UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND EDUCATIONAL SCIENCES

EDUCATIONAL PROJECT

TOPIC

INFLUENCE OF ENGLISH LYRICS SONGS TO DEVELOP THE LISTENING SKILL.

PROPOSAL

DESIGN A BOOKLET AND A CD WITH LISTENING EXERCISES ABOUT MUSIC AND LYRICS

PREVIOUS TO OBTAIN THE DEGREE OF BACHELOR IN ARTS, MAJOR IN ENGLISH LANGUAGE AND LINGUISTIC

AUTHORS

CRESPIÑ JORDÁN GISELA DEL PILAR

PALMA NUÑEZ DORIS GRACE

TUTOR

DOCTOR EDUARDO TORRES VIVAR

2017
DIRECTIVOS

MSc. Silvia Moy-Sang Castro
DECANA

Dr. Wilson Romero Dávila MSc.
VICEDECANO

Ab. Sebastián Cadena
SECRETARIO GENERAL
De mi consideración:

En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultor Académico de Proyectos Educativos de Licenciatura en Ciencias de la Educación, mención Lenguas y Lingüísticas, el día 12 de abril del 2016.

Tengo a bien informar lo siguiente:

Que las integrantes: Crespín Jordán Gisela del Pilar C.I. 0922751516 y Palma Núñez Doris Grace C.I. 0920100781 diseñaron y ejecutaron el Proyecto Educativo con el Tema INFLUENCE OF ENGLISH LYRICS SONGS TO DEVELOP THE LISTENING SKILL. Propuesta: DESIGN A BOOKLET AND A CD WITH LISTENING EXERCISES ABOUT MUSIC AND LYRICS. El mismo que han cumplido con las directrices y recomendaciones dadas por el suscrito.

Las participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACIÓN del proyecto, y pone a vuestra consideración el informe de rigor para los efectos legales correspondientes.

Atentamente,

DOCTOR EDUARDO TORRES VIVAR
TUTOR
Guayaquil, Marzo del 2017

Arq.
Silvia Moy-Sang Castro MSc.
DECANA DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.-

DERECHO DE LOS AUTORES

Para los fines legales pertinentes comunico a usted que los derechos intelectuales del Proyecto Educativo con el tema: INFLUENCE OF ENGLISH LYRICS SONGS TO DEVELOP THE LISTENING SKILL. Proposal: Design a booklet and a CD with listening exercises about music and lyrics for the students of eighth grade School of Basic Education “Hideyo Noguchi”Zona 8, District 7 Vergeles from Canton Guayaquil, Parroquia Pascuales, lective year 2015 – 2016

Pertenecen a la Facultad de Filosofía, Letras y Ciencias de la Educación.

Las modificaciones que otros hagan al contenido no serán atribuidas.

Atentamente,

Crespín Jordán Gisela del Pilar
C.I. 0922751516

Palma Núñez Doris Grace
C.I. 0920100781

DEDICATION
I dedicate this project to my children Lily Alejandra, Matias Leonardo and Nicolas Andrés, who are the most important people in my life. Also, this project is for my students who Are the main characters in the learning process, they have taught me the importance of respect for considering their preferences.

GISELA

I dedicate this project to god; to my mother who with her patience and humility is always with me taking care of my beloved children, the ones that constantly have encouraged me to continue studying and i have always been encouraged to follow the path of overcoming, with the unique purpose of being a good person.

DORIS

ACKNOWLEDGEMENT
I give all my thanks to god for allow me to love my vocation as a teacher, for give me the strength to continue with this project. To my parents, sibblings and my husband to support me in each step in my career, for their advices, lessons, strategies to go on in my professional life. To my partner Doris to share this way to the university career, thanks for your friendship and considerations.

Gisela Crespín

I thank god for giving me the strength to move forward and thus complete one of my most important goals in my professional career. I also thank my mother for the unconditional support she has given me and so not let me overcome with each of her advice to overcome me every day and be a good person.

Doris Palma
CONTENT
DIRECTIVOS ......................................................................................... 2
TUTOR APPROVAL ............................................................................. 3
DERECHO DE LOS AUTORES ............................................................ 4
DEDICATION ....................................................................................... 4
ACKNOWLEDGEMENT ......................................................................... 5
INDEX ................................................................................................. vii
REPOSITORIO DEL SENECYT - ENGLISH ............................................ 13i
REPOSITORIO DEL SENECYT - SPANISH ............................................ 13ii
ABSTRACT ............................................................................................ 13
INTRODUCTION ................................................................................... 1

CHAPTER ONE: THE PROBLEM
CONTEXT OF THE RESEARCH ............................................................... 3
CONFLICT SITUATION OF THE RESEARCH ........................................... 4
SCIENTIFIC FACT .................................................................................. 6
CAUSES ................................................................................................. 7
FORMULATION OF THE PROBLEM ....................................................... 7
OBJECTIVES ......................................................................................... 7
GENERAL OBJECTIVE .......................................................................... 7
SPECIFIC OBJECTIVE .......................................................................... 7
QUESTIONS OF THE INVESTIGATION ................................................... 8
RATIONALE ........................................................................................... 8

CHAPTER TWO: THEORETICAL FRAMEWORK
BACKGROUND ....................................................................................... 11
THEORETICAL FOUNDATION ............................................................... 12
INDEPENDENT VARIABLE ..................................................................... 12
ENGLISH LYRICS SONGS ..................................................................... 12
LANGUAGE LEARNING THROUGH MUSIC ............................................ 12
IMPORTANCE ......................................................................................... 15
ENGLISH SONGS CONTAIN LINGUISTIC INFORMATION ....................... 18
ENGLISH SONGS CONTAIN HISTORICAL AND CULTURAL KNOWLEDGE ........................................................................ 20
ACTIVITIES WITH SONGS .................................................................. 21
CLASSIC GAP-FILL .............................................................................. 21
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPOT THE MISTAKES</td>
<td>21</td>
</tr>
<tr>
<td>COMIC STRIP</td>
<td>22</td>
</tr>
<tr>
<td>ORDER THE VERSES</td>
<td>22</td>
</tr>
<tr>
<td>DISCUSSION</td>
<td>22</td>
</tr>
<tr>
<td>TRANSLATION</td>
<td>22</td>
</tr>
<tr>
<td>WRITE THE NEXT VERSE</td>
<td>22</td>
</tr>
<tr>
<td>CHARACTERISTICS</td>
<td>24</td>
</tr>
<tr>
<td>SONGS CONTAIN AUTHENTIC, NATURAL LANGUAGE</td>
<td>24</td>
</tr>
<tr>
<td>NEW VOCABULARY THROUGH SONGS</td>
<td>25</td>
</tr>
<tr>
<td>SONGS OBTAINABLE</td>
<td>25</td>
</tr>
<tr>
<td>SONGS SUIT THE NEEDS AND INTERESTS OF THE STUDENTS</td>
<td>26</td>
</tr>
<tr>
<td>GRAMMAR AND CULTURAL ASPECTS</td>
<td>26</td>
</tr>
<tr>
<td>TIME IS EASILY CONTROLLED</td>
<td>26</td>
</tr>
<tr>
<td>STUDENTS EXPERIENCE ACCENTS</td>
<td>26</td>
</tr>
<tr>
<td>THE LISTENING SKILL</td>
<td>28</td>
</tr>
<tr>
<td>DEFINITION</td>
<td>28</td>
</tr>
<tr>
<td>IMPORTANCE</td>
<td>29</td>
</tr>
<tr>
<td>PURPOSES OF LISTENING</td>
<td>31</td>
</tr>
<tr>
<td>MODES OF LISTENING</td>
<td>32</td>
</tr>
<tr>
<td>PHASES OF LISTENING</td>
<td>33</td>
</tr>
<tr>
<td>TYPES OF LISTENING</td>
<td>35</td>
</tr>
<tr>
<td>LISTENING SKILL</td>
<td>36</td>
</tr>
<tr>
<td>THE CHARACTERISTICS OF EFFECTIVE LISTENING</td>
<td>37</td>
</tr>
<tr>
<td>LISTENING COMPREHENSION</td>
<td>38</td>
</tr>
<tr>
<td>TYPES OF COMPREHENSION EXERCISES</td>
<td>39</td>
</tr>
<tr>
<td>HOW TO EVALUATE LISTENING</td>
<td>40</td>
</tr>
<tr>
<td>STRATEGIES FOR STUDENTS TO USE IN LISTENING EVALUATIONS</td>
<td>41</td>
</tr>
<tr>
<td>THE LISTENING METHOD</td>
<td>41</td>
</tr>
<tr>
<td>PRE-LISTENING</td>
<td>42</td>
</tr>
<tr>
<td>WHILE-LISTENING</td>
<td>42</td>
</tr>
<tr>
<td>POST-LISTENING</td>
<td>43</td>
</tr>
<tr>
<td>MULTIPLE INTELLIGENCES</td>
<td>43</td>
</tr>
<tr>
<td>EPISTEMOLOGICAL FOUNDATION</td>
<td>45</td>
</tr>
<tr>
<td>PEDAGOGICAL FOUNDATIONS</td>
<td>45</td>
</tr>
<tr>
<td>PSYCHOLOGICAL FOUNDATIONS</td>
<td>46</td>
</tr>
<tr>
<td>SOCIOLOGICAL FOUNDATION</td>
<td>48</td>
</tr>
<tr>
<td>LEGAL FOUNDATION</td>
<td>49</td>
</tr>
</tbody>
</table>
# CHAPTER THREE: METHODOLOGY

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHODOLOGICAL DESIGN</td>
<td>51</td>
</tr>
<tr>
<td>TYPES OF INVESTIGATION</td>
<td>51</td>
</tr>
<tr>
<td>FIELD INVESTIGATION</td>
<td>52</td>
</tr>
<tr>
<td>BIBLIOGRAPHICAL INVESTIGATION</td>
<td>52</td>
</tr>
<tr>
<td>POPULATION AND SAMPLE</td>
<td>52</td>
</tr>
<tr>
<td>POPULATION</td>
<td>52</td>
</tr>
<tr>
<td>SAMPLE</td>
<td>53</td>
</tr>
<tr>
<td>OPERATIONALIZATION OF THE VARIABLES</td>
<td>54</td>
</tr>
<tr>
<td>METHODS OF THE INVESTIGATION</td>
<td>56</td>
</tr>
<tr>
<td>EMPIRISM</td>
<td>57</td>
</tr>
<tr>
<td>THEORETICAL</td>
<td>57</td>
</tr>
<tr>
<td>TECHNIQUES AND INSTRUMENTS OF INVESTIGATION</td>
<td>57</td>
</tr>
<tr>
<td>THE SURVEY</td>
<td>58</td>
</tr>
<tr>
<td>THE INTERVIEW</td>
<td>58</td>
</tr>
<tr>
<td>SURVEY TO THE STUDENTS</td>
<td>59</td>
</tr>
<tr>
<td>ANALYSIS OF RESULTS</td>
<td>60</td>
</tr>
<tr>
<td>CHI CUADRADO TEST</td>
<td>70</td>
</tr>
<tr>
<td>CONCLUSIONS</td>
<td>71</td>
</tr>
<tr>
<td>RECOMMENDATIONS</td>
<td>71</td>
</tr>
</tbody>
</table>

# CHAPTER FOUR: THE PROPOSAL

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>RATIONALE</td>
<td>73</td>
</tr>
<tr>
<td>IMPORTANCE</td>
<td>73</td>
</tr>
<tr>
<td>GENERAL OBJECTIVE</td>
<td>74</td>
</tr>
<tr>
<td>SPECIFIC OBJECTIVE</td>
<td>74</td>
</tr>
<tr>
<td>FEASIBILITY</td>
<td>74</td>
</tr>
<tr>
<td>FINANCIAL</td>
<td>75</td>
</tr>
<tr>
<td>TECHNICAL</td>
<td>75</td>
</tr>
<tr>
<td>DESCRIPTION OF THE PROPOSAL</td>
<td>75</td>
</tr>
<tr>
<td>METHODOLOGY OF THE PROPOSAL</td>
<td>77</td>
</tr>
<tr>
<td>LINGUISTIC ASPECT</td>
<td>78</td>
</tr>
<tr>
<td>PSYCHOLOGICAL ASPECTS</td>
<td>78</td>
</tr>
<tr>
<td>PEDAGOGICAL ASPECTS</td>
<td>79</td>
</tr>
<tr>
<td>LEGAL ASPECT</td>
<td>79</td>
</tr>
<tr>
<td>CONCLUSIONS</td>
<td>80</td>
</tr>
<tr>
<td>BIBLIOGRAPHICAL REFERENCE</td>
<td>81</td>
</tr>
<tr>
<td>Annex</td>
<td>Title</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>DOCUMENTS</td>
</tr>
<tr>
<td>2</td>
<td>SURVEYS AND INTERVIEWS</td>
</tr>
<tr>
<td>3</td>
<td>PHOTOGRAPHS</td>
</tr>
<tr>
<td>4</td>
<td>THE PROPOSAL</td>
</tr>
</tbody>
</table>

**LIST OF GRAPHICS**

<table>
<thead>
<tr>
<th>Graphic No</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GRAPHIC No 1</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>GRAPHIC No 2</td>
<td>61</td>
</tr>
<tr>
<td>3</td>
<td>GRAPHIC No 3</td>
<td>62</td>
</tr>
<tr>
<td>4</td>
<td>GRAPHIC No 4</td>
<td>63</td>
</tr>
<tr>
<td>5</td>
<td>GRAPHIC No 5</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>GRAPHIC No 6</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>GRAPHIC No 7</td>
<td>66</td>
</tr>
<tr>
<td>8</td>
<td>GRAPHIC No 8</td>
<td>67</td>
</tr>
<tr>
<td>9</td>
<td>GRAPHIC No 9</td>
<td>68</td>
</tr>
<tr>
<td>10</td>
<td>GRAPHIC No 10</td>
<td>69</td>
</tr>
</tbody>
</table>

**LIST OF TABLES**

<table>
<thead>
<tr>
<th>Chart No</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CHART No 1</td>
<td>53</td>
</tr>
<tr>
<td>2</td>
<td>CHART No 2</td>
<td>54</td>
</tr>
<tr>
<td>3</td>
<td>CHART No 3</td>
<td>54</td>
</tr>
<tr>
<td>4</td>
<td>CHART No 4</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>CHART No 5</td>
<td>61</td>
</tr>
<tr>
<td>6</td>
<td>CHART No 6</td>
<td>62</td>
</tr>
<tr>
<td>7</td>
<td>CHART No 7</td>
<td>63</td>
</tr>
<tr>
<td>8</td>
<td>CHART No 8</td>
<td>64</td>
</tr>
<tr>
<td>9</td>
<td>CHART No 9</td>
<td>65</td>
</tr>
<tr>
<td>10</td>
<td>CHART No 10</td>
<td>66</td>
</tr>
<tr>
<td>11</td>
<td>CHART No 11</td>
<td>67</td>
</tr>
<tr>
<td>12</td>
<td>CHART No 12</td>
<td>68</td>
</tr>
<tr>
<td>13</td>
<td>CHART No 13</td>
<td>69</td>
</tr>
</tbody>
</table>
### REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

### FICHA DE REGISTRO de tesis – INGLÉS

**TÍTULO Y SUBTÍTULO:** Topic: Influence of English lyrics songs to develop the listening skill. Proposal: Design a booklet and a cd with listening exercises about music and lyrics.

<table>
<thead>
<tr>
<th>RESEARCHES:</th>
<th>PROJECT’S ADVISOR:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gisela del Pilar Crespin Jordán</td>
<td>Doctor Vicente Torres Vivar</td>
</tr>
<tr>
<td>Doris Grace Palma Núñez</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTITUTION:</th>
<th>FACULTAD:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universidad de Guayaquil</td>
<td>Filosofía, Letras y Ciencias de la Educación</td>
</tr>
</tbody>
</table>

**CARRERA:** Licenciatura en Lengua Inglesa Y Lingüística

**PUBLICATION DATE:** 2017  
**N. DE PAGS:** 135

**THEMED AREAS:** EDUCATION

**KEYWORDS:** LISTENING COMPREHENSION, lyric songs, students preferences

### ABSTRACT:

The research was carried out under the influence of musical exercises to develop the listening skill and improve the listening comprehension for the students of eighth grade at Escuela de Educación Basica Hideyo Noguchi, Zona 8, Distrito 7 Vergeles del Cantón Guayaquil, Parroquia Pascaules, lective year 2016 – 2017. So that direct observation was made in the first instance then proceeded to the application of research techniques such as interview to the director and the English teacher, the survey to collect accurate information on the current context to the eighth graders.

Achieving to identify the problem, capturing attention to the educational proposal that facing students to develop the listening skill and comprehension through English language lyric song. Because it was necessary to develop an innovate purpose that include the students preferences and the use of technology in the class. This purpose allow promoting active and dynamic class es in order to the students acquire listening comprehension and develop the listening skill, as well the students get the skill can produce orally in different context.

