⇒ Choose the correct option	✓ Teacher gives students a sheet of paper which contains the lyrics of another song related with the action verbs in order to do some exercises, to practice the operations studied in this topic.	✓ Students must listen to the song and develop the different activities given by their teacher.
Resources	<ul style="list-style-type: none"> <li style="width: 33%; text-align: center;">● Word charts in the jungle) <li style="width: 33%; text-align: center;">● Worksheets <li style="width: 33%; text-align: center;">● Lyrics of the songs (Jumping <li style="width: 33%; text-align: center;">● Flash memory <li style="width: 33%; text-align: center;">● Tape recorder <li style="width: 33%; text-align: center;">● Basic material 		

5.5. ASSESSMENT OF THE EFFECTIVENESS OF SONGS ON LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING

5.5.1. Observation guide



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

PARAMETERS	PRE-LISTENING ACTIVITY	WHILE-LISTENING ACTIVITY			POST-LISTENING ACTIVITY	
	Pre-teach vocabulary	Sound discrimination	Listening for details	Listening for the gist	Adapting movements of the song	Sing the songs aloud
Student 1						
Student 2						
Student 3						
Student 4						
Student 5						
Student 6						
Student 7						
Student 8						
Student 9						
Student 10						
Student 11						
Student 12						
Student 13						

A = **MASTERED** = (80%-100%)
 B = **SIGNIFICANT PROGRESS** =(60%-70%)
 C = **NO SIGNIFICANT PROGRESS** =(Less than 50%)

f. METHODOLOGY

6.1. DESIGN OF THE RESEARCH

According to Bassey, (1998), describes “Action research as an enquiry which is carried out to understand, to evaluate, and then to change, in order to improve educational practice”.

Action research is a form of investigation designed for using by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision-making and the development of more effective classroom strategies. (Parsons, 2002).

6.2. METHODS

To study the Listening skill in the present research work, the researcher is going to use the following methods:

COMPREHENSIVE METHOD: This will be used as a means to study the listening skill in the students of seventh year of Basic Education and how it is developed or taught. It will also help to understand the importance that listening has as a skill of the English language learning.

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

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

ANALYTIC METHOD: This method will help to know more about the benefits of songs to improve listening skill of the children who will be part of this project. It will also be useful to analyze the data gathered by the researcher during the action stage, where there will be some instruments like an observation guide which will include indicators that will show how children are improving in their listening skill into the English language process. Another instrument that the researcher is will use is the Filed diary and notes which will help to get qualitative data.

SYNTHETIC METHOD: It will help in the right understanding of the main problem in the listening skill in the students seventh year of Basic Education, which will help the researcher to synthesize the models of songs that are appropriate and are useful to improve listening skill in the participants.

To determine the negative aspects that limit the development of listening skill in the students that are part of this research work, the researcher will use the participative diagnostic method

PARTICIPATIVE DIAGNOSTIC METHOD: It will let know the real situation of listening skill of students of seventh year of Basic Education in a determined moment. It will let start knowing the specific limitations and difficulties that they have in this skill. It will let the researcher improve this reality by applying new strategies through songs as a possible solution that will help the students into the English Language learning.

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

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

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

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

COMPREHENSIVE ASSESSMENT METHOD: It will be useful to assess the students' outcomes after every session that the researcher will develop through the application of songs and it will be checked in the observation guide which will include items that let the researcher specifically detect the students' improvements in the development of listening skill.

6.3. TECHNIQUES AND INSTRUMENTS

6.3.1. Data Collection

A survey, researcher's close observation of students' performance during class, field diary and notes and a portfolio will be used to gather data in this study. Quantitative data come from the indicators of the observation guide and qualitative data come from the survey and field notes. All the data will be triangulated to confirm validity.

Survey: It will be applied to know listening students' background as well as their interests in improving listening skill and likes about the songs. For this survey, a questionnaire will be elaborated with seven questions. These questions have multiple choices to select one as an answer. The aim of this instrument is to get personal information, since the researcher has not worked with them before. This will take place just at the diagnostic phase.

Pre – test: It will be designed to gather initial data on learners' knowledge previous to the research intervention and to check the participant's Listening

level of English. The initial pretest will include some activities to measure the Level of the students in the Listening skill in the English Language Learning.

