UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTER AND EDUCATIONAL SCIENCES
CAREER OF LANGUAGES AND LINGUISTICS
EDUCATIVE PROJECT

PREVIOUS TO OBTAIN THE BECHELOR’ S DEGREE IN ARTS, MAJOR IN THE ENGLISH LANGUAGE AND LINGUISTIC

TOPIC:
LUDIC ACTIVITIES (SONGS)

PROPOSAL:
DESIGN OF A DIDACTIC GUIDE WITH INTERACTIVE SONGS TO DEVELOP THE LISTENNING SKILLS IN THE STUDENTS OF TENTH YEAR OF BASIC EDUCATION AT “UNIDAD EDUCATIVA OSWALDO GUAYASAMIN” PUBLIC HIGH SCHOOL

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Facultad de Filosofía, Letras y Ciencias de la Educación
Escuela de Lenguas y Lingüísticas
Sistema de Educación Superior Semipresencial a Distancia
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Tema:
LUDIC ACTIVITIES (SONGS)

Propuesta:
DESIGN OF A DIDACTIC GUIDE WITH INTERACTIVE SONGS TO DEVELOP THE LISTENING SKILLS.

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Las participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del Proyecto; por el expuesto se proceda a la APROBACIÓN del Proyecto y pone a vuestras consideracion el informe de rigor para los efectos legales correspondientes.

Muy atentamente

[Signature]

Msc. Larry Torres Vivar
asesor
DEDICATION

This Project is dedicated to my God as supreme and creative being because thanks to him I have been with health, wisdom, and intelligence to create new ideas each day. To my mother, because despite the daily difficulties has been more than my mirror to follow, my unconditional support and has taught me that if I propose me it with faith nothing is impossible. To my father because he has always given me his encouragement and moral support through his advice. To my Daughter because although I have not been an excellent mother she has understood my absence at certain moments of her childhood, and it is for her my source of motivation and inspiration that I wish to be able to surpass myself every day. To my brothers, because for them I want to be more than a reflection of life an example to follow. To my family in general for the support that they always gave me in the course of my university career.

Winny
DEDICATION

This work is dedicated to my beloved children Salvador and Santiago, they have been my major inspiration, his love and comprehension incentivated me to continue with this aim.

Also, I dedicate this work to my parents.

they have been an excellent example of righteousness, wisdom and responsibility. All this has been very important to my formation as human being and professional.

JESSICA
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Thanks to my Heavenly Father because without his Blessing and love everything would have been a complete failure, thanks to him for giving me this great experience of knowledge imparted facilitating the best ways to grow every day professionally,

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I thank my relatives for what they represent for me and for being an important part of a beautiful family with ups and downs but United.

And I thank those people who knowing my imperfections They have been supporting me morally at all times in my life, and they have stood by me giving me that push to reach a goal as important as my professional career.

All of you a lot of thanks for all

WINNY
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All of you a lot of thanks for all

Jessica
UNIVERSITY OF GUAYAQUIL  
FACULTY OF PHILOSOPHY, LETTER AND EDUCATIONAL SCIENCES  
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EDUCATIVE PROJECT

PROYECTO

TOPIC:  
Ludics Activities (Songs)

PROPOSAL:  
Design of a didactic guide with interactive songs to develop the listening skills in the students of tenth year of basic education at “Unidad Educativa Oswaldo Guayasamin”, Public High School.

APROBACION DEL TRIBUNAL

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Tribunal Nº2  Tribunal Nº3

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ABSTRACT

The purpose of this investigation is the design of a didactic guide with interactive songs to develop the listening skills in the students of tenth year of basic education at “Educational Unit Oswaldo Guayasamin” public high school, which constitutes an alternative for the teachers to carry out this educative process getting good results in it. The didactic guide is designing with interactive and dynamic activities that will permit maintaining the interest of students and teachers. The theoretical foundation includes the epistemological and sociological foundation, the teaching methodology of English language and the proposal contains a Basic Dialogue English didactic guide that includes an interactive video CD. This Didactic Guide will be useful for the teachers and students to increase the knowledge of English as foreign language. The legal frame that supports this project is the Constitution of the Ecuador, the General Law of Education and the Childhood and Adolescence Code. This work is identified in the field modality in the bibliographical investigation that was carrying out with a sample of educative authorities, teachers and students. The obtained results let us diagnose the real situation of the project and therefore the proposal which involves the antecedents, justification, the summarizing of the diagnosis, main problem, objectives, importance, feasibility, its description and aspects, mission, vision, and social impact. This project will be a very useful, adequate and interactive tool for the institution and in a specific way to the population of students and teachers who are the direct benefits with the implementation of this educative project in this prestigious institution as well as for the educative area that requires individuals with a remarkable profile that entitles them to reach excellent results in their professional lives.
La propuesta de esta investigación es el diseño de una guía didáctica con canciones útiles para el desarrollo de la habilidad de escuchar en los estudiantes del décimo año de educación básica en la “Unidad Educativa Oswaldo Guayasamin”, Que constituye una alternativa para los profesores para llevar a cabo este proceso educativo consiguiendo buenos resultados en él. Este diseño de la guía didáctica con actividades interactivas y dinámicas que permitan mantener el interés de estudiantes y profesores. La fundación teórica incluye la fundación Epistemológica y la fundación Sociológica, la metodología de enseñanza del idioma inglés y la propuesta contiene una guía didáctica que incluye un cd de video interactivo. Esta guía didáctica será útil para los profesores y estudiantes para incrementar el conocimiento del inglés como lengua extranjera. El marco legal que apoya este proyecto es la Constitución de Ecuador, la Ley General de la educación y la niñez y la adolescencia código. Este trabajo se identifica en la modalidad de campo en la investigación bibliográfica que estaba llevando a cabo con una muestra de las autoridades educativas, docentes y estudiantes. Los resultados obtenidos nos permiten diagnosticar la situación real del proyecto y por lo tanto, la propuesta consiste en los antecedentes, justificación, el resumen de la diagnosis, principal problema, objetivos, importancia, la factibilidad, su descripción y aspectos, misión, visión e impacto social. Este proyecto será muy útil, adecuada e interactiva herramienta para la institución y un camino específico para la población de estudiantes y profesores quienes son los beneficiarios directos con la implementación de este proyecto educativo en esta prestigiosa institución, así como la zona educativa que requiere a personas con un perfil notable que les da derecho a alcanzar excelentes resultados en su vida profesional.
**TOPIC:** LUDIC ACTIVITIES (SONGS)

**PROPOSAL:** DESIGN OF A DIDACTIC GUIDE WITH INTERACTIVE SONGS TO DEVELOP THE LISTENING SKILLS

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INTRODUCTION

In the development of the education of the English language as pedagogical tool, that forces to the permanent interaction with the environment, to have the necessity to access more and more to big sources of information. The English language is an essential element in the development both individual and social. Many years ago there was thought that to teach English to young people, was many useless. In the actuality this idea has changed. Therefore it should begin for the positive evaluation of a new language. The knowledge of the same one is indispensable before the impetus advance of the society of the science, in which the technologies of the information and the communication deal with an important role, being translated in the need to reach the excellent in the learning.

The society now required competent graduates with high technical, linguistic and methodology preparation, therefore the knowledge of the English languages, it allows at the students to reach a culture more generally and integral. In the classroom we can estimate that there exist enormous truths in the development of these linguistic competitions, and of a special way in the skills of listening or comprehension since also they are known. Epistemological, all these positions are shared in the present investigation, making that the importance is not only the English language, but specially the insufficiency of the development of the listening comprehension in the students. For this reason this project is realized with musical character to wake the development up for the skill of listening, that the students fail, for diverse reasons because they do not pay attention to the teacher, because they are not motivated or because simply they reduce importance to the subject. The musical intelligence applied to the students in teaching English languages through a way, using
a tape record with high volume and a pent drive with different melodies in English, we realize that is accepted and valued by the student. The present project is made up with the following way:

CHAPTER 1: THE PROBLEM
Location of the problem in context, Conflict situation, Scientific fact, Causes, Formulation of the problem, Variables of the investigation, General objective, Specific objectives, Questions of the investigation, Justification.

CHAPTER 2: THE THEORETICAL FRAME
Antecedents, Theoretical, Epistemological, Pedagogical, Sociological, Psychological, and Legal Foundation.

CHAPTER 3: METHODOLOGY
Antecedents, Modality of the investigation, Field research, Applied Research, Types of investigation, Levels of the investigation, Procedures of the investigation, Instruments of the investigation, Methods, Techniques, Types of techniques, Survey, Interview, Questionnaire, Population, Sample, Likert Scale, Operationalization of variables, Chi Square, Survey to students, Analysis of results, Conclusions, Recommendations

CHAPTER 4: THE PROPOSAL
Antecedents, Justification, The fundamental problem, Importance, Feasibility, Objectives of the proposal, Description of the proposal, Application, Activities, Outlining, Instruments to Use, Legal Aspect, Pedagogical aspect.
CHAPTER I
THE PROBLEM

Outline of the Problem

Location of the problem

The problem related to the necessity of developing the listening skill was detected at Unidad Educativa Oswaldo Guayasamin which is located in Samborondon, Recinto Boca de Caña. This institution has 568 students, 17 teachers, and one Chairwoman.

Once we had observed the English classes we realized that there were difficulties in the development of listening skill, so that we had a meeting with the authorities and English teachers, where we agreed to look for a solution of the current problem, which harms the students of 10th year of basic education, because it is not possible to continue without taking into account the lack of listening exercises, for helping students develop the oral comprehension. After that we counted on the support of the authorities who gave us the permission to perform the following project.

The students of 10th year of Basic Education, have not developed their oral communication, that was detected for having very low scores, few listening practices, the memorization of everything what they want to speak, the discontinuity in the English study, are some of the reasons for this problems.

Conflict Situation

According to the reality observed we consider different factors that domain to carry out the conflict situation seen in the “Unidad Educativa Oswaldo Guayasamin”, for example they do not have the necessary resources such as audiovisual devices to teach the English class.
One of the main causes is that the teacher applies traditional methodology, he always repeats the same things and does not implement a new method to teach, the English teacher needs to have more preparation for developing a motivated course that is why the students do not feel motivated for learning the English language. By the way, we realized that there is not an audiovisual method which creates a way to practice listening with the students. When we suggest a learning method, we had to look for the most indicated one, even this method that we use turns out to be significant, to teach the class listening because this skill is low, seeing that we applied to the students a test to know their level, it showed they had very little academic progress on that field, so that we can see the evidence that makes us get involved into the present project.

SCIENTIFIC FACT
The poor level of the scholastic yield in the most of students of public schools and high schools in Guayas province make that all people involved in the improvement of the English language put in practice their best in order to give the real importance that this foreign language has. A few years ago the government has inverted a lot of money to reinforce the teaching-learning process in both teachers and students with the only purpose of increase the knowledge of this subject. For that reason, we have taken into consideration and plan to introduce a didactic material that consists of developing one of the most important skills in the English language such as the listening skill. We think that it is the most relevant because we hear more than we speak, write or read. Our proposal is based on the use of songs to strengthen this ability in students of tenth year of Basic Education at Unidad Educativa Oswaldo Guayasamin.

CAUSES
In our investigations at Unidad Educativa Oswaldo Guayasamin in Samborondon Village, we noticed many academic problems in the
English language teaching that suffer this institution. We found the following causes:

Inadequate environment to teach the English language, it happens because the government does not give the economic resources enough to implement a laboratory that gives all facilities to impart the classes correctly.

