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# UNIVERSIDAD NACIONAL DE LOJA

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

### ENGLISH LANGUAGE CAREER

TITLE

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

This is a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization

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## CERTIFICATION

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### CERTIFIES:

The following research work entitled; **“APPLYING SONGS TO IMPROVE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF SIXTH YEAR OF BASIC EDUCATION, AT “ANDRÉS MACHADO MONTERO” SCHOOL. ACADEMIC PERIOD 2013-2014”** undertaken by Wilman Vicente Ortega Jaramillo, has been thoroughly revised; therefore, I authorize the presentation of the thesis, for the corresponding legal purposes, and its compliance with all the norms and internal requirements of the Universidad Nacional de Loja.

Loja, August 11<sup>th</sup> 2016



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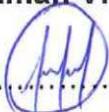
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**THE AUTHOR**

## **DEDICATION**

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

This thesis is dedicated to my dear mother Teresa Jaramillo, and my father Vicente Ortega, who helped and supported me constantly during my university studies to achieve my dreams, giving me words of encouragement, for being with me in every moment. They are the fundamental part in my life. Thanks to my parents for the great love and patience.

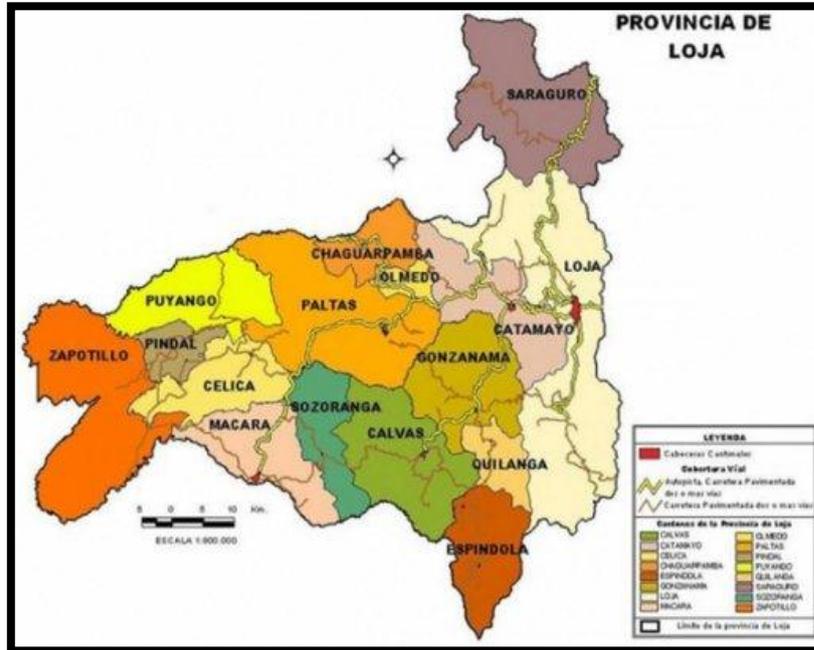
I dedicated my thesis work to my family, especially to my brothers and sisters. They were who helped me throughout this important process. Thanks for all moral and economical support, for motivating me to reach my new objective.

**Wilman Vicente**

## MATRIZ DE ÁMBITO GEOGRÁFICO

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## THESIS OUTLINE

- i.** COVER PAGE
- ii.** CERTIFICACIÓN
- iii.** AUTORÍA
- iv.** CARTA DE AUTORIZACIÓN
- v.** ACKNOWLEDGEMENT
- vi.** DEDICATION
- vii.** MATRIZ DE ÁMBITO GEOGRÁFICO
- viii.** MAPA GEOGRÁFICO Y CROQUIS
- ix.** THESIS OUTLINE

- a.** TITTLE
- b.** RESUMEN  
ABSTRACT
- c.** INTRODUCTION
- d.** LITERATURE REVIEW
- e.** MATERIALS AND METHODS
- f.** RESULTS
- g.** DISCUSSION
- h.** CONCLUSIONS
- i.** RECOMMENDATIONS
- j.** BIBLIOGRAPHY
- k.** ANNEXES  
INDEX

**a. TITLE**

**“APPLYING SONGS TO IMPROVE LISTENING SKILL IN  
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STUDENTS OF SIXTH YEAR OF BASIC EDUCATION, AT  
“ANDRÉS MACHADO MONTERO” SCHOOL. ACADEMIC  
PERIOD 2013-2014”**

## **b. RESUMEN**

Este estudio descriptivo investigó el uso de canciones para mejorar la habilidad de escucha con Sexto Año de Educación Básica en la Escuela "Andrés Machado Montero". Se llevó a cabo una intervención de ocho sesiones para mejorar ésta habilidad. Una prueba fue diseñada y utilizada para medir el progreso y percepción de los estudiantes con el uso de canciones. Fichas de observación se utilizaron como instrumentos adicionales monitoreando el rendimiento de los estudiantes. Después de haber usado canciones, el mejoramiento de la habilidad de escucha fue significativo, el mismo se refleja en las calificaciones del Post-test. La información recibida del diario de campo confirmó el entusiasmo y la actitud positiva para mejorar ésta habilidad. Éste estudio ayudó a los estudiantes a mejorar sus habilidades de escucha, al investigador asimilan sus habilidades de docente, y la comunidad para tener futuros docentes bien preparados.

## **ABSTRACT**

This descriptive study investigated the use of songs to improve the English listening skill with Sixth Year of Basic Education at “Andrés Machado Montero” School. An intervention with eight sessions was carried out to improve the skill. A researcher-made was designed and used to measure the students’ progress and perception of songs. Additional instruments like; observation sheets were used regularly to see the students’ progress. The results indicated that after using songs, the improvement of listening skill was remarkable which was reflected quantitatively in their Post-test scores. The information from the field diary confirmed the enthusiasm and the positive attitude toward working with listening. To sum up this study helped the students to improve their listening skill; the researcher to sharpen his teaching skills, and the community to have well prepared future teachers.

### **c. INTRODUCTION**

Listening skill is one of the basics of learning languages and acquiring them. This receptive skill helps to interact and keeps in touch each other. However there are some obstacles why listening fell difficult to be mastered by the students, such as: the sounds, difficult to understand to understand speech, there are different accents, difficult idioms and unfamiliar language. For the students, their English teachers are usually local people. So the students may not be used to the accents of the foreign people. Therefore, the researcher tried to reduce the problem of the students' listening comprehension and intends to find out what can be done to help them to improve their listening skill level. So, the researcher was interested in improving the listening student's limitations by applying songs.

During an observation in the foreign language classroom to the students of sixth year from a public school, the researcher decided to apply songs to teach listening skill as an effective technique to improve the listening skill abilities. Developing this action research project, the researcher noticed that the strategy applied is very important since it helps students to learn in a relaxed way.

The researcher realized about some negative issues related to listening skill. The main problem that the students had were in the parameter Listening for Details. In order to improve these problems, the

researcher applied songs using different activities in order to solve the issues encountered.

Once the information was collected about the student's interest and weaknesses, the researcher gathered theoretical information that helped to have a clear sight how improve those listening students' limitations. On the other hand, the researcher found some negative aspects that stopped the right process of improving the students' listening level. Those negative issues were related to speech, accent, and pronunciation and unknown vocabulary. In order to improve those problems; understandable, clear and easy English songs were used to motivate the students to overcome their listening limitations, having as a result a positive effect on them.

Two variables were considered as part of this study: *Listening skill and Songs*. A group of eleven students were part of this research work. To improve the students' listening skill a period of eight sessions of intervention period during three weeks was implemented, where the researcher applied two songs with different kinds of activities in order to improve the problems that students had in the listening skill according to three parameters (Listening for Gist, Listening for Details and Sound Discrimination) used in this study. Referring to the participants work and attitude, in a general way it could be said that they improved meaningfully, since they worked with the objective to improve their limitations concerning to listening skill. However, the participants had low scores, especially in Sound Discrimination. A reason why students decreased in this parameter

was the lack of interest despite of they got higher scores in the Pre-test. Another reason was they demonstrated more interest in developing activities related to Listening for Gist and Details rather that improve mechanical skills. Another issue was the external noises that made the students miss the concentration and they had difficulties in listen to the researcher.

Developing this action research work had advantages and disadvantages. The most important benefit of this work is to have developed action research since it considers a specific problem in order to make a change. Another advantage is that songs had a positive impact in listening skill, since they are the most suitable resource to improve this skill, and they decreased the students' limitations meaningfully. Another advantage of developing action research is that it facilitated the researcher to have a clear understanding in the teaching-learning process.

Nonetheless, there are also limitations that affect the correct teaching process. A negative aspect is that participants were affected by external and internal limitations. Concerning to external limitations there were some barriers such as noise that was made by workers who were building new classrooms, clutter and other interruptions. About internal limitations; at the beginning of the intervention, some students did not show willingness to work in this research work, although it was improving day to day in the workshops applied. Another negative issue was that students were shy

and they did not participate, even though they liked the activities planned for the lessons.

The present action research work was done, following a research cycle, which consisted in plan, observe, act, and reflect. Scheme. First, the researcher knew the problems that students had and applied a technique to improve the students' limitations. Then, the researcher applied the adequate English songs to overcome the students' weaknesses in English skill. After, the researcher observed carefully how the participants progressed after the intervention stage, and finally the results were showed to know if the strategy had or not a positive impact.

## **d. LITERATURE REVIEW**

### **LISTENING SKILL**

Listening skill is considered as the most important skill in acquiring a target language. To have a clear idea about what listening is, some authors come to provide a definition of it. According to Oxford, (1993), listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse. In a similar way Saricoban A. (December 1999), affirms that listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

### **PROCESS OF LISTENING**

Listening is a skill that has to follow a process. Those processes happen in five stages. The stages are hearing, understanding, remembering, evaluating, and responding. Tyagi, (2013), suggests that listening follows five stages and they are showed below in a summarizing way.

*Hearing:* It is a fundamental procedure that students have to develop 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. Brain screens stimuli and permits only a select few to come into focus these selective perception is known as attention, an important requirement for listening.

*Understanding:* This process involves interpreting symbols that is seen and heard. Learners have to analyze the meaning of the stimuli they 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.

*Remembering:* Remembering is so useful in listening procedure since it means that students not only received the message but also keep in mind. 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:* This stage is applied for active listeners. At this part the active listener participates in opinions, and responses to the knowledge received. 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.

*Answering:* It is a stage learners have to complete a process using verbal or nonverbal feedback. It is the clearest way to notice if the information is Strategies of Listening.

## **STRATEGIES OF LISTENING**

Listening strategies are considered as a plan of action that help in a direct way to the comprehension and keep in mind the listening input. According to Tyagi, (2013), there are two types of listening strategies. 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.
- 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.
- Sound discrimination.

- Listening development.
- Active Listening Skills.

Harryman, (1996), comments that active listening is an essential mentoring skill. However hearing is confused with listening. But hearing is just note some noises or when someone speaks. Listening, however, is making sense of what is heard and requires the individual to constantly pay attention, interpret, and remember what is heard. Hearing is passive; listening is active. The passive listener is much like a tape recorder. If the speaker is providing a clear message, the listener will probably get most of what is said. For listeners, this is not enough. They must be active listeners.

Requires who receives the message is to hear the words and recognize the feelings associated with the words. Listeners should be able to understand the speaker from his or her point of view. There are four essential requirements:

- Willingness to take responsibility for completeness.
- An active listener concentrates on what the speaker is saying. The human brain is capable of handling a speaking rate six times that of the average speaker.
- Thus, the listener must focus on the speaker.
- Suggestions for Improving Active Listening Skills.

## **SUGGESTIONS FOR IMPROVING ACTIVE LISTENING SKILLS**

### **Make Eye Contact**

Make eye contact is so important to let people know that a speaker is interested and pay attention to what a speaker says. It also helps to decrease interruption, and motivate to the speaker.

### **Exhibit Affirmative Nods and Appropriate Facial Expressions**

The effective listener shows signs of being interested in what is said through nonverbal signs. Together with good eye contact, non-verbal expressions convey active listening.

### **Avoid Distracting**

People who are attending to a speaker must not create any action or gesture that distracts the speaker. It could be tedious for his/her. These activities make the speaker feel like the listener is not interested in what is being said.