**N. DE REGISTRO (en base de datos):**  
**N. DE CLASIFICACIÓN:**  
**DIRECCIÓN URL (tesis en la web):**  
**ADJUNTO URL (tesis en la web):**  
**ADJUNTO PDF:** Sí  
**CONTACTO CON AUTORES:**  
Teléfono: 0967703144  
0985169462  
E-mail: giselacrespin24@hotmail.com  
dorispalma5@hotmail.com

**CONTACTO EN LA INSTITUCION:**  
Nombre: Larry Torres – Director de Lenguas  
Teléfono:  
E-mail: lenguas.linguistica.filo@gmail.com
<table>
<thead>
<tr>
<th>TITULO Y SUBTITULO:</th>
<th>Tema: La influencia de letras de canciones de letras en inglés para desarrollar la habilidad de escuchar. Propuesta: Diseñar un folleto y un cd con ejercicios de escuchar sobre música y letras de canciones.</th>
</tr>
</thead>
</table>
| AUTORES:         | Gisela del Pilar Crespin Jordán  
Doris Grace Palma Núñez                                                                                                                  |
| REVISOR:         | Doctor Vicente Torres Vivar                                                                                                                   |
| INSTITUCIÓN:     | Universidad de Guayaquil                                                                                                                    |
| FACULTAD:        | Filosofía, Letras y Ciencias de la Educación                                                                                               |
| CARRERA:         | Licenciatura En Lengua Inglesa Y Lingüística                                                                                               |
| FECHA DE PUBLICACIÓN: | 2017                                                                                                                                          |
| N. DE PAGS:      | 135                                                                                                                                             |
| ÁREAS TEMÁTICAS: | EDUCACION                                                                                                                                        |
| PALABRAS CLAVE:  | COMPRENSIÓN AUDITIVA, LETRA DE CANCIONES, PREFERENCIAS DE ESTUDIANTES                                                                         |
| RESUMEN:         | La investigación se realizó sobre la influencia de ejercicios musicales para desarrollar la habilidad de escuchar y mejorar la comprensión auditiva de los alumnos de octavo grado en la Escuela de Educación Basica Hideyo Noguchi, Zona 8, Distrito 7 Vergeles del Cantón Guayaquil, Parroquia Pascuales, año lectivo 2016 a 2017.  
De manera que la observación directa fue hecha en primera instancia luego procedió a la aplicación de técnicas de investigación tales como entrevista a la directora y a la profesora de Inglés, y la encuesta para recopilar información precisa sobre el contexto actual de los alumnos de octavo grado.  
Logrando identificar el problema, capturando la atención en la propuesta educativa que enfrenta a los estudiantes a desarrollar la habilidad de escuchar y la comprensión auditiva, a través de la las letras de canciones en Inglés. Porque es necesario desarrollar una propuesta innovadora que incluya las preferencias de los estudiantes y también el uso de la tecnología en clases. Esta propuesta permite la promoción de clases activas y dinámicas para que los alumnos adquieran comprensión auditiva y desarrollen la habilidad de escuchar, así como los que obtengan la habilidad de poder producir oralmente en diferentes contextos. |
| N. DE REGISTRO (en base de datos): | N. DE CLASIFICACION:                                                                                                        |
| DIRECCION URL (tesis en la web): | ADJUNTO URL (tesis en la web):                                                                                                           |
| ADJUNTO PDF:     | SI                                                                                                                                             |
| CONTACTO CON AUTORES/ES: | Teléfono: 0967703144  
0985169462  
E-mail: giselaacrespin24@hotmail.com  
dorispalma5@hotmail.com                                                                 |
| CONTACTO EN LA INSTITUCION: | Nombre: Larry Torres – Director de Lenguas  
Teléfono:                                                                                                  |
| E-mail: | lenguas.linguistica.filo@gmail.com                                                                                                           |
ABSTRACT

The research was carried out under the influence of musical exercises to develop the listening skill and improve the listening comprehension for the students of eighth grade at Escuela de Educación Basica Hideyo Noguchi, Zona 8, Distrito 7 Vergeles del Cantón Guayaquil, Parroquia Pascuales, lective year 2016 – 2017. So that direct observation was made in the first instance then proceeded to the application of research techniques such as interview to the director and the English teacher, the survey to collect accurate information on the current context to the eighth graders. Achieving to identify the problem, capturing attention to the educational proposal that facing students to develop the listening skill and comprehension through English language lyric song. Because it was necessary to develop an innovate purpose that include the students preferences and the use of technology in the class. This purpose allow promoting active and dynamic classes in order to the students acquire listening comprehension and develop the listening skill, as well the students get the skill can produce orally in different context.
La investigación se llevó a cabo bajo la influencia de ejercicios musicales para desarrollar la habilidad auditiva y mejorar la comprensión auditiva para los estudiantes de octavo grado en la Escuela de Educación Básica Hideyo Noguchi, Zona 8, Distrito 7 Vergeles del Cantón Guayaquil, Parroquia Pascuales, año lectivo 2016 - 2017. De modo que la observación directa se realizó en primera instancia y luego se procedió a la aplicación de técnicas de investigación como la entrevista al director y al profesor de inglés, la encuesta para recopilar información precisa sobre el contexto actual para los alumnos de octavo grado. Logrando identificar el problema, captando la atención a la propuesta educativa que enfrentan los estudiantes para desarrollar la habilidad auditiva y la comprensión a través de la canción lírica en inglés. Porque era necesario desarrollar un propósito innovador que incluyera las preferencias de los estudiantes y el uso de la tecnología en la clase. Este propósito permite promover clases activas y dinámicas para que los estudiantes adquieran comprensión auditiva y desarrollen la habilidad auditiva, y los estudiantes obtienen la habilidad para producir oralmente en diferentes contextos.
INTRODUCTION

The English as a Foreign Language is an important communication tool in the globalized world, then the learners should develop the language skills especially the listening cause is the base to achieve understanding the messages that transmitted from different ways as radio, tv programs, movies, news, articles. The students, who will develop the skills, will have many chances to know other cultures, other countries, and other societies, also to choose a professional career and count with the powerful tool that communicate with others. In Ecuador, in these moments the Foreign Language Area has its own English curriculum. It is aligned to CEFR standards and the methodology CLIL (Content Language Interactive Learning) and it promote the interaction inside the classroom and provide the tools to listen, talk, read and write in English.

The present research project is important because it contributes to science by allowing students to assimilate the use of the language within the local context, within youth themes and musical trends, as well as to know the difference between listening and hearing in order to understand English messages.

In the educational institution, there are no school projects that promote the bilinguals education, so the students' lack of motivation to learn a new language, so they are not interacting with short dialogues in English to expand their world of social relation. The music has the gift of bringing people closer, the student who lives in contact with music learns in an easier way another language. Data collection did through observation.

For the necessary confirmation of the topics described in this work, following it will be shown:

Chapter I, specifically details the reality of the problem, focusing on aspects such as research context, research problem, causes, problem formulation, objectives, questions and rationale.
Chapter II, in the theoretical framework develops the background of the study, the foundations; theoretical bases that support the theories focused on the variables and on analysis of the citations.

Chapter III, the methodology is the study of the analysis and discussion of results, types of research, population and sample, methods, techniques and research instruments, conclusions and recommendations.

Chapter IV, the proposal, contains a didactic guide that include title, rationale, objectives, feasibility, and the description of activities and ways to apply in the learning process.
CHAPTER ONE
THE PROBLEM

CONTEXT OF THE RESEARCH

"Hideyo Noguchi" public school is located in the urbanization Monte Bello Km 12 ½ to Daule, block 2A lot 1 on parroquia Pascuales from the District 7 Vergeles 1 Canton Guayaquil, Province of Guayas. It maintains an infrastructure of reinforced concrete, floor of cement and ceramics, zinc roof, single store, ten blocks, where there are 11 instructional classrooms, the principal office, cellar, computer room, library, schoolyard, student and teacher bathrooms and enclosure.

It was created according to the letter No 031-13DDV-09D07 issued on January 31, 2013, through the technical report and the report contained in the trade 0103-13DDV-09D07, signed by the MSc . Marcia Rivera Ordoñez as Director District No 7 Pascuales 1 Vergeles and Ing. Teresa Knezevich, Chief District Planning, The same ones that resolve to arrange the reorganization of the Fiscal Educational Institutions Monte Bello y Dr. Francisco Eugenio Espejo of that locality, being structured with their respective days, levels and sub-levels, by means of the merger process and that constitute a single Educational Institution that is denominated ESCUELA DE EDUCACION BASICA FISCAL “HIDEYO NOGUCHI”, and as Director in charge of the teacher Adalgisa Hernandez Diaz.

With this merger increased the eighth year of basic education, receiving zoned students from schools: Monte Bello, Dr. Francisco Eugenio Espejo, Estados Unidos and Manuel Sandoval.

The School of Basic Education at “Hideyo Noguchi” Public School, to work on two working day; distributed as follows : in the morning shift from first to ninth today, and in the afternoon one from first to tenth.
Starting in February 2014, the licensee assumed the position of Director Maribel Tumbaco Galarza, currently directing 27 teachers, 24 professors with fiscal appointments and 3 teachers hired.

This institution currently has 670 students legally enrolled between children and teenagers. The purpose of this educational establishment is to create a student with skills and cognitive, psychomotor and affective skills to work with dynamism and joy, promoting a better inter-learning, self-confident and able to solve problems that arise in daily life leading them to the success and feasibility of the world around them.

Dealing with the development of the skills, we have centered our efforts in developing the listening skill, as a base to understand the language so students can relate it with their own environment as well as the reality of the current world. With this concern, we found a school which offers easiness for carrying out this project and so fulfill one of the aims of the National Plan from the Good Living that it is guaranteed in the Constitution of Ecuador.

CONFLICT SITUATION OF THE RESEARCH

The problem that is presented in some educational institutions, is that they have not imparted English classes as a subject inside the syllabus of the schools from where they come, which implies that they do not have the minimum knowledge of the foreign language. Due to their lack of knowledge of the language, it is important to focus on the learning process in the development of listening skill, so that it is the base of the construction knowledge, because listening only to the teacher, teaching becomes monotonous and they repeat words that are not used inside the context.

The students do not have school texts of English for what their knowledge is based on what the teacher explains to them and what they understand. Currently, English's teaching, is more demanding, the Ministry of Education demands English teachers to have the international certification of B2, according to the European Common Frame, something that they do not
possess for this reason, they cannot impart classes with more accuracy and also they are limited to teach vocabulary and grammar, that makes the students to carry out repetitions of words without the pronunciation, formation of sentences without any implication of the environment.

The teachers maintain a traditional teaching methodology, using the traditional marker, board, notebook and the teacher's words, they limit their teaching to archaic methods that do not involve the students to participate actively, to innovate, to create and to experiment outside of the environment of the classroom, because it is complicated to the professor to manage numerous groups (55 students per class) and they are devoted to make of the students passive beings, receivers and reproducers of the imparted classes, without keeping relationship with the surrounding reality.

It is important that the students relate the topics learned with their real situation of the environment, that these situations are based in examples from the daily routine, these shows new techniques and evaluation instruments that allow to develop other skills like to listen, to read, to speak and to write. Also, it allows to maintain the balance in the teaching of the language and to promote participative and active classes that can understand daily expressions that they listen in different places and for people out of their classroom environment, causing a bigger implication in their daily learning.

The problem was identified at “Hideyo Noguchi” Basic Education School located in Monte Bello Km 12 ½ to Daule, block 2A lot 1 on parroquia Pascuales from the District 7 Vergeles 1. Here the students come from public and private schools that did not receive English classes. The lack of listening practice produce that do not understand when the teacher give instructions or commands to solve the activities. A few students can do the activities but others not even try.

Due to these circumstances, it is important to establish the need of English teaching with better techniques that plan more dynamic classes, for the development of the skills. The development of the Listening skill allows the students to recognize and identify sounds, pronunciation and try to understand
messages with fifty percent of error margin and try to pronounce words and to express ideas with simple sentences.

**SCIENTIFIC FACT**

Deficiency in the listening skill in the students of Eighth Basic Grade of the School “Hideyo Noguchi”, Area 8, District 7 Vergeles of Guayaquil Canton, parroquia Pascuales, school period 2016-2017.

The deficiency of the understanding of texts and listening comprehension in English is caused by the little interest of the students to appropriate of a foreign language, the students fulfill to approve the subject with the minimum score and not with using it in its daily lives. The little innovation in the elaboration of didactic resources, the unawareness of the techniques of teaching of English and to the little preparation of the classes, does not allow the students to give the relevance that deserves English teaching and the development of the skills.

The Ecuadorian in-service English Teacher Standard, in Domain 3. Curriculum Development:

“Teachers know, understand, and use evidence based practices and strategies related to planning, implementing, and managing standards-based English and content instruction. Teachers are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their students.” (The Ecuadorian in -service English Teacher Standars, pág. 2012.p5)

For ELL, (2012) it is of vital importance that the listening skills are developed during the classes, so that they can deepen what they are learning, using techniques and resources that allow to identify sounds, pronunciation, intonation and fluency, and not to be limited to what the professor says, in this way to enlarge and to develop the sense of the hearing and to use topics of real life situations in agreement to the students environment.
CAUSES

- Inadequate use of digital tools and resources to motivate students.
- Outdated application of teaching methodology.
- Students do not practice listening skill.
- Scarce student participation during the activities carried out in classes.

FORMULATION OF THE PROBLEM

How do English lyrics songs influence in the development of the listening skill in the students of Eighth Basic Grade of Basic Education at “Hideyo Noguchi” Public School, Area 8, District 7 Vergeles on Canton Guayaquil, parroquia Pascuales, school period 2015-2016?

OBJECTIVES

GENERAL OBJECTIVE:

To establish that the English lyrics songs indeed influence in the listening skill through statistical analysis and a field research in order to design a booklet and a CD with listening exercises about English lyrics songs.

SPECIFIC OBJECTIVE:

- To determine the English lyrics songs exercises as a good tool to improve the listening skill, through a statistical analysis and a survey to the students.
- To recognize the level of the listening skill through a continuous assessment strategy.
• To establish the main aspects of this research, to design a booklet with listening practice focused in exercises about English lyrics songs through the results compiled from the analysis

QUESTIONS OF THE INVESTIGATION

1. Which are the most effective kind of music to develop the listening skill?
2. What is the best audio-methodology to improve the listening skill in the students of Eighth Basic Grade?
3. How often should the English lyrics songs exercises be used in classes for a better comprehension?
4. How much owned the English lyrics songs improve the listening skills?
5. Can these kinds of activities be used in the next basic grades increasing the complex level?

RATIONALE

The present investigation project is convenient, because it establishes English teaching with technicism and professionalism that will allow to plan active and participative classes, for the development of the listening skill that allows the students to recognize and to identify sounds, pronunciation and try to understand messages with fifty percent of error margin and try to pronounce words and to express its opinions.

According to The English Language Learning Standards, about Proficiency Level of Listening for students from Eighth Basic Grade, where say:

“Recognize expressions, words, and sentences in simple spoken texts related to the learner”s personal, educational, and social background. Follow speech which is very slow and carefully-articulated, with long pauses for them to assimilate meaning within the personal, educational, and domains.” (ELL, 2012, p. 9)
It is also important because it contributes to the science, allowing the students to assimilate the use of the language inside the local context, inside juvenile topics and musical tendencies, also that they know the difference between to hear and to listen, to be able to understand messages in English. In addition, to get the proficiency level is necessary to develop the listening to students. They can understand the messages and can be identifying in their respective domain such as personal, educational or social field.

This project is pertinent because it is based on the National Plan of the Good Living 2013-2017 that it says: “To strengthen the capacities and potentialities of the citizenship.”, our project is guided to guarantee that the capacities and the students’ potentialities are developed appropriately in each teaching level and involving students coming from diverse sectors of the city.

This way we can enunciate that the direct beneficiaries are the Eighth Basic Grade students, who will have the opportunity to receive English lessons without any cost and that they had the replicas of these techniques with the constant practices.

The teachers of English area will be able to execute the techniques, materials and evaluation instruments in the different grades of the school and in the superior years. They will be able to practice them in different educational institutions or in a particular way. Also, they will be able to be carried out exercises and evaluations with different grades of complexity and according to the ages and to the individual or collective needs of the students and of the community that could be benefitted from it will be implemented English classes, for adults or people who want to make this also, it will be type of activity.

It is important, to promote this project to the educational community so that the students are able to have a solid base that helps them to be unwrapped with the handling of the language inside the educational institution, to settle down and reach fluency and precision, to be expressed in English and when they aspire to follow a career they dominate English, as second language.
In conclusion, the learning of English language is important to acquire new abilities and competitions, enjoying English classes activates and dynamic and these can be used in a new context in their lives. The purpose is focused in a booklet and a CD with activities for Eighth Basic Year, created by us and using a different methodology to improve the listening skill and to strengthen its knowledge, to overcome the practice lack of listening skill obtaining therefore good qualifications in this subject.

CHAPTER TWO
THEORETICAL FRAMEWORK

Munhall and Chenail (2008) describe that “if you study the theory before collecting data, it could influence your perceptions and interpretations” (p. 9). It is only in the data analysis phase of a phenomenology that the theoretical framework comes into play. For what, the initial theoretical framework works specifically as the foundation for appropriate and the complete study. (p. 7-10)

The theoretical framework permits to establish a bond between history and the reason of the study of a phenomenon, only with this the researcher can
get along with the proper information, for what, one has to clearly have in mind what he or she is looking for.

BACKGROUND

EFL is a fundamental subject that allows to communicate with other people around the world, since it is spoken worldwide. Its teaching allows to develop macro skills to conceive the students to acquire the corresponding level so they can put it into practice in their daily life.

The students listen in different ways and for different reasons during their lives. They listen to indications, they speak with their friends, they listen stories, they listen to rules to be able to play, and they listen to the announcements, to increase the facility of learning or listening to the English language with accuracy.

For this project come true, it was necessary to visit other establishments where didactic and academic positions served to orient imagination for the real purpose of this study. The school of languages of the faculty of Philosophy was also visited as the main source of information to be collected. There it was found information of ancient positions that helped the researchers herewith find ideal data to take part of this paper. Besides, the information taken was from other similar works that permitted to contrast and alter soberly this paper work for its necessity. As a convenient support, this work has as the main sponsors, the pedagogical, psychological, sociological, epistemological and legal foundation that will let engage and hook correctly for the qualification of itself.

THEORETICAL FOUNDATION

INDEPENDENT VARIABLE

ENGLISH LYRICS SONGS
When being part of nature, among the numberless of emissions sounds, beings have been able to understand and interpret the models of communication. Music with lyrics were represented by ancient humans according to history by signs and codes that were necessary to be modelled for a unique understanding. It is so that ancient tribes maintained a type of song for a purpose whatever, sadness, happiness, celebration and even war, where the manifested their feelings.