Teachers do not upgrade their knowledge because they think in give the same content that is in the text book. Furthermore, they only use this didactic material that is not completed.

Students do not understand when teachers give orders, it happens because they do not practice appropriately the listening skill.

Students think that the English classes are bored because teachers do not use strategies to keep them motivated.

Teachers do not use technological resources for the teaching English, one of the main reason is because they have not received assistance in the manage of them.

**Formulation of the Problem**

What is the influence of English songs in the development of the listening skills in students of tenth year of Basic Education at Unidad Educativa Oswaldo Guayasamin, during the school year 2015 - 2016?

**Variables**

**Independent**

Ludic Activities (songs)

**Dependent**
Listening skill

Objectives

General

To develop activities that contain English songs for improving the listening skill of the students of tenth year of basic education at “Unidad Educativa Oswaldo Guayasamin.

Specifics
- To motivate students to learn English through music
- To select listening strategies
- To encourage students to continue practicing English language through music.

QUESTION OF THE RESEARCH

Will the proposal have influence in the strengthening of listening skill?
What kind of foundations will use for the development of this project?
What methodologies will use to achieve the proposal?
What type of techniques will help to conclude our investigation?
Will the objectives of the proposal be fulfilled?

JUSTIFICATION

The proposed research allowed us to determine that the use of songs facilitates the acquisition of language, increases vocabulary and also the interest of the students to learn the English language and to develop the listening skills.

Music can energize lagging levels of care or soothe and calm when is needed. Simply play the music as students enter to the classroom or to go
outside for recess or lunch, totally change the atmosphere. Depending on the music, you can encourage, reassure, establish a theme or even give students information content with content-songs.

The students of tenth year of basic education at Unidad Educativa Oswaldo Guayasamin, will develop the capacity to think on music and rhythm. Students who have musical intelligence are considered to have a strong appreciation for music; they can easily remember the songs and melodies that they have understood their lyrics, and they can feel identified with them. They generally enjoy being immersed in music. Music can also create much a focused learning state, in which vocabulary and reading material are absorbed rapidly. When information is put to rhythm and these musical elements rhyme they provide a hook to remember, that is why we consider that they will be the first beneficiaries of the following project.

The conception of how to teach English through music is an ideal way to get the objectives of our class, even though it is difficult to implement a little, but teachers can use it with their students’ and their academic progress will improve considerably, so as to teachers and students can be benefited of this useful resource.

In general the institution and the society will be grateful with the development of this project because according to our point of view the high school will gain prestige and the society will have potential citizens more prepared and responsible.
CHAPTER II

THEORETICAL FRAMEWORK

Background:

In the research that we performed at the Library of the Philosophy Faculty, we realized that there was one project almost similar to ours, but focused in different point of view and others skills. For this reason this investigation is original and relevant because it will help not only students but also teachers to develop the teaching – learning process of the English language.

On the other hand the institution has not been object of the study of any project before that is why we consider it original.

Theoretical Foundation

Songs for Developing the Listening Skill

Teaching English as a Foreign Language is a fundamental aspect in education. In order to acquire this important language, we need to master the four skills: listening, speaking, reading and writing. Listening is, however, one of the most important skills to develop when learning a language, since in our daily life, we listen more than what we write, read or speak. We should thus start developing the listening skill in our students intensively. Songs are effective tools to develop the listening skill. Therefore, teachers have to consider songs as a highly motivating teaching resource, since they have the power of enriching and activating our English language classes. Students, especially teenagers, enjoy learning English by means of songs because they are catchy, authentic and make learning easier. The use of songs in EFL classrooms will help students to develop their listening skill, and thus to enhance their communicative abilities. The
songs and activities proposed in this monograph can be adapted if teacher requires to do so, or they can be used exactly the way they have been presented.

“Music in education is the ability to perceive, discriminate, transform and express musical forms. This ability includes sensitivity to rhythm, tone, melody, ring or tone color of a musical”.
GORRIES, B., M., 2009 (Pg. 28).

Songs play an important role in the development of young students when learning a second language; for that reason, this investigation is focused on the use of songs for teaching in EFL classes in order to develop the listening skills. It is considered as the most important skill to be developed in the early language teaching, and songs are regarded as one of the best techniques for practicing and improving the listening ability, especially with young learners. Therefore, this work is oriented to pay attention to the listening skill in general, and how songs can become an effective listening material for the English classroom. The main purpose of this theoretical study is to present a practical structure by reviewing the relevant information about the importance of the listening skill for young foreign learners and to discuss the effect that listening has in the moment to improve vocabulary, pronunciation, and even grammar patterns in elementary school students. In addition, this investigation discussed the teaching procedures of songs as listening activities. Finally, I have included a booklet in which there are some songs that could be taught in the classroom.

The learning process should be based on activities geared toward children’s interests and necessities. For this reason, we consider that music in the classroom is a practical way to make both teaching and learning successful because it is authentic material that helps to improve English language learning, and it also increases children’s motivation toward learning itself since music is a dynamic way in which pupils enjoy
learning. Furthermore, music is very rich in language components, such as vocabulary, pronunciation, structures and grammatical points which are learned subconsciously and can later be used in the practice of other skills. In consequence, taking into account that music has many advantages and that the teacher should support children’s effective understanding, in our project we concentrate on the importance of music as a resource to aid the development of the listening skill since this skill provides the aural input that serves as the base for language acquisition and facilitates learners interaction in spoken communication.

**Music and Learning**

Music must be considered as one powerful force in our universe, a part of the nature and a vehicle of communication between the integrant of the land. Its major impact is, in a proportional way in the human beings, to boost our learning process, cerebral development and organization, we link the music with the learning process due to the influence of the melodies because when people develop two functions the first to listen to, and the second to better with the students speaking, pronunciation and interaction.

Thinness to discriminate the shades of the different constitutive elements of the musical tones, rings and intensities.
(Barba, 2010).

Also the technological tools have facilitated the access to the information and/or knowledge the English languages, they have modified concepts as space, time and identity, have re-defined the roles, have changed the form how people communicate, how they are informed, how they learn even thinking, these and other aspects have not been isolated and have been reflected in the education, for that reason in the future the presence of the ICTs in the education will be a must.

When we have to obtain sensitivity to produce and think in terms of rhythms, tones or ring of the sounds, when they introduce them to have a special skill
in the musical art, to sing a melody or compose the title of a song, we can say that there is present the Musical Intelligence in all its forms (to sing, to play instrument music, to listen to classic music, etc.) is a part of the environment at home; it makes a positive atmosphere that boosts learning and help in the acquisition of the language at early age. If at school they have given music classes of a total way, in consequence, the students with lack of confidence and with disabilities learning will be more engages, because of the tool provided in this process. Besides to study a musical instrument to develop the imagination and invention.

They are capable to play many musical instruments.
(Brites, 2008).

**IMPORTANCE**

The songs are a fundamental tool in learning because they are part of our identity, and support us in the development and practice of listening skills, pronunciation and vocabulary acquisition. From very small words and objects identified through songs, so it is assumed that this process can be channeled to education and to learning a foreign language, in this case English.

Based on the above information is considered essential and vitally important to use a curriculum systematically using songs in different communicative approaches. The proposed research allowed determining that the use of songs facilitates the acquisition of language, increases vocabulary and also the interest of the students for learning the language.

“The music whispers us indistinct secrets that surprise to our curiosity in who, and what for, when, and where we are”.
RALPH, W., E. (2005) (Pg.16).
The music amazes us and gives us, opportunities to be better human beings, capable to understand who we are, what we do and the responsibility to share our academic advances.

The music has a great importance in the development of the people. Not only to listen to a nice melody, induce the students to have more acceptable and positive attitudes, but also a good and methodical musical education power and its natural faculty of human being, especially, the cerebral ones, boost the process of listening and retention of the information, developing mental skills on universal concepts, promoting the creativity and it is a way for learning reading- writing, also, of having a positive effect in the emotion and behavior of human beings among other benefits.

It has been considered that a person, who follows the rhythm of the music, learns to balance his body, to coordinate his movements and have a better communication. To listen to music also influence in the pulse, the arterial pressure, the activity of the muscles, constructs and reinforces the connections between the cells of the nervous system and the cerebral bark. It provides us keys for a better development and evolution of the human beings.

**IMPORTANCE OF USING SONGS IN TEACHING ENGLISH**

Language teachers can and should use songs as part of their classroom teaching repertoire. Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students.

“Musical is related to one’s ability to create, communicate, and understand sound”.

They can provide valuable speaking, listening and language practice in and out of the classroom. Some key reasons songs can work exceedingly well in the foreign language classroom include the following:

1. **Songs almost always 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.

2. **A variety of new vocabulary can be introduced to students through songs.**
   Looking 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.

3. **Songs are usually very easily obtainable**
   Cibemba and Silozi non-withstanding, songs are usually not that difficult to obtain. Local sources may be available including the students themselves. There’s always the internet which can connect you with song downloads in all but the most obscure languages.

4. **Songs can be selected to suit the needs and interests of the students**
   In English especially, so many songs are available that selection of songs with suitable themes, levels and vocabulary is not at all difficult. Allowances can also be made for complexity or simplicity of language, depending on the students, by selecting and using suitable songs.

5. **Grammar and cultural aspects can be introduced through songs**
   Most if not all songs have a recurring theme or story. 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 is virtually every line of the song.
6. **Time length 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.

7. **Students can experience a wide range of 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.

8. **Song lyrics can be used in relating to situations of the world around us**
Songs have been used as vehicles of protest for civil rights, workers’ rights, even prisoners’ rights along with an untold number of other causes. They’ve expounded on pollution, crime, war and almost every social theme or cause. We won’t even mention how many songs are about, related to or explore the theme of sex.

9. **Students think songs are natural and fun**
These are only some of the many reasons songs are useful in the language learning classroom. They contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They provide enjoyable speaking, listening, vocabulary and language practice both in and out of the classroom. So EFL, English as a foreign language, ESL, English as a Second language and foreign language teachers should all consider using songs as a regular part of their classroom activities.

Music can express social attitudes and cognitive processes, but it is useful and effective only when it is heard by ears ready and receptive to people who have shared, or can share somehow, cultural and individual experiences of its creators.
BLACKING, A., J., (1973) (Pg.130).
HOW TO USE SONGS IN AN ENGLISH CLASS

One of the big problems we all face, whether teaching English to young students or adults, is maintaining learners’ interest throughout our lessons. Consequently, we often have to be very creative in the techniques we use. What makes music such a great teaching tool is its universal appeal, connecting all cultures and languages. This makes it one of the best and most motivating resources in the classroom, regardless of the age or background of the learner.

Planning for the use of songs in class

The process of selecting a song is one of the most difficult aspects of using music in a lesson. Here are some things teachers probably need to think about to ensure to get the right song.

Think about the language level of the class

The language level of the class will determine not only which songs teachers can use, but also what other activities – such as games or written exercises – they will use to develop the lesson. Lower levels will become extremely frustrated with fast-delivered lyrics, for instance, while simple repetitive lyrics might not be interesting for more advanced-level learners.

How old are the learners?

If you’re a teacher of young learners, you will probably want to use songs that are repetitive and very easy to understand. For teenagers, however, use contemporary or fairly recent pop and rock songs. My advice: it’s often best to ask them ‘what’s cool’. Alternatively, for adult learners, who will probably have a more open approach to classes, use songs that are interesting to their age group.
Are there any specific cultural issues regarding the make-up of the class?