### **Ask Questions**

An important suggestion to clarify what the speaker says is to make questions. It facilitates the understanding of the information.

### **Paraphrase**

Paraphrasing means write others opinion in your own words. This technique allows the listener to verify that the message was received correctly.

### **Avoid Interrupting the Speaker**

It allows the speaker to complete his or her thought before responding, and does not anticipate what he/she will say.

### **Do Not Talk Too Much**

Talking is easier than listening intently to someone else. An active listener recognizes that it is impossible to talk and listen acutely at the same time. Listener must be in silent to avoid interrupt the speaker.

## **NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF LISTENING SKILL**

The author Ur P., (1996), comments that there are some students' difficulties in learning; different problems with sounds, have to understand every word, cannot understand fast and natural native speech, need to hear things more than once, find it difficult to keep up, and get tired.

The other problem in learning listening is that students have no control over the speed of what they are hearing and they cannot go back or rewind to listen again. Although, when using recorded materials they can be played again or students to listen again, it is usually under the control.

In a similar way Rixon, (1986), says that students' listening difficulties occur, because the speed at which native speakers usually speak, students feel that the teacher asks the students to listen to the overall message and forget about what they could not catch, which probably means what they did not understand, the teacher has no idea that

sometimes what they do not really understand can add up to 75% of what is heard.

## **LIMITATIONS OF LISTENING**

When a listener listens to someone, there are many negative issues that can limit the understanding of the message that is said. These limitations come from both the outside as well as the inside, and they are described below:

**External Limitations:** These are the various things that happen around you, such as noises, clutter, and other interruptions, that act as barriers to active listening. Before you start to actively listen to someone, try to eliminate as many of these external barriers (e.g. turn off your cell phone, put down another task that you are doing, etc.)

**Internal Limitations within the Listener:** There are also many barriers to active listening that come from within the listener. They include things such as past experiences, prejudices, assumptions made, certain attitudes, and personality traits, etc. that affect how well you truly hear what is said. Here are some samples:

**Comparing:** Trying to figure out how what is being said is better/worse than something else (e.g. “Does she think that she is the only unhappy person? My problem is so much bigger than hers.”)

**Personal Experience:** Your own past experience can leave “emotional cotton” in your ears. This can because you to misinterpret what someone is saying based on your own personal experience—not there’s.

**Automatic Talking:** Listener responds to the first recognized word speaker says; not to the overall meaning of what the speaker has said.

**Mind-Reading:** Thinking in advance that you know what someone is going to say. This can lead to mentally “tuning out” before the speaker is finished talking, or worse yet, interrupting the person to finish their sentence. In either case, this leads to misunderstanding, frustration, and possibly even anger.

**Rehearsing:** Trying to figure out what you are going to say in response. Instead of listening to the person, you are thinking about your response.

**Judging:** Discounting or judging the speaker’s values and therefore writing off what the person is saying. This distorts your ability to really hear their message. (e.g. “Look at that haircut” or “He’s loud and obnoxious”).

**Day Dreaming:** Something the speaker says has triggered your own thought process and you start to day dream.

**Fixing/Advising:** This is the tendency to only listen initially to the speaker, then begin to search for a fix or advice to offer the person.

**Note:** People overall do not want to be “fixed”, and most suggestions will be disregarded (unless specifically asked for) and may result in anger toward the fixer.

**Sparring:** You focus on things that you disagree with and will verbally attack the person when they are finished speaking. You fail to take into consideration that this person's experiences are unique, and that only he/she is the expert on themselves.

**Making Assumptions:** This is the process of coming to some kind of conclusion about someone or something with incomplete information. Assumptions about people are made constantly, and can severely limit your ability to communicate effectively and honestly with other people.

**Limitations within the Speaker:** Sometimes the barriers come from the speaker themselves, which can make true communication difficult. Expectations: Speakers may sometimes have certain expectations of the listener and these are often not expressed to others. This is where clarifying what the speaker has said and asking pertinent questions.

**Risk Taking:** Taking risks in communication can be scary but necessary. Often the speaker has this silent question: "If I risk myself and this is all I've got, what will happen if I am rejected?" That is why it is very important as a listener to accept and respect the person for what he/she to sum up this part, it is said that the limitations happen from inside and outside factors.

## **LISTENING SUB KILLS**

The researcher must have an overall understanding of whole listening sub skills and select the main operations with which the researcher is going to work with. Nevertheless, the teacher has 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 in their listening skill.

So far, it is examined that there are many listening sub skills 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.

### **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 puts 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 words.

## **SONGS TO IMPROVE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING**

Nowadays, music plays an important role in involving to the young children in the songs when they are acquiring a foreign language; therefore, the researcher presents some concepts about the song.

Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes.

**Songs** can also provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons Futonge, (2005). The majority of the people around the world like music. Children, teenagers, people in general listen to music in any occasion. In every activity that people do, music as a complement.

### **Importance of songs**

Music has been as one the most important aspects in people's life. Music is something that everybody really likes. It is in all places,

everywhere we need it: “when we exercise, when we work, when we play, when we worship and even when we die, music is there to reinforce or alter every mood and emotion”. (Lynch, 2008). Studies have revealed that songs develop in a better way concentration, memory, stimulate knowledge, make learning a more fun way.

Songs have been considered as a resource to learn a language. Medina, (1993), states “it is currently a common practice to use songs in the classroom to support second language acquisition” because music can stimulate and motivate students to learn a new language. It is really a language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes (Inggris, 2008).

## **USING SONGS IN THE CLASSROOM**

### **Listening Songs Process**

All things have their process or procedures. Furthermore, working with songs have also their own steps. Yoo, (2001), suggests to follow the next procedures to develop activities with songs.

#### **➤ Pre-listening**

- To start this stage, teachers must develop a warm-up activity, in order to ask students what they know about the topic that is going to be applied.
- Handout the lyrics and figure out what activities is possible to develop in the next stage. It could be fill-in the blanks, use their knowledge in

grammar. Have the students compare their guesses with their neighbors. Ask for volunteers to share their guesses with the class.

➤ **While-listening**

As first activity is Gap-filling: This activity consists in give students a piece of song with some gaps where they have to listen and fill in the missing words in the gaps. Those blanks can be omitted according to the topic that teacher is teaching.

A second activity mentioned by her is spotting the mistakes. In this activity, students will have to change the words provided by the teacher. These words could be synonyms or antonyms taken from the lyrics.

In the third activity, changing the order of verses, the students can change the order of the different sentences found in the lyrics.

➤ **Post-listening**

Once finished the while-listening stage, in this step is necessary consider to go over the answers with the class. If students need, replay the parts where students had trouble understanding the words. Another activity that could be done in this stage, is to develop the creativity of the students to make mimics related to the song listened. In other way, teacher should invite students to memorize the song to sing it without looking lyrics.

**Benefits of using songs in the classroom**

Having songs in classroom, must have positive effects by the students. They can develop their listening skills and increase their cultural

knowledge. There are a great amount of songs that can be used in the classroom, especially with foreign learners.

Teacher must be conscious that not all the songs could be used for different ages. 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. (Brown., 2006).

Other benefits of using songs in the classroom are that songs can be used:

- a. To present a topic, a language point, lexis, etc.
- b. To practice a language point, lexis, etc.
- c. To focus on common learner errors in a more direct way.
- d. To encourage extensive and intensive listening.
- e. To stimulate discussion of attitudes and feelings.
- f. To encourage creativity and use of imagination.
- g. To provide a relaxed classroom atmosphere.
- h. To bring variety and fun to learning.

### **Do students feel motivated and listen for details in English Language Learning?**

It is considered that songs have a lot of advantages. Some of them are songs can encourage the students and make them more applied in their abilities to listen the content of material.

Some advantages for students when they are using songs in the classroom are:

- Songs increase knowledge on vocabulary.
- Songs motivate students.
- Songs improve pronunciation.
- Songs get student's interest.

Schoepp, (2001), believes that the following three patterns emerge from the research on why songs are valuable in the ESL/EFL classroom:

**Affective reasons:** A positive attitude and environment enhance language learning. Songs are an enjoyable activity that contributes to a supportive, non-threatening setting with confident and active learners.

**Cognitive reasons:** Songs contribute to fluency and the automatic use of meaningful language structures

**Linguistic reasons:** In addition to building fluency, songs provide exposure to a wide variety of the authentic language students will eventually face in non-academic settings.

### **The Use of Song as Authentic Listening Material**

The authentic materials are an important factor to take into consideration when designing listening skill materials. The purpose in this case is that learner is giving the chance to develop the skills needed to comprehend and to use language that today is very important to communicate with other people in real situations. So, it is pertinent to take

the opportunity wherever possible to expose students to example of real language usage to help them become more communicatively competent.

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

### **Are songs useful to stimulate Listening and understand main idea in songs, into the English Language?**

We listen for a purpose and with certain expecting.

- We make an immediately response to what we hear.
- We see the person we are listening to.
- There are some visual or environment clues as to the meaning of what is heard.
- Stretches of hand discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy, noise and colloquialism, and it is auditory character.

The features above, songs are authentic listening materials. Ross, (February, 2006.), says that the example of authentic listening materials is listening to song to learn more about well-known bands that sing in English. We know wherever the songs always follow us at home, at school, at office, at cars, and so on, in wherever. Is for that reason, we can directly listen to the song and also interest to learn the value of language in it.

At the moment that designing lessons and teaching materials to further develop listening comprehension skills, students have to be encouraged and stay motivated. This is best accomplished by determining the suitability of the listening material such as the use of song as authentic material. When using a song stimulates and motivates students to comprehend and understand the content of materials.

### **Do songs contribute to develop rhythm, stress and intonation patterns in the English Language Learning?**

- Practicing the rhythm, stress and the intonation patterns of the English language.
- Teaching vocabulary, especially in the vocabulary reinforcement stage.
- Teaching grammar. In this respect songs are especially favored by teachers while investigating the use of the tenses.
- Teaching speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussion.
- Teaching listening comprehension.
- Developing writing skills. For this purpose a song can be used in a variety of ways.

### **Can students learn new vocabulary, idioms and expressions by using song in the English Language teaching process?**

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

- Use of new vocabulary, idioms and expressions – It needs to address the new material offered in each song. This includes grammar, vocabulary and usage.
- Pronunciation and accent of the singer – Every native speaker doesn't pronounce or sing with the same accent. Students may be exposed to an accent which is outside the realm of what they might normally hear in context.
- Use of new grammar and structure Song researchers and singers are notoriously "loose" when it comes to use of grammar, structure, pronunciation, stress and other language factors applied to songs. The teacher must prepare for this.

Also is important say that apply songs in teaching and learning English as a foreign language is felt much needed. From the songs, we can learn and know many things such as: new vocabulary, grammar, listening, speaking, writing, and especially in listening skill.

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, to facilitate the understanding of the song. The state of the song should also be very good one. A studio album is possible 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.

The author 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 should not be any form of violence in it.
- The song should contain a certain artistic image.

According to above, we will have to choose the songs that have a suitable level of difficulty. The suitable of the song is a particularly important issue. It could be known whether the students are going to like the song or not. The application of Songs Procedure, there is different ways of using songs in the classroom. There are some aspects that influence determinant roles on the procedure such as: the level of the

students, the interests and the age of the learners, the grammar point to be studied, and the song itself. But, other important point is the creativity of the teacher.

The author Saricoban A., (2001), 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:

- Gaps fill 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.

### **How to teach songs**

From this point of view the researcher's responsibility is not to teach singing skills, but to improve the listening skill. So, if songs are used in bad way, they can freely become mere entertainment and pleasurable interruptions in the school day that, in the long term, result in boredom and a lack of interest.

According to this, 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 involved into a scheme of work and carefully selected for the cognitive and linguistic needs of pupils and listened in clear form.

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).

When you are going to teach any song, we have to consider that the classroom CD player is ready for use and that every student can hear equally well. If you use handouts, distribute them to every students but tell them not to read the lyrics until after the first listening. If you are using a textbook, tell the students the page number. If you do not have a textbook or access to a photocopier, you may write the lyrics on the board or on a poster before you start.