Through the centuries, songs have constituted the heart of a town, so lyrics have represented the soul of their men. Through lyrics songs, message are better understood, something important especially when it is intended to be used to teach English.

**Language learning through music**

*Drífa Sigurðardóttir* (Catharina Aletta Horn, 2007), (*Siguroardottir, Language learning throug music, 2012.p.9)*

(Siguroardottir, *Language learning through music, 2012*) Gardner explains that, “It”s not how intelligent you are, but how you are intelligent” (Wise, 2001) as mentioned by (Drifa, 2012, p.9).

For Gardner, there are eight different intelligences, among them is the musical one, that they have their function in a very independent way, and that every student assumes it with different strength. It is essential that teachers

A song is a compilation of lyrics in perfect spell-check position written in either prose or verse with different feelings that when being sung are felt by the hearer. (Taken from Eduardo Torres speech)

For Aletta,(2007) Music is a form of language in which uses tones and rhythm for interpreting songs; also is used as media of universal language.

Velez, (2013) mentions (Madrid & McLaren2004) who indicate that songs are one of the most interesting resources that can be introduced in the English classroom. (…)Through songs we can integrate all the skills and
develop discourse competence while fostering our students’ motivation towards the learning of the foreign language (FL). (, p.186)

For Velez, (2013) songs can be a good beginning to introduce and to keep students connected with the practice of the English language. Not only listening can be practiced but other skills especially productive ones. With Lyrics songs, a young learner can get along with new words and other types of folkloric words that can sound as easy but has another meaning. Also grammar can be seen as reinforcing class for the students during their learning process.

Velez enounces Murphy (1990 and 1992) who affirms that songs are an important element in the teaching-learning process along the history of the foreign languages for what English language songs should be exploited in the classroom. Following, Cranmer and LaRoy (1992) emphasized on the use of music in the foreign language classroom like an affective resource. Edwards (1997) also compares the manners and possibilities of teaching English with songs in the teaching of English like a second language. Furthermore, he affirms that songs are a good didactic resource in the teaching of second languages. (Luna, 2013.p.16)

Velez, (2013) insists that songs and its usage for teaching a new language has existed for long, and always has permitted to learn. In fact, when a new song is born, young people just listen and repeat to just learn the lyrics and then reproduce it. This makes them practice the pronunciation and the real accent. It is a good thing to see young learners dealing with good pronunciation by only listening to music and songs. In the modern society, students take advantage of this technique to learn and sing. By having fun, then it is important that teacher create an ambience of harmony and learning while having fun.
When dealing to music, it is essential to highlight its importance. Since it is intrinsically set in the within, that a person can remember for a long time depending of the lyrics or the originality of music.

Becerra and Muñoz, (2013) highlights that

Music is also crucial for human beings out of school; it is always present in learners” daily life. Music includes a wide scope of fields: “sociocultural, musical, psychological and spirituals dimensions” (McCarthy, 2009, p.16)

For Becerra and Muñoz,(2013) sociocultural and psychological fields are immersed when dealing with music that in one way or another alter the students´ lives. Nowadays, music has not only influenced learners but society in fact. Some people diverted to commit rascal things when listening specific music, while others prefer relaxing music for studying.

By means of music, learners can feel real-life experiences thanks to songs, nursery rhymes, chants and anthems. Scholars claim that music is crucial in the physiological development of human beings. An example of this is how an unborn child can recognize melodies and his/her mother”s voice from the outside of the womb, something vital for the development of cerebral functions. (Becerra and Muñoz, 2013, p.16)

As Becerra and Muñoz, (2013) physiological aspect in education from the very beginning is innate. Children are trained for doing this exercise over and over, it is then that the teacher should harness this unconscious ability to learn a new language through music, and in this case with lyrics from English songs. With this clarification, it must be assumed that learning a new language with English Lyrics songs should be a good advantage to take students easily to a fully new language learning.

IMPORTANCE

With the aid of music, according to Becerra and Muñoz, (2013) a teacher can easily take advantage to teaching what he really wants. That is with a well-organized strategy and with specific techniques when using songs, the teacher can boost the interest of the students. The foregoing words refer to when following pitch patterns while listening to music the students learn better, in fact it is true, by not only following lyrics but rhythms and other clues that they can relate to words and some grammar that can be highlighted during the practice.

With this, if we use infant songs in class, singing can make language learning much easier. Consequently, the teaching/learning focus shifts from purely linguistic matters towards a multimodal direction that (Budden, 2008) will provide a wide range of semantic and symbolic possibilities by which English is learned.

Gordon, (1993) indicates that language development and music have many similarities. Both are communicative modes, these are transmitted aurally and orally of generation and generation, also these contain phonetics, syntactic, and semantic components, it is developed early in life and are socially interactive media.

According to Krouse, (1988) the value of singing and making music while learning a foreign language as a second language must be estimated by young learners who love doing activities with music, since it helps them to pass from
an active state to a passive one, by relaxing them. Music stimulates communication, especially when it deals with developing a second language Perinparaja,(1997).

The use of songs in the EFL learning is a tool that has many benefits for both teachers and students in class, the teacher because it turns out to be an aid to carry out a good process of teaching with positive results and students because with songs besides the learning they acquire is numberless, departing from vocabulary, grammar and up to date words that become brand new for students that follow the English learning as doctrine, for what there are hundreds of ways to exploit them in the classroom.

Internet has made it very easy to find the lyrics of songs. A search on google with the name of the band, the song title and the word „lyrics“ will bring up a selection of sites you can use. Once you have copied and pasted the lyrics into a word document it is quick and easy to make an effective worksheet. (The British Council) (Budden, 2008, p.n/d)

(Kristianstad, 2010.p.5) (Fabòn, 2013, p.20)

For Borraz,(2013) there are many tools that easily take the teacher to create techniques. Either technique can make to boost a special skill in the students whatever speaking, listening as well as grammar and vocabulary, that can be enhanced with fun through music and singing.

Songs will help learners to become familiar with English sounds and their pronunciation. (Borraz, 2013). One of the advantage of songs is that they can improve pronunciation in many ways. It is advantageous when it has to do with songs from different countries for example: songs from American interpreters, are not the same as Australian ones. The students in such a way, can differentiate from one accent to another and so practice in different ways.
Develop children’s memory and concentration through rhythms and musicality. (Borraz, 2013). According to Borraz, to get concentration from students is laborious especially with students with miscontrol. One way to take control and have them concentrate, is by playing their music or the current song that is in vogue. The students when listening to it, recognize it and follow the rhythm and if they know the lyrics, they sing it. With this, the teacher can harness and establish a technique for teaching that kind of songs for students and so involve them into the classroom.

For Borraz, (2013) children develop physical and coordination by performing the actions of a song. They can turn, move to and fro, side by side, clap their hands and follow the tempo with physical response, making the activity fun. In the same way, by making this activity, the students can repeat the words they hear and so reinforce their learning. It is a good thing to make students sing with understanding and at the same time have fun.

Borraz, (2013) determines that learning through songs can bring new words to one student’s brain. “A student can learn chunks or meaningful phrases instead of isolated words”. (Borraz, 2013, p.20)

When singing, students do not learn words in isolation but phrases, grammar and other semantic models that permit them understand in context and do not have the necessity to always use the dictionary to word by word research.

Make traditional teaching methods more enjoyable, Borraz,(2013) insists that with songs traditional methods can be left behind because songs are always modern and the students are constantly learning. Songs can be sung and can be fun. In fact, they can decide what song to listen or sing, depending on the students’ age and the level of the class.

Another remarkable position of songs is that they permit to socialize for the reason that students can participate in a group and express their feelings
and so enlarge cognitive learning and make automatic language production. (Borraz, 2013, p.20)

All of these advantages, are interrelated in the sense that they aim the same final purpose, to make children have fun while learning the English language and so demonstrate that this kind of learning is very feasible to be applied in the students of eighth year at Hideyo Noguchi public high school.

**English songs contain linguistic information**

(Widdowson, 1978, p.32) Xiaowei,(2010) indicates that pronunciation is an important element of a word. Nation argues that knowing a word includes being able to pronounce a word correctly with correct stress (2001: 28). Roach (2000: 134, 138, 144) adds that the mechanical speech approach, such as assimilation and linking which makes it possible to connect single words together in pronunciation, is significant as well. (p.5)

According to Xiaowei, (2010) and relating his contribution with this work, one of the most important advantage of songs is the pronunciation an interpreter offers when singing. This exercise of doing listening with English American songs, given the opportunity to assert to the right pronunciation when singing. However, the teacher should be careful when dealing with this kind of activity because he or she must differentiate tones and pitch from the singers, an organization that should be made in advance for the correct teaching of the pronunciation. For example, a good trend took part in the 70´s and 80´s with the disco music where a generation of black singers, turned the colour of the voice with difference of the other singers with other styles.
Hence stress, assimilation and linking are three main aspects in this section.

Songs can motivate students, since they also contain rich linguistic information, including pronunciation, vocabulary, grammar, rhetoric and language sense. Here is a parallel structure using the familiar tree.

Semantic relations are able to relate various words together according to their meanings. Maybe it is positive to learn a new word together with its related words in order to get its meaning precisely. (Xiaowei, 2010, p.15)

In the following example (Widdowson, 1978, p.32) indicates how one can make use of grammar and even the order of the words or semantic to make sense for a specific purpose.

English songs offer a change from EFL routine classroom activities by providing fun and creating an active atmosphere, it also provides pleasure for students, who mostly are tense when coming from a class with poor motivation, setting a strong impulse to be involved in the classroom activities. While the more English songs supply authentic and real materials, the more students can learn in an optimal way.

**English songs contain historical and cultural knowledge**

In almost all over the world, pop music is on the top of leisure resource for young learners in a diverse range of contexts bringing this gender from home or street, making ideal for taking advantage in an EFL class.

Hosokawa, (1984), refers to as the „autonomous and mobile” form of listening facilitated through the invention of the personal stereo such as Walkman, tape record and so on can make students more aware of the culture they are involved. Popular songs carry rich historical or social rich knowledge with them may sound out dated to modern students” hears while today”s pop songs will be regarded either classics or rubbish in the future. (p.15)
For many reasons, trends and technology are a help in education in this case, in the EFL teaching, where music in English create relaxation on young people to mingle education with what they like most. For example, if a teacher realizes the necessity of a group in a psychological and sociological way, he or she can take advantage of the kind of music they like and involve them in getting to know the signification of that song, by making them to copy or bring the lyrics for the next class or have it learnt in groups to show the rest how they have done it, making this group get involved in not only the English class but extending their needs to other fields of learning.

ACTIVITIES WITH SONGS

Classic gap-fill

It is a classical way to do activities with songs, by completing gaps that the students listen to from an audio. The students are given incomplete lyrics of any song of their own keen.

This activity is not as simple as it sounds and before making one yourself think about why you are taking out certain words. It may be better to take out all the words in one group, such as prepositions or verbs, and tell students what they should be listening out for. Another option is to take out rhyming words. Don’t be tempted to take out too many words, eight or ten is normally enough. To make the task easier you could provide the missing words in a box at the side for the students to select, or you could number the gaps and provide clues for each number.

Spot the mistakes

Change some of the words in the lyrics and as students listen they have to spot and correct the mistakes. As with the gap-fill limit the mistakes to a maximum of eight or ten and if possible choose a word set. You could make all the adjectives opposites for example. Another example of this for higher levels
is to show the students the real lyrics and you correct the English and make it proper! E.g. "gonna" change to "going to", "we was" change to "we were" etc. This is a good way to focus on song language.

Comic strip

Songs that tell stories are great for students to make comic strips out of. You have to choose your song carefully and spend time looking at the lyrics with the students and making sure they have understood the main ideas. Lower levels may need guidance as to how to divide up the song into suitable chunks that can be represented pictorially. Avril Lavigne’s Skater Boy song from last year was a good one for this activity.

Order the verses

With low levels this is a very simple activity. Chop up the lyrics of the song by verse and give a small group of students the jumbled verses. As they listen they put them in order.

Discussion

Certain songs lend themselves to discussions and you can use the song as a nice lead in to the topic and a way to pre-teach some of the vocabulary. One I used recently was "Where is the love?" by the Black Eyed Peas to lead in to a discussion about war.

Translation

Although some teachers oppose all use of the mother tongue in the language classroom, some students really enjoy translating lyrics into their own language. If you do ask students to do this ensure the lyrics are worth translating!

Write the next verse
Higher levels can write a new verse to add to a song. Focus on the patterns and rhyme of the song as a group and then let students be creative. If they are successful, the new verses can be sung over the top of the original! Norah Jones’ Sunrise was a good one for this.

For many people the songs are the gateway to a foreign culture, which are excellent tools for teachers in culture-and-language teaching (Mishan, 2004).

Therefore, songs can be used for analyzing different eras, subcultures, social trends and phenomena, to name some; the songs are losing their cultural identity, due to globalization and the mass media bring the same pop songs to every home.

The speed with which a person learn a song is incredible, even if they are in a language unfamiliar.

Wolfe in 2001 points out several reasons why music can improve learning as are: Firstly, music is processed in both hemispheres and processes can trigger cognitive, visual, auditory, affective, and motor systems.

Secondly, music can wake up diverse emotions by affecting such brain chemicals as emotion and memory.

Thirdly, every one of us recalls nursery rhymes and other tunes learned in childhood, then a rhyme facilitates memorization.

Therefore, Wolfe suggests that this advantage provide to the brain recall certain types of information.

Suggest Wolfe in 2001, music is processed in both hemispheres: trigger cognitive, visual, auditory, affective, and motor system, wake up diverse emotions by affecting such brain chemicals as emotion and memory. Recalled
nursery rhymes, facilitates memorization and it stimulate to the brain recall certain types of information.

Brainchemicals as epinephrine, endorphins and cortisol – these neurotransmitters are a link between emotion and memory.

Wolfe (2001: 162-168) suggests that this advantage provided by the brain should be used to come up with educational activities which helps pupils to recall certain types of information. Songs just can't teach someone a new language but they can be help to the development and to learn other language.

For Horn, (2007) singing in the classroom is not intended to replace speaking techniques; it is an additional and enjoyable way of learning language. Some exercises can be used with song lyrics such as information activities, finding synonyms and antonyms, building vocabulary, writing a story on the topic of the song, answering questions orally and written about the topic of the lyrics, creating discussion, talking about abbreviations, hearing correct pronunciation, and the list goes on.

If well is true the teenagers in the actuality are feel bored just writing everyday and repeating, but if you give your class with songs they are alert and that is necessary creating of other ways of learning.

CHARACTERISTICS

Songs give the chance to take advantage of the abilities in many ways such as speaking, listening, linguistics, grammar, sounds and even rhythm inside or at home. Some importance that will help to consider are:

**Songs contain authentic, natural language**

This often contrasts the contrived, stilted language found in many student texts. Of course songs can also go to the other extreme by using overly
crude, foul or otherwise objectionable language. With careful screening, an extensive library of usable songs for language learning can be compiled. (Nine Reasons to Use songs) (Lynch, n/d)

Dealing with Lynch, (n/d) songs are more realistic and are convenient to teach real English. There can be words that might look crude or rude but it is up to the teacher if he or she prepares a proper technique to learn real words.

**New vocabulary through songs**

Songs has the property to offer words, clichés, trends, sounds and other cultures.

They permit to boost student vocabulary with useful phrases, vocabulary and expressions. Songs are almost always directed to the native-speaking population so they usually contain contemporary vocabulary, idioms and expressions. (Lynch, 2005, p.n/d).

Assuming Lynch, since English lyrics songs are headed to grasp the interest of English Listeners population, they have a variety of expressions that are profitable to induce young learner into that world. To learn a new language through songs is convenient for this work, to make the students of eighth year at Hideyo Noguchi public High School get involved in an important way to learn English.

**Songs obtainable**

For Lynch, (2005) songs are always easy to find, from an audio and CD shop and through the Internet where easily a teacher can download Lyrics and any songs to be put into consideration of the students in an English class, according to the necessity. They are affordable even with exercises convenient to highlight grammar, vocabulary, adjectives like in the “Logical Song” by
Supertramp, where adjectives ending “al” (cynical, logical, political, and radical) are used to describe a position.

**Songs suit the needs and interests of the students**

Lynch, (2005) indicates that in English, so many songs are available and suitable, for all levels of learners therefore vocabulary is not difficult. Students can also select the songs or the gender that is at the moment on the radio to work with and so cover the need and interest as a motivation to be raised in order to obtain a better performance, especially for those students that are late to get involved in the process.

**Grammar and cultural aspects**

According to Lynch, (2005), Songs have story and purpose. Not only from lately songs but from classical or even traditional ones the teacher can take advantage. This is very useful because involves students into culture and history as well as traditions that are necessary to know when learning a new language. So excerpting cultural elements is usually a possible, but often overlooked aspect of using songs. I still use “Hit the Road Jack” sung by the late Ray Charles to illustrate spoken contractions. He uses spoken contractions in every line of the song.

**Time is easily controlled**

Whether you have an hour, 30 minutes, or only 15 minutes or so, a song can be used in the course of a planned lesson. Use of songs is very flexible. (Lynch, 2005, p.n/d).

**Students experience accents**
A good thing about songs is that you can expose the students to many different kinds of English. British English, American English, Caribbean English are all widely available through songs. Accents too are well represented by songs from different regions and in a variety of types and formats. Gospel, soul, R & B, Pop, Rock, Reggae, Jazz and other styles change not only accents, but vocabulary and usage too. (Nine Reasons to Use songs)(Lynch, 2005, p.n/d)

Nowadays it is difficult not to listen to music or the music you heard before, it is easy to find them in the street, shopping malls, in our cars, in everywhere permitting the learner has an autonomous practice, by reminding and practicing pronunciation with totally understanding.