What kinds of things are generally unacceptable in the culture in which you teach? Whatever you do, don’t use music solely based on your own cultural norms. Consider the audience and their sensibilities; even better, let them choose the songs that you use.

“It involves the ability to sing a song, remembering melodies, to have a good sense of rhythm. Composing melodies or just enjoy the music”

SIX STEPS FOR MAKING A SONG THE FOCUS OF THE CLASS

The intention of this work is to provide a basic outline that teachers can use with any song. Remember, these are just suggestions so make sure to keep the profile of the learners in mind.

1. Listen to the song

That’s it – start things off by just listening. It’s important to remember that this is supposed to be a fun activity; don’t make it too serious or boring.

As an alternative, teachers can show a video clip if they have one – in fact, it is strongly recommend it, as it will cater to more learners’ needs in terms of learning styles (visual and audible).

Ask learners if they’ve heard it before, and don’t overload them with tasks at this point; simply let them enjoy the music.

2. Ask some questions about the title

Here are a couple of examples of the types of questions teachers can ask:

For John Lennon’s wonderful ‘Jealous Guy’:
• ‘What is a ‘jealous guy’?’
• ‘What are three things a jealous guy might do?’
• ‘What kinds of jealousy are there?’

For Queen’s classic ‘We are the champions’:

• ‘What is a champion?’
• ‘What kinds of champions are there in the world?’
• ‘What activities have champions?’

Such questions tend to work really well as conversation starters, so group three or four learners together and then get feedback from each group on their thoughts. If teachers think it would help, make this the first step, i.e., before the initial listening.

Alternatively, prior to having listened to the song educators can teach a couple of words and give a simple task for the first listening. My favorite strategy is to give three or four words from the song and ask to them to listen out for the words that rhyme with them. Teachers could also brainstorm possible rhymes before listening.

3. Listen to the song again, this time with lyrics

This time, educators should give learners the chance to read the lyrics to the song. At this point they might do one or more of the following activities:

• Read the lyrics while they listen. They can possibly highlight unknown words for later discussion.
• Make a lyric worksheet as a gap fill; learners fill in the gaps as they listen.
• Make cut-out strips of selected missing words and again make a lyric worksheet as a gap fill; this time learners match the word strips to the gaps as they listen.
4. Focus on a particular verb tense or aspect of grammar

Virtually every song centers on a particular verb tense. This is too good an opportunity to pass up in terms of uncovering the grammar. One suggestion is to start with questions such as these:

- How many examples can find of the past simple in the lyrics?
- Why did the writer of this song choose this verb tense?

This acts as a springboard for discussing the function of a specific tense, as well as examining its form. Furthermore, it often tends to raise awareness of grammatical flexibility and ‘poetic licence’ in the construction of song lyrics. Students often expect songs to obey the grammatical rules that have been drummed into them. In a surprisingly large number of cases, this can lead to the enlightening discovery that rules can be broken!

5. Focus on vocabulary, idioms and expressions

We’ve noted that many songs bend the rules of grammar. It’s also useful to focus on the creative and artistic use of vocabulary we encounter in lyrics. Start with questions like these (again, for Queen’s classic song ‘We are the champions’):

- What does ‘I’ve paid my dues’ mean?
- What does ‘my share of’ mean?
- What does ‘I’ve taken my bows’ mean?

Go through the meanings, illustrating with other examples if necessary. Songs often serve as really good contexts for phrases and idioms, but it’s good to make sure that the meaning is clear. As with grammar, years of misunderstanding can come to light in this way!

6. Round things off with some creativity
Creativity is an important part of maintaining motivation but it shouldn’t be limited to the teaching approach. Depending on the factors highlighted in the first part of this post (age, language level, cultural specifics, etc.), you might want to try finishing things off with an activity that stimulates creative thought. Here are a few examples of things you can do to get the creative juices flowing:

- Write another verse of lyrics, maintaining the same mood and style as the original. This can be done individually or in groups. These new lyrics can be presented to the rest of the class. Perhaps several groups can work on this to come up with a completely new set of lyrics for the whole song.
- A song tends to give you the perspective of the singer. Write a response (this can be a paragraph, i.e., not necessarily in lyric form) from the point of view of the person the song is being sung about, or any other protagonist.
- Have the learners plan a music video for the song. In groups they decide the location, the characters, and what happens. Then each group explains their idea to the rest of the class and the learners vote on the best one. The results can be surprising, as they frequently come up with an interpretation that hadn’t even occurred to you!
- Write a diary entry for a character in the song. Get learners to examine the thoughts and feelings that inspired the story being played out in the lyrics.

**ACTIVITIES WITH SONGS**

Songs can be exploited in many ways.

1. **The cloze or gap fill**

This is the most familiar and popular activity, and for that reason is probably overused. However, there are many important things to bear in mind when using them, and there are many different ways to use them.

- Have a point, be it vocabulary or prepositions or whatever.
- Don't cloze 3 or more in a row.
• For lower levels: give the first letter, miss out word endings, give dashes for letters, or give a glossary.

• Give vocabulary clues or synonyms for the missing words.

• Get students to work in pairs to predict words before you play the tape.

• Insert extra words which students then cross out as they listen.

• Change the words, as in "Careful Shouts" or "Countless Whiskies."

• Cloze unstressed, then stressed words in the same song, and have students discuss why one is easier than the other.

• Cloze several words in a row and Ss have to guess not only form (adj., adv., n., vb, prep.) but words, rhythm and rhyme.

2. A-B activities

Students match beginnings and ends of lines, such as "Another Day in Paradise" (simple) or "Private Investigations" & "If Only..." (more complicated).

3. Mixed-up activities

Generally, have the lines of the song on separate strips of paper.

• Students put down strips as they hear them.

• Mixed-up lines/verses.

• Students try to organize in advance (use prompts).

4. Dictation

• Wall dictation

• Self-dictation (whole song blanked)
5. Translation

- Class chooses a song from their own language.
- Groups translate.
- Check with other groups.
- Combine the best. Then work on rhyme and rhythm.

6. Jigsaw-listening

- Groups listen to different songs with the same (Luka/Behind the Wall) or different themes (Easy Street/Money for Nothing) and peer teach vocabulary, compare.

7. Composing

Listen to the song.

- Students add verses of their own. Good songs for this are, "Imagine" & "Man Gave Names To All The Animals" by Bob Dylan.
- Students finish the line in each verse, then listen to check.
- In groups, students then write their own verse.

8. Writing

Put random words from the song on the board. Students try and write the "tale of the song."

- Students paraphrase the song
- Cut the song in half. Students predict the other half.
9. Pronunciation

- He’s got the whole world... /h/ sound
- Do I speak double Dutch to a real double duchess... /d/ sound

10. Vocabulary

- Miming verbs
- Dictionary work
- Matching

11. Listening

- Give Ss word list. Ss number as they hear them.
- Sound discrimination, e.g. tempted/tended

12. Posters

Arrange lyrics and pictures, or just lyrics, or translate.

CONCLUSION

On developing and practicing the musical ability, the students can increase the language skills such as: Listening, Reading and Writing, by using a specialized vocabulary and a grammar speech according to their ages. This English method will motivate students to learn English of an easy way.

Music can express knowledge each moment because it gives us cultural messages, so people can also be natural and we have opportunity to understand what the authors are expressing.

LISTENING SKILLS
The active process of receiving and responding to spoken and sometimes unspoken messages is called listening.

Listening is one of the four language skills: reading, writing, listening and speaking. Like reading, listening is a receptive skill, as it involves responding to language rather than producing it. Listening involves making sense of the meaningful (having meaning) sounds of language. We do this by using context and our knowledge of languages and the world.

**Spratt, M. (2005 Pg. 21).**

Listening is an important skill to be developed when learning a new language with it students put into practice what they have learned in their English class, to understand it, to retain and practice contents. When practicing listening the students structure contents, interpreting the information and resolve any problem that we had introduced them at the beginning.

By the way we also have to consider that it is not the same to hear than to listen, so that we must pay attention that we are applying different techniques because students learn in different ways, and with diverse speed when listening with more or less efficiency. However in many opportunities we have considered that they will be motivated when listening.

**Elements of Listening**

We have researched the most important elements of listening.

**Attention**

They are also suggesting that attention has more than one role in learning; this means learners must pay attention to the listening, so this way they can develop the listening skill.
Hearing
What is said it begins with the physical act of hearing. Listening requires paying attention and choosing what is important for us.

Understanding
What is involved interpreting the meaning of the speaker? A message involves more than just words. The speaker’s tone of voice and body language add more elements to the meaning of the words.

Do not encourage students to translate word by word, because English language has a different word order than Spanish language.

Remembering
It is the assimilated message stored in memory to facilitate future recall to learn. We can obtain the best result of remembering when repeating several times the English phrases and making questions.

In addition to the four elements, there are also four levels of listening: acknowledging, sympathizing, paraphrasing, and empathizing. The four levels of listening range from passive to interactive when considered separately.

“A good listener is not one who passively construes a speaker’s intention, but one who attends the speaker’s vulnerability, “attends” in the senses of “elicits”, “waits for”, “assists”, “holds”.

According to AHUJA “Listening receiving a language through the ears. Listening to develop and identifying the sounds of speech and processing them into words and sentences.
Hearing is a physical ability while listening is a skill. Listening skills must be applied by every student for allowing to take sense and understand what another person is saying. In other words, listening skills allow them to understand what someone is "talking about".

So that the most effective listeners are able to project all four levels at the same time. That is, they demonstrate that they are paying attention and making an effort to understand and evaluate what they are hearing, and they complete the process by demonstrating through their responses their level of comprehension and interest in what the speaker is saying."

**Acknowledging**

When we teach a class at the lowest level of mirroring, we demonstrate that we are paying attention to every reaction presented by the students seeing that students are exposed to the language by their very first time.

**Sympathizing**

Sympathizing is the correct form to understand instructions, that a teacher to give at the students in the English class or other subject. In different occasions the sympathy is not always an appropriate answer. It denotes a lack of objectivity or, in some cases; it may appear as if the facilitator is taking sides.

For some situations, however, sympathy can play a powerful role in connecting the facilitator with the group or issue and enhance the building of the conviction.

**Paraphrasing**

Paraphrasing is a more complex response than acknowledging or sympathizing. Not only must the students pay attention or express a
response about his or her feelings, but the paraphrase has demonstrated knowledge of the content that the speaker has provided, and that the content has been mentally processed by the facilitator. Paraphrasing means listening carefully to the individual’s words and then restating in your own words.

**Empathizing**

Empathizing is the most powerful active listening skills. It summarizes and reflects back to the speaker the content of what he or she has been saying. However, it goes one step further and demonstrates the listener’s understanding of how the speaker is feeling. Understanding all the students concerns, emotion, or motivational intents of what someone is saying and being critical to his or her inclinations.

Also listening is an ability that almost every person possesses since the moment a person is born. It is the first skill that is put into practice, given that through listening the person is able to understand others. Also, when a person starts the education process, listening is even more important for their lives since listening is used as a primary medium of learning at all stages of education.

During all these process, the person who is now a student faces different problems when trying to develop his/her oral competency.

In this particular case, listening plays an important role to enhance the speaking skill.

**TYPES OF LISTENING**

**Active listening**
It is hearing and trying to understand and remember a message. Active listening may be informative, evaluative, emphatic or reflective. It has six skills.