Observation guide: The researcher will carefully observe students' performance during lessons. She will use an observation guide to record what will happen in class that helps them investigate, analyze and reflect upon their findings when the project comes to the end. This kind of instrument will include indicators or items. This will be applied individually in each session, during all the process of the act stage, taking into account the activities that will be developed in each phase of listening.

Field Dairy and notes: 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. The purpose of this instrument is to gather qualitative information.

Post-test: It will be the same pre-test that will be applied before starting with the treatment. The objective of this instrument is to measure how the participants will developed their listening skill. This post-test will compare the advance since the beginning of the research until the end of the session of the action stage.

Portfolio: This instrument will server to the students to keep their listening activities organized during all the sessions of this intervention. It will also help

the researcher to show the findings of the improvements of the participants session by session.

6.4. PROCEDURE

The action research work process will include the following stages:

6.4.1. Investigate

- **Survey**

The researcher is going to apply a survey to 13 participants at “Andrés Machado Montero” School. For this survey, a questionnaire will be elaborated with seven questions. These questions have multiple choices to select one as an answer. The purpose of this survey is to gather personal information and to determine the participant’s listening limitations and how the researcher can improve them through songs. This interview will be done personally. It will take place in the students’ classroom.

6.4.2. Plan

The researcher is going to apply two songs divided in three sessions each one. The songs will be applied into three stages, before, while and after listening, doing different activities in each one. The researcher will have an observation guide for each student, to determine the process of the participants. The researcher will use a field/research diary to take notes about the participant’s’

progress. The researcher will present a class with the participants at the end of the research in order to disseminate the results.

6.4.3. Act

This action research will be done in 8 sessions, sixty minutes each one, three sessions per week, during three weeks. This action will be divided into 3 steps; pre-listening, while-listening, and post listening.

Pre-listening

- The research is going to write the title of the song and the students will predict about it.
- The song sheets will be given to the participants, where they will have several minutes to read the material and guess the answer, and also underline the unknown vocabulary and know the activities that they have to do.
- The students need to become familiar with the new vocabulary that they are going to hear and practice their pronunciation. When the students know the vocabulary, then they practice pronunciation to continue with the next stage.

While-listening

- The participants will listen to the song once or the times that are necessary in order to understand the song.

- The researcher will give the participants a song's sheet (lyrics) with removed words in order that the students **fill-in the blanks** the missing words. But, it is possible that some sessions change the way of working the students. These changes can be: the **discrimination activity**, which consists in choosing the right word from two alternatives presented.
- The researcher will ask students to tell what the general idea of the song is.
- The song will be played in the classroom three times: First, without pauses, the second time with pauses and the third time without pauses again. This activity is to ask participants for specific details.

◆ **Post-listening**

- In this stage, the participants will develop their creativity making mimics related to the song listened. On the other hand, the teacher will invite students to sing the song aloud.

Note	During all the session, the researcher is going to get some specific information with the purpose to get qualitative data to keep the field diary.
-------------	--

6.4.4. Observe

During this stage, the researcher using the different instruments is going to observe the activities that the participants are going to do in each session and

observe the process of them in the listening skill. The instruments that will be applied are: Observation guide; Field or research diary and notes; and a post-test, that will be the same as the pre-test. These instruments will be explained in a detailed way in the techniques and instruments step.

6.4.5. Reflect

The researcher is going to show the findings of each session and how it is improving the participants' listening level. It notices if this will be useful or not for the improvement of the weaknesses. The information of all the research will be shared with the institution where will be done this action research and other institutions.

6.4.6. Dissemination

In order to show the findings of the research, the researcher is going to do demonstrative presentation class. In this step, some teachers and if it possible the parents of the participants will be present to observe the process of the students. The demonstration will be done with the results of the pre-test that will be applied at the beginning of the action research and the pos-test that will be the same as the pre-test.

6.5. POPULATION

The population that will be made up by 13 students that are studying at "Andrés Machado Montero" School, who are going to work as the participants of this action research and they are showed in the next chart.