Murphey and Albert, (1985) suggest that pop might be considered the “mother of adolescence” and could help adolescents to identify themselves with situations and emotions expressed in the songs. An adolescent listener can sometimes only understand sense of a song by placing it into his or her own life. (Murphey, 1989, p.15) “Songs are blended words with music to show our emotions” said Mishan,(2004).

Pop songs or pop music is the commercial record music which is often oriented towards young people and usually consists of relatively short and simple love songs. There is a feature of pop songs, which can be inferred from the name itself, namely that it is popular. Lynch states that music is prevailing in different media such as TV, movie, nightly news and in different occasions such as when people do excise, are at work, play, and worship (Lynch 2005). Because of their popularity, it is beneficial to involve pop songs in language teaching and learning. (Xiaowei,2010,p.20)

The benefit of learning a new language through music is an effective method for children, youth and even adults regardless sex, age, color, social
status, religion and even political party. It is impressive because the fun that the students spend during the exercises relaxes them and makes them more proactive and productive.

Grobler,(1990) describes that learners develop music through their sensual awareness, where they can appreciate sweet sounds, harmony and also feel pleasure to listening to it. With singing, the students discover language structures and vocabulary that they commonly use. (p.16)

Singing with passion, can make students feel what the lyric is intended to be said. In it, grammar and vocabulary are also highlighted, an advantageous opportunity to engage students with fully interest in the English language learning. Teachers and curricula of Hideyo Noguchi public High School, should take into account this facility for a better enhancement of the students.

DEPENDENT VARIABLE

THE LISTENING SKILL


Definition

((JRES), 2013.p.38-43) (Hans, Lecturer in english- University of damman kingdom of Saudi Arabia)

Many have been the assumptions that have awarded to the mastering of the listening skill, from the necessity of being part of communication to the highest levels of getting a degree for fulfilling a course with high scores. Since listening does not have to do with hearing, it is headed to the deciphering of words while understanding what the intention is. The only conclusion is for a better communication when establishing a conversation.
For (Hans, 2013), listening is the ability to accurately receive messages in the communication process, he insists as the key to all effective communication, without the ability to listen effectively messages are easily misunderstood communication breaks down and the sender of the message can easily become frustrated. (p.38)

For Segura, (2012) listening is a psychological phenomenon, which takes place on a cognitive level inside people’s heads, and a social phenomenon, which develops interactively between people and the environment surrounding them. Listening is a complex process, which needs to be understood in order to teach it, and subsequently, evaluate it before integrating it with phonological aspects and with the skill of speaking. (Bueno, Madrid and McLaren, 2006:282) as cited by (Segura, 2012, p.11)

Listening as the main skill to understand happenings through ears, requires of several abilities that together to the skill in fact make a total whole of the activity of listening. By integrating all the knowledge of the process of learning a new language, such as vocabulary, grammar, phonics and others, become the listening exercise the most important exercise because during the activity, all of this knowledge is combined in a unique pattern that involves all the skills for creating a good interaction.

For Hans (n/d), listening is the ability to accurately receive messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated. Hans (n/d)

Assuming the prior words, listening is definitely an active process that permits recognizing, understanding and in such a way, interpreting the movements, sounds and symbols of the speechers.
IMPORTANCE

According to Gonzales (2010)

The importance of listening comprehension in a foreign language instruction emerged during the 1960s from that time; the teaching of listening in class language became a central concern for teachers and students languages as a second language or foreign language. However, listening continues to receive less attention in almost all foreign language programs. (Rocio, The importance listening and speaking skills, 2012)

Gonzalez (2010) indicates that all the teachers should have very clear that listening should be given the importance and attention to help the students, because it is responsibility of the teachers to provide with resources so that the students can develop the skill in the learning of the second language with different situations and with this form, the students can tune their ears to what they are listening.

Nunan (2001), presents listening into six stages as basic steps that permit accomplish the exercise in an organized way, allowing focus strictly into the total attention for a good listening exercise.

Listening is a six-staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding. These stages occur in sequence and rapid succession. Nunan (2001)

Hearing corresponds to what is not being paid attention and only is held when unacquainted and unnecessary information is not part of the awareness. On the contrary, attention refers to a selection of stimuli that permits only a select few to come into focus. Understanding, which consists of analyzing the meaning of symbols we have seen and heard (…) Symbolic stimuli are not only words, they can be sounds like applause or even sights,(…) Remembering,(…)in addition to receiving and interpreting the message, has to do to the mind's storage bank, which means that the information will be
remembered in our mind (...) Evaluating, the listener evaluates(...)and
determine the presence or absence of bias or prejudice in a message. Finally,
we have Responding, a stage in which, according to the response, the speaker
checks if the message has been received correctly. (Nunan, 2001, p. 23).

As Nunan indicates, the process of listening is so complicated because
many aspects are immersed in it, departing from the discrimination of sounds
and important situations that most of the time are not part of a focus a person is
heading for. This become an extraordinary exercise, because one thing is to
hear, and others are to understand, determine, evaluate and respond for a good
communication can take place. If these stages are not well executed, frustration
will appear on both sides the receptor that is the listener and the emitter that is
the speaker.

PURPOSES OF LISTENING.

According to Lindsay and Knight, people have four different purposes
when they listen: We listen for a purpose,(...) listening for specific details,
listening for general meaning, listening for the general idea or gist. (...)for
information; for enjoyment or social reasons; to learn new language. However,
for Anderson & Lynch, the purpose when listening can be either: transactional,
where “the main purpose is to achieve a successful transfer or exchange of
information”, cited in (Segura, 2012, p.15)

Listening is a skill that does not have to do with hearing that is a passive
activity, therefore, for Segura,(2012) listening has always a purpose, that is to
say that when listening, a person is aimed in advance, so he or she is prepared
to what it is intended to be done. Consequently, a listener is prepared for
details, for specific ideas, that help to understand better what it is being
lectured. In the general meaning purpose, a listener can only pay attention to
the main idea to support what he has understood at a lecture presentation. In
fact, listening can make a person to excel in many virtues of interaction. A good
listener can sustain a conversation easily of any topic, can make of a
conversation a come and go one, because ideas proposed are comprehended from both sides.
(Hans, Listening skills in our daily life, 2013,p39)

**Modes of Listening**

For Hans, (2013) there are three modes of listening that lead to the listener create the best way to understand what he or she wants to. As it was mentioned before, modes of listening are innate and correspond to the within of the learner. Hans indicates that for this necessity the learner has involved to his own three modes of listening.

The Combative mode when the listener concentrates on his or her views and ideas without paying much attention to the speeches. The listener wants to be heard and thus he or she tries to catch an opportunity to express his or her views. This kind of listening lacks maturity as it cannot bring about meaningful listening. (Hans, 2013, p.39)

Hans indicates that this mode does not correspond to a responsible learner, in fact it is just the way a learner would like to listen for just listen and not for learning. Hans also indicates that the combative learner is that learner that shoots with unnecessary questions to call the attention and not for a purpose.

On the other hand, the Attentive mode corresponds to the attention that the listener pays to the lecturer. (Hans, 2013) quotes that in this mode the listener believes every word of the speaker blindly. He or she at no point, critically evaluates the words of the speaker. This sort of listening lacks independent judgment and evaluation.

According to Hans, a listener should listen through a model created by himself, that is to have reasons and purposes of what, how, where, a listener
would like to listen. Within the attentive mode, the student lacks of opinion, or critical pattern that does not promote a judgment during and after the lecture.

Finally, the Reflective listening as Hans describes, is the best mode of listening as in this mode the listener is smart, alert and active. He is actively involved in the process of listening, paying attention to all the words and pauses of the speaker. He or she summarizes each word of the speaker, recalling all that the speaker said. On the basis of his reflective thinking and judgment, he or she forms an opinion. (Hans, 2013, p.39)

The reflective listening as its word sounds, shows how a listener gives opinion, proposes ideas, make reflections, by recalling the most important a speaker said.

On the other hand, Hans (2013), promotes three phases of listening that do not have to do with the modes of listening, they are immersed in the steps of an exercise of listening, as when working out, that has the warm up before exercising.

**Phases of Listening**

Hans quotes that the phases are strategies for the teacher to involve the students into the listening exercise.

The pre-listening phase deals with the speaker that involves the learner in an activity. Thus the activity provides the listeners with a purpose for listening. On some occasions, the speaker might also ask the listeners to predict what they are going to hear. (Hans, 2013, p.40)

According to Hans (2013), the listener should be aware to what he or she is going to listen, in advance, the learner to listener needs to be strategist to
what he is intended to listen. Sounds, voices, checklist notebook, dictionary and everything a strategist can have for doing the exercise of listening properly.

Subsequently, the while-listening phase,

Ideally, the listeners must be motivated to gather as much information as they can from the passages, recorded conversations etc. while they are listening. During this phase the listeners will be asked to complete the activity. Hence the focus of the learners should be on the message provided by the presentation. (Hans, 2013, p.40)

For Hans who also refers to the while listening, by mentioning that a good listener needs to be attentive to a process of a speaker to listen well. (Kolpatrck, 2015) Many situations can happen in the meanwhile of a lecture a conference or a video conference. For this, the listener, needs to gather information and take down the most relevant words to be harnessed for interacting later. When listening to music, a listener uses a dictionary to look up words he or she does not understand or rewind the song or repeat it as many times to the exercise of understanding what is being listened.

Finally, the post-listening phase according to Hans, (2013) helps the listeners to examine and evaluate the approach applied by them to understand the message. It arrives when the listeners finish their activities.

By assuming Hans, the final activity permits the listener to check what was understood by having other strategies like consulting with other listeners, comparing, contrasting and arguing, making the listening activity a complete exercise for a good English learning process.

TYPES OF LISTENING
Kilpatrick (2015) stresses that there are necessities for both the listener and speaker, the speaker to be heard and understood, and the listener to understand what the speaker says, considering that the speaker can be any device or human voice.

For this, she mentions that the Empathic listening, (…) is focused on the needs of the speaker. When you listen with empathy, you let the speaker know you care about. Without passing judgment or offering advice, the empathic listener encourages the speaker through body language and subtle cues to tell his story or state his grievances. The purpose of empathic listening is to allow another person to release emotions.

Here, Kilpatrick announces that….

Critical listening involves judgment (…) a listener takes into consideration the possible motives of the speaker and the context, as well as the words. When a salesman points out the qualities of an item, a critical listener analyzes the speaker’s words and the situation and makes judgments about the speaker’s truthfulness or sincerity, as well as the usefulness of the item to the listener. (Kilpatrick, 2015, p.n/d)

Considering Kilpatrick, this type is headed to promote agreements or disagreements. This is a good condition for a learner to be stimulated to speak and give opinions and so take advantage of using the productive skill as a response of a well understandable exercise of listening.

Active Listening

For Kipatrick, (2015) both empathic and critical listening skills are used during active listening, by withholding judgments, solutions or advice, the active listener sometimes simply waits and uses non-verbal language to let the speaker know that he is paying attention. Unlike empathic listening, active listening involves asking questions and seeking to
understand the other person's meaning. Like critical listening, active listening analyzes the speaker's words for intent. (Kilpatrick, 2015, p. n/d)

More than empathy, here its usage goes yonder than the exercise itself, when dealing with EL, the exercise of applying any technique of listening does not have to do with an English learner, for him or her, the types of listening are the best exercise to apply what he knows.

LISTENING SKILL

One of the four skills to learn a foreign language is listening, it is considered is some cases the least important of the four, the least value in the teaching-learning process. To understand a message that other people want to transmit is very important that other person can listen well the message, can interpret and analyze it. The base of the interpersonal relationships is the listening and understanding of the message that others transmit.

Some teachers plan the lesson focus in the grammar and vocabulary without having any relation with the development of the skills. The techniques are written and oral drills. So, the students got a wide vocabulary and the grammar structures but do not relate with the context, the methodology is ambiguous and traditional and do not awake the interest of the students.

(Quishpe and Cabezas, 2005) says: "The listening comprehension is considered as an active process by the listener, the meaning is built by actively listening through a process of inference and hypothesis building." (p. 50)

Assuming Quishpe and Cabezas, (2005) the teacher should promote a participatory environment for students to assimilate the information received and can be used in other contexts, favoring the purpose of the practice of listening.

Second language (L2) listening comprehension is a complex process, crucial in the development of second language competence. Listeners use both bottom-up processers (linguistic knowledge) and top-down processes (prior
knowledge) to comprehend. Knowing the context of a listening text and the purpose for listening greatly reduces the burden of comprehension. Teachers can help students develop sound strategies for comprehension through a process approach to teaching L2 listening. This will help students learn how to listen and develop the metacognitive knowledge and strategies crucial to success in listening comprehension. (www.llas.ac.uk/resources/gpg/67)

Vandergrift, indicates that listening is a process that is not visible, but the activities that are carried out allow for a deeper understanding of the learning process, help to recognize phonological sounds, interpret messages, learn new words and use them in a context different.

Also the development of the listening gives us facilities to distinguish melodies, intonation, rhythm, fluency, especially to understand messages in other languages and to be able to interpret them according to the cultural and generational context that has at the moment.

THE CHARACTERISTICS OF EFFECTIVE LISTENING

To achieve the effective listening is important to have the following characteristics: use focused body language, look at the speaker’s eyes, use expressions to show the others understand the message, ask questions when someone does not understand anything, try to guess what the speaker is going to say next and note the meaning of silence.

Sometimes the listeners have moments of confusion while listening because they know some words have the similar pronunciation are homophones, and when do not understand the context of conversation suffer confusions and in this moment is important to ask question about it.

Wilson (2008), when dealing to the awareness listening skill permit to be, quotes that
“Good listeners become experts at self-monitoring. While listening, they are constantly aware of whether or not they are achieving the task. They are alert to inconsistencies in their interpretations of events, and they try to resolve the issues by collaborating with their interlocutor or revising their interpretations” (p. 41)

Assuming Wilson the students who became in good listeners are able to interpret what they listen and identify the mistakes that the interlocutor has and may resolve the doubts that had at the beginning the lesson.

LISTENING COMPREHENSION

The listening comprehension aims to that the students assimilate the message, the idea, and opinions from others. It is important to develop the comprehension because there are people who do not understand the message and create confusions, conflicts, and troubles due to a little development of listening comprehension. With the listening comprehension is possible to solve new problems, to answer the doubts, to clear ideas, to respect the diverse points of views, to face new situations and expect the different solutions to the trouble according to each person comprehension.

Harmer (2010) quotes that “Most students want to be able to understand what people are saying to them in English, either face-to-face, on TV or on the radio, in theaters and cinemas, or on tape, CDs or other recorded media” (p. 133)

For this reason the teachers must know the interests and needs of their students to design the activities using the correct resources to carry out the lesson and get the goals. Also, the students learn the correct pronunciation, intonation, stress and work to achieve a fluency and accuracy.

“Listening is good for pronunciation: the more students do it, the better their intonation, accent, individual word sound, and connected speech will get.” (Harmer, 2010)
According to them words of the author one of the ways for develop the understanding hearing is the repetition correct of the words where can focus the ability to distinguish the phonetic, for put them in practice constantly.

**Types of Comprehension Exercises**

The teachers have created or used a variety of listening comprehension exercises to capture the attention of the students, in each lesson the teachers plan the lesson including a series of activities to get the objective of the class, but it is important to design exercises based in the listening comprehension.

Some of these exercises are common as:

- Listen and answer the questions.
- Listen and tick the correct information.
- Listen and write true or false.
- Listen and check your answers.
- Listen and mark the stress.
- Listen and complete the sentences.
- Listen and order the words or sentences.
- Listen and repeat.
- Listen and write what you hear.
- Listen and mark on the map, etc.

Nowadays, each lesson has listening activities with different purposes, the students can make inferences, can think critically, and can evaluate choices. Also, the students must write down specific information while they listen to support the development of the other skill as writing.

One of the indicators of assessment of Listening for Eighth Basic Grade is “identify the relation between the sound and spelling of English words within their lexical range.” According to this indicator the teacher has the purpose to achieve all of their students recognize the messages, ideas in English Language songs. In other hand, the music is a good technique to develop the
listening because it include their preferences, their interests, their trends and encourage them to learn English lyric songs as part of the classwork. Also, the students show interest and curiosity to learn and practice more with these kind of exercises and sometimes they can design their own exercises based in their favorite songs.

According to (Córdoba Cubillo Patricia, Coto Keith Rossina and Ramirez Salas Marlene, 2005) in his work entitled The listening: definition, importance, characteristics, processes, materials and activities published in the says: "It is important to stress that materials and activities that are used in the class of languages can attract students' attention, and while increasing the effectiveness of listening comprehension" (Córdova, et al., 2005, p. 9)

Assuming the authors present in his work we can say that the only effective way to reach understanding is that teachers listen daily to become innovative, with easy to use tools to captivate the interest of students

HOW TO EVALUATE LISTENING

Bernard Baruch

(Baruch) quotes “Most of the successful people I know are those who listen more and speak less”

It is important students learn to reason that they hear, so discern the information to apply it in all learning processes.

For the teachers to evaluate listening skill is complicated because it is necessary to evaluate the other skills as writing and speaking. For this reason the listening comprehension is vital to develop the language skills, to identify the responses to the exercises is necessary to read it, listen and write the answers and some time share the answer in oral way.

There are different types of evaluation as placements test, progress test, achievement test, and proficiency test, this measures overall ability. But the
students are not prepared to be evaluated with these tests, and the teacher should design their own assessment according to the context and the content taught for him during the classes.

**STRATEGIES FOR STUDENTS TO USE IN LISTENING EVALUATIONS**

There are some strategies to use in the listening evaluations that the students can practice before the tests, these allow to secure their knowledge and to apply in the situations considered in the test.

Some of these strategies are: read and predict (before the listening try to answer the questions), get ready (take notes about specific information), focus the listening (only the necessary information without many details), do not give up (if the student lost the sequence, he will continue with the exercises), listen for pauses (establish pauses to difference the sentences or required information), guess (try to guess the missing information using the context).