When talking about active listening we must analyze that students have to feel really involved in their learning process so that motivation plays an important role because for example it allows students be interested and allows the teacher to transmit the knowledge easily.

**Paying attention**

Give the speaker your undivided attention and communication also “speak” acknowledge the message. Recognize that non-verbal when someone is speaking, stay completely focused on what he or she is saying. Don’t allow your mind to drift off.

**Holding judgment**

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

- Allow the speaker to finish each point before asking questions.
  - Don’t interrupt with counter arguments.

**Reflecting**

It is closely repeating or paraphrasing what the speaker has said in order to show comprehension, reflection is a powerful tool that can reinforce the message of the speaker and demonstrate understanding.

**Clarifying**

Clarifying involves asking questions of the speaker to ensure that the correct message has been received. Clarification usually involves the use of open questions which enables the speaker to expand on certain points as necessary.
Summarizing
Repeating a summary of what has been said back to the speaker is a technique used by the listener to repeat what has been said in their own words. Summarizing involves taking the main points of the received message and reiterating them in a logical and clear way, giving the speaker chance to correct if necessary.

Sharing
The contribution of the teacher, the percentage of the teacher or facilitator so as to get the main message, and interchange opinions about what they listened. It is really important to make students take part of their learning process learning by doing, sharing their own experiences for obtaining a significant process that is why our project was based on constructivism, seeing that it helps student acquire a new knowledge and also try to solve problems of educational types.

Passive listening
It is more of hearing than actually listening. The listener superficially hears the words but does not understand in depth what is being said. He concentrates on the word content of the message rather than the feelings and emotions associated with the message. He does not involve much in the activity and rather than contributive equally to the conversational exchange he is merely talked to.

Critical listening
In critical listening situations, your ultimate goal is to evaluate the worth of a message. Because you need to hear, understand, evaluate, and assign worth to the message, it requires more psychological processing than the other types, critical listening is the most demanding of the types of listening because it requires that you understand and remember both the verbal and nonverbal messages, asses the speaker’s credibility and effectively analyze the truthfulness of the messages.
“Motivation is a habit that can be learned. Knowing that you want answers and result now, the solutions offered here are primarily on-the-spot strategies for getting into action”.
Davidson, J., (2008 Pg. 3).

So that motivation may be the real issue most students will improve when working with the teacher during the lesson. Since we are competing with mobile technology and stimulating video games outside of the classroom to be reinforced. This interest to put into practice the English language at least once a week through listening to melodies or watching a video games, sharing with everybody this technology to stimulate and to learn new languages which is also fun. We can have the best books, but this is not enough we have to adopt a way that students to feel animated for the English class.

On the other hand when reflecting about learning methods, it is necessary to highlight that students learn by doing that is why Constructivism represents the basis for the present project, based on the intention that students must be involved to have a better learning.

Constructivism theory supports the concept of active experiential learning, allowing to the learner to connect existing knowledge to create new knowledge, and has outcomes to improve reasoning and solving a lot of problems.

The constructivism permits that students know a new form to learn through practice to create a new schematic and better the reasoning and capacity of reading, writing, speaking and finally listening and also helps them to solve problems. We want to have students with open minds not skeptical; they also assimilate with enthusiasm by doing.
Constructivism teaching is associated with learning that is made up from some of the following aspects: critical thinking, motivation, learner independence, feedback, dialogue, language, explanation, questioning, learning through teaching, contextualization, experiments and/or real-world problem solving.

FULTON, D., PRITCHARD, A., AND et.al., (2010) (Pg. 45)

As we can see constructivism is fundamentally a theory which is based on different parameters such as observation and scientific study, and it must be considered as an effective model for acquiring a second language.

**Appreciative listening**

In an appreciative listening situation, your goal is to simply enjoy the thoughts and experiences of others by listening to what they are saying, you do not have to focus as closely or as carefully on specifics as you do in other listening situations.

**Discriminative listening**

In discriminative listening situation your goal is to accurately understand the speaker’s meaning. At times this involves listening “between the lines” for meaning conveyed in other ways than the words themselves. Discriminate listening requires us to pay attention not only to the words but also to nonverbal cues as rate, pitch, inflection, volume, voice quality, inflection, and gestures.

**Comprehensive listening**

Your goal is not only to understand the speaker’s message but also to learn, remember, and be able to recall what has been said. We listen to comprehensively to professors lecturing about key concepts, speakers at training seminars, and broadcast news reports that provide timely information about traffic conditions.
Empathic listening
When the situations calls for us to try understand how someone else is feeling about what they have experienced or are talking about, we use empathic listening. Therapists, counselors, psychologists, and psychiatrists engage in empathic listening with their clients as do those who answer telephone holding. When your goal is to be a sounding board or help a friend sort through feelings, you will want to begin with empathic listening.

Listening stages in class

Pre-listening
The pre-listening stages help students to be prepared for what they are going to hear, and this gives them a greater chance of success in any given task.

The first stage of pre-listening usually involves activating schema in order to help students to predict the content of the listening passage. The second stage is setting up a reason to listen. Maybe there is an information gap that needs to be filled or an opinion gap or pre-set questions, or perhaps the students have asked questions based on things they would hope to hear.

While-listening
The students hear the input once, probably listening for gist, although of course there may be occasions when they need to listen for specific information or listen in detail. They check their answers in pairs or groups. This is to give them confidence and to open up any areas of doubt. Then they listen a second time, either in order to check or to answer more detailed questions. It is important that the students should be required to do different tasks every time they listen.

Post-listening
The whole class checks answers, discusses difficulties such as unknown vocabulary, and responds to the content of the passage, usually orally and sometimes in writing. This may be done in plenary (with the whole class) or in pairs or groups.

**EPISTEMOLOGICAL FOUNDATION**

**DEFINITION**

It is the branch of philosophy that studies the nature of knowledge, its presuppositions and foundations, and its extent and validity.

It is also the branch of philosophy that studies the origin, nature, methods, validity, and limits of human knowledge.

**PRAGMATISM**

**Definition**

The doctrine that practical consequences are the criteria of knowledge and meaning and value.

A movement consisting of varying but associated theories, originally developed by Charles S. Peirce and William James and distinguished by the doctrine that the meaning of an idea or a proposition lies in its observable practical consequences.

Pragmatism is, broadly, an approach to philosophy that clusters loosely around a set of themes and a common tradition. The most clearly Pragmatist of these themes is what we might call a turn to practice. A famous example of this is the pragmatic account of truth, whereby our practices of inquiry are taken to suggest that truth is the set of beliefs that a sufficiently long and well-practiced investigation would leave intact.
By the standards of philosophy, Pragmatism is still a relatively young tradition emerging from work by C. S. Peirce, William James, and John Dewey in the late 19th and early 20th centuries. James defined true beliefs as those that prove useful to the believer. His pragmatic theory of truth was a synthesis of correspondence theory of truth and coherence theory of truth, with an added dimension.

Truth is verifiable to the extent that thoughts and statements correspond with actual things, as well as the extent to which they "hang together," or cohere, as pieces of a puzzle might fit together; these are in turn verified by the observed results of the application of an idea to actual practice.

**CONSTRUCTIVISM**

**Definition**

Constructivism is a theory of learning based on the idea that knowledge is constructed by the knower based on mental activity. Learners are considered to be active organisms seeking meaning. Constructions of meaning may initially bear little relationship to reality but will become increasing more complex, differentiated and realistic as time goes on.

Humans are perceivers and interpreters who construct their own reality through engaging in those mental activities. Thinking is grounded in perception of physical and social experiences, which can only be comprehended by the mind.

“Laborate further:...the learner is building an internal representation of knowledge, a personal interpretation of experience”. Bednar (1991)

This representation is constantly open to change, its structure and linkages forming the foundation to which other knowledge structures are
Learning is an active process in which meaning is developed on the basis of experience. Conceptual growth comes from the sharing of multiple perspectives and simultaneous changing of our internal representations in response to those perspectives as well as through cumulative experience.

Consistent with this view of knowledge, learning must be situated in a rich context, reflective of real world contexts, for this constructive process to occur and transfer to environments beyond the school.

**Bruner’s Views on Learning**

A major theme in the theoretical framework of Bruner is that learning is an active process in which learners construct new ideas or concepts based upon their current and past knowledge. The learner chooses and permutes the knowledge, constructs hypotheses, makes decisions, and while performing these he relies on his cognitive structuring.

His cognitive structure caters for grasping the meaning and organization of the experiences, and enables him to “go beyond the given information.” When the instruction is considered, the instructor should try and encourage the student to discover the principles themselves.

The research of Swiss cognitive psychologist Jean Piaget has contributed immeasurably to our understanding of the development of learning in children. Jean Piaget was primarily interested in how knowledge developed in human organisms.

Cognitive structuring of the knowledge was fundamental in his theory. According to his theory, cognitive structures are patterns of physical or mental action that underlie specific acts of intelligence and correspond to stages of child development.
He has integrated both behavior and cognitive aspects in one developmental theory. In his theory he put forward four primary developmental stages.

They are sensorimotor, preparations, concrete operations, and formal operations. In the sensorimotor stage (0-2 years), intelligence takes the form of motor actions. Intelligence in the preparation period (3-7 years) is intuitive in nature.

The cognitive structure during the concrete operational stage (8-11 years) is logical but depends upon concrete referents. In the final stage of formal operations (12-15 years), thinking involves abstractions.

(Cameron, 2002)

When it comes to the educational reflections of his theory, Piaget sees the child as “continually interacting with the world around him/her solving problems that are presented by the environment” and learning occurs through taking action to solve the problems. Moreover, the knowledge that results from these actions is not imitated or from birth, but “actively constructed” by the child. In this way thought is seen as deriving from action; action is internalized, or carried out mentally in the imagination, and in this way thinking develops.

Child is seen as an active learner and thinker, as a sense maker who is constructing his own knowledge by thriving with objects and ideas. Moreover, “(the child) actively tries to make sense of the world… asks questions… want to know… Also from very early stage, the child has purposes and intentions”.

“Child’s sense making is limited by their experience, so, teachers should
employ teaching methods that actively involve students and present challenges”.

Donaldson (1978:86)

According Piaget’s theory we can interpret the classroom and classroom activities as creating and offering opportunities to learners for learning.

This view coincides with ‘ecological’ thinking that sees events and activities as offering affordances or opportunities for use and interaction that depend on who is involved.

(Cameron2002:5)

**Epistemology in our Project**

There are some theories of knowledge studied by the epistemology such as the empiricism that beliefs that all knowledge of matters of fact comes from observation and experience, that is not true at all, or the rationalism that is a doctrine that prioritizes reason over emotion, this theory can be applied in education but is not real because human have feelings and in education this is an important aspect.

The best theory that can be applied in our project is constructivism because it mixes cognitive and humanistic views. It suggests that the learner is much more actively involved in a joint enterprise with the teacher of creating new meanings.

In the reading learning process the individual learner understands new things which is "cognitive constructivism" and emphasizes how meanings and understandings grow out of social encounters which is "social constructivism". In this sense, conversational theories of learning fit into
the constructivist framework.

The role of the teacher is to enter into a dialogue with the learner, trying to understand the meaning to that learner of the material to be learned, and to help her or him to refine their understanding until it corresponds with that of the teacher.

It is very important to recognize that learners are the main part of the process of teaching a new knowledge as Piaget demonstrated empirically that children’s minds were not empty, but actively processed the material with which they were presented, and postulated the mechanisms of accommodation and assimilation as key to this processing, so develop reading comprehension or other skills is not so difficult as many people consider.