### **Stage 1: Pre-teaching activities**

The author Davies, (2000), this stage is useful to prepare the learners for what they are going to hear, just as we usually prepare for real-life situations. Important points to consider for this stage, mainly derived from my own teaching experience, are as follows:

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

### **Stage 2: While-teaching activities**

In this stage the students understand the text through activities. As pointed out earlier, one advantage of Listen and Do songs is that learners are encouraged as they are listening. However, do not expect your students to learn the song and the accompanying actions in the first listening. During this process they will need to listen to the song a several times. Drawing on my experience, I suggest listening to a song three or four times and carrying out the tasks described below.

⇒ **First listening:** The aim of the first listening, as pointed out by Harmer, (1991. ), is to give students an idea of what the listening material sounds like. Let the students listen to the song without any interruptions so that they will have an opportunity to hear the music and the lyrics.

This may also be termed free listening. I find this activity quite beneficial and motivating for my students, and they express positive feelings about free listening. After the free listening, tell the students to look at the lyrics of the song (from the handout, textbook, board, or poster), since this is probably the best time to let students see and read the lyrics. (If the students read the lyrics before the first listening, they may try to read along and not concentrate.) Next, read the lyrics of the song aloud and ask the students to listen and follow from the handout. Finally, read the lyrics aloud line by line and ask the students to repeat every line aloud.

⇒ **Second listening:** This is the stage when students are asked to sing the song along with the CD or the teacher line by line. As a teacher, check for correct intonation of language—not music—and pronunciation, and do some remedial work on any problematic intonation or pronunciation.

⇒ **Third listening:** Ask the students to sing the complete song along with the CD and join in the singing yourself. Also, ask the students to do the accompanying actions. My own experience demonstrates that the final listening can be carried out a few times, as the students are eager and interested to sing the whole song and perform the actions.

### **Stage 3: Post-teaching activities**

In this stage focuses when the teacher moves on from listening practice to focus on other language skills such as reading, speaking, and

writing. In this context, Listen and Do songs are suitable for competitions, games, and simple drama activities. Some suggested examples follow.

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

## **e. MATERIALS AND METHODS**

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

### **DESIGN**

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 process 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 him reflected upon his teaching and improved his 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 he had an insight of the spectrum of English teaching within the school. “Andrés Machado Montero” is located in Menfis Central 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” School, the treatment of English as a subject within the curriculum of the school is optional and it is reflected in the limited class periods devoted to teach it. It did not have an English teacher as part of its teaching staff and the only English instruction 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 students who were part of the action research were a group of 11 students (7 men and 4 women). Their age range between 11 to 13 years old. These students received English as an additional subject; furthermore, they had 2 classes academic periods (40 minutes) per week. They did not have any kind of English text book to learn this language.

The unique kind of resource that they used was the worksheets prepared by the teacher trainees.

## **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, students of sixth year of Basic Education at “Andrés Machado Montero” School; the Director’s School who facilitated general information about target students; 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. The material used for the intervention plan was: songs (sheets, flash memory); copies and tape recorder.

## **METHODS**

The following general methods were applied along the descriptive research: The *Scientific method* assisted the study of the songs applied in the development of listening skill. It helped in the observations done before and during the intervention. 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 investigation. 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 test and questionnaires and the qualitative text analysis of the data received from the observation guide, 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**

Questionnaires, survey, conversations, students' grades, students' works (documentary evidence), field diaries and notes, systematic

observations, (photos) and researcher's tests were used to gather the information.

## **PROCEDURE**

The research work started with an observation to the students who were part of this action 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 was organized in 8 lessons and 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 were 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.

## f. RESULTS

The quantitative data came from the pre-test about the listening skill applied to 11 students of sixth 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 questions of multiple choice tests aimed at knowing the student’s listening level in three listening sub skills, listening for Gist, Listening for Details and Sound Discrimination.

### ***Quantitative data analysis. Pre-test results***

#### a. Table 1:

##### *Listening Pre-test Scores Results*

STUDENTS CODE	LISTENING FOR GIST	LISTENING FOR DETAILS	SOUND DISCRIMINATION	SCORE
	/2	/6	/2	/10
AMM1	1	3	1,75	5,75
AMM2	2	3	2	7
AMM3	1	3	2	6
AMM4	2	3	2	7
AMM5	2	2,5	2	6,5
AMM6	2	3,75	2	7,75
AMM7	2	3	2	7
AMM8	2	2,75	2	6,75
AMM9	2	3	2	7
AMM10	2	3	2	7
AMM11	1	3	2	6
<b>TOTAL</b>	18	33	21,75	73,75
<b>M</b>	1,64	3	1,98	
<b>%</b>	81,82	50,00	98,86	

**Source:** Listening pre-test scores from students of 6<sup>th</sup> year of Basic Education at “Andrés Machado Montero” School

**Author:** Wilman Vicente Ortega Jaramillo

## **b. Interpretation and analysis**

From the 11 participants who were tested, the highest score in the group is 7,75 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 (0,25). However, just 1 student got that grade. The other respondents got lower scores than that. The lowest value in this pre-test is 5,75. Its score has a long distance from the average score adopted for this analysis. The participants' achievement according to the Listening for Details shows that students had difficulties in this skill. All the three scores in these parameters are under the limit required. The highest score is achieved in Sound Discrimination with 9,8%, which has little difference contrasting with the limit expected. The lowest score accomplished is in Listening for Details with 5. It reflected that students had major difficulties in this parameter.

Analyzing the data provided in the pre-test administered to the research participants can be noted that the majority of the students had difficulties in the listening skill. All the students' scores are under the limit score adopted for this study, but the major problems that they had were in Listening for Details in comparison with the other two parameters.

According to Disick, (1972), this difficulty can be explained in the fact that this parameter is into a communicative skill level which requires a major input of the language. On the other hand, students had minor

problems in Sound Discrimination which is considered at a mechanical skill level (Disick, 1972).

After conducting the intervention stage, for 3 weeks, a post test was administered to the same groups of students of 6<sup>th</sup> year of Basic Education, at “Andrés Machado Montero” School. The post-test was the same as the pre-test. It measured 3 parameters: Listening for Gist, Listening for Details and Sound Discrimination. The objective of this post-test was to determine that students had improved their listening skill level.

**a. Table 2:**

*Listening Post-test Scores Results*

STUDENTS CODE	LISTENING FOR GIST	LISTENING FOR DETAILS	SOUND DISCRIMINATION	SCORE
	/2	/6	/2	/10
AMM1	2	5	1	8
AMM2	2	6	1	9
AMM3	2	5,5	1,25	8,75
AMM4	2	6	1	9
AMM5	2	6	1	9
AMM6	2	6	1,5	9,5
AMM7	2	6	1	9
AMM8	2	6	0,75	8,75
AMM9	2	6	1	9
AMM10	2	6	1	9
AMM11	2	6	1	9
<b>TOTAL</b>	22	64,5	11,5	98
<b>M</b>	2	5,86	1,05	
<b>%</b>	100	97,73	52,27	

**Source:** Listening post-test scores from students of 6<sup>th</sup> year of Basic Education at “Andrés Machado Montero” School

**Author:** Wilman Vicente Ortega Jaramillo

## **b. Interpretation and analysis**

From the 11 students who were tested, the highest score in the group is 9,5; which is over the limit value adopted for this analysis, 8. This score obtained has a huge difference (1,5). The important thing that is essential to mention is that the majority of the participants got that score. Just 1 practitioner got lower scores than that, but without significant difference. The lowest score in this pre-test is 8, and it is within the average score adopted for this study. Considering the participants' proficiency in the listening, it can be concluded that students had overcome their weaknesses in the listening skill in a significant degree. The highest score reached in Listening for Gist is 10. It reflects the improvement that students had in this parameter. Nevertheless, the lowest score achieved is in Sound Discrimination with a percentage of 52,27%. It apparently reveals a contradictory phenomenon which can be explained in the area of external limitations.

Analyzing the data gathered in the listening skill post-test administered to the students who were part of this research, it can be observed that they could improve their listening skill but not into the 3 parameters used for this intervention stage. In a general way, all the students demonstrated achievement in this skill. One of them with the major grade 9,5 and the other participants with scores between 8 and 9. Two from the three operations of the listening skill have been improved through the intervention applied for 3 weeks. An important issue that has

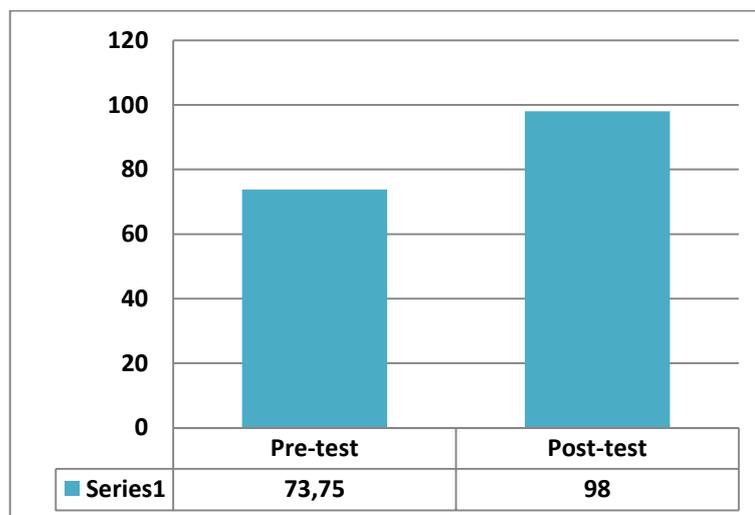
to be focused is that the participants had a low score in Sound Discrimination. The decrease observed can be attributed to some internal and external reasons that did not facilitate the outcomes expected (noises caused by the workers, clutter and other interruptions). But, through the global scores obtained, the resource applied to improve students' listening level has had a positive effect.

### **Comparison Pre - Post Test Results**

In this stage, the researcher's objective is to show the degree of knowledge obtained from the experience of the intervention plan. For the pre-test and post-test comparison, the researcher used the Pearson Coefficient as the statistical measure. The Pearson Product-Moment Correlation helps to establish the correlation of two variables. The variable **X** means pre-test scores and **Y** means post-test scores. For this comparison, the following formula was used.

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

$$r = 0,78$$



**a. Table 3:**

*Pre-test and Post-test Scores*

Students'code	Pre-test	Post-test	X2	Y2	XY
AMM1	5,75	8	33,06	64	46
AMM2	7	9	49,00	81	63
AMM3	6	8,75	36,00	76,56	52,5
AMM4	7	9	49,00	81	63
AMM5	6,5	9	42,25	81	58,5
AMM6	7,75	9,5	60,06	90,25	73,63
AMM7	7	9	49,00	81	63
AMM8	6,75	8,75	45,56	76,56	59,06
AMM9	7	9	49,00	81	63
AMM10	7	9	49,00	81	63
AMM11	6	9	36,00	81	54
<b>N=11</b>	<b>73,75</b>	<b>98</b>	<b>497,94</b>	<b>874,38</b>	<b>658,69</b>

**Source:** Listening Post-test scores from students of 6<sup>th</sup> year of Basic Education at "Andrés Machado Montero" School

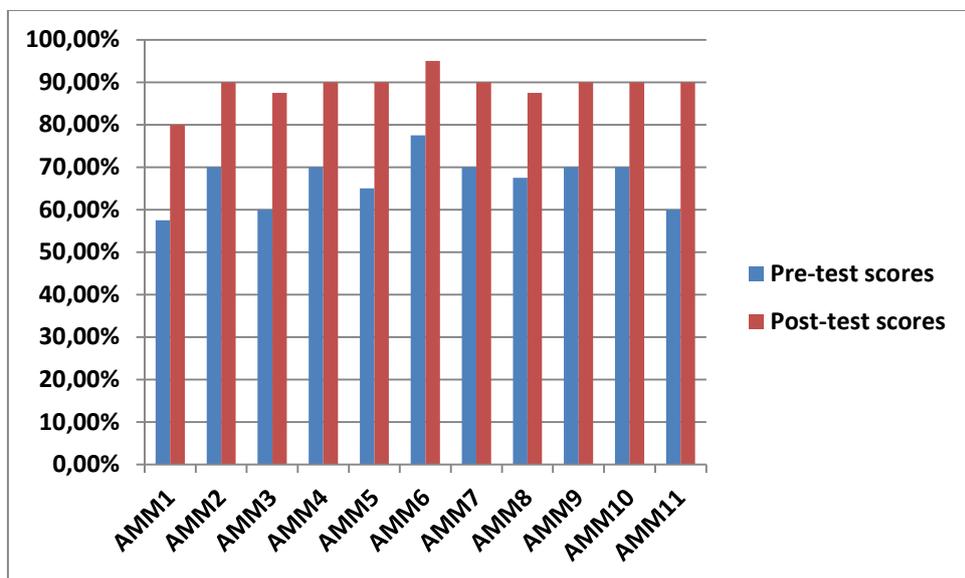
**Author:** Wilman Vicente Ortega Jaramillo

**b. Interpretation and Analysis**

Comparing the pre-test and post-test results obtained from the tests applied to the participants of this action research project, it could be noticed that the coefficient is 0,78 expresses that it has near to the value

+1. The value reached positive relation between Listening skill Pre-test and Post-test, in a significant degree (0,78 is near +1). It means that the intervention stage had had a positive effect in the improvement of the participants' listening skill level.

c. Figure



## **g. DISCUSSION**

The data was measured through the application of tests. The students demonstrate a significant improvement in listening skill after the eight-sessions in three weeks during the intervention period. The findings obtained from the Pre-test show that participants got higher scores in Sound Discrimination (98,86%) than Listening for Gist and Listening for Details; while the data gathered from the Post-test demonstrates a substantial increase in all the listening parameters mentioned before. To have a clear idea about how the growth of students' listening level occurred, the Pearson Correlation Coefficient was applied a value of  $r=0.78$ , means that there was positive correlation between both variables.