AGE	WOMEN	MEN	NUMBER
11	2	2	4
12	2	3	5
13	1	0	1
14	2	1	3
TOTAL	7	6	13

f.

q. TIME TABLE

[illegible]

h. BUDGET AND FINANCING

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

7.1. RESOURCES

7.1.1 Human

The Human resources who will be part of this project are:

- ◆ The students of seventh year of Basic Education at “Andrés Machado Montero” School.
- ◆ The researcher

7.1.2. Material

7.1.2.1. Technological material

- ◆ Internet
- ◆ Books
- ◆ Thesis
- ◆ Computer

7.1.2.2. Office material

- ◆ Papers
- ◆ Folders

7.1.2.3. Classroom material

- ◆ Copies
- ◆ Songs (Cds)
- ◆ Songs sheets (Lyrics)

- ◆ Tape recorder
- ◆ Flash memory/Cd.

7.1.2.4. Institutional

- ◆ The “Andrés Machado Montero” High School.

7.2. BUDGET

CLASS MATERIAL	Songs sheets (Copies)	40
	Pictures	20
	Basic material	5
	Internet	150
OFFICE MATERIAL	Papers	60
	Folders	10
PRINTING	Project	350
	Printing	400
	Copies	200
TRANSPORT		20
TOTAL		1255

7.3. FINANCING

The expenses derived from the research work will be assumed completely by the researcher.

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8.1. SONGS BIBLIOGRAPHY

MARY HAD A LITTLE LAMB

<http://www.youtube.com/watch?v=krM-oM6EpTk>

IN ON UNDER

http://www.youtube.com/watch?v=hx8i-Wq_jtc

WALKING IN THE JUNGLE

<http://www.youtube.com/watch?v=GoSq-yZcJ-4>

ANNEX

RESEARCH MATRIX

THEME: APPLYING SONGS TO IMPROVE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF SEVENTH YEAR OF BASIC EDUCATION AT “ANDRÉS MACHADO MONTERO” SCHOOL. ACADEMIC PERIOD 2013-2014

PROBLEMS	OBJECTIVES	THEORETICAL FRAME CATEGORIES	RESEARCH STAGE	TECHNIQUES AND INSTRUMENTS
GENERAL How could the implementation of songs improve listening skill in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013 – 2014.	GENERAL To analyze the advantages that songs have as a strategy to improve the listening skill in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School. Academic period 2013-2014	Listening skill <ul style="list-style-type: none"> ✓ Definition ✓ Importance ✓ Listening process ✓ Listening strategies ✓ Negative aspects that limit the development of listening skill in the English Language Learning ✓ Problems in listening skill ✓ Factors that affect listening skill 	◆ Investigate Diagnostic the listening skill ◆ Plan Workshops	✓ Pre-test ✓ Lesson plan
SPECIFICS What kind of literature about songs is effective to improve listening skill in the in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013- 2014. What are the negative aspects that limit the listening skill in the English Language Learning	SPECIFICS To gather appropriate literature about songs as a useful resource to improve listening skill in the English Language with the students of seventh year of Basic Education at “Andrés Machado Montero” School. Academic Period 2013- 2014. To diagnose the negative aspects that limit the listening skill in the English Language	Songs <ul style="list-style-type: none"> ✓ Definition ✓ Benefits ✓ Advantages of using songs in the classroom ✓ How to teach songs ✓ Songs to improve listening skill ✓ Applying songs to improve listening 	◆ Act/observe To use songs to improve listening skill ◆ Reflect Value songs in improving the listening skill	✓ Observation guide ✓ Field diary ✓ Post-test

<p>with the students of seventh year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013- 2014.</p> <p>What types of songs are the most adequate to improve the listening skill in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013- 2014.</p> <p>How do songs as part of the classroom activities help to overcome the limitations in the listening skill in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013- 2014.</p> <p>How efficient was the application of songs in the listening skill in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013- 2014.</p>	<p>Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School. Academic Period 2013- 2014.</p> <p>To choose the most adequate songs to improve listening skill in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School. Academic Period 2013- 2014.</p> <p>To apply the selected songs as part of the classroom activities in order to overcome the limitations in the listening skill in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero” School. Academic Period 2013- 2014.</p> <p>To reflect about the effectiveness that the songs had on the listening skill in the English Language Learning with the students of seventh year of Basic Education at “Andrés Machado Montero”. Academic Period 2013- 2014.</p>	<p>(Workshops)</p> <p>✓ Assessment of the effectiveness of songs on listening skill</p>	<p>♦ Disseminate</p> <p>To demonstrate the findings of using songs to improve listening</p>	<p>✓ Class presentation</p>
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UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMMUNICACIÓN
ENGLISH LANGUAGE CAREER

SURVEY

Dear student: I am a student from the National University of Loja, from the English Language Career and I am doing my action research project, so I ask your collaboration answering the questions sincerely, in order to get general information about you.