PEDAGOGICAL FOUNDATION

Definition

Pedagogy is the study of the methods and application of educational theory to create learning contexts and environments. It is a term that is used to describe an approach to schooling, learning, and teaching that includes what is taught, how teaching occurs, and how what is taught is learned.

TYPES OF PEDAGOGY

Cognitive Pedagogy

As a field of study, research and point of support for educational decision making in contexts both formal and non formal, sit precisely on the need to respond to this demand for learning throughout life, information and distributed knowledge.
That is, find a first justification because of the features that are currently taking the cognitive education in our societies: in short, cognitive pedagogy is the pedagogy of the learning society.

In this sense, although this field of study and research is still profiling and settlement, is interested in cognitive pedagogy on the one hand, the analysis of the cognitive dimensions of education within our society of knowledge, and other.

Moreover, the educational study of the processes of thought within the framework of the new theories of mind, the models and paradigms seem to be changing, having operated a shift of interest from the information processing model of psycho-cultural models of meaning. Interested at first distinguish between cognition and thought.

According to Arendt, must be assumed that the acceptance of thinking and cognition are not the same thing because, while the first is the origin of works of art and philosophy is reflected in unchanged, the second pursuing a goal motivated by practical considerations and, once reached, there ends.

Cognition is a useful process, with a beginning and end. It is an artificial process and, as an activity, a productive activity. According to this thinking, if education operates through cognitive processes, the most we can hope for is to build artifacts.

This type of interest has been recently exposed by Bruner (1997) who argues for an understanding of the human mind that it is positioned beyond the dominant theories in cognitive psychology today, what he says should make us think:

Human mental activity is not conducted alone or without
assistance, even when it happens “inside the head.” We are the only species that shows a significant way. Mental life is lived with others, shaping up to be communicated, and developed with the help of cultural codes, traditions and so forth.

Bruner (1997)

But this goes beyond the school. Education not only happens in the classroom, but also around the dining table when the boys try to help each other to make sense of the adult world, or when a master and an apprentice interact.

“Ultimately, it is the educator’s responsibility to adapt academic lessons to the relative abilities of as many students as possible. Modern educational researchers have also identified other issues in learning styles that must be addressed if the goal of education includes adapting materials and methods of instruction to benefit all students equally: specifically, the multiple intelligences”.

Gardner (1991)

“Which suggests alternate approaches designed to allow students with different natural styles of synthesizing academic information equal opportunity for academic achievement beyond the limitations of traditional education methods that remain essentially unchanged since the era of the one-room schoolhouse of the nineteenth century”.

(Carter 2000)

**Pedagogy in my Project**
Pedagogy in our project is important because this teach us the strategies, methods and techniques we can apply in order to help students to improve the listening skill.

The goal is to achieve that learners make their own inferences, discoveries and conclusions, for that reason pedagogy emphasizes that learning is not an “all or nothing” process but that students learn the new information that is presented to them by building upon knowledge that they already possess.

In much pedagogies based on constructivism, the teachers role is not only to observe and asses but engage with the students while they are completing activities wondering aloud and posing questions to the students for promotion of reasoning.

Pedagogy let s teachers get instructional and behavioral management strategies for the classroom because not all students learn in the same way.

The same principle of adapting specific lessons and materials to academic ability and performance are equally useful in the case of students who learn better from the multiple intelligences approach pioneered Gardner (1991).

SOCIOLOGICAL FOUNDATION

DEFINITION

Sociology is the scientific study of society. It is a social science which uses various methods of empirical investigation and critical analysis to develop a body of knowledge about human social activity.
For many sociologists the goal is to conduct research which may be applied directly to social policy and welfare, while others focus primarily on refining the theoretical understanding of social processes. Subject matter ranges from the micro level of individual agency and interaction to the macro level of systems and the social structure.

The traditional focuses of sociology have included social stratification, social class, social mobility, religion, secularization, law, and deviance. As all spheres of human activity are affected by the interplay between social structure and individual agency, sociology has gradually expanded its focus to further subjects, such as health, medical, military and penal institutions, the Internet, and the role of social activity in the development of scientific knowledge.

The range of social scientific methods has also expanded. Social researchers draw upon a variety of qualitative and quantitative techniques. The linguistic and cultural turns of the mid-twentieth century led to increasingly interpretative, hermeneutic, and philosophic approaches to the analysis of society.

Conversely, recent decades have seen the rise of new analytically, mathematically and computationally rigorous techniques, such as agent-based modeling and social network analysis.

Sociology should not be confused with various general social studies courses which bear little relation to sociological theory or social science research methodology.

Sociology is the scientific study of human social behavior. As the study of humans in their collective aspect, sociology is concerned with all group activities: economic, social, political, and religious. Sociologists study such areas as bureaucracy, community, deviant behavior, family, public opinion,
social change, social mobility, social stratification, and such specific problems as crime, divorce, child abuse, and substance addiction. Sociology tries to determine the laws governing human behavior in social contexts.

**TYPES OF SOCIOLOGY**

**Sociology of Knowledge**

Before we go any further here, has it ever occurred to any of you that all this is simply one grand misunderstanding?

Since you're not here to learn anything, but to be taught so you can pass these tests, knowledge has to be organized so it can be taught, and it has to be reduced to information so it can be organized do you follow that? In other words this leads you to assume that organization is an inherent property of the knowledge itself, and that disorder and chaos are simply irrelevant forces that threaten it from outside. In fact it's exactly the opposite. Order is simply a thin, perilous condition we try to impose on the basic reality of chaos.

William Gaddis, JR, p. 25

According to C. Wright Mills, there is a perspective called the "sociological imagination" that can be used to "frame," or interpret, perceptions of social life. In part, this imagination features a healthy skepticism, assuming that social appearances often aren't what they seem. But even more, this perspective involves awareness toward the linkages between history and biography, between social structure and consciousness, and between "knowledge" and its socio-cultural contexts. It is this one of this discipline's approaches to critical thinking.

Perhaps nowhere is this imagination so exercised than in the sociology of
knowledge, which studies the social sources and social consequences of knowledge--how, for instance, social organization shapes both the content and structure of knowledge or how various social, cultural, political conditions shield people from truth. It has been argued that the concept of knowledge is to sociology as the notion of attitude is to psychology: a notion so central that, in many ways, it is the foundation for the entire discipline. (Though written nearly 70 years ago, Robert Merton's description remains one of the best definitions of the field.)

There are at least three broad intellectual traditions of this sub discipline. The first attempts to plot how various social and cultural orders spawn different knowledge systems--why, for instance, the very discipline of sociology evolved where and when it did and why the biographies of its "founding fathers" (e.g., Marx, Weber, Durkheim, Cooley and Mead) overlap as they do.

As the combination of soil and environment determine the crops a farmer plants as well as their yield, so different types of knowledge (e.g., religious, political, scientific, everyday) are understood to differentially flourish within varying social milieus.

In developing precisely how knowledge becomes socially modified, sociologists have focused on such processes as:

- Knowledge production: how various combinations of relative institutional power (i.e., political vs. religious, familial vs. industrial, or print vs. electronic communications) lead to differences in the social value attributed to, hence differential expenditures invested into the development of, different knowledge types.

- Knowledge encoding: is political commentary more effective when graphed, put into poetry or song, or when presented as a newspaper
editorial? How professional journals impose style constraints; cultural encodings of time and space; Ebonics in the classroom?

- Knowledge transmission: enter Marshall McLuhan and how forms of human communication affect our cognitive habits, social relations, political ideologies, etc.; impacts of electronic communication

- Receptivity to hearsay, information, and knowledge: identifying social groups more likely to believe television than newspaper accounts, or the premises of New Age philosophy; groupthink

- Decoding: how beliefs determine what we see; how expert status entails ability to decipher legalese, government gobbledygook, and academic jargon

- Knowledge/information storage: on the social systems of public memory and forgetting; lost and/or forgotten knowledge; archives and time capsules; how the form in which information is stored affects the way in which connections are seen and knowledge derived.

- Knowledge retrieval: the social constructions of history (i.e., collective observances of the anniversary of Columbus's voyage and the ending of World War II; implications of the Federal Government's shift from paper to computerized records

- Decision making: are they made on the bases of "facts," "gut feelings," or blind ideology? Have computer networks made social decisions more or less democratic?

Consider, for instance, the proposition that it was a story that kicked-started Western civilization, a story of a shared experience of a natural phenomenon so extraordinary that humanity felt compelled to preserve it.
This compulsion to share stories may, in fact, be one of those qualities that distinguish the human primate from all other animals.

Being a symbolic creature, our experienced reality is largely shaped by the meaning of things, "framed" by the beliefs, ideals, and emotions carried by the commonly shared symbolic containers we call language.

An additional tradition of the sociology of knowledge involves the social psychology of consciousness and belief

**SOCIOLOGY OF EDUCATION**

**CONCEPT AND ORIGIN**

The word Sociology originates from Latin Prefix: socius, "companion"; and the suffix -ology, "the study of", from Greek logos, "knowledge".

The sociology of education is the study of how social institutions and individual experiences affect education and its outcome. Education is concerned with all forms of education in formal and informal education systems of modern industrial societies.

It is relatively a new branch and two great sociologists Émile Durkheim and Max Weber were the father of sociology of education. Émile Durkheim's work on moral education as a basis for social solidarity is considered the beginning of sociology of education.

Sociological studies showed how schooling patterns reflected, rather than challenged, class stratification and racial and sexual discrimination. But sociology of education is a branch of study and very helpful in finding the relation between sociology and education.

The sociology of education is the study of how social institutions and forces affect educational processes and outcomes, and vice versa. By many, education is understood to be a means of overcoming handicaps,
achieving greater equality and acquiring wealth and status for all (Sargent 1994). Learners may be motivated by aspirations for progress and betterment. Education is perceived as a place where children can develop according to their unique needs and potentialities.

**Sociology in my Project**

Sociology is the scientific study of society so that in a classroom we have a small society because students are different each other and sociology helps teachers to know their interest, necessities, challenges, etc.

A teacher must be able to control the classroom and all the situations that can arise. This does not come easily for all teachers, this is why sociology is helpful; one teacher can predict certain situations and fix them quicker and more easily than others.

Sociology in our project is important because it provides tools to overcome many obstacles brought by students in school, especially in the process of developing listening skill because it is know that the students learn in different ways and it can cause frustration in them. Sociology in our project intends to establish that individuals and groups participate in the creation of their social reality in and out the classroom.

**LEGAL FRAMEWORK**

Our Project is based on: According to the Organic Law of Intercultural Bilingual Education (LOEI), the students have law to:

**Article 7**

**Paragraph a.**

*Being key players in the educational process.*
Paragraph b.

*Receive a complete and scientific education, which contributes to the full development of his personality, abilities and potential, respecting their rights, fundamental freedoms and promoting gender equality, non-discrimination, valuing diversity, participation, autonomy and cooperation.

Paragraph h.

*Provide facilities that allow the practice of sports, social, cultural, representing their school, their community, their province or the country at a competitive level.

MARCO LEGAL
De acuerdo con la Ley Orgánica de Educación Intercultural Bilingüe (LOEI), los estudiantes tienen derecho a:

Articulo 7
Literal a. *Ser actores fundamentales en el proceso educativo.

Literal b.
*Recibir una formación integral y científica, que contribuya al pleno desarrollo de su personalidad, aptitudes y potencial, respetando sus derechos y libertades fundamentales y la promoción de la igualdad de género, la no discriminación, valorar la diversidad, la participación, la autonomía y la cooperación.