The intervention period was classified by following a procedure called the Listening Stages; during this process there listening operations were applied, which were named below. Pre-listening, While-listening and Post-listening activities were part of the listening stages. To sum up, in the Pre-listening activity students had to learn vocabulary which was unknown for the participants in relation to the song to be prepared enough for the next stage. In addition, in the While-listening activity, participants listened to the songs and fulfilled some worksheets. They cover some activities such as getting the general idea, filling in the blanks, and listening to their teacher and discriminating sounds between two words. Finally, in the Post-listening activity the participants had to sing the song aloud and adapt movements to the song. In that way the intervention was performed.

Starting the intervention period participants showed willingness and interest to improve their listening level; however the behavior of some students were 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 for the sessions. However it just happened with the first workshops, after that, the researcher give clear rules and students started collaborating effectively.

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 schedule. On the other hand, the researcher reported some limitations that had a negative influence in the success of the sessions. For example the size of the classroom was not enough big for 11 students. Another negative issue was the noises that were made by construction workers who were building a new classroom. It made students miss the concentration and had difficulties in listening to the instructions and the songs effectively.

Applying songs was a good educational strategy 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. At the beginning, the lowest score in the Pre-test was 5,75 (57,5%) which did not reach the score adopted for this analysis. But, after

that the application of the Teaching Songs strategy, the lowest score reflected on the Post-test was 9,5 (95%) that was far above the passing score adopted for this study. There was a significant improvement. Based on the information gathered of the field diary, and the observation guide, the researcher can conclude that students' listening level was improving session by session, being reflected on the worksheets that students had to complete in each session.

After the intervention plan, the researcher could state that being an English teacher is an excellent experience to improve our teaching process to be a good future professional. Through this process, the researcher had the opportunity to manage a class to design test. Working with action research has many advantages, which help to know the real problems of children and young people in the English language. Learning process, the researcher is willing to work collaboratively in improving the problems found in the participants. It also was a hard work, because working with students who were not engaged in regular English classes before were a difficult task. It caused some difficulties in the teaching-learning process.

## **h. CONCLUSIONS**

Results overall showed significant increase in the ability to listen in the foreign language after the implementation of teaching songs to improve listening skill. The Pearson coefficient, (0,78) demonstrates that there is 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.

- Concerning the improvement listening skill the researcher found some theoretical references about the use of the songs to improve listening skill, considering that the two variables are very important in the development of project. Those variables are: Song and Listening Skill.
- The aspects that limited the English listening skill of the students of sixth year of Basic Education were the lack of contact that students had to learn the language with a strategy that will be effective and facilitate the learning of it. The results obtained in the pre test according to the students showed that the listening skill did not have an adequate treatment. The students also mentioned that the lack of a specialized English teacher has decreased their appropriate learning of this language. The pretest revealed that they had more difficulties in getting the general idea of the songs so it is considered as a communicative skill level that requires more attention and development.
- Two types of young´ songs were used to improve the listening skill in the students of sixth year. Those songs were selected carefully taking

into account the interest of the students and their language level which was limited. 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 will be understandable with a clear pronunciation of the words.

- Applying songs as part of the classroom activities reduced the students' limitations meaningfully. It was demonstrated in the students' collaboration to participate in each lesson and the progress they reached performing their tasks. The change of the scores from the Pre-test (73,75%) and Post-test (98%) is relevant evidence that demonstrates the positive impact that songs had in this intervention.
- To sum up it briefly the action research presented dealt with the influence that songs might have on the improvement of the English listening skill. The findings of the research showed that the use of them determined positively the improvement of the listening skill and made the students more engaged and active.

## **i. RECOMMENDATIONS**

The researcher recommends the following:

- To the researchers read and gather appropriate literature to get the most appropriate information before starting with any action research work.
- Teachers must be prepared and trained to give class and to face the obstacles appearing into the classroom, because some of the problems that the students have are not caused by themselves; but by the lack of handling teaching resources, because teachers have not specific methods and strategies to teach efficiently.
- Developing action research work, since it is a kind of research that invites practitioners to be part of a problem and make a change, especially with foreign language learners to progress the students learning.
- Using songs in the teaching-learning process since songs have several advantages for the learners. These can be applied for a variety of students' learning such as learning listening, new vocabulary, grammar, and pronunciation. They are useful resources because all the students like songs.
- Parents should encourage their young people to listen, watch and practice activities in English related to the music, in order to help teacher with the teaching process and facilitate the improvement of the weaknesses found in the English language learning.

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k. ANNEXES



**UNIVERSIDAD NACIONAL DE LOJA**

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

**ENGLISH LANGUAGE CAREER**

THEME

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

Project as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization

**AUTHOR: Wilman Vicente Ortega Jaramillo**

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**LOJA-ECUADOR  
2014**

**a. THEME**

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

## **b. PROBLEM STATEMENT**

### **2.1. 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’ 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 computers area and two classrooms more are building today. Actually, the institution has a number of 101 students, and 6 teachers two of them are holders. The actual Institutional leader is the teacher María Esperanza González Bermeo. She is institutional leader since the regulations that have the Education Ministry, 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 sixth year of Basic Education. Those participants have not had an 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.

## **2.2. Current situation of the researched object**

Listening skill is a process of receiving, interpreting and reacting to the messages received from the communication sender. Also is an art of communication, which is often taken for granted and ignored. Unfortunately, our education systems beginning from kindergarten up to college level do not pay attention to the teaching of it. Listening is fundamental to all communication. Listening require conscious efforts of interpreting the sounds, grasping the meanings of the words and reacting to the message. It is a conscious process.

Listening is a language skill, thus it can be developed through practice; listening skill is one of the four skills that are the hardest. Listening skill is the basic language skill in language learning. However, students always think it is difficult to listen well. To foster the students' listening comprehension skills and prepare them as active listeners in language learning is a big challenge.

The students will be part of the action research; they are a group of 11 students (7 men and 4 women). Their age range varies between 11 to 13 years old. They are in the sixth year of Basic Education. Those students are part of a public institution. This institution belongs to the Loja city. They are going to attend three classes per week (Wednesday, Thursday and Friday).

According to the listening knowledge level of the participants that will be part of the action research, it is by several factors. Most of the students have difficulties when they listening something. Some of them could not understand the meaning, when they listen just once. Others students do not understand nothing, even if they listen more than once, it can be due to the vocabulary's limitation. Another factor does not allow the participants to listen to well something is the difficulty to understand anything.

Other problems that influenced in the students listening level are: Lack of Specialized of English teachers, years ago, which limit the development of this skill. Lack of technological material such as tape recorder, which do not allow the students to support the learning in the English Language. Sometimes the students cannot concentrate by the internal and external noises due to that the infrastructure of this school is reduced. Furthermore, these barriers affect directly to the students learning.

### **2.3. Research problem**

- ◆ How do songs help to improve listening skill in the English Language Learning with the students of sixth year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013 – 2014.

### **2.4. Delimitation of the research**

#### **2.4.1. Temporal**

This action research project will be done throughout the period February – April 2014.

#### **2.4.2. Spatial**

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

#### **2.4.3. Observation units**

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

◆ The students of the sixth year of Basic Education, at “Andrés Machado Montero” School.

◆ The researcher.

Who is going to research this action research project, is a student who belongs to the “Universidad Nacional de Loja”. The researcher selected this institution to do his project because; he is doing his community practices in this place. Furthermore, he knows that the students have a low listening level and he wants to help the students to overcome their limitations. So, the researcher will develop his project,, because he knows the real situation of the participants.

## **2.5. Sub problems**

- What kind of theoretical frame about songs is effective to improve the listening skill in the English Language Learning with the students of sixth year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013 – 2014.
- Which are the negative issues that limit the listening skill in the English Language Learning with the students of sixth year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013 – 2014.
- Which songs are useful to improve the listening skill in the English Language Learning with the students of sixth year of Basic

Education at “Andrés Machado Montero” School? Academic Period 2013 – 2014.

- How songs as part of the classroom activities improve the limitations in the listening skill in the English Language Learning with the students of sixth 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 sixth year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013 – 2014.

### **c. JUSTIFICATION**

The theme chosen to research is about apply songs to improve listening skill with the students at “Andrés Machado Montero” School, because is an authentic and interesting theme that has not been researched before.

This topic was selected because; listening one of the four basic skills that is considered the most important in the language learning. But, there are many students that have difficulties to improve the listening skill, because of that; the use of English songs is considered a good tool to overcome this weaknesses.

From a **scientific point of view**, it is important to carry out this action research project because exists enough literature that will let gather a lot of information to have a wide knowledge about the theme and to state some alternatives of solution to the problem found to contribute in the improvement of the listening skill.

From the **educational point of view**, it is so essential to develop the present project because when students learn a language; they do it by listening to the different sounds around them. Because of that, it is consider main that the use of song will help the participants to improve the listening skill.

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

The present action research is also **pertinent**, because through this theme, the researcher can help the participants to improve the listening difficulties that they have; helping them with the use of songs to understand better the language since songs contains real language.

The project is also possible because, the researcher of the English language Department 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 it is also a requirement in order to get the Bachelor's degree in Sciences of Education, English language specialization.

## **d. OBJECTIVES**

### **4.1. GENERAL**

- To apply songs in order to improve listening skill in the English Language Learning with the students of sixth year of Basic Education at “Andrés Machado Montero” School. Academic Period 2013 – 2014.

### **4.2. SPECIFICS**

- To investigate the theoretical references about songs as an strategy to improve the listening skill in the English Language Learning with the students of sixth year of Basic Education at “Andrés Machado Montero” School. Academic Period 2013 – 2014.
- To determine the negative issues that limit the listening skill in the English Language Learning with the students of sixth year of Basic Education at “Andrés Machado Montero” School. Academic Period 2013 – 2014.
- To choose the appropriate songs to improve the listening skill in the English Language Learning with the students of sixth 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 solve the limitations in the listening skill in the English Language Learning with the students of sixth year of Basic Education at “Andrés Machado Montero” School. Academic Period 2013 – 2014.
- To reflect about the effectiveness that the songs had of the listening skill in the English Language Learning with the students of sixth year of Basic Education at “Andrés Machado Montero” School. Academic Period 2013 – 2014.

## **e. THEORETICAL FRAME WORK**

### **5.1. LISTENING SKILL**

#### **5.1.1. DEFINITION**

As defined by Oxford R. L. (1952), listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse. Furthermore, according to Saricoban A. (December 1999), listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Hasyuni, (2006), says “Listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we create a significance”.