Taken from How to teach listening by J.J. Wilson

**THE LISTENING METHOD**

The listening sequence or listening method has three important parts that need to be developed by the students to achieve the best results and the best listening comprehension. These parts are pre-listening, while-listening and post-listening. The duration of this method can vary or each part can have a different duration.

**Pre-listening**

“Listening is an act aimed at a specific objective (to receive information, a response, to understand something) and that demands a process of understanding in which it takes advantage of the previous knowledge that is possessed on the reality and that forces to realize An active predictive work of what is going to be heard”. (Boquete, 2009.p.10).

Assuming what Boquete says listening is a participatory process that includes conditions in the environment known as prerequisites that help the recipient to
anticipate what will be done in the classroom, to give immediate answers or to solve difficulties.

The pre-listening allow to the students prepare for the activities to develop, in this stage the teacher asks questions about the expectations to the students about the lesson and the students show their interest and tendencies to participate actively in the class. Also, here take place the motivation to develop the activities.

**While-listening**

“Looked at the reasons for using while-listening activities: we need to know what our students have understood, and the activities themselves can help students to understand the passage better.” (Wilson, 2008)

According to Wilson the students listen once, twice or the times that required to the audio, and try to resolve the exercises listening for specific information, listen in detail. Some students work better in pairs or group this stage because is possible discuss the answers and they have more chances to divide the work to complete the exercises before the sharing information obtained.

**Post-listening**

“Looked at the importance of using the post-listening period to reflect on the successes and difficulties encountered while listening. We also discussed troubleshooting and the view of listening in class as a diagnostic activity.” (Wilson, 2008)

In this part the students may check their answers, discuss their opinions about the topic, talk about their difficulties to do the exercises, some of teachers do a plenary where all of students participate and finally the teacher make the feedback about the lesson.

**MULTIPLE INTELLIGENCES**
According to the theory of Howard Gardner there are identified seven intelligences. This theory shows the students have different kinds of minds and learn, remember, perform, and understand in different manners and own necessity.

Following to this theory, "the human beings are all able to know the world through language, logical-mathematical exploration, spatial demonstration, musical thinking, and the use of the body to resolve problems. Each person has a different intelligence, some has a little of each intelligence, then they are able to carry out diverse responsibilities, resolve diverse troubles, and progress in some fields."

Gardner says that these differences "test an educational system that adopts that every person can learn the same things in the same way and that a uniform measure suffices to check student learning. The learning types according to this theory are:

**Verbal Linguistics Intelligence**

In this intelligent the student can learn better when activities about crosswords, puzzle, compositions, descriptions, report do. The students can express their ideas through the language as an oral report, speech, and show their thoughts, feeling, and ideas.

**Logical Mathematical Intelligence**

With this intelligence the students can reach the development of the abilities with numbers, sequences and logical reasoning. For the students is interesting resolve mathematical exercises, solve problems, make sequence with pictures.

**Visual Spatial Intelligence**

With this intelligence the students learn to look at the pictures or images and obtain a new knowledge. The students can create, design and interprets images and codes.

**Bodily Kinesthetic Intelligence**
This intelligence allow to the students express their feelings, emotions and ideas through movements, physical activities.

**Musical Rhythmic Intelligence**

With this intelligence the students can learn better to detecting and understand the messages inside the songs, it allows to the students develop the listening skill and understand the ideas that songs transmit. Also it depends the comprehension, analysis of the lyric songs, kind of music, environment where it develops.

**Intrapersonal Intelligence**

The intrapersonal intelligence allows to the students know well their own thoughts, feelings, emotions, dreams and ideas. Is important to know their real personality before to share with others.

**Interpersonal Intelligence**

In the interpersonal intelligence the students can learn more sharing experiences, knowledge, expectations, believes with others. Also, it allows to understand the needs, personalities, opinions, objectives from others and they develop the empathy.

**EPISTEMOLOGICAL FOUNDATION**

According to Schraw and Olafson (2002), “teachers’ epistemological worldviews influence the ways that they make important instructional decisions related to the curriculum, pedagogy, and assessment.” They describe three kinds of epistemological world views; realist, contextualist, and relativist. A realist assumes that knowledge is acquired through experts and learning is a passive act. Contextualists see themselves as facilitators, who along with the learners collaboratively construct shared understanding. While the relativists view learners as independently and uniquely creating their own knowledge. Quoted by (Perusek, 2008, p.2)

Here the epistemology represents the stages a researcher posts theories, they are immersed in the reality of the investigation as suggests
Perusek when describing the kinds of epistemological worldviews. In this work, it has been able to show that the dimensions can be a bit further in order to get to the best suggestible pattern to follow and sustain.

Epistemology is related to the nature of knowledge, and the way we acquire it, and most importantly in the process of acquiring this knowledge, some of it becomes as a strong true belief. (Labbas, 2013.p2)

**PEDAGOGICAL FOUNDATIONS**

According to the Significant Learning of David Ausubel, is important to highlight that the acquired knowledge previously for the students according to its environment will allow that it relates with the knowledge that the professor wants to transmit easily. (Ausubel)

This convey to a learning process that prioritizes the necessities of the students based on their reality and that they are secured with the knowledge imparted in the classroom. Each student will have her own concepts that will open the way to a learning that is in benefit themselves after being discussed in class and allow to contribute with integral development as people.

The term Communal Constructivism was introduced by Bryn Holmes. “In this model, the students not only pass through a course, as the water through a pipe; but rather they leave their own print in the learning process.” (Holmes, 2011)

According to the theory of Holmes the students are the main character of their own learning, because they are the builders of their own knowledge using their own tools and skills involving their experiences and their own likes and preferences in the moment to learn new things.

**PSYCHOLOGICAL FOUNDATIONS**
If I had to reduce all of educational psychology to just one principle, enunciate this: the most important factor influencing learning is what the learner already knows. Ascertain this and teach accordingly. (Ausubel, 1986)

By this phrase we could define that students are like a sponge absorbing everything that they are taught but when their willingness to learn will be permanently in the brain.

The knowledge they have learned in their daily life must be related to the learning you want to teach in the classroom. And as for developing listening is necessary that they relate terms, words, phrases they hear in songs or television programs with terms that are taught in classes. That is, that what is taught in class will always significant for daily life and when they can check what they are taught and what they already knew.

The psychological foundation is based on the emotions of people, considering the feelings of those who learn a second language interacting with themselves and interacting with other students, and relating the emotions between language and culture.

The teacher of a foreign language must be competent in different areas of the discipline; also possess knowledge of the culture of the language taught. The study of culture is very complex and therefore do not learn or teach a particular course, but it is through experience that the person can understand their culture and that of others. (Koh 1990).

A foreign language teacher should know the culture of language teaching to share with students and likewise be the connection that enables the student to assimilate what you are learning and transmission of culture is clear, specific and relevant entailing respect for other cultures and tastes of each student learning a new language.

An English teacher knows most of facts about the different cultures around the world and domain the different subjects of studio and is who teaches to interchange information about the students and create an atmosphere of learning based in the culture and the Ecuadorian identity.
“Self-confidence: The eventual success that can reach those who learn a second language depends much confidence in himself and in the skills to achieve him goal.” (Wright, 1990).

It is indispensable that in the planning of the subject of foreign language, notice the cultural elements as the communication. Because the human being appropriates of its culture by means of the language, the pedagogic mediation that foments the educational chore and they should have a conception that they responds to the interests of the students and that it serves like guide for the realization of the proposal outlined in the annual plan.

The students develop the cognitive area through of the stimulation, this should be prepared according to topics of interests for them, involving the psychological aspects that allow to associate the knowledge with the reality of their environment, topics of present time with grammar topics, music with the skill of listening. Also the teacher must motivate the students with activities that require their active participation and their immediate answer to the execution of the classwork such as short dialogues, rhymes, tongue twister, songs, poems; with the purpose that they demonstrate that learned inside and outside of the classroom and it will be gotten with the daily practice and the appropriate resources that it offers us the technology.

**SOCIOLOGICAL FOUNDATION**

The sociology of education is a core field within the discipline of sociology; however, it is also considered a part of the discipline of education. This dual existence is one of the unusual characteristics of the sociology of education, and some say that one source of tension is the difference between those who see the sociology of education as a pure science and those who see it as an applied field of study. (Saha, 2011, p.299)
The listening comprehension is a way to socialize with other people, it allows to the interlocutor transmit his message, idea, opinion or expectation and the listener comprehend him.

As part of the Communicative Competence in the National English Curriculum Guidelines, the students from Eighth Basic Grade should develop the Sociolinguistic Component:

“Use basic expressions to impart and elicit factual information as well as socialize (e.g. greetings, addressing forms, introducing oneself and others, and saying „good-bye”, etc.). Inside the social background are included public entertainment, travel, health and body care, shopping, food and drink, and services.” (p. 14)

When the teachers show interests about the students” lives about their preferences about movies, music, clothes, trends; the students will have the disposition to do the activities that involved their interest topics specially the music in its different kind. The music is a good expression to the states of happiness, cheerful, sadness and other. And is better to share their favorite songs inside the content of the lessons and to serve to the development of the listening skill.

To know the students” behaviors is very important to plan the lesson because allowed to establish the types of activities that they would do without problem, prioritizing the interests of all the students inside the classroom.

Gabriela Valencia, (2005) in her work The influence of the music in the students said:

“It is very important to know the profile of each student with the aim to find the tools and the way to arrive to them, to know their desires and their perception”s forms we will be able to develop the musical and general learning.” (p. 1)
LEGAL FOUNDATION

According to the Constitution of the Republic of Ecuador about Rights of the Good Way of Living in section five said:

“Article 26. Education is a right of people throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and social inclusion and the indispensable condition for the good way of living. People, families and society have the right and responsibility to participate in education.”

All Ecuadorians have the right to receive a good education, can be public or private. Our constitution guarantee the easy access to the education, no one can deny the education to the children or teenagers and the society support the educative system that be developed in our country. All students have the opportunity to learn according to their own effort and their environment but with the same content and skill to develop.

Article 343. “The national system of education will have as purpose the development of individual and collective capacities and potentialities of the population that facilitate the learning, and the generation and use of knowledge, technical, knowledge, arts and culture.

The Constitution guarantees the rights of all Ecuadorians, the free access to the education that every student has. Also all students have right to the quality and fair education. No one can be excluded of any educative institutions and especially public ones to study free, also, students will be given books and the necessary didactic material as best tools required to give the classes in a good atmosphere of harmony and equality.
CHAPTER THREE
METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

METHODOLOGICAL DESIGN

The present project leans on an investigation that follows the specifications of the scientific method, inductive method and the experimental method that allow to give the diagnosis and the stocks to fulfill the objectives of the same one.

The scientific method bears to follow a series of procedures to fulfill the objective of the project, in which is included activities like gathering of data, analysis of results, confirmation of the variables, and execution of the project to demonstrate its viability.

The inductive method allows the students to develop listening skill, through activities that allow them to assimilate what has been learned and to use it in a new context helping to enlarge their knowledge and to improve their listening skill.

The experimental method will allow that the students to execute in the classroom, the activities planned with the purpose that the students carry out
innovative activities that it will motivate them to develop and to improve their understanding the moment they listen the songs in English.

So, it is important the methodological process to acquire new knowledge and direct them correctly to improve the listening skill and to develop the comprehension and the students can response with the oral production using the tools that the teachers give them in every class.

TYPES OF INVESTIGATION

To obtain the necessary information for the execution of the present educational project was carried out a bibliographical investigation and a field research.

FIELD INVESTIGATION

The present investigation, is a field research because they made a study to the educational population, it was executed in the institution, with the direct contact to the beneficiaries of the project. The contact with the students allow to recognize the basis of the English subject, to establish goals to include each students inside the learning process and achieve that they can assimilate the knowledge transmitted by the teacher and can use in a new context.

For Morán, (2000): “The field investigation, is that is carried out in the locus in quo the phenomenon it takes place with the scientist's guide.” (p. 150)

 Whereas clause this characteristic, the investigation was carried out in the School of Basic Education “Hideyo Noguchi”, by means of the population’s valuation with different evaluation instruments.

BIBLIOGRAPHICAL INVESTIGATION

The investigation is bibliographical due to its foundation theory that allows to determine the characteristics of the problem and the viability of the proposal based on studies of similar cases. This type of investigation allow to consider other proposal to the conflict situation and give the steps and tips to
follow and develop a new kind of solution that others suggest and use in other context and other educative group.

**POPULATION AND SAMPLE**

**POPULATION**

The population is the conglomerate of people, objects or measures with common characteristics to be observed in a place and established time for the gathering of data in an investigation.

The selected population for this project is the teachers, school board and students from School of Basic Education “Hideyo Noguchi”, the same one that has two labor schedule: morning and evening. It is also formed by an authority or Principal, 22 teachers and 624 students, detailed next:

<table>
<thead>
<tr>
<th>POPULATION</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 AUTHORITIES</td>
<td>1</td>
<td>0.15%</td>
</tr>
<tr>
<td>2 EDUCATIONAL</td>
<td>22</td>
<td>3.40%</td>
</tr>
<tr>
<td>3 STUDENTS</td>
<td>624</td>
<td>96.45%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>647</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Hideyo Noguchi public High School

**SAMPLE:**

A sample is a group of some elements to study, but they are not all those of the population.

The population is given of 647 people, there are three well differentiated groups that they are: 1 directive, 22 educational and 624 students, of which has been defined as sample 244 people, by means of the formula of Dinamed:
\[ N = \frac{N}{(N-1) \times E^2 + 1} \]

Population = \( N = 647 \)

Sample = \( n \)

Error = \( \text{AND} = 0.5\% \)

Error margin to the square = \( \text{AND} = 0.0025 \)

\[ n = \frac{624}{(623) \times 0.0025 + 1} \]

\[ n = \frac{1624}{1.5575 + 1} \]

\[ n = \frac{624}{2.5575} \]

\[ n = 243.99 \]

**Chart N° 2. Distributive of sample**

<table>
<thead>
<tr>
<th>#</th>
<th>POPULATION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Authorities</td>
<td>1</td>
<td>0.38</td>
</tr>
<tr>
<td>2</td>
<td>Educational</td>
<td>22</td>
<td>8.24</td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>244</td>
<td>91.38</td>
</tr>
</tbody>
</table>

|              | 267 | 100    |

Source: Hideyo Noguchi public High School

**OPERATIONALIZATION OF THE VARIABLES**

**Chart N° 3**

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSICAL INTELLIGENCE</td>
<td>Can be introduced easily in a language classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ideal to teach a new</td>
<td></td>
</tr>
<tr>
<td><strong>Independent</strong></td>
<td><strong>Lyrics songs</strong></td>
<td><strong>IMPORTANCE</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physiological aspect in education.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Significant approach to Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contain linguistic information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are ideal to create techniques.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stimulates communication.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contain historical and cultural knowledge.</td>
</tr>
<tr>
<td><strong>CHARACTERISTICS</strong></td>
<td></td>
<td>Contain authentic natural language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Easily acquisition of new words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Songs are easy to obtain.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are suitable for the interests of the students.</td>
</tr>
<tr>
<td><strong>VARIABLES</strong></td>
<td><strong>DIMENSIONS</strong></td>
<td><strong>INDICATORS</strong></td>
</tr>
<tr>
<td><strong>IMPORTANCE</strong></td>
<td></td>
<td>Receive messages in the communication process.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Became a central concern for teachers and students</td>
</tr>
<tr>
<td>CHARACTERISTICS</td>
<td>TECHNIQUES OF LISTENING</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>Modes of listening are innate and correspond to the within of the learner.</td>
<td>Capture the attention of the students.</td>
<td></td>
</tr>
<tr>
<td>Reflective listening is the best mode of listening</td>
<td>Easy to use tools to captivate the interest of students.</td>
<td></td>
</tr>
<tr>
<td>Critical listening involves judgment.</td>
<td>Students to achieve the best results and the best listening comprehension</td>
<td></td>
</tr>
<tr>
<td>Promote a participatory environment.</td>
<td>Listening is good for pronunciation.</td>
<td></td>
</tr>
<tr>
<td>Are able to interpret what they listen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dependent: Listening skills

To achieve a successful transfer or exchange of information

METHODS OF THE INVESTIGATION
In the present investigation were applied diverse investigation methods, detailed next:

Statistics is the science and practice of developing human knowledge through the use of empirical data expressed in quantitative form. It is based on statistical theory which is a branch of applied mathematics. Within statistical theory, randomness and uncertainty are modelled by probability theory. Taken from (Statistics., pag.2)

To make statistical analysis, it was necessary to obtain direct information and at random ones from the students of eighth year at Hideyo Noguchi public High School, that permitted to analyze and give comments about the responses given.

THEORETICAL METHOD

Due to the research nature, the theoretical method has been required to use diverse methods to achieve the best results to provide a proper upshot to the issue, so that those methods and procedures will allow obtaining the necessary information to follow the research.

INDUCTIVE-DEDUCTIVE APPROACH

The inductive – deductive approach allowed to that the procedure considering some prior empirical theories about the research problem. The inductive method, where the students induced the activities to be developed in the execution of the proposal. Besides the deductive method, where the students experienced a new learning technique during the execution of the project.

This method was applied, when observing the students of eighth Basic Grade at Hideyo Noguhi high school during the English classes. The interview was also applied to the teacher of the area and to the School Principal.

TECHNIQUES AND INSTRUMENTS OF INVESTIGATION
The gathering of information is of vital importance for the development of the investigation, by which it was able to obtain the needed one through techniques of research taken from different actors of the educational chore in the selected institution. The obtained information supports the undertaken work and they give the rule for the processes that were developed.

The instruments in this educational project such as the survey and the interviews were applied to the students of eighth year and the authorities and teachers of Hideyo Noguchi public high School.

THE SURVEY

For Fernando, (1993) the survey is a research conducted to a sample taken from a whole that is representative of a large group with the same problem of a universe.