Literal h.
*Disponer de facilidades que le permiten la práctica de deportes, social. Cultural, en representación de su escuela, su comunidad, su provincia o el país en un nivel competitiv
CHAPTER III
THE METHODOLOGY

Design of research
The present study was based on a scientific research related to the use of songs in the development of listening skill. And according to the methodological aspect we need to clarify.

   Studious inquiry or examination; especially: investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws. Silipigni, C. L. (2010 Pg. 1).

So that a research focus on getting a response through some instruments that conduct us to obtain a result of the study that we have done a specific place.

The research is a process to obtain result of way clear and precise this own a series of steps to get the information diligent ideas on the experimentation planning and the ways of communication the experimental results and theoretical. Also, this research owns a series of characteristics that to help at the investigators to manage of efficient way. Also, is basic to the students and for the teacher. The research helps us to better the study that is our goal because to permit us establish contact with the reality to purpose of that the knowing better at the study of the intelligence music that had been making.

Types of research
The investigation has the following typology:
   Bibliographical definition
We obtained an extensive range of books and magazines from different authors to perform this thesis and we have made the necessary comparisons to develop this project.

In all research has to come about a bibliographic and documentary analysis of books, articles, works, investigations concerning to the topic object of investigation, to give theoretical body to our process in front of questions already investigated or with the end to reaffirm these.


To carry out a project it should be supported with the personalized research of books and magazines of several sources, with the purpose of it can have very theories for our process of project in order to reaffirm through of our project.

For the production of this project, it was necessary to go to the library of the school of languages, and to other libraries of the city, in order to obtain books, magazines of several authors so national as foreigners, as well as through internet in the research of updated books that will serve as reference to this work.

**Field research**

Our study was based on the observation of determined groups of people, in this case students of tenth year of Basic Education at Unidad Educativa Oswaldo Guaysamin, to give a judgment and analyze in detail the results that have been collected in the work place.

“Field study as “the process of collecting and analyzing detailed and descriptive observations of individuals and groups in a given setting”.

In a place specific it is interpreted with the end to look for solution to any problem in a moment through of collect, analyze carefully and describing the place of work and the group or individual in study. Through this technique let us to do an analysis of the place that we are going to study for our project. Also we observe to the students that are our object of study, also to know the group and after to describe it in our investigation.

**Feasible**

Our project was feasible because we could count on different supports.

“Calls a feasible output-input vector technically efficient it, and only it, no increase in any output or decrease in any input is feasible”.


According to the author, it is feasible when we speak in technique form and do not damage in nothing the access of entry or exit of something therefore it would be feasible it can realized.

Our Project was feasible to realize to have with several actions and ideas to obtain the wished object, that is to say if we stop to analyze we found that the school gave us the necessary opportunity, we had our economic resource, and we had have all the material of learning necessary to give the class, as well as our own audiovisual methods; the students were paying attention to take our own instructions, all this set of thing it does that our project be feasible to realize.

**Levels of the research**

**Exploratory:**

The exploratory level is a study of antecedents on looking for different sources in order to make compilation which will be able to serve as base for later studies.
“The concept of exploration and its relation to attachment styles in young ant their willingness to explore their environment”.

Nowacki, S.K. (2009 Pg.27).

When we speak of exploring it relates according to attached models in a research, because it opens and gives place to explore the environment in a project.

In our research we use it to try of resolving a problem, besides we use it to collect data, and after to get our conclusions of environment in our project with precaution.

**Descriptive**

One of the most result encouraging and easily to look has been the motivation and joy that produce to the students. What is transforming the assistance to school in something happiness, animated and useful.

This investigation is descriptive, because it illustrated the characteristics, and interrelation of the instruments applied so as to get more useful information to develop our project.

“To specify the important property of people, groups. Communities or any other phenomenon that it is submits at analysis”.

Hernández, R. (1986 Pg.15).

In this field of searching, the author relates the dates of importance that must specific in the study to people or the groups that we have submit the thesis, as well as the communities or any other phenomenon that is analyzed.

After obtaining a valuable source of information with the surveys that had been previously applied, and we noticed strengthens and weaknesses from
the population object of our study, to more of this writing the dates that for us are very important.

**Explanatory definition**

Our investigation was also explanatory for students.

“Explanatory research question can usually be framed in declarative terms, as a hypothesis and can answered for experimental designs”. Chris, W. J. (2000 Pg.50).

According to information of authorities grade is used it with declaratory ends, and also it can be framed with declarative conclusions, as well as it is used to realize a hypothesis and for testing in experimental designs.

The investigation is explanatory, because it contributes to the development of the scientific learning, when making an analysis of the results obtained from its survey and interviews applied to draw conclusions and recommendations. As an answer to this project, we have the result and conclusions.

**Methods of the research:**

**Inductive and Deductive**

At the beginning, the scientific method uses two alternative ways to develop concepts (theories) that allow to approach the understanding of reality: The inductive method and deductive method.

- The induction of the exact observation of particular phenomena, deduction of reason inherent to each phenomenon.

- The induction reaches conclusions drawn from empirical experience, deduction provides logical conclusions.

- While the proposals of the inductive method are concretions that establish how the phenomena, their causes and real effects, are abstractions of the
deductive method trying to establish the significance of the phenomena according to the reasoning of the investigator.

**Inductive method**

The inductive method is the reasoning that, based on particular cases, rises to general knowledge. This method allows the formation of hypotheses. The inductive method is an analytical-synthetic process. The inductive method is a way of analyzing that leads from the particular to the general. It is part of a whole.

**Deductive method**

The deductive method is studying a phenomenon or problem from the whole to the parts, analyzes the concept to arrive at the elements of the parts of the whole. Then we would say that the process is synthetic-analytical. We could say that the deductive method is a type of reasoning that leads us to summarize the general to the particular.

**Techniques of research**

**Survey**

In our context we can take as a definition of survey typified set of questions addressed to a representative sample, to find statements of opinion or various questions of facts.

“It consists in obtaining information of the subjects of study, provided by themselves, about opinions, knowledge, attitudes or suggestions”.


According to the author survey is to obtain information of subject in study, with information that provide us themselves, about several aspects that they find in the survey and that is for us the source of information.
The survey is defined as research conducted on a sample of students, using standardized procedures of interrogation to obtain quantitative measurements, and a large variety of objective and subjective characteristics of the population, this survey is anonymous and confidential, we do not need to obtain names or ages of students of tenth year of basic education at Unidad Educativa Oswaldo Guayasamin.

A survey is an investigation, in descriptive research designs (no experimental) in which the researcher seeks to collect data using previously designed a questionnaire or an interview, without modifying the environment or the phenomenon where information is collected (as it does in an experiment). The researcher must select the most suitable questions, according to the nature of the investigation.

**Interview**

Personal interview is a survey method of data collection which employs a questionnaire. The components of the personal interview are the researcher, the interviewer. Under the guidance of the researcher, several interviewers will be sent with questionnaires to know the interviewees of the survey, for seeking responses to the questions in the questionnaire under the defined interview environment.

Individual interview, in which the interviewer and interviewed talk about the object topic of study. The interviewer will look for that the interviewed give him/her the main information possible, trying in every moment that h/she fells free and comfortable to speak.

García, F.G. (2012, Pg.47).

As all we know, in the interview there are two people: the interviewer and the interviewed, so as investigator we must realize clear questions, definite, not ambiguous to obtain valuable information for our study. In our project we interviewed the principal, the teacher, the parents and students of the “Unidad Educativa Oswaldo Guaysamin”.

### OPERATIONALIZATION OF VARIABLES

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<th>VARIABLES</th>
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CHI SQUARE

Objective.- To demonstrate the relation that exist between the Independent and Dependent variable.

Independent Variable: English songs
Dependent Variable: Listening skill

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<tr>
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<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
</tbody>
</table>

CHI SQUARE TEST

As we can see the value P is less than 0.05, for this reason we can affirm that there is a relation between the two variables. Therefore, the use of English songs has influence in the development of listening skill.
INTERVIEW WITH THE AUTHORITY OF THE INSTITUTION

1. Do you agree that it is important to improve the learning English?
   Yes I do, it is very important, because nowadays everybody speaks English.

2. Do you consider that your English teacher needs to upgrade their knowledge?
   I consider that teacher must always upgrade the knowledge, because the education change everyday.

3. The English area teachers use the English lab in an appropriate way?
   A few teachers use the English lab, it happens because they do not manage them.
INTERVIEW TO THE ENGLISH TEACHER

1. Do you use playful activities to teach English?

   In my case, I practice playful activities with my students once a week. I consider they are very important in the teaching learning process, because students learning in a funny way.

2. In this activities, do you develop listening skill?

   I usually develop this skill either with the cd that the book provides or with additional material that I look for in internet.

3. Do you develop the listening skill through songs?

   To develop this skill not only I use songs but also all kind of conversations, dialogues, readings, in order to reinforce this process.
SURVEY TO THE STUDENTS

Write an (X) on the answer you consider the most appropriate on each of the required questions:

STRONGLY AGREE (1) AGREE (2) NEUTRAL (3) DISAGREE (4) STRONGLY DISAGREE (5)

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You like to learn more English language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. You consider your English classes interesting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. You like to listen to music.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. You use a dictionary in your English classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Your English teacher develops the listening skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. You understand what you listen in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. You want to learn vocabulary through songs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. You like to reinforce your listening comprehension.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. You like to practice English using songs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. You consider it is necessary using an additional didactic material.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
RESULTS OF SURVEYS TO THE STUDENTS

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You like to learn more English language</td>
<td>32</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td>2. You consider your English classes interesting.</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td>3. You like to listen to music.</td>
<td>21</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>4. You use a dictionary in your English classes.</td>
<td>13</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>17</td>
<td>36</td>
</tr>
<tr>
<td>5. Your English teacher develops the listening skill.</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td>6. You understand what you listen in English.</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>7. You want to learn vocabulary through songs.</td>
<td>24</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>8. You like to reinforce your listening comprehension.</td>
<td>24</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>9. You like to practice English using songs</td>
<td>32</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td>10. You consider it is necessary using an additional didactic material.</td>
<td>29</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>36</td>
</tr>
</tbody>
</table>
ANALYSIS OF THE RESULTS
SURVEY TO THE STUDENTS

Statement N° 1: You like to learn more English language  Sample: 36

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>30</td>
<td>82%</td>
</tr>
<tr>
<td>AGREE</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Oswaldo Guayasamín”
Researchers: Jessica Bajaña y Winny Tutivén

ANALYSIS

After we had analyzed the results we obtained that the majority of students like learn more English and the rest of them do not like and are neutral in their answers. It is a good point for us, because they have the willingness to learn the new language and we think that they consider the acquisition of the knowledge is not enough.
SURVEY TO THE STUDENTS

Statement Nº2 You consider the English classes interesting  Sample: 36

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>AGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>30</td>
<td>82%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Oswaldo Guayasamín”
Researchers: Jessica Bajaña y Winny Tutivén

ANALYSIS

In the second statement most of students feel their English classes are not interesting, instead a few students feel they are. That is why we have to apply exercises of motivation to engage students with this additional didactic material that will help to gain interest for this subject.
SURVEY TO THE STUDENTS

Statement N° 3: You like to listen to English songs

Sample: 36

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>21</td>
<td>55%</td>
</tr>
<tr>
<td>AGREE</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>9</td>
<td>27%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Oswaldo Guayasamín”
Researchers: Jessica Bajaña y Winny Tutivén