#### **5.1.2. PROCESS OF LISTENING**

“Listening is a language modality. It is one of the four skills of a language i.e. listening, speaking, reading and writing. It involves an active involvement of an individual”. (Vishwanat, 2013).

Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or non verbal messages.

Listening comprises of some key components, they are:

- Discriminating between sounds.
- Recognizing words and understanding their meaning.
- Identifying grammatical groupings of words.
- Identifying expressions and sets of utterances that act to create meaning.
- Connecting linguistic cues to non-linguistic and paralinguistic cues.
- Using background knowledge to predict and to confirm meaning.
- Recalling important words and ideas.

### **Process of listening**

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).

Brain screens stimuli and permits only a select few to come into focus these selective perception is known as attention, an important requirement for effective listening.

### **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 important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind 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.

## **Answering**

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.

## **Strategies of Listening**

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.
- Sound discrimination.

### **5.1.3. LISTENING DEVELOPMENT**

#### **Active Listening Skills**

Harryman, (1996), says that active listening is an essential mentoring skill. One of the most common mistakes can make is confusing hearing and listening. Hearing is merely noting that someone is speaking. Listening, however, is making sense of what is heard and requires the individual to constantly pay attention, interpret, and remember what is heard. Hearing is passive; listening is active. The passive listener is much like a tape

recorder. If the speaker is providing a clear message, the listener will probably get most of what is said. For mentors, this is not enough. They must be active listeners.

### **Active listening**

Requires the listener to hear the words and identify the feelings associated with the words. Mentors should be able to understand the speaker from his or her point of view. There are four essential requirements for active listening:

- Intensity.
- Empathy.
- Acceptance.
- Willingness to take responsibility for completeness.

An active listener concentrates on what the speaker is saying. The human brain is capable of handling a speaking rate six times that of the average speaker. Thus, the listener must focus on the speaker.

### **Suggestions for Improving Active Listening Skills**

#### **1. Make Eye Contact**

Lack of eye contact may be interpreted as disinterest or disapproval. Making eye contact with the speaker focuses attention, reduces the chance of distraction, and is encouraging to the speaker.

## **2. Exhibit Affirmative Nods and Appropriate Facial Expressions**

The effective listener shows signs of being interested in what is said through nonverbal signs. Together with good eye contact, non-verbal expressions convey active listening.

## **3. Avoid Distracting**

Actions or Gestures: Do not look at other people, play with pens or pencils, shuffle papers, or the like. These activities make the speaker feel like the listener is not interested in what is being said.

## **4. Ask Questions**

Questioning helps ensure clarification of what the speaker is saying, facilitates understanding, and lets the speaker know that the listener is engaged.

## **5. Paraphrase**

Paraphrasing means restating what the individual has said in different words. This technique allows the listener to verify that the message was received correctly.

## **6. Avoid Interrupting the Speaker**

Allow the speaker to complete his or her thought before responding, and do not anticipate what he/she will say.

## **7. Do Not Talk Too Much**

Talking is easier than listening intently to someone else. An active listener recognizes that it is impossible to talk and listen acutely at the same time.

## **5.2. NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF LISTENING SKILL**

### **5.2.1. DIFFICULTIES IN LISTENING SKILL**

Ur P. (1996), says that there are some students' difficulties in learning listening:

- Trouble with sounds, have to understand every word, can't understand fast and natural native speech, need to hear things more than once, find it difficult to keep up, and get tired.
- The other problem in learning listening is the students have no control over the speed of what they are hearing and they cannot go back or rewind to listen again. Although, in class the listening materials are recorded and can be played again or students to listen again, it is usually under the control.

Rixon, (1986) also, tells some problems related to listening. The speed at which native speakers usually speak, students feel that the teacher asks the students to listen to the overall message and forget about what they could not catch, which probably means what they did not understand, the teacher has no idea that sometimes what they do not really understand can add up to 75% of what is heard.

### 5.2.2. LIMITATIONS TO LISTENING

According to (New Jersey self-help group clearinghouse), said that while listening to someone, there are many limitations that can prevent a person from really hearing what is being said. These limitations come from both the outside as well as the inside, as they are described below:

- **External Limitations:** These are the various things that happen around you, such as noises, clutter, and other interruptions, that act as barriers to active listening. Before you start to actively listen to someone, try to eliminate as many of these external barriers (e.g. turn off your cell phone, put down another task that you are doing, etc.)
- **Internal Limitations within the Listener:** There are also many barriers to active listening that come from within the listener. They include things such as past experiences, prejudices, assumptions made, certain attitudes, and personality traits, etc. that affect how well you truly hear what is said. Here are some samples:

**Comparing:** Trying to figure out how what is being said is better/worse than something else (e.g. “Does she think that she is the only unhappy person? My problem is so much bigger than hers.”)

**Personal Experience:** Your own past experience can leave “emotional cotton” in your ears. This can because you to misinterpret what

someone is saying based on your own personal experience—not there's.

**Automatic Talking:** Listener responds to the first recognized word speaker says; not to the overall meaning of what the speaker has said.

**Mind-Reading:** Thinking in advance that you know what someone is going to say. This can lead to mentally “tuning out” before the speaker is finished talking or worse yet, interrupting the person to finish their sentence. In either case, this leads to misunderstanding, frustration, and possibly even anger.

**Rehearsing:** Trying to figure out what you are going to say in response. Instead of listening to the person, you are thinking about your response to them.

**Judging:** Discounting or judging the speaker's values and writing off what the person is saying, this distorts your ability to really hear their message. (e.g. “Look at that haircut” or “He's loud and obnoxious”).

**Day Dreaming:** Something the speaker says has triggered your own thought process and you start to day dream.

**Fixing/Advising:** This is the tendency to only listen initially to the speaker, then begin to search for a fix or advice to offer the person.

Note: People overall do not want to be “fixed”, and most

suggestions will be disregarded (unless specifically asked for) and may result in anger toward the fixer.

**Sparring:** You focus on things that you disagree with and will verbally attack the person when they are finished speaking. You fail to take into consideration that this person's experiences are unique, and that only he/she is the expert on themselves.

**Making Assumptions:** This is the process of coming to some kind of conclusion about someone or something with incomplete information. Assumptions about people are made constantly, and can severely limit your ability to communicate effectively and honestly with other people.

- **Limitations within the Speaker:** Sometimes the barriers come from the speaker themselves, which can make true communication difficult. They include:

**Expectations:** Speakers may sometimes have certain expectations of the listener and these are often not expressed to others. This is where clarifying what the speaker has said and asking pertinent questions is important.

**Risk Taking:** Taking risks in communication can be scary but necessary. Often the speaker has this silent question: "If I risk myself and this is all I've got, what will happen if I am rejected?" That is why it is very important as a listener to accept and respect the person for what he/she is.

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

#### 5.3.1. CONCEPT

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

According to Hornby, (1990), a song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes.

**Songs** can also provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons (Futonge, 2005).

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

### **5.3.2. IMPORTANCE OF SONGS**

No one can deny that music has played a very important part in our life. Everyone likes music. It accompanies with us very time we feel happy or sad. Music is at everywhere, every time we need it: “when we exercise, when we work, when we play, when we worship and even when we die, music is there to reinforce or alter every mood and emotion”. (Lynch, 2008). Studies have shown that music can improve concentration, improve memory, bring a sense of community to a group, motivate learning, relax people who are overwhelmed or stressed, make learning fun, help people absorb material.

Due to its great value, music and songs have been taken into consideration as a method to teach language as Medina, (1993) says “it is currently a common practice to use songs in the classroom to support second language acquisition” because music can stimulate and motivate students to learn a new language. It is really a language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes (Inggris, 2008).

### 5.3.3. LISTENING SONGS PROCESS

According to Yoo, (2001), procedure of songs activity can be done by steps below:

#### f. Pre-listening

- 1) As a warm-up or schema building activity, ask students what they know about American pop culture. You might also want to bring some pictures or CD's of popular actors or singers to class.
- 2) 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.

#### g. While-listening

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

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

different sentences found in the lyrics. The last activity proposed by her is **group discussions** in which high grade students can work on “cooking up story lines” as well as they can participate in dialogues. Low level students can also be engaged by having them working with strips and short stories.

#### **h. Post-listening**

After the second listening, go over the answers with the class. If necessary, replay the parts where students had trouble understanding the words. Go over grammar points as necessary.

However in teaching listening by songs, there are three stages; pre-listening, while-listening, and post-listening. Beside of that, the activity can be formed gap fills or close texts, true-false statements, and dictation.

### **5.3.4. BENEFITS OF USING SONGS IN THE CLASSROOM**

Benefit of Song by using songs in the classroom, students can practice their listening skills and increase their cultural knowledge. Almost any song can be used in the ESL classroom. The pronunciation and rhythm lessons are the same as for the children's songs and the lessons may help students become more interested in different types of songs. 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 (Brown., Rhymes, Stories, and Songs in the ESL Classroom., 2006.).

The other benefits of using songs in the classroom are songs can be used:

- a. To present a topic, a language point, lexis, etc.
- b. To practice a language point, lexis, etc.
- c. To focus on common learner errors in a more direct way.
- d. To encourage extensive and intensive listening.
- e. To stimulate discussion of attitudes and feelings.
- f. To encourage creativity and use of imagination.
- g. To provide a relaxed classroom atmosphere.
- h. To bring variety and fun to learning.

### **Do students feel motivated and listen for details in English Language Learning?**

From explanation above, it's considered that songs have much benefit. Some of them are songs can motivate the students and make them more confidence in their ability to listen the materials.

Some advantages for students when they are using songs in the classroom are:

- Songs increase knowledge on vocabulary.
- Songs motivate students.

- Songs improve pronunciation.
- Songs get student's interest.

Schoepp, (2001), believes that the following three patterns emerge from the research on why songs are valuable in the ESL/EFL classroom:

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

#### **5.4. USING SONGS IN THE CLASSROOM**

##### **▪ The Use of Song as Authentic Listening Material**

The use of authentic materials is an important factor to take into consideration when designing listening skill materials. By using such listening materials, the learner is given the chance to develop the skills needed to comprehend and to use language that is commonly found in real situations. Therefore, it is important to take the opportunity wherever

possible to expose students to example of real language usage to help them become more communicatively competent.

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

- **Are songs useful to stimulate Listening and understand main idea in songs, into the English Language?**
- We listen for a purpose and with certain expecting.
- We make an immediately response to what we hear.
- We see the person we are listening to.
- There are some visual or environment clues as to the meaning of what is heard.
- Stretches of hand discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy, noise and colloquialism, and it is auditory character.

From the features above, song is one of the authentic listening materials. Ross, (February, 2006), says that the example of authentic listening materials is listening to song to learn more about well-known bands that sing in English. As we know wherever we are, songs always follow us at

home, at school, at office, at cars, and so on. So, we can directly listen to the song and also interest to learn the value of language in it.

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

- **Do songs contribute to develop rhythm, stress and intonation patterns in the English Language Learning?**
  - a. Practicing the rhythm, stress and the intonation patterns of the English language.
  - b. Teaching vocabulary, especially in the vocabulary reinforcement stage.
  - c. Teaching grammar. In this respect songs are especially favored by teachers while investigating the use of the tenses.
  - d. Teaching speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussion.
  - e. Teaching listening comprehension.
  - f. Developing writing skills. For this purpose a song can be used in a variety of ways.

- **Can students learn new vocabulary, idioms and expressions by using song in the English Language teaching process?**

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

- a. Use of new vocabulary, idioms and expressions – It needs to address the new material offered in each song. This includes grammar, vocabulary and usage.
- b. Pronunciation and accent of the singer – Every native speaker doesn't pronounce or sing with the same accent. Students may be exposed to an accent which is outside the realm of what they might normally hear in context.
- c. Use of new grammar and structure Song researchers and singers are notoriously "loose" when it comes to use of grammar, structure, pronunciation, stress and other language factors applied to songs. The teacher must prepare for this.

In additional, the use of songs in teaching and learning English as a foreign language is felt much needed. From the songs, we can learn many things such as vocabulary, grammar, listening, speaking, writing, and especially in listening.

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, the same author comes again to provide three principal song selection criteria, they are:

- a.** 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.
- b.** 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.
- c.** 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.