The obtained information of the applied surveys gives support to the conflict that the students of Eighth Grade at Hideyo Noguchi high school present. The survey contains ten closed questions on the study topic. The obtained data were quantified to be able to interpret the results.

THE INTERVIEW

(Ok and Kwan, 2015) quotes as follows: “What makes the interview different from a conversation is that it is designed for a specific purpose (Keats, 2000), it requires careful preparation, much patience, and considerable practice as it constitutes a type of fishing to enter the interviewee’s world or understand their construction of reality, which cannot be observed" (Jung, 2015, p.30)

The interview as much to the authority as to the teacher of Hideyo Noguchi public High School, allows to obtain information at first hand. It also allows to socialize the objective of the project and to share the students’ experiences that support to improve the expectations of the members of this educational community.
SURVEY TO THE STUDENTS

OBJECTIVE OF THE SURVEY
To know students point of view about the importance of learning a new language through developing the listening skill.

SPECIFIC INFORMATION
Write an “X” on the answer you consider the most appropriate on each of the required question.

<table>
<thead>
<tr>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>OFTEN</th>
<th>SOMETIMES</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>N°</th>
<th>STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It is important to participate in dynamics that include all the classmates</td>
</tr>
<tr>
<td>2</td>
<td>The English classes have to be dynamic and interactive</td>
</tr>
<tr>
<td>3</td>
<td>ICTs in the classroom are a good tool for learning EFL</td>
</tr>
<tr>
<td>4</td>
<td>Listening skill helps to understand the English classes</td>
</tr>
<tr>
<td>5</td>
<td>Music influences the learning of other languages</td>
</tr>
<tr>
<td>6</td>
<td>Lyrics are essential to be able to sing an English song</td>
</tr>
<tr>
<td>7</td>
<td>English songs help to develop the listening skills</td>
</tr>
</tbody>
</table>
You have difficulty in understanding English songs

You would like to learn English through a booklet with English lyrics songs activities.

You would like do extra activities with English lyrics songs and with the assistance of a CD with the music you like the most.

**ANALYSIS OF RESULTS**

**STATEMENT 1:** It is important to participate in dynamics that include all the classmates.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>60%</td>
</tr>
<tr>
<td>Usually</td>
<td>23%</td>
</tr>
<tr>
<td>Often</td>
<td>9%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>8%</td>
</tr>
<tr>
<td>Never</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: Legal representatives of the basic education school “Hideyo Noguchi”
Elaboration: Doris Palma Nuñez y Gisela Crespin Jordan
Comment

60% of students report that they always would like to participate in dynamic involving all their classmates, 23% report that they usually like to participate, 9% express that they would like to participate often, and 8% said they sometimes would like to participate.

STATEMENT 2: The English classes have to be dynamic and interactive

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>75%</td>
</tr>
<tr>
<td>Usually</td>
<td>14%</td>
</tr>
<tr>
<td>Often</td>
<td>9%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2%</td>
</tr>
<tr>
<td>Never</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: Legal representatives of the basic education school “Hideyo Noguchi”
Elaboration: Doris Palma Nuñez y Gisela Crespin Jordan

Graphic: No. 2
Comment

75% of students report that they always agree that English classes have to be dynamic and interactive, 14% report that they usually agree, 9% express that they often agree, and 2% said they sometimes agree.

STATEMENT 3: ICTs in the classroom are a good tool for learning EFL

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>82%</td>
</tr>
<tr>
<td>Usually</td>
<td>10%</td>
</tr>
<tr>
<td>Often</td>
<td>8%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: Legal representatives of the basic education school "Hideyo Noguchi"
Elaboration: Doris Palma Nuñez y Gisela Crespin Jordan

Graphic: N° 3
Comment

82% of students report that they always agree using ICT in the classroom, 10% report that they usually agree, 8% express that they often agree.

STATEMENT 4: Listening skill helps to understand the English classes

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>58%</td>
</tr>
<tr>
<td>Usually</td>
<td>23%</td>
</tr>
<tr>
<td>Often</td>
<td>9%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>6%</td>
</tr>
<tr>
<td>Never</td>
<td>4%</td>
</tr>
</tbody>
</table>

Source: Legal representatives of the basic education school "Hideyo Noguchi"
Elaboration: Doris Palma Nuñez y Gisela Crespin Jordan

Graphic: N° 4
Comment

58% of students report that they always agree that auditive comprehension helps to understand English classes to produce orally, 23% report that they usually agree, 9% express that they often agree, 6% express that they sometimes agree and 4% said they never agree.

STATEMENT 5: Music influences the learning of other languages

Chart Nº 8

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>88%</td>
</tr>
<tr>
<td>Usually</td>
<td>7%</td>
</tr>
<tr>
<td>Often</td>
<td>5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: Legal representatives of the basic education school "Hideyo Noguchi"
Elaboration: Doris Palma Nufiez y Gisela Crespin Jordan

Graphic: Nº 5
Comment
88% of students report that they always agree that music influences the learning of other languages, 7% report that they usually agree, 5% express that they often agree.

STATEMENT 6: Lyrics are essential to be able to sing an English song

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>62%</td>
</tr>
<tr>
<td>Usually</td>
<td>25%</td>
</tr>
<tr>
<td>Often</td>
<td>7%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3%</td>
</tr>
<tr>
<td>Never</td>
<td>3%</td>
</tr>
</tbody>
</table>

Source: Legal representatives of the basic education school “Hideyo Noguchi”
Elaboration: Doris Palma Nuñez y Gisela Crespin Jordan
Comment

62% of students report that they always need the lyrics to sing an English song, 25% report that they usually need, 7% express that they often need, 3% express that they sometimes need and 3% said they never need.

STATEMENT 7: English songs help to develop the listening skills.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>75%</td>
</tr>
<tr>
<td>Usually</td>
<td>15%</td>
</tr>
<tr>
<td>Often</td>
<td>5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>5%</td>
</tr>
<tr>
<td>Never</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: Legal representatives of the basic education school “Hideyo Noguchi”
Elaboration: Doris Palma Nuñez y Gisela Crespin Jordan
Comment

75% of students report that they always agree that the English songs help develop listening skills, 15% report that they usually agree, 5% express that they often agree, 5% express that they sometimes agree and 0% said they never agree.

STATEMENT 8: You have difficulty in understanding English songs.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>56%</td>
</tr>
<tr>
<td>Usually</td>
<td>12%</td>
</tr>
<tr>
<td>Often</td>
<td>8%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>4%</td>
</tr>
<tr>
<td>Never</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: Legal representatives of the basic education school “Hideyo Noguchi”
Elaboration: Doris Palma Nuñez y Gisela Crespin Jordan

Comment
56% of students report that they always have difficulty understanding English songs 12% report that they usually have difficulty, 8% express that they often, 4% express that they sometimes and 0% said they never.

**STATEMENT 9:** You would like to learn English through a booklet with English lyrics songs activities.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>56%</td>
</tr>
<tr>
<td>Usually</td>
<td>12%</td>
</tr>
<tr>
<td>Often</td>
<td>8%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>4%</td>
</tr>
<tr>
<td>Never</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Comment**
90% of students report that they always would like to learn English through a booklet and a CD with musical exercises 4% express that they often, 3% express that they sometimes and 3% said they never.

**STATEMENT 10: You would like do extra activities with English lyrics songs and with the assistance of a CD with the music, you like the most.**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>85%</td>
</tr>
<tr>
<td>Usually</td>
<td>10%</td>
</tr>
<tr>
<td>Often</td>
<td>5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: Legal representatives of the basic education school "Hideyo Noguchi" 
Elaboration: Doris Palma Nuñez y Gisela Crespin Jordan

**Graphic: Nº 10**

![Chart](image)
85% of students report that they always would like do musical exercises often in English classes as part of the curricular units, 10% express that they often, 5% express that they sometimes and 0% said they never.

**Chi Cuadrado Test**

**Objective:** Statistically demonstrate the correlation between the independent and dependent variable.

**Independent variable:** English Lyrics Songs

**Dependent Variable:** Listening Skill

---

**Pruebas Chi-cuadrado.**

<table>
<thead>
<tr>
<th>Estadístico</th>
<th>Valor</th>
<th>df</th>
<th>Sig. Asint. (2-colas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-cuadrado de Pearson</td>
<td>36,79</td>
<td>12</td>
<td>0,005</td>
</tr>
<tr>
<td>Razón de Semejanza</td>
<td>28,45</td>
<td>12</td>
<td>0,013</td>
</tr>
<tr>
<td>Asociación Lineal-lineal</td>
<td>6,14</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>N de casos válidos</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Nivel de significancia:** Alfa=0,05 o 5

**Método de prueba a utilizar:** Chi cuadrada

**Valor P o significancia:** As the value of P is less than 0,05, chi square test indicates that there is a relationship between the variables whereas, it can be
considered that the application of both variables are suitable for the necessity of adjusting this work with the proposal to dealt with this study.

**CONCLUSIONS**

Always would like to participate in dynamic involving all their classmates. Always agree that English classes have to be dynamic and interactive, 82% of students report that they always agree using ICT in the classroom. Students report that they agree that listening skill helps to understand English classes to produce orally. Most students report that they always agree that music influences the learning of other languages. Most students report that they always need the lyrics to sing an English song. Most students report that they always agree that the English songs help develop listening skills. 56% of students report that they always have difficulty understanding English songs. 90% of students report that they would like to learn English through a booklet and a CD with musical exercises. 85% of students report that they always would like to do musical exercises often in English classes as part of the curricular units.

**RECOMMENDATIONS**

Do dynamic activities that involve all students in the classroom. Teachers should realize innovative activities that generate active classes where students interact. Teachers need to implement the use of ICT in the planning and execution of classes. Do activities to improve listening comprehension.
Music teachers should include musical exercises in academic activities. They should perform exercises where students complete and follow the lyrics of songs. Implement activities where are developed constantly listening. The use of ICTs more frequently to develop the skill of listening. Adopt new resources in the development of classes. Adapt to learning techniques that promote curricular areas based exercises with songs in English.
RATIONALE

It is indispensable to consider the listening comprehension, also the development of the listening skill, including the topics of interest and the preferences of the students. Nowadays, the students demand more interaction, active participation, motivation and transitions of feelings, opinions, ideas and their favorite activities as music, movies and others.

The English teachers have to apply new methodological strategies, new activities, new of headings of evaluation, new resources. It is necessary that the teacher create their own activities, using the tics (Techniques of Information and Communication) and propose a new atmosphere of studio inside the school. So, the students would be participative, creative and wake up the interest of mixing the English study with their favorite free time activities as listening to music or watching videos.

This project will expect that the students practice new strategies and techniques in order to develop the listening skill and an excellent listening comprehension. Also, the teacher can enjoy the new environment of class as part of the changes in the lessons and establish a new relationship with the students to show the confidence and tolerance with their preferences and their daily lives.
IMPORTANCE

The project and the proposal are important because it will allow improving the learning process and development of the listening skill. It will give to the teacher new activities that motivate to the students to learn and speak a foreign language.

This proposal not only is important to the teachers and the students, also it influence in the educative community, it is important include the students interests and the new technological resources that give new tools to use in the lessons.

In addition, this proposal help the students to show respect to the other cultures, to understand the costumes and share their own educative experiences among students.

General Objective

To promote the English language lyric song as a methodological strategy to develop the listening skill, practicing exercises based in music in order to the students develop the listening comprehension and produce oral performance.

Specific Objective

- To use the booklet and CD with the English lyric song in others course and increase the difficulty grade.
- To diffuse the proposal to the other English teachers and include in their lesson plan as a supporting material for develop the warm up to introduce the topic for the units.
- To apply this rather exercises to teach different grammar topics and involve the human values as part of the integral formation.

FEASIBILITY
The proposal of this investigation is feasible to apply because it is supported by the authorities of the school, the English teacher and the students" stimulus and with the time to socialize it with the educative community.

The proposal is feasible that will also because it provide an easy material get through the students" daily lives.

FINANCIAL

In the financial aspect, this proposal is not expensive to do because the teachers can design the material; they choose the songs according to the necessity of the unit and use the number of pages that they require.

Also the tools are part of the TIC as radio, speaker, flash memory, CD, internet and nowadays we have easy access to them, and the prices of these items are low and the school have these resources to diverse activities.

TECHNICAL

As the technical aspect, the proposal encourage the English teacher to adapt new strategies in the learning process including the preferences, music, actually topics in order to wake up the interests of their students. Nowadays, the education pretends to give the students new tools, new techniques to face the life challenge and practice the knowledge learned in the school and solve the different conflicts.

DESCRIPTION OF THE PROPOSAL

One of the activities was the field investigation of the necessity to develop the listening skill and the comprehension using a booklet and a CD with a series of Lyric song exercises to improve the development of the skill. Concern about this issue, first we developed the proposal, the authorities of University approved of the topic. After that we continued with the data collection, literature, preparation and instruments to design this proposal.
The proposal involved a series of activities that can include inside the Lesson Plan in order to improve the interaction between students and teachers. The teacher is the main character, the guide, who guarantees that students can develop the skills, assimilate the knowledge and apply it in their lives to resolve doubts.

This project is directed to develop new methodological strategies including the music, speakers, lyric, laptop, videos to develop the good listening comprehension and also, to capture the attention of the students and the acceptance among them.

The effective comprehension required the development of listening skills, in order to produce a high level of confidence while learning the new language.

It is proved that the most students are exposed to audio exercises and dialogues as well as songs, the best their production will be. Because it is listening skill the aim of this improvement proposal, is individual work, since students develop skills on their own pace.

The booklet includes ten activities based on English language lyric songs, each activity presents an objective that have different grade of difficulty.

Activity 1 is Please forgive me, Bryan Adams. This activity consists in listen to the song and complete the gap fill with the words in the box. The audio can be used four or five times to complete the lyric song.

Activity 2 is Right here waiting, Richard Marx. This activity is complete with the verbs the blanks according to they listen using the words from the box. The audio can be used four or five times to complete the song.

Activity 3 is I want to know what love is, Foreigner. The activity is listen to the song, complete the lyric, in each line there are two or three missing words and practice the pronunciation.

Activity 4 is Let it be, The Beatles. In the activity the lyric was divided in three parts, each part has missing words, and they have to choose the correct word from the box.
Activity 5 is Spending my time, Roxette. This activity consists in four tasks, first is complete with phrases, second is order the sentences according they hear, third is match the sentences halves and fourth is order words to complete the phrases according they listen the song.

Activity 6 is We are the world (USA for Africa), Michael Jackson. It consists in five tasks according they listen the song: first order the words to form each line, second fill the blanks with phrases, third unscramble the letter to form words that they listen, fourth match with the sentences halves and fifth choose the correct word to complete the lyric.

Activity 7 is Angel, Robbie Williams. It consists in four tasks that they develop while they listen the song: first task is complete the songs with words from the box, second task is complete the sentences with the correct choice, third task is unscramble the letters in black to form the word that they listen and fourth task is number the lines to order the chorus.

Activity 8 is More than words, Extreme. It consists in four tasks according they hear the song. First task is complete the song with phrases they hear. Second task is number the lines according the listen. Third task is complete the lyric with words from the box. Fourth task is number the lines in order to form the chorus.

Activity 9 is Always, Bon Jovi. This song is complex and extensive so the songs was divided in three parts, each part has the words that complete the song, the difficulty is the pronunciation and speed of the singers

Activity 10 is Count on me, Bruno Mars. This activity is fill in the blanks with the words that they hear. In this activity, they do not have help and only listen the song twice.

**Methodology of the Proposal**

**When?**

The proposal will be executed from June to August on lective year 2016 – 2017, during the English classes according to the lesson plan.
Where?

In the Eighth Basic Grade classroom at Hideyo Noguchi School, at Montebello.

Who?

The responsible to the execution are Doris Palma Núñez and Gisela Crespín Jordán with the collaboration to the principal and the English teacher, so the active participation to the Eighth Basic Grade students.

How?

The proposal is a booklet with ten exercises based in English language lyric song, it pretends students to complete the lyric songs following the lyric and resolve some exercises based in the song. It is necessary to have a speaker, a laptop and a CD to apply the proposal in the learning process.

**Linguistic Aspect**

This proposal is based in an investigation in the Applied Linguistic to the Teaching of English as a foreign language. Its objective is define the influence of music in the development of listening skill because the students have difficult to interact with the teacher cause they do not understand and do not try to speak in English. When they develop the linguistic terms they are able to build their own concepts and give their own opinions.

For this reason, it is important to follow a process where the music is a main character that help the students to understand the lyric songs, increase the vocabulary, use learned words in other context and allow to improve their pronunciation. Without listening is impossible to produce orally and respond to different situation.

**Psychological Aspects**

According to the learning styles, each student has different way to learn, so this proposal allow include in the learning process the music, it reflects the
feelings, thoughts, emotions in different situations and the students show respect for the individual differences.

During the execution of the proposal the students learn the values as well the tolerance and confidence, for this reason they show interest by this kind of activities and also increase their oral production.

The students as social beings can share experiences about this process with their classmates and relatives, and also they can do in their homes and include different kind of music, so they develop the listening skill in their environment.

**Pedagogical Aspects**

In the educative field, the development of the skill is the goal of all the teachers, but it is important to apply different ways to capture the students’ attention using their preferences, interests and motivations.

This proposal based music, that is one of main interest of students, allow to accomplish the knowledge to their preferences. The teachers recognize as the development of listening skill is difficult because the students do not understand the class, then they do not pay attention or simple do not interest do the activities.

The listening skill is important to acquire a foreign language because they identify sounds, words, and context and after that they can use this words in their oral production. So listening correctly allow the students” interaction and effective practice pronunciation in each lesson and it help to improve the learning process.

**Legal Aspect**

This proposal is based in the Education Laws and in the general rules, the students have right to receive a quality and warmth education, and
guarantee the effective development of the skills and abilities in the teaching – learning process.