ANALYSIS

We observed in the results that the majority of students like to listen to English songs, the rest of the students do not like or are indifferent to this statement. It is good for us because we count with the support of the students and we have to try to introduce in the best form this new didactic
guide, that contains many useful activities and songs that will reinforce the listening skill.
SURVEY TO THE STUDENTS

Statement N°4: You use a dictionary in your English classes

Sample: 38

CHART OF FREQUENCY # 4

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>13</td>
<td>39%</td>
</tr>
<tr>
<td>AGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>17</td>
<td>43%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Oswaldo Guayasamín”
Researchers: Jessica Bajaña y Winny Tutivén

ANALYSIS

According to the results of the statement four, students do not use a dictionary in their English class. It means that they sometimes can understand different topics may be guessing the word for predicting the topics. While (39%) the students have the opportunity to use the dictionary in class. At the opposite (8%) it is indifferent to use dictionaries in class.
SURVEY TO THE STUDENTS

Statement N° 5: Your English teacher develops the listening skill
Sample: 38

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>AGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>30</td>
<td>84%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Oswaldo Guayasamin”
Researchers: Jessica Bajaña y Winny Tutivén

ANALYSIS

According to the survey in the statement 5, we observed that the majority of students have teachers that do not develop the listening skill, it occurs because most of the public high schools lack of the appropriate tools in order to improve this skill. For that reason we want to contribute with the implementation of this didactic guide.
SURVEY TO THE STUDENTS

Statement N° 6: You understand what you listen in English  Sample: 38

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>6</td>
<td>18%</td>
</tr>
<tr>
<td>AGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>28</td>
<td>76%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Oswaldo Guayasamín”
Researchers: Jessica Bajaña y Winny Tutivén

ANALYSIS

As we can observe in this statement, most of the students do not understand when the teacher explains in English language the class or when they practice with readings, the rest of them are neutral or answer in a negative form. To solve in a part this problem, we have created an additional didactic guide that through songs will become students enthusiastic in acquiring the new knowledge.
SURVEY TO THE STUDENTS

Statement N° 7: You want to learn vocabulary through songs  Sample: 38

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>24</td>
<td>64%</td>
</tr>
<tr>
<td>AGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>6</td>
<td>18%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Oswaldo Guayasamín”
Researchers: Jessica Bajaña y Winny Tutivén

ANALYSIS

In this statement we can observe that most of the students have the willingness in learning more vocabulary but in this case using English songs as didactic material. For that reason we have to incentivize all of them with the application of this didactic guide. We are sure that it will increase the interest for listening skill.
SURVEY TO THE STUDENTS

Statement No 8: You like to reinforce your listening comprehension

Sample: 36

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>24</td>
<td>64%</td>
</tr>
<tr>
<td>AGREE</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>1</td>
<td>3%</td>
</tr>
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<td>STRONGLY DISAGREE</td>
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<td>15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Oswaldo Guayasamín”
Researchers: Jessica Bajaña y Winny Tutivén

ANALYSIS

In this statement we can observe that the majority of students would like to reinforce their listening comprehension and some of them are not or they are indifferent in improving their listening skills. It means that teachers should take into consideration the necessities of the students in order to enhance this skill.
SURVEY TO THE STUDENTS

**Statement N°9:** You like to practice English using songs

**Sample:** 38

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>32</td>
<td>82%</td>
</tr>
<tr>
<td>AGREE</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>NEUTRAL</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Oswaldo Guayasamín”
Researchers: Jessica Bajaña y Winny Tutivén

**ANALYSIS**

According to the results in the statement 9 most of the students would like to practice listening activities through songs, on the other hand, only one student would not like to practice this activity. It means that teachers should use different teaching strategies, in this case songs, in order to motivate students and make them more participative in class.
SURVEY TO THE STUDENTS

Statement No.10: You consider it is necessary using an additional didactic material

Sample: 38

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>29</td>
<td>79%</td>
</tr>
<tr>
<td>AGREE</td>
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<td>3%</td>
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<td>NEUTRAL</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Oswaldo Guayasamín”
Researchers: Jessica Bajaña y Winny Tutivén

ANALYSIS

It should be noted in this statement we perceived that the majority of students would like to work with an additional didactic material because they think the text given by the Government is not enough to learn English. For that reason we are introducing this tool that will help not only students but also teachers to make a dynamic class. Both teachers and students will see reflected and increased the academic level.
CONCLUSIONS AND RECOMMENDATIONS

Once tabulated, analyzed and interpreted the results of the interview applied to teachers, as well as the survey of the students and the maximum authority, we proceeded to the analysis, testing of the results we established the following conclusions and recommendations that are described below:

CONCLUSIONS

- Still in Ecuadorian system of education exits many mistake when non-specialized teachers are assigned to public high schools to teach a subject which they do not master.

- This institution is a well-equipped with an English lab, however, teachers need an extra help to update their knowledge both academic content and managing tools.

- Most of the teachers do not have enough academic background to achieve the demanding learning outcomes in each school year.

- Students have the ability to learn a lot of issues related with language, teachers must find the best way to encourage them into the acquisition of a foreign language.

- Students do not understand teachers’ pronunciation, students would learn easily if they have the right encouragement.

- Teachers were not using the methodological strategies suitable for these learners.

- Lack of ludic activities before, during and after class development.
• Being realistic in Ecuador is really hard to learn English efficiently unless people study consciously where teach truly. While teachers do not well-trained, they can have a good performance.

RECOMMENDATIONS

• Keep working in permanent updating seminars, workshops and other resources to help and support teachers’ performance.

• Find more courses for equipment appropriate management, there are a lot of new uses for projectors, computers and software.

• Use the technological resources as much as possible, students motivation depend a lot of that.

• As part of the new trend teachers should use internet as part of the educative process.

• Teachers should include games, riddles, music and a lot of other ludic activities in their classroom.

• Keep looking information for updating and permanent improvement because everyday show up new issues to deal with.

• Foster the active performance among students in each class in order to enhance the listening production.

• To implement an update seminar in order to enhance teachers speaking performance in the classroom.
CHAPTER IV
THE PROPOSAL

DESIGN OF A DIDACTIC GUIDE WITH INTERACTIVE SONGS TO DEVELOP THE LISTENING SKILLS IN STUDENTS OF TENTH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA OSWALDO GUAYASAMIN

The application of a booklet, where students can find lyrics and pronunciation of different songs for having an easy understanding. Because of this reason we are doing this project to implement the songs in the English learning process.

Justification

The music must be listened everywhere and especially in the school because it is a demonstration of the voice and the body which are the natural instruments and of the expression, the human beings are musical, they can feel it. On the other hand the music is necessary to teach the English language, because when they listen to the music and repeat they better the pronunciation and increase the understanding of the words, as well as they know the meaning of several new words. It is important that the students have the opportunity to play several musical instruments and sing in English because that can play an important role in their preparation.

In the school the students are accustomed only to receiving sounds through his ears, but not to receiving them and get that the message is understood and they could answer, debater or defend the ideas, considering that still is
not practice with this skill, since in the educational centers while the teacher
gives his class, the majority of the students limit themselves to hearing.

**Diagnosis**

We began our classes in the tenth basic course of the Unidad Educativa
Oswaldo Guaysamin, where we realized that students did not use to work
with this kind of methodology, that is why we had some problems when
initiating the development of this proposal, but after applying the new
resources and strategies their performance was changing step by step.

We applied the ICTs looking for bettering their learning process through the
interaction with music, and we explained the instructions to everybody,
during the development of the classes, the students participated actively in
the new activities.

With the results of the proposal we are conscious that they bettered
their understanding, they enriched their vocabulary and demonstrated their
enthusiasm for listening the melodies that we had prepared for them, and
with the development of this skills, we demonstrated the great benefit of
listening songs in the students.

**Objectives of the Proposal**

**General**
To improve students’ listening skills through the use of an English booklet
with interactive songs.

**Specifics**

-To design an interactive musical booklet.
- To apply the musical booklet to develop the receptive skill of listening.

- To evaluate the activities performed

**Feasibility of the Proposal**

The proposal was feasible thanks to the support of the authorities, teachers and parents, as well as to get the economic resources, that we could afford for developing the interactive English classes through music for having a better level of learning.

**Psychological Aspect**

Our proposal was based on the psychological foundation because of the implementation of the motivation as an important key factor to be included every single class.

“Motivation is defined as the direction and the intensity of effort. Especially when we consider the personal trait oriented view, one’s faith can have great influence on the individual athlete”.


We as teachers need to be motivated for allowing students to participate in class. We clearly defined our objectives in this case which are increasing the listening skills through the music, to permit that students know our objectives, so they participate in class.

When writing our booklet we change the classroom place for other environment to listen to a new different method, that it is not the same that the English teacher uses to teach with music. The music helps to students to be motivated to learn and pay attention. We should get that each student works in class, and we gave them a worksheet to write answering
to several questions according to the song that they listen to, which is very exciting for them.

**Pedagogical foundation**

This project also was written through theory pedagogic.

The Theory of the Multiple Intelligence questions are the traditional visions of the intelligence, because they center basically on the cognitive aspects, neglecting the paper of the personality, the emotions and the cultural environment, in which the mental processes develop.

Gardner (1995, Pg. 45).

The music is an experience that the school should provide. The learning of the music in all its essence is one of the subjects to extend that implies a great number of hours of practice that we cannot dedicate inside the school. For this we must transmit to our students the enthusiasm for the music, treating with all the pedagogical strategies, to boost the musical experience.

**Legal Aspect**

According to the Organic Law of Intercultural Bilingual Education (LOEI), the students have law to:

**Article 7. Paragraph a.**
To be main actors in educational process.

**Paragraph b.**
To receive a complete and scientific education, which contributes to the full development of his personality, abilities and potential, respecting their
To provide facilities that allow the practice of sports social and cultural, representing their school, their community, their province or the country at a competitive level.

**Description of the Proposal**

The intention of the proposal was to get better the level of listening in the students of the 10th year of basic education at Unidad Educativa Oswaldo Guayasamin, using an interactive booklet made up of 8 chapters with two lessons each one. Those lessons were composed by vocabulary, activities, exercises, letters of songs etc.

**Conclusions**

After applying our proposal we realized that teaching must include activities according the listening skill, developing their musical intelligence at the students, also motivating and expressing their own knowledge, bettering their learning teaching process, and also our work as teachers. It is an effective method that every teacher should apply in a correct way and it is always available for the teacher.

Also, we observed that the vast majority of the students, they got an advance with the practice of the listening skills; this means that we obtained a positive change and improvement for the students.

The didactic of the English language has been affected in his evolution, fundamentally for the behaviorist currents and structuralisms from the psychology and the linguistics respectively. This one arises in opposition to...
the Behaviorist and structural Didactic. The first one centers his attention on the education-learning of the communication as a creative, conscious act, which take place between two or more actives subjects, where it forms and meaning they are taken of the hand. The governing category has been the communicative function; it is to say with the students, understood this one as the manifestation of the needs of the interact subjects.

**Social Impact**

The impact that this project will give to society in general, it will be a great plus, since the power of music: with its evident impact in the social and intellectual development of learners.

The positive effects of involving music on personal and social development, only occurs if it is a pleasant and rewarding experience, with consequent implications for the quality of teaching and learning at all levels of the social strata of the sector, the city, the province and throughout the Republic of Ecuador.