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

- a.** The song must be an example of a particular musical trend.
- b.** There shouldn't be any form of violence in it.
- c.** The song should contain a certain artistic image.

It is realized when teaching the students; we should choose the songs that suitable level of difficulty. The suitable of the song is a particularly

important issue. It should be known whether the students are going to like the song or not.

The use of Songs Procedure, there is various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher.

According to Saricoban A. & Metin, E. (2001), 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:

- Gaps fill 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.

- **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).

Before you start teaching any song, ascertain that the classroom CD player is ready for use and that every student can hear equally well. If you are going to use handouts, distribute them to the students but tell them not to read the lyrics until after the first listening. If you are using a textbook, tell the students the page number. If you do not have a textbook or access to a photocopier, you may write the lyrics on the board or on a poster before you start.

### **Stage 1: Pre-teaching activities**

According to Davies, (2000), this stage is useful to prepare the learners for what they are going to hear, just as we usually prepare for real-life situations. Important points to consider for this stage, mainly derived from my own teaching experience, are as follows:

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

### **Stage 2: While-teaching activities**

This stage is useful to help the learners understand the text through activities. As pointed out earlier, one advantage of Listen and Do songs is that students are active as they are listening. However, do not expect your students to learn the song and the accompanying actions in the first

listening. They will need to listen to the song a few times. Drawing on my experience, I suggest listening to a song three or four times and carrying out the tasks described below.

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

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

⇒ **Second listening:** This is the stage when students are asked to sing the song along with the CD or the teacher line by line. As a

teacher, check for correct intonation of language—not music—and pronunciation, and do some remedial work on any problematic intonation or pronunciation.

⇒ **Third listening:** Ask the students to sing the complete song along with the CD and join in the singing yourself. Also, ask the students to do the accompanying actions. My own experience demonstrates that the final listening can be carried out a few times, as the students are eager and interested to sing the whole song and perform the actions.

### **Stage 3: Post-teaching activities**

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

Depending on the number of students, divide the class into two or three groups. Assign a part of the song to each group, then ask the groups to sing along with the CD and at the same time do the actions. TPR songs in general are suitable for class, group, or individual competitions, so you may wish to turn this song into a competition by assigning points to every correct pronunciation and action. In my own teaching context I choose four

representatives from each group and ask them to sing their part with the actions. This game is greatly enjoyed by the majority of students.

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

## **5.5. APPLYING THE GAMES IN ORDER TO IMPROVE THE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE**

### **5.5.1. WORKSHOPS:**

#### **WORKSHOP N° 1**

This workshop as the workshop N° 8 will be applied to measure the student’s listening level. The pre-test will be used to know the real listening level of the students before to start with the intervention. (See annexes).

**THEME: Pre-test**

<b>OBJECTIVES:</b>	<b>DEVELOPMENT:</b>
<p><b>Teacher's objective</b></p> <ul style="list-style-type: none"> <li>To diagnose the students listening level before to start with the action stage.</li> </ul> <p><b>Student's objective</b></p> <ul style="list-style-type: none"> <li>To measure their listening level.</li> </ul>	<div data-bbox="646 548 1002 689" style="border: 1px solid black; padding: 5px; text-align: center; color: red; font-weight: bold;"> <p>STARTING ACTIVITIES</p> </div> <p><b>Test purpose:</b> Teacher explains students about what the reasons are, why he is going to take this kind of instrument, before starting with the intervention.</p> <div data-bbox="646 913 930 990" style="border: 1px solid black; padding: 5px; text-align: center; color: red; font-weight: bold;"> <p>PRESENTATION</p> </div> <p><b>Test directions:</b> Teacher gives the instructions step by step the contents of the test and how it will develop.</p>
<p><b>STUDENT'S LEVEL:</b></p> <ul style="list-style-type: none"> <li>Beginners</li> </ul>	<div data-bbox="646 1137 842 1214" style="border: 1px solid black; padding: 5px; text-align: center; color: red; font-weight: bold;"> <p>PRACTICE</p> </div> <p><b>Test administration:</b> Teacher will apply the test about the listening skill prepared by him.</p>
<p><b>STUDENTS' NUMBER:</b></p> <ul style="list-style-type: none"> <li>11 students</li> </ul>	<div data-bbox="646 1361 898 1438" style="border: 1px solid black; padding: 5px; text-align: center; color: red; font-weight: bold;"> <p>ASSESSMENT</p> </div> <p><b>Perceive emotional state:</b> Teacher will ask some questions to know the emotional state of the students after taking the test.</p>
<p><b>TIME:</b></p> <ul style="list-style-type: none"> <li>60 minutes</li> </ul>	

**RESOURCES:** Cd or flash memory, tape recorder.

## WORKSHOP N° 2

**THEME:** Hello-Goodbye => Pre-listening activities



### OBJECTIVES:

<b>Teacher's objective</b>	<ul style="list-style-type: none"> <li>▪ To help the students to involve into the song furthermore teacher gives students pre teach vocabulary.</li> </ul>
<b>Student's objective</b>	<ul style="list-style-type: none"> <li>▪ To try to understand the song to improve the listening skill.</li> </ul>

**STUDENT'S LEVEL:** Beginners

**TIME:** 60 minutes

**CONTENT:** Vocabulary: why, high, low, say, know.

### DEVELOPMENT:

ACTIVITY DESCRIPTION		TEACHER	PARTICIPANTS
<b>Starting Activities</b>	<ul style="list-style-type: none"> <li>◆ Lead in (Follow my actions)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gives students a sheet of paper will some greeting on it to introduce the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Students must read, and follow the greetings.</li> </ul>

<b>Presentation</b>	<b>◆ Introduction</b>	<ul style="list-style-type: none"> <li>• Teacher starts some activities such as: brainstorming, pre-teaching, vocabulary discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen about the process that they have to follow in this session.</li> </ul>
<b>Practice</b>	<b>◆ Pre-teaching</b>	<ul style="list-style-type: none"> <li>• Teacher gives the lyrics of the song to the students, where students have to read and underline the unknown vocabulary.</li> <li>• Teacher teaches the vocabulary that the students will not be familiar with.</li> <li>• To teach it, teacher will use flashcards.</li> </ul>	<ul style="list-style-type: none"> <li>• Students must read the lyrics of the song and figure out what the activity might be, after they tell to the teacher what the unknown vocabulary is.</li> <li>• Students have to copy the unknown vocabulary in their notebooks.</li> </ul>
<b>Assessment</b>	<b>◆ Discussion</b>	<ul style="list-style-type: none"> <li>• Teacher asks students to work in pairs to develop the discussion activity about if students show interest on the song.</li> </ul>	<ul style="list-style-type: none"> <li>• Students discuss in Spanish Language the questions that teacher ask about the topic.</li> </ul>
<b>RESOURCES:</b> Pictures, video, flashcards, song´s lyrics.			

## WORKSHOP N° 3

**THEME:** Hello-Goodbye => While-listening activities



**OBJECTIVES:**

<b>Teacher's objective</b>	<ul style="list-style-type: none"> <li>▪ To recognize to practice the sound discrimination and listen for details.</li> </ul>
<b>Student's objective</b>	<ul style="list-style-type: none"> <li>▪ To be able to choose the correct words in the sound discrimination and listening details.</li> </ul>

**STUDENT'S LEVEL:** Beginners

**TIME:** 60 minutes

**CONTENT:** To explain what is the meaning of discrimination sounds and listen for details.

**DEVELOPMENT:**

	ACTIVITY DESCRIPTION	TEACHER	PARTICIPANTS
<b>Starting Activities</b>	<ul style="list-style-type: none"> <li>◆ <b>Lead in</b> <b>(Look and act out)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher writes on the board two similar sound words to develop the sound discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• Students in pairs go to the board and listen to, after circle the correct word.</li> </ul>

<b>Presentation</b>	<b>◆ Introduction</b>	<ul style="list-style-type: none"> <li>Teacher plays in audio and video the song and asks absolutely silence in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Students prepare to listen to the song with much care and attention.</li> </ul>
<b>Practice</b>	<b>◆ Listen the song</b>	<ul style="list-style-type: none"> <li>Teacher monitors that students keep the attention centered in the song.</li> </ul>	<ul style="list-style-type: none"> <li>Students have to listen to the song with attention and try to understand the song.</li> </ul>
	<b>◆ Fill in the blanks</b>	<ul style="list-style-type: none"> <li>Teacher gives the students a sheet of paper with the lyrics of the song that include gaps fill.</li> </ul>	<ul style="list-style-type: none"> <li>Students have to listen to the song again and fill in blanks the missing words.</li> </ul>
<b>Assessment</b>	<b>◆ Group work</b>	<ul style="list-style-type: none"> <li>Teacher divides students in pairs. Teacher gives them lyrics of the song cut out.</li> </ul>	<ul style="list-style-type: none"> <li>Students have to listen to the song again and organize the verses of the song.</li> </ul>

**RESOURCES:** Cd, Tape recorder, song's lyrics, sheets of paper.

## WORKSHOP N° 4

**THEME:** Hello-Goodbye => Post-listening activities



**OBJECTIVES:**

<b>Teacher's objective</b>	<ul style="list-style-type: none"> <li>To review the main difficulties that students had listening the song.</li> </ul>
<b>Student's objective</b>	<ul style="list-style-type: none"> <li>To realize a feedback about the troubles that they had listening the song and expose some points of view about listening skill.</li> </ul>

**STUDENT'S LEVEL:** Beginners

**TIME:** 60 minutes

**CONTENT:** To analyze to understand students' capacity at the moment that they listen to a song.

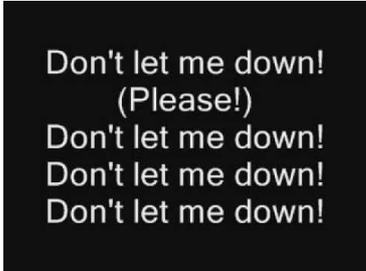
**DEVELOPMENT:**

	ACTIVITY DESCRIPTION	TEACHER	PARTICIPANTS
<b>Starting Activities</b>	<ul style="list-style-type: none"> <li>◆ <b>Lead in</b> <b>(Listen act out)</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher says words of the song quickly. For example: hello, goodbye, high, slow, why.</li> </ul>	<ul style="list-style-type: none"> <li>Students must listen and identify correctly as fast as they can which word is?</li> </ul>

<b>Practice</b>	<b>Presentation</b>	<ul style="list-style-type: none"> <li>◆ <b>Introduction</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher exposes several points about the advantages and disadvantages in listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to the advices that they must follow to listen correctly.</li> </ul>
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>◆ <b>Review the previous class</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gives a brief explanation of the topic that has been studied in order to help students to bring in mind all the learned.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have to remember the things studied before using the aids given by the teacher.</li> </ul>
		<ul style="list-style-type: none"> <li>◆ <b>Listen the song</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gives students a sheet of paper which contains the song.</li> </ul>	<ul style="list-style-type: none"> <li>• Students take the lyrics of the song and listen to the song in order to practice the pronunciation.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>◆ <b>Measure your Knowledge</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher brings to the classroom a set of questions about the song listened before.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have to answer the questions in order to let the teacher know if they understand the song.</li> </ul>	
<b>RESOURCES:</b> Cd, Tape recorder, song's lyrics, sheets of paper, questionnaire.				