1. In the following range, where is your age localized?

- 11 _____
- 12 _____
- 13 _____
- 14 _____

2. Do you like to learn English Language?

- Yes _____
- No _____

Why? _____

3. When you are listening to an English song, what is the most difficult for you?

- Predicting _____
- Getting the main idea _____
- Looking for details _____
- Developing creativity _____
- Summarize _____
- Other _____

4. How many times do you need to listen to an English song to understand its meaning?

- Once _____
- Twice _____
- Three times _____
- More than three _____

5. Do you want to improve the listening skill?

- Yes _____
- No _____

Why?

6. Do you think to improve listening skill through songs is

- Boring and unless activity _____
- Funny way to improve listening _____
- Relaxed time for class _____
- A waste of time _____

7. Does your teacher use songs in the classes?

- Always _____
- Sometimes _____
- Never _____

THANK YOU FOR YOUR COLLABORATION

LISTENING ENGLISH TEST

NAME: _____

DATE: _____

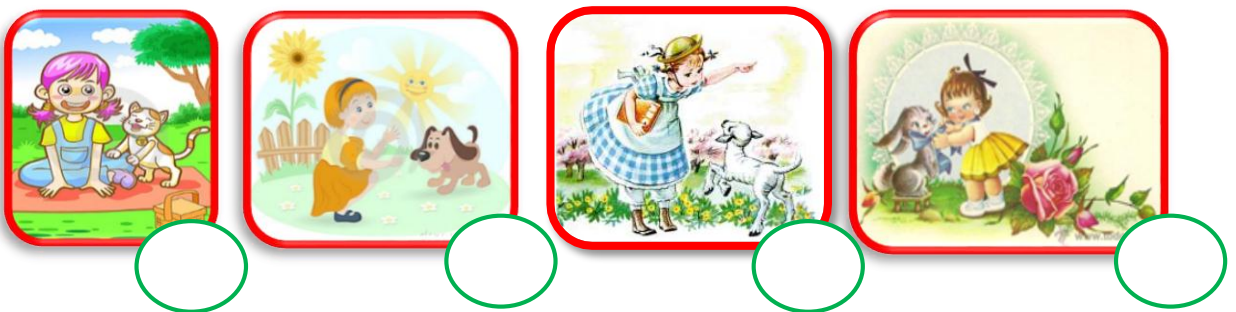
A. Listen to the song and write F if it is false or T if it is true. (2 points)

1. Mary had two lambs ()
2. The lamb is white as snow ()
3. The lamb went with Mary to the park ()
4. The children cry when they saw the lamb ()

B. Listen to the song and underline what the song is about. (2 points)

1. It is about a girl and her animal
2. It is about a boy and a pet
3. It is about friends
4. It is about animals









C. What is the song about? Check on the correct picture. (2 points)



D. Listen and check the correct sentence. (2 points)

1. Mary has a little dog ()
2. Mary has a little lamb ()
3. Mary had a little lamb ()
4. Mary had a little dog ()

E. Listen and check the picture or word according to the song. (2 points)

CATEGORIES	PICTURES/WORDS			
Animal				
Person's name	Kate	Mary	Sofia	Rose
Place	School	High School	University	
Children's reactions				

UNIVERSIDAD NACIONAL DE LOJA

ENGLISH LANGUAGE CAREER



RESEARCHER FIELD DIARY

Date:

Objective :

Content:

Activity:

Time:

<u>Aspects to be observed</u>	76%- 100%	50% - 75%	Less than 50%
✓ Were students involved in the activity?			
✓ Was the activity appropriate for the class?			
✓ Did students understand and follow the strategy being applied?			
✓ Were the objectives of the activities accomplished?			
✓ Were conditions favorable to the application of strategy?			

Comments:

PICTURES



Students taking the Listening Pre-test



Picture showing the teaching resources used by the researcher in the Pre-listening activity



While-listening activity: Students reading the answers after completing the activity



Post-listening activity: Picture showing the students' movements made in a song

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