As well, it promote the active and dynamic participation of all students including development of the language skill according to the lesson plans that allow to continue with the process to dominate the English language.

CONCLUSION

The education is a human right and give a good education is the responsibility of a teacher. An effective social impact is provide students knowledge to understand the environment and guide to apply their knowledge in their daily life. So, this proposal pretend to connect the English classes with the reality of teenagers.

And it show a new step to acquire a new language used in the context and it is a funny and enhanced the students to develop the listening skill. It is a technique that allow the teacher to solve the lack of motivation to learn a foreign language.

The eighth graders at Hideyo Noguchi School are the first beneficiaries in this proposal because they applied the activities during the execution of the project. As well as the educative community because the teachers can include in their lesson plan activities like exercises and constantly change the songs and involve the students preferences.
BIBLIOGRAPHICAL REFERENCE


Widdowson.

WILSON, J. (2008). *HOW TO TEACH ENGLISH.* NEW MEXICO: PEARSON LONGMAN.

https://www.llas.ac.uk/resources/gpg/67.
ANNEXE ONE: DOCUMENTS

Letter of Approval of the tutor
Guayaquil, 12 de Mayo del 2016

Sra. Lcda.
Maribel Tumbaco Galarza
Directora (E) de la Escuela de Educación Básica Fiscal Hideyo Noguchi
Ciudad.

Señora Directora

Doris Grace Palma Nuñez con C.I. 0922751516 y Gisela Del Pilar Crespin Jordan con C.I. 0922751516, Egresadas de la Facultad de Filosofía, Letras y Ciencias de la Educación – Lenguas y Lingüística – Universidad de Guayaquil, le pedimos muy cordialmente se nos permita desarrollar el Proyecto Educativo requisito previo a la obtención del Título de Licenciado (a) en la mención Ciencias de la Educación, Lenguas y Lingüística Inglesa. El tema de trabajo de investigación es el siguiente:

Theme: Influence of English lyrics songs to develop the listening skill.

Proposal: Design of a booklet and a CD with listening exercises about English language lyric song for the students of Eighth Grade.

Agradecemos infinitamente por la atención prestada a la presente y esperamos que su respuesta sea favorable.

Att.

Doris Palma Nuñez

Gisela Crespin Jordan

Letter of Acceptance from Educational Institution
Señoritas Doris Grace Palma Nuñez y Gisela Del Pilar Crespin Jordan, Egresadas de la Facultad de Filosofía, Letras y Ciencias de la Educación – Lenguas y Lingüística - Universidad de Guayaquil.

Ciudad.-

De mis consideraciones

En reacción a la solicitud revisada el día 12 de Mayo del 2016 donde piden autorización para desarrollar el Proyecto Educativo requisito previo a la obtención del Título de Licenciado, se les concede el permiso para que realicen la investigación con el tema:

TOPIC: Influence of English lyrics songs to develop the listening skill.

PROPOSAL: Design of a booklet and a CD with listening exercises about English language lyrics songs for the students.

Sin ningún particular me despido de ustedes.

Atentamente

[Signature]

Sra. Lcda. Maribel Tumbaco Galarza
Directora (E) de la Escuela de Educación Básica Fiscal “Hideyo Noguchi”
CHAPTER I
THE PROBLEM

DORIS PALMA MÉNDEZ

CONTEXT OF THE RESEARCH

"Hidéyos Negrosh" public school is located in the urbanization Monte Bella Km 12 ½ to Obrate, block 3A lot 1 on parroquia Pancasales from the District 7 Vergus 1, Canton Guayape, Province of Guayas. It maintains an infrastructure of reinforced concrete, floor of cement and ceramic, zinc roof, single story, ten blocks, where there are 11 institutional classrooms; the principal office, canteen, computer room, library, school yard, student and teacher bathrooms and corridors.

It was created according to the letter No 001-IDDY-2013 issued on January 31, 2013, through the technical report and the report contained in the tender 0103-IDDY-2013, signed by the MSc. Wanda Rivera Ortez as Director District No 7 Pancasales 1, Vergus and Ing. Tereza Knaevich, Chief District Planning. The same ones that resolve to arrange the reorganization of the Fiscal Educational Institutions Monte Bella y Dr. Francisco Espinoza Espinoza of the locality, being structured with their respective days, levels and sub-levels, by means of the merger process and that constitutes a single Educational Institution that is denominated ESCUELA DE EDUCACIÓN BASICA "HIDÉYOS NEGROSH" and as Director in charge of the teacher Adolfo Hernández Díaz.

With this merger increased the eighth year of basic education, receiving zoned students from schools Monte Bella, Dr. Francisco Espinoza Espinoza, Estatuto Unidos and Manuel Sandovol. The School of Basic Education at Hidéyos Negrosh Public School, it work on two working day, distributed as follows: in the morning shift from first to third, and in the afternoon one from first to tenth. Starting in February 2014, the Interco assumed the position of Director. Martin Tulsoon Galvez, coordinately directing 31 teachers, 2 professors with fiscal appointments and 2 teachers aids.

This institution currently has 128 students legally enrolled between children and teenagers. The purpose of the educational establishment is to create a student with skills and cognitive, psychomotor and effective skills to work with dynamism and joy, promoting a better inter-learning, self-confident and able to solve problems that arise in daily life leading them to the success and feasibility of the world around them.

Dealing with the development of the skills, we have centered our efforts in developing the listening skill, as a basis to understand the language so students can relate to their own environment as well as the realities of the world around them. With this intention we found a school with audio offers the students the experience of using the musical elements to enhance the perception of the different sounds of the world.
ANNEXE TWO: INTERVIEW AND SURVEY
Entrevista

Entrevistada: Lcda. Maribell Tumbaco Galarza

Entrevistadoras: Gisela Crespín Jordán y Doris Palma Núñez

1. El ministerio de educación tiene como objetivo desarrollar en los estudiantes un nivel de Competencias de Comunicación de Lenguaje. ¿Conoce ud. los estándares del área de Inglés?

   Si estos estándares apuntan al desarrollo de competencias y habilidades, esto nos permite hablar, conversar, escribir y leer de manera que se desarrollen las competencias comunicativas.

2. ¿Cuenta con personal docente capacitado para desarrollar estas competencias en los estudiantes de acuerdo a los Lineamientos del área?

   Sí, en esta institución existen docentes de Inglés las cuales plantean de acuerdos a los lineamientos del área.

3. ¿Considera usted que sus estudiantes están desarrollando correctamente las destrezas propias del idioma inglés?

   Sí, considero que los estudiantes de la escuela Héctor Noguchi desarrollan las destrezas claramente que están desarrollados de acuerdo a los niveles.
4.- ¿Los estudiantes de este establecimiento cuentan con los recursos necesarios para desarrollar el listening?

En realidad no se cuenta con los recursos, niños y ahora en la actualidad el inglés, ya no se da como opción en los grados inferiores a séptimo sino como proyecto escolar.

5.- Los estudiantes disfrutan de la música actual. ¿Cree usted que la música ayudaría a desarrollar la comprensión auditiva en inglés?

Se disfrutan hay música como el rock, las baladas en inglés que permiten mejorar y desarrollar la comprensión auditiva en los estudiantes.

6.- ¿Es importante mejorar la comprensión auditiva de los estudiantes, considera que los ejercicios basados en música tendrían buena acogida en los estudiantes?

Sí elemental porque en un área que requiere de una buena pronunciación y comprensión para desarrollar la destreza auditiva.

7.- ¿Promovería la práctica de este tipo de actividades si obtiene buenos resultados al término del parcial?

Se, de manera planificada y organizada siempre y cuando se tenga los recursos para realizarlo.
Entrevista

Entrevistada: Lcda. María Mercedes Lucas Guaranda
Entrevistadoras: Gisela Crespin Jordan y Doris Palma Núñez

1.- El ministerio de educación tiene como objetivo desarrollar en los estudiantes un nivel de Competencias de Comunicación de Lenguaje. ¿Conoce usted los estándares del área de inglés?

Dijo que está diseñado para desarrollar las 4 destrezas principales del idioma.

2.- ¿Cree usted que la institución educativa cuenta con personal docente capacitado para desarrollar estas competencias en los estudiantes de acuerdo a los lineamientos del área?

Sí, está el personal docente, pero debe recibir capacitación constante en el idioma para mejorar la comprensión auditiva y desarrollar las destrezas del idioma.

3.- ¿Considera usted que sus estudiantes están desarrollando correctamente las destrezas propias del idioma inglés?

Sí, en escritura y lectura, pero tienen dificultad en Listening y Speaking por la falta de práctica y de implementar que ayuden a desarrollar estos destrezas.

4.- ¿Los estudiantes de este establecimiento cuentan con los recursos necesarios para desarrollar Listening?

No, porque las aulas no están adecuadas y no cuenta con laboratorio auditivo.
5.- Los estudiantes disfrutan de la música actual. ¿Cree usted que la música ayudaría a desarrollar la comprensión auditiva en inglés?

Sí, porque la música con palabras idiomáticas nos inmersa en la gramática propia del idioma

6.- ¿Es importante mejorar la comprensión auditiva de los estudiantes, considere que los ejercicios basados en música tendrían buena acogida en los estudiantes?

Sí, através de la música podemos ayudar a desarrollar la comprensión auditiva, pero no tenemos el entorno ideal para desarrollarla, por lo que nos gustaría estudiar alternativas

7.- ¿Promovería la práctica de este tipo de actividades si obtiene buenos resultados al término del parcial?

Sí, porque la práctica es esencial para desarrollar el listening y la producción oral.

8.- ¿Qué tipo de música le gusta a los estudiantes que tengan influencia del inglés?

A los estudiantes les gusta rock pop y la música romántica y influencian mucho la comprensión del idioma

9.- ¿La destreza del listening es importante para conseguir los objetivos del área en el grado?

Sí, porque para lograr el objetivo hay que desarrollar estas habilidades propias del idioma

10.- ¿Los padres de familia apoyarían este tipo de actividades pedagógicas con la intervención de las TICs?

Sí, porque a ellos les gustan las profesoras imputadas y quieren que sus hijos sean activos y participativos y no buenas resultados en las estadísticas
<table>
<thead>
<tr>
<th>No.</th>
<th>Nombre y Apellidos</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arturo Barrientos Navarro</td>
</tr>
<tr>
<td>2</td>
<td>Jairo Morán de León</td>
</tr>
<tr>
<td>3</td>
<td>Jorge Álvarez García</td>
</tr>
<tr>
<td>4</td>
<td>Juan Pérez Torres</td>
</tr>
<tr>
<td>5</td>
<td>Arturo Barrientos Navarro</td>
</tr>
<tr>
<td>6</td>
<td>Jairo Morán de León</td>
</tr>
<tr>
<td>7</td>
<td>Jorge Álvarez García</td>
</tr>
<tr>
<td>8</td>
<td>Juan Pérez Torres</td>
</tr>
<tr>
<td>9</td>
<td>Arturo Barrientos Navarro</td>
</tr>
<tr>
<td>10</td>
<td>Jairo Morán de León</td>
</tr>
<tr>
<td>11</td>
<td>Jorge Álvarez García</td>
</tr>
<tr>
<td>12</td>
<td>Juan Pérez Torres</td>
</tr>
<tr>
<td>13</td>
<td>Arturo Barrientos Navarro</td>
</tr>
<tr>
<td>14</td>
<td>Jairo Morán de León</td>
</tr>
<tr>
<td>15</td>
<td>Jorge Álvarez García</td>
</tr>
<tr>
<td>16</td>
<td>Juan Pérez Torres</td>
</tr>
</tbody>
</table>

LIST OF STUDENTS
SURVEY TO THE STUDENTS

OBJECTIVE OF THE SURVEY
To know students point of view about the importance of learning a new language through developing the listening skill.

SPECIFIC INFORMATION
Write an “X” on the answer you consider the most appropriate on each of the required question.

<table>
<thead>
<tr>
<th>N°</th>
<th>QUESTIONS</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>OFTEN</th>
<th>SOMETHING</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It is important to participate in dynamics that include all the classmates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The English classes have to be dynamic and interactive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ICTs in the classroom are a good tool for learning EFL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Listening skill helps to understand the English classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Music influences the learning of other languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Lyrics are essential to be able to sing an English song</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>English songs help to develop the listening skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>You have difficulty in understanding English songs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>You would like to learn English through a booklet with English lyrics songs activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>You would like do extra activities with English lyrics songs and with the assistance of a CD with the music you like the most.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SURVEY TO THE STUDENTS

OBJECTIVE OF THE SURVEY
To know students point of view about the importance of learning a new language through developing the listening skill.

SPECIFIC INFORMATION
Write an “X” on the answer you consider the most appropriate on each of the required question.

<table>
<thead>
<tr>
<th>N°</th>
<th>QUESTIONS</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It is important to participate in dynamics that include all the classmates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>The English classes have to be dynamic and interactive</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ICTs in the classroom are a good tool for learning EFL</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Listening skill helps to understand the English classes</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Music influences the learning of other languages</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Lyrics are essential to be able to sing an English song</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>English songs help to develop the listening skills</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>You have difficulty in understanding English songs</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>You would like to learn English through a booklet with English lyrics songs activities.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>You would like do extra activities with English lyrics songs and with the assistance of a CD with the music you like the most.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
SURVEY TO THE STUDENTS

OBJECTIVE OF THE SURVEY
To know students point of view about the importance of learning a new language through developing the listening skill.

SPECIFIC INFORMATION
Write an “X” on the answer you consider the most appropriate on each of the required question.

<table>
<thead>
<tr>
<th>N°</th>
<th>QUESTIONS</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>OFTEN</th>
<th>SOMETING</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It is important to participate in dynamics that include all the classmates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The English classes have to be dynamic and interactive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ICTs in the classroom are a good tool for learning EFL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Listening skill helps to understand the English classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Music influences the learning of other languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Lyrics are essential to be able to sing an English song</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>English songs help to develop the listening skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>You have difficulty in understanding English songs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>You would like to learn English through a booklet with English lyrics songs activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>You would like do extra activities with English lyrics songs and with the assistance of a CD with the music you like the most.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANNEXE THREE: PHOTOGRAPHS
AT THE FRONT OF THE INSTITUTION BEFORE GETTING ALONG WITH THE SURVEY AND INTERVIEWS.

Source: Hideyo Noguchi Public High School
Elaborated by: Doris Palma Nuñez and Gisela Crespin Jordán

THE PLAYGROUND OF THE HIDEYO NOGUCHI PUBLIC SCHOOL, BEFORE TO DO THE SURVEY WITH THE STUDENTS FROM EIGHTH BASIC GRADE.

Source: Hideyo Noguchi Public High School
Elaborated by: Doris Palma Nuñez and Gisela Crespin Jordán
DURING THE INTERVIEW WITH THE PRINCIPAL, MISS MARIBEL TUMBACO, TALKING ABOUT THE IMPORTANCE OF ENGLISH CLASSES.

Source: Hideyo Noguchi Public High School
Elaborated by: Doris Palma Nuñez and Gisela Crespin Jordán

TALKING AND INTERCHANGE OF EDUCATIVE EXPERIENCES- WITH MISS MARÍA MERCEDES LUCAS GUARANDA, ENGLISH TEACHER DURING THE INTERVIEW

Source: Hideyo Noguchi Public High School
Elaborated by: Doris Palma Nuñez and Gisela Crespin Jordán
ONE STUDENT FULL THE SURVEY ABOUT THE LISTENING SKILL AND COMPREHENSION AND THE INFLUENCE OF MUSIC IN THE LEARNING PROCESS.

GIVING THE DIRECTIONS TO RESOLVE THE SURVEY IN THE EIGHTH BASIC GRADE CLASSROOM.
EXPLAINING THE ACTIVITY N° 2 FROM THE BOOKLET, AND WAKING UP THE INTEREST TO DO THE EXERCISES.

Source: Hideyo Noguchi Public High School
Elaborated by: Doris Palma Nuñez and Gisela Crespin Jordán

THE STUDENTS SHOWED THE INTEREST TO LISTEN THE SONGS TO RESOLVE THE LISTENING EXERCISES AND DEVELOP THE LISTENING SKILL.
DURING THE TUTORIAL WITH DOCTOR EDUARDO TORRES VIVAR OUR TUTOR AT THE TEACHER LOUNGE

Source: Hideyo Noguchi Public High School
Elaborated by: Doris Palma Nuñez and Gisela Crespin Jordán

DOCTOR EDUARDO TORRES VIVAR REVIEWING THE PRELIMINARIES OF THE THESIS.

Source: Hideyo Noguchi Public High School
Elaborated by: Doris Palma Nuñez and Gisela Crespin Jordán
ANNEXE FOUR

THE PROPOSAL

DIDACTIC ACTIVITIES USING LISTENING TECHNIQUES THROUGH ENGLISH LANGUAGE LYRICS
ACTIVITY N° 1

PLEASE FORGIVE ME

DIDACTIC ACTIVITIES USING LISTENING TECHNIQUES THROUGH ENGLISH LANGUAGE LYRICS

For Eighth Basic Grade
By: Gisela Crespín and Doris Palma

ACTIVITY N° 1

PLEASE FORGIVE ME
BRYAN ADAMS

Command: To listen the song and complete with the missing words. Choose the correct option.

Task 1. Answer: What is forgive?

Task 2. Do you believe the first time is important in the human life?