## WORKSHOP N° 5

**THEME:** Don't let me down => Pre-listening activities



**OBJECTIVES:**

<b>Teacher's objective</b>	<ul style="list-style-type: none"> <li>▪ To pre-teach vocabulary in order to help the students to increase their knowledge.</li> </ul>
<b>Student's objective</b>	<ul style="list-style-type: none"> <li>▪ To be aware about the things that they know and do not know about the topic.</li> </ul>

**STUDENT'S LEVEL:** Beginners

**TIME:** 60 minutes

**CONTENT:** She, does, do, don't.

**DEVELOPMENT:**

ACTIVITY DESCRIPTION		TEACHER	PARTICIPANTS
<b>Starting Activities</b>	<ul style="list-style-type: none"> <li>◆ <b>Lead in</b> <b>(Follow my actions)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher writes on the board the personal pronoun SHE and gives students sheets of paper which contain the auxiliary do and does.</li> </ul>	<ul style="list-style-type: none"> <li>• Students must analyze, choose, and write the correct option on the board.</li> </ul>

<b>Presentation</b>	<b>◆ Introduction</b>	<ul style="list-style-type: none"> <li>Teacher starts explaining the use of the auxiliar DO and DOES with the personal pronoun SHE.</li> </ul>	<ul style="list-style-type: none"> <li>Students listen about the topic and they go to know in this session.</li> </ul>
<b>Practice</b>	<b>◆ Pre-teaching</b>	<ul style="list-style-type: none"> <li>Teacher gives the lyrics of the song to the students, where students have to read and underline the unknown vocabulary.</li> <li>Teacher teaches the vocabulary that the students are not be familiar with.</li> <li>To teach it, teacher will use flashcards.</li> </ul>	<ul style="list-style-type: none"> <li>Students must read the lyrics and figure out what the activity might be, after they tell to the teacher what is the unknown vocabulary.</li> <li>Students have to copy the unknown vocabulary in their notebooks.</li> </ul>
<b>Assessment</b>	<b>◆ Discussion</b>	<ul style="list-style-type: none"> <li>Teacher makes groups work of three students to develop the discussion activity about if students show interest on the song.</li> </ul>	<ul style="list-style-type: none"> <li>Students discuss in Spanish Language the questions that teacher will ask about the topic.</li> </ul>
<b>RESOURCES:</b> Pictures, video, flashcards, song´s lyrics, board.			

## WORKSHOP N° 6

**THEME:** Don't let me down => While-listening activities

**OBJECTIVES:**

Don't let me down!  
(Please!)  
Don't let me down!  
Don't let me down!  
Don't let me down!

<b>Teacher's objective</b>	<ul style="list-style-type: none"> <li>▪ To help students to develop the operations of the listening skill.</li> </ul>
<b>Student's objective</b>	<ul style="list-style-type: none"> <li>▪ To focus on the operations of the listening skill.</li> </ul>

**STUDENT'S LEVEL:** Beginners

**TIME:** 60 minutes

**CONTENT:** To explicate what meaning of discrimination sounds in the topic and listen for details.

**DEVELOPMENT:**

	ACTIVITY DESCRIPTION	TEACHER	PARTICIPANTS
<b>Starting Activities</b>	<p>◆ <b>Lead in</b> <b>(Look and act out)</b></p>	<ul style="list-style-type: none"> <li>• Teacher provides a sheet of paper where there are two similar sound words to know the sound discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• Students in pairs pronounce the words and listen to, after circle the correct word.</li> </ul>

<b>Presentation</b>	<b>◆ Introduction</b>	<ul style="list-style-type: none"> <li>Teacher plays in audio and video the song and asks absolutely silence on the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Students prepare to listen to the song with much care and attention.</li> </ul>
<b>Practice</b>	<b>◆ Listen the song</b>	<ul style="list-style-type: none"> <li>Teacher monitors that students keep the attention centered in the song.</li> </ul>	<ul style="list-style-type: none"> <li>Students have to listen to the song with attention and try to understand the song.</li> </ul>
	<b>◆ Fill in the blanks</b>	<ul style="list-style-type: none"> <li>Teacher gives the students a sheet of paper with the lyrics of the song that include gaps fill.</li> </ul>	<ul style="list-style-type: none"> <li>Students have to listen to the song again and fill in blanks the missing words.</li> </ul>
<b>Assessment</b>	<b>◆ Group work</b>	<ul style="list-style-type: none"> <li>Teacher divides students in groups of three. Teacher gives them to cut up lyrics of the song.</li> </ul>	<ul style="list-style-type: none"> <li>Students have to listen to the song again and organize the verses of the song.</li> </ul>

**RESOURCES:** Cd, Tape recorder, song's lyrics, sheets of paper.

## WORKSHOP N° 7

**THEME:** Don't let me down => Post-listening activities

Don't let me down!  
(Please!)  
Don't let me down!  
Don't let me down!  
Don't let me down!

**OBJECTIVES:**

<b>Teacher's objective</b>	<ul style="list-style-type: none"> <li>▪ To make a feedback about the activities made during the pre listening and while listening session.</li> </ul>
<b>Student's objective</b>	<ul style="list-style-type: none"> <li>▪ To examine their listening level.</li> </ul>

**STUDENT'S LEVEL:** Beginners

**TIME:** 60 minutes

**CONTENT:** To know to understand students' capacity at the moment that they listen to a song.

**DEVELOPMENT:**

	ACTIVITY DESCRIPTION	TEACHER	PARTICIPANTS
<b>Starting Activities</b>	<p>◆ <b>Lead in</b> <b>(Listen act out)</b></p>	<ul style="list-style-type: none"> <li>• Teacher pronounces some words of the song quickly. For example: do, does, don't, nobody, let.</li> </ul>	<ul style="list-style-type: none"> <li>• Students must listen and identify correctly as fast as they can, which word is it?</li> </ul>

<b>Presentation</b>	<b>◆ Introduction</b>	<ul style="list-style-type: none"> <li>• Teacher gives to know various points about the advantages and disadvantages of listening skill.</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to the advices that they must follow to listen correctly.</li> </ul>
<b>Practice</b>	<b>◆ Review the previous class</b>	<ul style="list-style-type: none"> <li>• Teacher offers a brief explanation of the topic that has been studied in order to help students to bring in mind all the learned.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have to remember the things studied before using the aids given by the teacher.</li> </ul>
	<b>◆ Listen the song</b>	<ul style="list-style-type: none"> <li>• Teacher gives students a sheet of paper which contains the song.</li> </ul>	<ul style="list-style-type: none"> <li>• Students take the lyrics of the song and listen to the song in order to practice the pronunciation.</li> </ul>
<b>Assessment</b>	<b>◆ Measure your Knowledge</b>	<ul style="list-style-type: none"> <li>• Teacher brings to the classroom a set of questions about the song listened before.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have to answer the questions in order to let the teacher know if they understand the song.</li> </ul>
<b>RESOURCES:</b> Cd, Tape recorder, song's lyrics, sheets of paper, questionnaire.			

## 1.6. ASSESSMENT OF THE EFFECTIVENESS OF GAMES ON THE VOCABULARY LEARNING

### 5.6.1. OBSERVATION GUIDE



**UNIVERSIDAD NACIONAL DE LOJA**  
**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						

**A = MASTERED = (80%-100%)**

**B = SIGNIFICANT PROGRESS = (60%-70% )**

**C = NO SIGNIFICANT PROGRESS = (Less than 50%)**

## **f. METHODOLOGY**

### **6.1. DESIGN OF THE RESEARCH**

Action research is a natural part of teaching. Teachers are continually observing students, collecting data and changing practices to improve student learning and the classroom and school environment. Action research provides a framework that guides the energies of teachers toward a better understanding of why, when, and how students become better learners. (Miller, 2007).

Action research has become more popular as a mode of research among practitioners. It is a quasi-experimental or transversal model because the following reasons:

It is transversal because this kind of research study a phenomenon in a concrete and temporary moment so that, the variable effect or dependent variable is measured in just one moment. It is a kind of design in which it is possible to make a comparison before applying the intervention plan and after concluding it. The emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development (Koshy, 2005; p.2).

Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about a determined problem. It can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This work will use the research spiral cycles proposed by (Kemmis, 2000), since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests. The researcher starts from a detected problem, plans an action in order to solve that problem, he /she applies the strategy proposed, and reflects about the possible outcomes after finishing the intervention stage which will be reported in the thesis work.

## **6.2. METHODS**

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

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

**COMPREHENSIVE METHOD:** This will be used as a means to study the listening skill in the students of second year of Bachillerato and how it is

developed or taught. It will also help to understand the importance that listening 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 kind of method will help to know about the benefits of songs have to improve listening skill of the children who will be part of this action research project. It will also be an effective method to analyze the information gathered by the researcher during the action stage. To gather the data, he will use 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 will use is the Filed diary and notes which will contain three questions that will help to get qualitative data.

**SYNTHETIC METHOD:** It will help in the right understanding of the core problem in the listening skill in the students second year of Bachillerato,

which will help the research 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 the real situation of listening skill of students of second year of Bachillerato 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 correct 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.

**WOKSHOPS METHOD:** It is a practical alternative that will help the researcher to plan and apply the contents that will be useful to work

through the application of songs, so students are able to solve their limitations and be more active learners into the English learning. 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**

Researcher's close observation of students' performance during class and a field diary and notes 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.

**Observation guide:** The researcher will carefully observe students' performance during lessons. He will use an observation guide to record what has happened in class that helps them investigate, analyze and reflect upon their findings when the project comes to 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.

**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 pos-test will compare the advance since the beginning of the research until the end of the session of the action stage.

**Portfolio:** It will help to keep organized the activities that they are going to develop during the action stage.

## 6.4. PROCEDURE

The action research work process will include the following stages:

### 6.4.1. Investigate

#### Pre – test

The researcher is going to apply a pre–test using a dialog, which will include some activities. The dialog that will be used is “Daily Conversation English” The first activity will consist in that the students have to listen to the dialog and do the following activities:

**First activity:** To listen to the dialog and choose the correct option.

**Second activity:** To check the correct words.

**Third activity:** To circle the correct word according with the dialog.

**Fourth activity:** To listen and fill in blanks with the correct word.

**Fifth activity:** To listen and complete the blanks with the missing words.

The participants have to listen to the type recorder, just two times and they have to complete it. The purpose of this is to know students’ listening level, and their abilities in the listening skill, before starting with the treatment.

### 6.4.2. Plan

- This action research will be done with two songs divided in three sessions each one.

- The songs will be applied into three parts, before, while and after listening,
- The researcher will use a field diary to take notes about the participants' progress.
- The research 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 eight sessions, sixty minutes each section, 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 singer and the students will predict about the title of the song and its singer.
- ◆ 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.
- ◆ 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 and the **unscramble verses**, where the students will have to put the words in the correct order.
- ◆ 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, taking mimics related to the song listened. On the other hand, teacher will invite students to sing the song aloud.

<b>Note</b>	During all the session, the researcher is going to get any specific information with the purpose to get qualitative data to keep the field diary.
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#### **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. The researcher is going to use especially a field diary where he is going to take notes about all the process that the participants will do in step and also how they react to each song that will be given.

#### **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.

#### **6.4.6. Demonstration**

Students work as a normal session in order to demonstrate how to improve in the listening level, and also it will be prove showing the pre and post test results. Next, it will be shared and showed the results at the Institution that is part of this action research, some teachers and participants' parents.

## 6.5. POPULATION

The population that will be made up by 11 students that are studying at “Andrés Machado Montero” School who are going to work as the participants of this action research.

<b>AGE</b>	<b>WOMEN</b>	<b>MEN</b>	<b>NUMBER</b>
11	1	3	4
.12	2	3	5
13	1	1	2
<b>TOTAL</b>	<b>4</b>	<b>7</b>	<b>11</b>



## **h. BUDEGT 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 sixth year of Basic Education at “Andrés Machado Montero” School.
- ◆ The researcher.
- ◆ The thesis advisor.

##### **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

#### 7.1.2.4. Institutional

- ◆ The “Andrés Machado Montero” School.

## 7.2. BUDGET

Project	\$ 350
Printing	\$ 400
Copies	\$ 200
<b>Office material</b>	
Paper	\$ 60
Notebooks and folders	\$ 20
Internet	\$ 200
Transport	\$ 70
<b>Total</b>	<b>\$ 1300</b>

## 7.3. FINANCING

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

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# RESEARCH MATRIX

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

PROBLEMS	OBJECTIVES	THEORETICAL FRAME CATEGORIES	RESEARCH STAGE	TECHNIQUES AND INSTRUMENTS
<p><b>GENERAL</b></p> <p>How can apply songs to improve listening skill in the English Language Learning with the students of sixth year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013 – 2014</p>	<p><b>GENERAL</b></p> <p>To apply songs to improve listening skill in the English Language Learning with the students of sixth year of Basic Education at “Andrés Machado Montero” School. Academic Period 2013 – 2014</p>	<p>➤ <b>LISTENING SKILL</b></p> <p>⇒ Definition</p> <p>⇒ Difficulties of listening skill</p> <p>⇒ Barriers on listening skill</p>	<p>➤ <b>Investigate</b></p> <p>Diagnostic the listening skill</p> <p>➤ <b>Plan</b></p> <p>Workshops</p> <p>➤ <b>Act/observe</b></p> <p>To use songs to improve listening skill</p> <p>➤ <b>Reflect</b></p> <p>Value songs in improving the listening skill</p>	<p>⇒ Pre-test</p> <p>⇒ Lesson plan</p> <p>⇒ Observation guide</p> <p>⇒ Field diary</p> <p>⇒ Post-test</p>
<p><b>SPECIFICS</b></p> <p>What kind of theoretical frame about songs is effective to improve the listening skill in the English Language Learning with the students of sixth year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013 – 2014</p> <p>Which are the negative issues that limit the listening skill in the English Language Learning with the students of sixth year of Basic Education at “Andrés Machado Montero” School?</p>	<p><b>SPECIFICS</b></p> <p>To investigate the theoretical references about songs as an strategy to improve the listening skill in the English Language Learning with the students of sixth year of Basic Education at “Andrés Machado Montero” School. Academic Period 2013 – 2014</p> <p>To determine the negative issues that limit the listening skill in the English Language Learning with the students of sixth year of Basic Education at “Andrés Machado Montero”</p>	<p>➤ <b>SONGS</b></p> <p>⇒ Concept</p> <p>⇒ Importance</p> <p>⇒ Process of listening songs</p> <p>⇒ Benefits of using songs in the classroom</p> <p>⇒ Songs to improve listening skill</p> <p>⇒ How to teach songs</p> <p>⇒ Applying songs to improve listening (Workshops)</p> <p>⇒ Assessment of the effectiveness of songs on listening skill</p>		

<p>Academic Period 2013 – 2014</p> <p>Which songs are useful to improve the listening skill in the English Language Learning with the students of sixth year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013 – 2014</p> <p>How the songs as part of the classroom activities improve the limitations in the listening skill in the English Language Learning with the students of sixth 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 sixth year of Basic Education at “Andrés Machado Montero” School? Academic Period 2013 – 2014</p>	<p>School. Academic Period 2013 – 2014</p> <p>To choose the appropriate songs to improve the listening skill in the English Language Learning with the students of sixth 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 solve the limitations in the listening skill in the English Language Learning with the students of sixth year of Basic Education at “Andrés Machado Montero” School. Academic Period 2013 – 2014</p> <p>To reflect about the effectiveness that the songs had of the listening skill in the English Language Learning with the students of sixth year of Basic Education at “Andrés Machado Montero” School. Academic Period 2013 – 2014</p>		<p>➤ <b>Disseminate</b></p> <p>Show the findings</p>	<p>⇒ Video presentation</p>
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## LISTENING ENGLISH TEST

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### A. Listen to the dialog and check what it is about. (2 points)

1. It talks about greetings and introductions (     )
2. It talks about countries (     )
3. It talks about names (     )
4. It talks about the cities (     )

### B. Listen and check the words that you listen in the dialog. (2 points)

- |                   |               |
|-------------------|---------------|
| 1. Daughter _____ | 5. You _____  |
| 2. Morning _____  | 6. To _____   |
| 3. Family _____   | 7. Good _____ |
| 4. Wife _____     | 8. Fine _____ |

### C. Listen and circle with the correct word. (2 points)

- |          |       |
|----------|-------|
| 1. Food  | Good  |
| 2. David | Lady  |
| 3. Cow   | How   |
| 4. Am    | Lamb  |
| 5. Meet  | Milk  |
| 6. Patty | Kathy |
| 7. You   | To    |
| 8. Nice  | Rice  |

### D. Listen and write the correct word from two alternatives. (2 points)

- |                       |                     |
|-----------------------|---------------------|
| 1. Good _____ David.  | Morning / Afternoon |
| 2. How are _____.     | To / You            |
| 3. I am _____.        | Line / Fine         |
| 4. Nice to _____ you. | Meet / Bit          |

E. Listen to the dialog and complete the blanks with the missing words. (2 points)

Good \_\_\_\_\_, David.

Good morning, \_\_\_\_\_.

How are \_\_\_\_\_ \_\_\_\_\_ morning?

I'm fine \_\_\_\_\_. And you?

I \_\_\_\_\_ a little bit tired.

I would like \_\_\_\_\_ to meet the Smith Family.

Good morning, \_\_\_\_\_. I'm Kathy.

Good morning. Nice to meet you.

Key words: you, Joe, morning, this, am, thanks, you, Mary

**NATIONAL UNIVERSITY OF 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:**

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## ANNEX 2

### INTERVENTION PLAN

<b>GENERAL OBJECTIVE:</b>			
To solve the problem that students have in the listening skill			
<b>DESCRIPTION:</b>			
To apply songs as a useful technique to improve listening skill using the workshops instrument			
	<b>LESSON</b>	<b>OBJECTIVE</b>	<b>RESOURCES</b>
<b>WORKSHOP N° 1</b>	<b>Diagnostic test</b>	<b>Teacher's objective</b> To diagnose students listening level before to start with the action stage	<ul style="list-style-type: none"> <li>➤ Cd or flash memory</li> <li>➤ Tape recorder</li> <li>➤ Dialog ( introduce yourself, every day greetings)</li> <li>➤ Basic material</li> </ul>
		<b>Students' objective</b> To measure students' capacity in listening skill.	
<b>WORKSHOP N° 2</b>	<b>Hello-Goodbye =&gt; Pre-listening activities</b>	<b>Teacher's objective</b> To help students to involve into the song furthermore teacher gives students pre teach vocabulary.	<ul style="list-style-type: none"> <li>➤ Pictures</li> <li>➤ Video</li> <li>➤ Flashcards</li> <li>➤ Lyrics of the song (Hello-Goodbye)</li> <li>➤ Basic material</li> </ul>
		<b>Students' objective</b> To try understanding the song to improve the listening skill.	

<b>WORKSHOP N° 3</b>	<b>Hello-Goodbye =&gt; While-listening activities</b>	<b>Teacher's objective</b> To recognize to practice the discrimination sound and listen for details.	<ul style="list-style-type: none"> <li>➤ Cd</li> <li>➤ Tape recorder</li> <li>➤ Lyrics of the song (Hello-Goodbye)</li> <li>➤ Sheets of paper</li> <li>➤ Basic material</li> </ul>
		<b>Students' objective</b> To be able to choose the correct words in the sound discrimination and listening details.	
<b>WORKSHOP N° 4</b>	<b>Hello-Goodbye =&gt; Post-listening activities</b>	<b>Teacher's objective</b> To review the mean difficulties that students had listening the song.	<ul style="list-style-type: none"> <li>➤ Cd</li> <li>➤ Tape recorder</li> <li>➤ Lyrics of the song (Hello-Goodbye)</li> <li>➤ Sheets of paper</li> <li>➤ Questionnaire</li> <li>➤ Basic material</li> </ul>
		<b>Students' objective</b> To realize a feedback about the troubles that they had listening the song and expose some points of view about listening skill	
<b>WORKSHOP N° 5</b>	<b>Don't let me down =&gt; Pre-listening activities</b>	<b>Teacher's objective</b> To help students to increase their vocabulary knowledge	<ul style="list-style-type: none"> <li>➤ Tape recorder</li> <li>➤ Lyrics of the songs (Don't let me down)</li> <li>➤ Song audio (Don't let me down)</li> <li>➤ Flash memory</li> <li>➤ Flashcards</li> <li>➤ Basic material</li> </ul>
		<b>Students' objective</b> To be aware about the things that know and do not know about the topic	

<b>WORKSHOP N° 6</b>	<b>Don't let me down =&gt; While-listening activities</b>	<b>Teacher's objective</b> To help students to develop the operations of listening skill	<ul style="list-style-type: none"> <li>➤ Tape recorder</li> <li>➤ Worksheet</li> <li>➤ Song audio (Don't let me down)</li> <li>➤ Flash memory</li> <li>➤ Basic material</li> </ul>
		<b>Students' objective</b> To focus on the operations of the listening skill	
<b>WORKSHOP N° 7</b>	<b>Don't let me down =&gt; Post-listening activities</b>	<b>Teacher's objective</b> To make a feedback about the activities made during the pre-listening and while-listening session.	<ul style="list-style-type: none"> <li>➤ Tape recorder</li> <li>➤ Flash memory</li> <li>➤ Song audio (Don't let me down)</li> <li>➤ Basic material</li> </ul>
		<b>Students' objective</b> To examine their listening level	
		<b>Students' objective</b> To examine their listening level	
<b>WORKSHOP N° 8</b>	<b>Post-test</b>	<b>Teacher's objective</b> To diagnose students listening level after the action stage	<ul style="list-style-type: none"> <li>➤ Cd or flash memory</li> <li>➤ Tape recorder</li> <li>➤ Dialog ( introduce yourself, every day greetings)</li> </ul>
		<b>Students' objective</b> To measure the students' capacity in listening skill.	

**ANNEX 3**  
**PICTURES**



***Students taking the Listening Pre test***



***Pre Listening Activity: Students reading and underlining the unknown vocabulary***



Students listening the song and completing the activities designed to **While Listening** stage



This picture shows the moment when students are preparing to sing the song as a **Post Listening**



***Students taking the Listening Post test***

# INDEX

## CONTENTS

COVER PAGE.....	i
CERTIFICACIÓN.....	ii
AUTORÍA.....	iii
CARTA DE AUTORIZACIÓN.....	iv
ACKNOWLEDGENT.....	v
DEDICATION.....	vi
MATRIZ DE ÁMBITO GEOGRÁFICO.....	vii
MAPA GEOGRÁFICO Y CROQUIS.....	viii
THESIS SCHEME.....	ix
<b>a. TITLE.....</b>	<b>1</b>
<b>b. RESUMEN.....</b>	<b>2</b>
<b>ABSTRACT.....</b>	<b>3</b>
<b>c. INTRODUCTION.....</b>	<b>4</b>
<b>d. LITERATURE REVIEW.....</b>	<b>8</b>
<b>LISTENING SKILL.....</b>	<b>8</b>
PROCESS OF LISTENING.....	8
STRATEGIES OF LISTENING.....	10
SUGGESTIONS FOR IMPROVING ACTIVE LISTENING SKILLS.....	12
NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF LISTENING SKILL.....	13
LIMITATIONS OF LISTENING.....	14
LISTENING SUB KILLS.....	16
LISTENING FOR GENERAL INFORMATION.....	17
LISTENING FOR SPECIFIC INFORMATION.....	17
SOUND DISCRIMINATION.....	18
SONGS TO IMPROVE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING....	18
Importance of songs.....	18
USING SONGS IN THE CLASSROOM.....	19
Listening Songs Process.....	19
Benefits of using songs in the classroom.....	20
<b>e. MATERIALS AND METHODS.....</b>	<b>32</b>
<b>f. RESULTS.....</b>	<b>37</b>
<b>g. DISCUSSION.....</b>	<b>44</b>
<b>h. CONCLUSIONS.....</b>	<b>47</b>

<i>i.</i>	<b>RECOMMENDATIONS.....</b>	<b>49</b>
<i>j.</i>	<b>BIBLIOGRAPHY.....</b>	<b>50</b>
<i>k.</i>	<b>ANNEXES.....</b>	<b>52</b>
	<i>a.</i> <b>THEME.....</b>	<b>53</b>
	<i>b.</i> <b>PROBLEM STATEMENT.....</b>	<b>54</b>
	<i>c.</i> <b>JUSTIFICATION.....</b>	<b>60</b>
	<i>d.</i> <b>OBJECTIVES.....</b>	<b>62</b>
	<i>e.</i> <b>THEORETICAL FRAME WORK.....</b>	<b>64</b>
	<i>f.</i> <b>METHODOLOGY.....</b>	<b>105</b>
	<i>g.</i> <b>TIME LINE.....</b>	<b>116</b>
	<i>h.</i> <b>BUDEGT AND FINANCING.....</b>	<b>117</b>
	<i>i.</i> <b>BIBLIOGRAPHY.....</b>	<b>119</b>
	<b>INDEX.....</b>	<b>131</b>