Task 3. Listen to the song. Complete the lyric with the words in the box:
It still feels, like our first_________together
Feels like the first __________
It's getting better, __________
No one can better it
Still holding on, you're still the _________
First time our___________met
Same feeling, that I get
I feeling much strogner
I wanna_________you longer
You still turn the_________on
So if your feeling lonely, don't
You're the only one I ever __________
I only wanna make it _________
So if I love you a little more than I should

Please, forgive me, I know not what I _________
Please, forgive me, I can't_________loving you
Don't deny me this_________I'm going through
Please, forgive me, I need you like I do
Please, believe me, every word I say is __________
Please, forgive me, I can't stop loving you
Still feels like best___________are together
Feels like the first ___________
Still getting closer baby can’t get close enough
Still holding on you’re still__________one
I remember the smell of your __________
__________everything
I remember all your moves
I remember you, yeah
I remember the nights you know I __________do

So if your __________lonely, don’t
You’re the __________one I’ll ever want
I only want to make it good
So if I love you a little more than I should

Please, forgive me, I know not what I do
Please, forgive me, I can’t stop __________you
Don’t __________me this pain I’m going through
Please, forgive me, if I need you like I do
Oh ____________, every word I ___________ is true
__________, forgive me, I can’t stop loving you
The one thing I’m ___________ of is the way we made love
The one thing I ___________ on is for us to stay __________
With every word and ___________ breath I’m praying
It’s what I’m saying
Please, forgive me, I know not what I do
Please, forgive me, I can’t stop loving you

Don’t deny me this pain, I’m going through
Please, forgive me, I need you, like I do
Babe, believe every word I say is true
Please, forgive me, if I can’t stop loving you
Believe me, I don’t know, what I do
Please, forgive me, I can’t stop loving you Can’t stop loving you

<table>
<thead>
<tr>
<th>One</th>
<th>number</th>
<th>skin</th>
<th>please</th>
<th>deny</th>
<th>nights</th>
</tr>
</thead>
<tbody>
<tr>
<td>true</td>
<td>kiss</td>
<td>sure</td>
<td>only</td>
<td>feeling</td>
<td>touch</td>
</tr>
<tr>
<td>want</td>
<td>love</td>
<td>still</td>
<td>eyes</td>
<td>times</td>
<td>stop</td>
</tr>
<tr>
<td>every</td>
<td>say</td>
<td>pain</td>
<td>fire</td>
<td>good</td>
<td>baby</td>
</tr>
<tr>
<td>loving</td>
<td>believe</td>
<td>do</td>
<td>strong</td>
<td>depend</td>
<td>remember</td>
</tr>
</tbody>
</table>
ACTIVITY N° 2

RIGHT HERE WAITING

Objective: To listen the song and complete the lyric. Sing the song with correct pronunciation:

Task 1. Give opinions about the phrase: I will be right here waiting for you.


Task 2. Write synonyms of WAIT.

Task 3. Complete the lyric with the words in the box:

<table>
<thead>
<tr>
<th>Baby</th>
<th>for (x2)</th>
<th>voice</th>
<th>wherever</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>near</td>
<td>take</td>
<td>you</td>
<td>right</td>
<td>go</td>
</tr>
<tr>
<td>how</td>
<td>heart</td>
<td>last</td>
<td>breaks</td>
<td>tears</td>
</tr>
<tr>
<td>forever</td>
<td>crazy</td>
<td>after</td>
<td>whatever</td>
<td>be</td>
</tr>
</tbody>
</table>

And I slowly go insane

I hear your ____________ on the line
But it doesn't ____________ the pain
If I see you next to ________________
How can we say ________________ ?
Wherever you ________, whatever you ______
I will be ____________ here waiting for you
Whatever it takes, or how my________breaks
I will be right here____________for you

I took for granted, all the _______
That I thought would_________somehow
I hear the laughter and taste the _________
But I can't get________you now
Oh, can't you see it__________?
You've got me going __________

_________you go, __________you do
I will be right here waiting_________you
Whatever it takes or_________my heart breaks
I will________right here waiting for you

I wonder how we can survive this __________
but in the end if I'm with you I'll_________the chance
Oh, can't you________it baby?
You've got me________crazy

Wherever you go, whatever you do
I______be right here waiting for you
Whatever it takes or how my heart _________
I will be right here waiting for you.

Task 4. Create a new title for this song.
ACTIVITY N° 3

I WANT TO KNOW WHAT LOVE IS

Objective: To listen to the song in order to practice the pronunciation and sing the song:

Task 1. Look at the pictures and talk about what is the meaning of love?

Task 2. Complete the lyric song with the words in the box:

<table>
<thead>
<tr>
<th>Finally</th>
<th>mountain</th>
<th>time</th>
<th>show</th>
<th>Little</th>
<th>know</th>
</tr>
</thead>
<tbody>
<tr>
<td>what</td>
<td>feel</td>
<td>over</td>
<td>pain</td>
<td>face</td>
<td>feeling</td>
</tr>
<tr>
<td>now</td>
<td>lines</td>
<td>climb</td>
<td>life</td>
<td>talk</td>
<td>real</td>
</tr>
<tr>
<td>too</td>
<td>me</td>
<td>older</td>
<td>love</td>
<td>shoulders</td>
<td>you</td>
</tr>
<tr>
<td>colder</td>
<td>again</td>
<td>can</td>
<td>just</td>
<td></td>
<td></td>
</tr>
<tr>
<td>heartache</td>
<td>traveled</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I gotta take a little, a little time to think things
I better read between the, in case I need it when I'm

Now this I must, feels like the world upon my
Through the clouds I see shine, it keeps me warm as life grows

In my there's been heartache and
I don't know if I can face it
Can't stop, I've traveled so, to change this lonely life

I want to know love is, I want you to me
I want to what love is, I know you show me

I'm gonna take a time, a little time to look around
I've got nowhere left to hide, it looks like love has found me

In my life there's been and pain
I don't know if I can it again
Can't stop now, I've so far, to change this lonely life

I want to know what love is, I want you to show me
I want to feel what love is, I know you can show me
(And I want to feel) I want to feel what love is
(And I know) I know you can show me

Let's about love, I want to what love is
The love that feel inside, I want you to show me
And I'm so much love, I want to feel what love is
No, you can't hide, I know you can show me
I want to know what love is (let's talk about love), I know you can show me
I want to feel it, I want to feel what love is
I want to feel it too, and I know and I know, I know you can show me
Show me love is, yeah, I want to know what love is

Task 3. Color the simple present verbs and write them in the table.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY N° 4

"LET IT BE"

Objective: To recognize nouns, verbs and prepositions in the lyric song.

Task 1. Complete the lyric with the nouns from the box:

<table>
<thead>
<tr>
<th>Words</th>
<th>times</th>
<th>wisdom</th>
<th>she</th>
<th>hour</th>
<th>Mary</th>
</tr>
</thead>
</table>

When I find myself in___________ of trouble
Mother ________________ comes to me
Speaking ______________ of wisdom, let it be
And in my___________ of darkness
____________is standing right in front of me
Speaking words of ________________, let it be

Let it be, let it be
Let it be, let it be
Whisper words of wisdom, let it be

Task 2. Complete the lyric with the verbs in the box:

May see agree is let be

And when the broken-hearted people
Living in the world ______________
There will __________an answer, let it be
For though they________be parted
There________ still a chance that they will ____________
There will be an answer, _______ it be

Let it be, let it be
Let it be, let it be
Yeah, there will be an answer, let it be
Let it be, let it be
Let it be, let it be
Whisper words of wisdom, let it be

Let it be, let it be
Ah, let it be, yeah, let it be
Whisper words of wisdom, let it be

Task 3. Complete the lyric with prepositions in the box:

<table>
<thead>
<tr>
<th>Still</th>
<th>on</th>
<th>until</th>
<th>up</th>
<th>of</th>
<th>to</th>
</tr>
</thead>
</table>

And when the night is cloudy
There is __________ a light that shines __________ me
Shine on __________ tomorrow, let it be
I wake __________ to the sound of music,
Mother Mary comes __________ me
Speaking words __________ wisdom, let it be

Let it be, let it be
Let it be, yeah, let it be
Oh, there will be an answer, let it be
Let it be, let it be
Let it be, yeah, let it be
Whisper words of wisdom, let it be
ACTIVITY N° 5

"SPENDING MY TIME"

Objective: To resolve a serie of exercises based in the song in order to give more importance to listening skill.

Task 1. Complete with the phrases:

Some coffee - I'm in - already morning – picture of you – I thank – beautiful and blue - try to read

What's the time? I seems its ____________________
I see the sky, its so ____________________
The TV's on but the only thing showing is a ____________________

Oh, I get up and make myself ____________________
I_______________a bit but the story's too thin
Then_______________the Lord above
That you're not there to see me
In this shape ____________________

Task 2. Order the sentences:
(  ) Feeling so small I stare at the wall
(  ) I'm spending my time
(  ) Spending my time Watching the days go by
(  ) Hoping that you think of me too
Wake up from this dream?
Is there someone who can make me
I leave a kiss on your answering machine
Oh, help me please
I try to call but I don't know what to tell you

Task 3. Match with the sentences halves:

Spending my time — I'm spending my time
Feeling so small — of "tears of a clown"
Hoping that you — watching the sun go down
I'm spending my time — are missing me too
I fall asleep to the sound — stare at the wall
A prayer gone blind — watching the days go by

Task 4. Order the words to complete the phrases:

friends /me /my /tellin /keep ________________________________
on /hey /go /will /life ________________________________
over /will /make /you /sure /get /time /will ________________________________
of this love game silly ________________________________
to /you /you /only /play /lose /win ________________________________
Spending my time . . .

spending /I'm /time /my ________________________________
sun /down /go /watching /the ________________________________
asleep /fall /to /l /the /sound ________________________________
clown / of /a /tears /of ________________________________
prayer /a /blind /gone ________________________________
ACTIVITY N° 6

"WE’RE THE WORLD (USA FOR AFRICA)"

Objective: To listen to the song and order the ideas to write the lyric correctly.

Task 1. Order the words to form each line:

comes /a /there /time ________________________________
we /when /certain /heed /call /a ________________________________
the /when /come /world /must ________________________________
as /together /one ________________________________
people /there /dying /are ________________________________
it's /and /to /time ________________________________
lend a hand to life ________________________________
of /all /the /gift /greatest ________________________________

Task 2. Complete with the phrases:

<table>
<thead>
<tr>
<th>Big family</th>
<th>All we</th>
<th>Day by day</th>
<th>You know</th>
<th>Make a change</th>
</tr>
</thead>
</table>

We can't go on pretending ____________________
That someone, somewhere will soon ____________________
We all are a part of God's great ____________________
And the truth, ____________________,
Love is ____________________need
Task 3. Unscramble the letter to form words that you listen:

[Chorus:]
We are the (orwdl)__________, we are the (ndilcerh)__________
We are the ones who (akme)__________a brighter day
So let's (rttas)__________giving
There's a (eihcoc)__________we're making
We're (vsinag)__________our own lives
It's true we'll make a (etbtre)__________day
Just you and me

Task 4. Match with the sentences halves:

Send them your heart a helping hand
And their lives will be by turning stone to bread
As God has shown us so they'll know that someone cares
So we all must lend stronger and free

[Chorus]

Task 4. Choose the correct word to complete the lyric:

When you're down and________, there seems no hope at all
   (out – loud – among)
But if you just believe there's no________we can fall
   (wait – way – babe)
Well...well...well
Let's realize that a________can only come
   (chance – choice – change)
When we________together as one
   (stand – stamp – start)
ACTIVITY N° 7

ANGEL

Objective: To listen to the song and complete the lyric resolving a different types of exercises.

Task 1. Complete the song with words in the box:

<table>
<thead>
<tr>
<th>BED</th>
<th>THEY</th>
<th>SIT</th>
<th>WE</th>
<th>HEAD</th>
<th>BEEN</th>
<th>FACE</th>
<th>AND</th>
<th>DEAD</th>
</tr>
</thead>
</table>

I ___________ and wait
Does an angel contemplate my ___________
And do ___________ know
The places where ___________ go
When we're grey ___________ old
'cos I have ___________ told
That salvation lets ___________ wings unfold
So when I'm lying in my ___________
Thoughts running through my ___________
And I feel the love is ___________
I'm loving angels instead

Task 2. Complete with correct choice:
And through it all she offers me protection  
A lot of alone and affection  
Whether I'm write or wrong  
And down the waterfall  
Wherever it may tail me  
I know that life won't break me  
When I come to call she won't forsake me  
I'm angels instead  

Task 3. Unscramble the letters to complete the lyric:

When I'm feeling akew 
And my pina walks down a one way tseter 
I look baoev 
And I know I'll lawsya be blessed with evol 
And as the feeling gwors 
She breathes flesh to my osnbe 
And when love is aed 
I'm loving angels 

Task 4. Number the lines to order the chorus:

( ) Wherever it may take me 
( ) When I come to call she won't forsake me 
( ) A lot of love and affection 
( ) Whether I'm right or wrong 
( ) I know that life won't break me 
( ) I'm loving angels instead 
( ) And down the waterfall 
( ) And through it all she offers me protection 

And through …
ACTIVITY N° 8

MORE THAN WORDS - EXTREME

Objective: To listen the song in order to complete the lyric only with they hear.

Task 1. Complete the song with phrases that you hear:

Saying ________________
Is not the words I want to hear from ____________
It's not that I ____________ you
Not to say, but if you ____________ knew
How easy it would be to show me how you ____________
More than words is all you have to do to make it ____________
Then you wouldn't have to say that you ____________
'Cause I'd already ________________
What would you do if my heart was torn in ____________

Task 2. Number the lines according you listen:

( ) Just by saying I love you
( ) What would you say if I took those words away
( ) More than words to show you feel
( ) Then you couldn't make things new
( ) That your love for me is real
More than words
Task 3. Complete with the words in the box:

Close  then  if  talk  needed
already  hands  go  eyes  touch
understand  two  say  ever  me
show

Now that I've tried to______________ to you and make you______________
All you have to do is______________ your __________
And just reach out your______________ and______________ me
Hold me close don't______________ let me __________
More than words is all I ever______________ you to ______________
____________ you wouldn't have to______________ that you love
____________
'Cause I'd______________ know
What would you do______________ my heart______________ torn in
____________

Task 4. Number the lines according you listen:

( ) That your love for me is real
( ) Just by saying I love you
( ) What would you say if I took those words away
( ) More than words to show you feel
( ) Then you couldn't make things new
Objective: To listen to the song and use the correct words in the blanks.

This Romeo ________ bleeding
But you can't ________ his blood
It's nothing but ________ feelings
That this ________ dog kicked up

It's been raining since you left ________
Now I'm drowning in the ________
You see I've ________ been a fighter
But without you ________ give up

Now I can't sing a ________ song
Like the way it's meant to ________
Well, I guess I'm not that ________ anymore
But, ________, that's just me
And I will love ________, baby, always
And I'll be there forever and a ________, always

I'll be there 'til the stars ________ shine
'Til the heavens burst and the words don't ________
And I know ________ I die,
You'll be on my ____________
And I'll love you always

<table>
<thead>
<tr>
<th>Man</th>
<th>made</th>
<th>close</th>
</tr>
</thead>
<tbody>
<tr>
<td>pictures</td>
<td>fingers</td>
<td>lips</td>
</tr>
<tr>
<td>understand</td>
<td>say</td>
<td>time</td>
</tr>
</tbody>
</table>

Now your ____________ that you left behind
Are just ____________ of a different life
Some that ____________ us laugh, some that made us cry
One that made you have to ____________ goodbye
What I'd give to run my ____________ through your hair
To touch your ____________, to hold you near
When you say your prayers, try to ____________
I've made mistakes, I'm just a ____________

When he holds you ____________, when he pulls you near
When he says the ____________ you've been needing to hear
I'll wish I was him 'cause those words are ____________
To say to you 'til the end of ____________
Yeah, I will love you, baby, always
And I'll be there forever and a day, always

<table>
<thead>
<tr>
<th>Die</th>
<th>just</th>
<th>pay</th>
<th>place</th>
</tr>
</thead>
<tbody>
<tr>
<td>cry</td>
<td>well</td>
<td>dice</td>
<td>face</td>
</tr>
<tr>
<td>dreams</td>
<td>say</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you told me to ____________ for you I could
If you told me to ____________ for you I would
Take a look at my ____________
There's no price I won't ____________
To ____________ these words to you
there ain't no luck
In these loaded
But, baby, if you give me one more try
We can pack up our old and our old lives
We'll find a where the sun still shines

And I will love you, baby, always
And I'll be there forever and a day, always
I'll be there 'til the stars don't shine
'Til the heavens burst and the words don't rhyme
And I know when I die,
You'll be on my mind
And I'll love you, always.

Task 2. Create a photostory based in the main ideas from this song.
ACTIVITY N° 10

Bruno Mars - Count on me

Objective: Listen to the song and complete the songs with words that they hear.

Task 1. Fill in the blanks with words that you listen
If you ever find yourself stuck on the middle of the ____________
I"ll sail the ______________ to find you
if you ever find yourself ________ in the dark and you can"t see
I"ll be the ___________ to guide you

(Chorus)
Find out what were __________ of
when we are called to __________ our friends in ______________
you can count on me like _________ I"ll be ______________
and I know when I need it

I can __________ on you like 432
and you"ll be there
cause that"s what ____________ are supposed to __________
ooh yeah! oooooooh!

If __________ tossing and your __________ and you just can"t fall
________________
I"ll sing a ______________ beside you
and if you ever______________________________
how much you________________________mean to me
every day I will________________________you

(chorus)
Find out what were________________________of
when we are called to_____________________our friends in ______________________
you can count on me like____________ I"ll be __________________________
and I know when I need it

I can________________________on you like 432
and you"ll be there
cause that"s what________________________are supposed to ____________
ooh yeah! oooooooh!...

You"ll __________have my________________________when you ____________
I"ll never let______________, never say______________byeee

you can count on me like 123
I"ll be ______________________
and I know when I need it

I can________________________on you like 432
and you"ll be there
cause that"s what________________________are supposed to ____________
ooh yeah! oooooooh!...

You count on me cause I can count on youu...
EXTRA ACTIVITIES

Rewrite what you hear
Make a group of students to repeat a phrase of the song (any phrase)

Make them repeat and make another group of students to write what they say on the board. (Do not permit the students see the original lyrics.)
What is the title of the song?

Make a student to mention a part of a stanza and make the rest of the students to guess which song is and who it is by.