This project was develop under systematic process, organization, control, monitoring and social efficiency has had the project and the different perceptions.
Bibliography

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APPENDIX
DOCUMENTS
ANNEX
ONE
ANTIPLAGIO
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIC, LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA: Lenguas y Lingüística

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Msc. LARRY TORRES, Tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por BAJAÑA SALAZAR JÉSSICA KARINA Y TUTIVEN RUIZ WINNY NATHALY, con mi respectiva supervisión como requerimiento parcial por la obtención del título LICENCIADO EN CIENCIAS DE LA EDUCACION en la CARRERA: Lenguas y Lingüística.

Se informa que el trabajo de titulación: “LUDIC ACTIVITIES” PROPOSTA “DESIGN OF A DIDACTIC GUIDE WITH INTERACTIVE SONGS TO DEVELOP THE LISTENING SKILLS IN THE STUDENTS OF TENTH YEAR OF BASIC EDUCATION AT “UNIDAD EDUCATIVA OSWALDO GUAYASAMÍN” PUBLIC HIGH SCHOOL”, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUNG, quedando el 3% coincidencia.

Msc. LARRY TORRES
MSc.

LARRY TORRES

PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En dicha designación consta el nombre del estudiante de la Escuela de Lenguas y Lingüística: BAJAÑA SALAZAR JÉSSICA KARINA Y TUTIVEN RUIZ WINNY NATHALY

**TOPIC:** “‘LUDIC ACTIVITIES” PROPUESTA “DESIGN OF A DIDACTIC GUIDE WITH INTERACTIVE SONGS TO DEVELOP THE LISTENING SKILLS IN THE STUDENTS OF TENTH YEAR OF BASIC EDUCATION AT “UNIDAD EDUCATIVA OSWALDO GUAYASAMIN” PUBLIC HIGH SCHOOL”

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

[Signature]

MSc. Jacinto Calderon Vallejo
DIRECTOR
ESCUELA DE LENGUAS Y LINGÜÍSTICA
MASTER
Silvia Moy Sang Castro
DECANA FACULTAD DE FILOSOFIA, LETRAS DE LA EDUCACION
Ciudad.-

De mis consideraciones:

Con respecto al oficio en el cual solicita permiso para que las estudiantes WINNY NATHALY TUTIVEN RUIZ con cédula de identidad N°0926565474 y JESSICA KARINA BAJAÑA SALAZAR con cédula de identidad N°0925476400, desarrollen el PROYECTO EDUCATIVO con los estudiantes de décimo año paralelo “A” tenemos a bien informar que este despacho aprobó y acepto dicha solicitud.

1.1. TEMA:
ACTIVIDADES LÚDICAS
1.1 TOPIC:
LUDIC ACTIVITIES (SONGS)

1.2 PROPUESTA:
DISEÑO DE UNA GUÍA DIDACTICA CON CANCIONES INTERACTIVAS PARA DESARROLLAR LA HABILIDAD DE HABLAR.
1.2 PROPOSAL:
DESIGN OF A DIDACTIC GUIDE WITH INTERACTIVE SONGS TO DEVELOP THE LISTENNING SKILLS.
Agradeciendo de antemano la atención que le dé a la presente, me suscribo de usted.

Atentamente,

MSc. MARTHA ALCIVAR CARRERA
DIRECTORA
Guayaquil, julio 3 del 2015

Sra.
Msc. Martha Alcivar Carrera
Directora de la Unidad Educativa “Oswaldo Guayasamin”

Ciudad de mi consideración:

Yo, WINNY NATHALY TUTIVEN RUIZ, con C.C. 0926565474 estudiante egresada de la Facultad de Filosofía Letras y Ciencias de la Educación, solicito a usted autorice la ejecución del proyecto Ejecutivo que desarrollare en conjuntamente con mi compañera JESSICA KARINA BAJAÑA SALAZAR con, C.C. 0925476400, previo a la obtención del título de Licenciada en Ciencias de la Educación, mención Lenguas Inglesa y Lingüística, en la institución que usted muy acertada dirige, cuyo tema es: Ludic Activities (songs)

Para lo cual proponemos: DESIGN OF A DIDACTIC GUIDE WITH INTERACTIVE SONGS TO DEVELOP THE LISTENNING SKILLS , Esperamos su respuesta sea positiva quedo de antemano muy agradecida por su gentil atención.

Atentamente,

WINNY N. TUTIVEN R.
C.C: 0926565474

JESSICA K. BAJAÑA S.
C.C: 0925476400
CUADADANÍA
SANTA LUCÍA
SANTA LUCÍA
1985-09-06
GUAYAS
JESSICA KARINA SALAZAR
едуардо vince
DACITO CHAUCO
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SALAZAR PERALTA MERY JACQUELINE
GUAYAQUIL
2021-04-19
2021-04-19
ANNEX TWO
ARRIVING TO PUBLIC HIGH SCHOOL

Source: Unidad Educativa “Oswaldo Guayasamín”
Researchers: Jessica Bajaña y Winny Tutivén
INTERVIEW WITH THE PRINCIPAL

Source: Unidad Educativa “Oswaldo Guayasamín”
Researchers: Jessica Bajaña y Winny Tutién
TEACHERS CHECKING THE SURVEYS

Source: Unidad Educativa “Oswaldo Guayasamin”
Researchers: Jessica Bajaña y Winny Tutivén
STUDENTS RESOLVING THE SURVEYS

Source: Unidad Educativa “Oswaldo Guayasamin”
Researchers: Jessica Bajaña y Winny Tutivén
Personal Complaint Menu Roleplay
( Teaching Complaints and Responses) by Peter Snashall

Be sure that students are aware of complaint, apology and excuse grammar and vocabulary before you embark on this activity. It is suitable for pre-intermediate and intermediate levels.

Step 1 On the board write "NEIGHBOR COMPLAINT MENU" then ask around the class for sample complaints. Write them on the board. The board might look like this:

NEIGHBOR COMPLAINT MENU

They always have noisy parties.

The dog barks all night.

The children are really naughty.

There is always trash in front of the house etc. etc. etc.

Step 2 Put students in groups of 3 and have ready an A4 sheet of paper for each group. Each sheet of paper has one of the following headings:

NEIGHBOR COMPLAINT MENU
BROTHER/SISTER COMPLAINT MENU
FRIEND COMPLAINT MENU
BOSS COMPLAINT MENU
HUSBAND/WIFE COMPLAINT MENU
RESTAURANT STAFF COMPLAINT MENU
BOYFRIEND/GIRLFRIEND COMPLAINT MENU and so on....

Each group of students then chooses one of the complaints topics and begins to write complaints on their sheet of paper (as you modelled on the board).

Step 3 Rotate the complaint menus every 3 or 4 minutes so each group gets to work on each menu. In this way they get a feel for the different kind of complaints.

Step 4 Once the menus have rotated right round the class or the sheets of paper are full of complaints, tell the students to stop writing and model the final part of the activity - the roleplay. Pick up one menu (Neighborhood Complaint Menu) and address a pair of students saying

"Look, you are my neighbors and I'm not very happy. My first complaint is that you always have noisy parties."

The "neighbor" students will apologize and try to make excuses...and then you continue through the complaints...

"Also, there is always rubbish in front of your house.."

Step 5 Finally, select one student out of each group to be the complainer. Give this student one of the complaint menus. The students then begin to roleplay. Be sure to rotate the students and menus around to keep the topic material and responses fresh.
### Advice survey

**Example questions:**

1. **How should a teacher punish a student who never comes to class?**
2. **What should you do if a teacher gives you too much homework?**
3. **What would you do if you saw your friend cheat in an exam?**
   - a) say nothing  
   - b) tell the teacher  
   - c) talk to your friend
4. **What should you do if your roommate is noisy?**
5. **What would you do if your friend couldn’t repay your money?**

Write 5 more Advice Survey questions below:

<table>
<thead>
<tr>
<th>Advice Survey</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How should a teacher punish a student who .........................................................................................</td>
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<td>2. What should you do if a ......................................................................................................................</td>
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<tr>
<td>3. What would you do if ..........................................................................................................................</td>
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</tbody>
</table>
|   a) say nothing  
   b) tell the teacher  
   c) talk to your friend |
| 4. What should you do if your roommate .................................................................................................. |
| 5. What would you do if your friend ....................................................................................................... |

Write a short report after you have talked to five people.

For example: Most students think a teacher should punish a student who never comes to class by giving them a low grade. Some students................................................................. Many students said......................................................... One student said................................................................. Etc........
Ask a partner what he/she likes or dislikes about the city. Choose from the following or use your own ideas: public transportation, downtown, the coffee shops, the traffic jams, movie theaters, convenience stores, shopping, the restaurants, the universities, the apartments, the supermarkets etc.

<table>
<thead>
<tr>
<th></th>
<th>Me</th>
<th>My Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>The thing I like most about</td>
<td>public transportation</td>
<td></td>
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<tr>
<td>The thing I like least about</td>
<td>..................................</td>
<td>..................................</td>
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<tr>
<td>The thing I like most about</td>
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<td>The thing I like least about</td>
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<td>The thing I like most about</td>
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<tr>
<td>The thing I like most about</td>
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<tr>
<td>The thing I like least about</td>
<td>..................................</td>
<td>..................................</td>
</tr>
</tbody>
</table>
Write your own answers to the questions below. Then ask your partner the same questions. Then write a paragraph about your similarities and differences.

<table>
<thead>
<tr>
<th>Me</th>
<th>My Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like to play music?</td>
<td></td>
</tr>
<tr>
<td>Are you shy?</td>
<td></td>
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<tr>
<td>Do you like to talk about fashion?</td>
<td></td>
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<tr>
<td>Are you artistic?</td>
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<tr>
<td>Are you outgoing?</td>
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<tr>
<td>Do you love to exercise?</td>
<td></td>
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<tr>
<td>Do you like pets?</td>
<td></td>
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<tr>
<td>Do you like technology?</td>
<td></td>
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<tr>
<td>Do you like to tell stories or jokes?</td>
<td></td>
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<tr>
<td>Do you like challenges?</td>
<td></td>
</tr>
</tbody>
</table>

After writing your answers and interviewing your partner write a paragraph about your similarities and differences. Try to use the appropriate vocabulary.

For example:

I talked to Jen. We have some similarities. For example, both of us like to play music. I play guitar and X plays piano. Also, We aren’t shy. We always gossip a lot. etc............... 

However, we also have some differences. I am artistic. I like to design clothes but Jen isn't artistic. She likes technology and knows how to use many devices. etc......
1. Tell me about yourself.

2. What are your strengths? Best skills?

3. What is your major weakness?

4. What are your career goals? Future plans?

5. What things are most important to you in a work situation?

6. If you had a choice, would you prefer to work alone or as part of a team? Why?

7. What are your hobbies?

8. What salary are you expecting?

After you have interviewed a classmate write a paragraph about him or her.

**EXAMPLE**

I interviewed Lek. (1) She is 21 years old and lives in Bangplii. (2) She is responsible and hard-working. She said she always studies hard and does her homework. She is good at computers and knows how to use Microsoft Excel. (3) Her weakness: she is talkative and likes to gossip. (4) In the future she wants to study for a Masters degree. She plans to start her own business selling clothes. (5) She wants a job near her home. And she wants to work with friendly people. (6) She likes to work alone because she works harder alone. (7) Her hobby is cheerleading. (8) She expects a salary between 12,000 and 15,000 baht per month.
Complete the dialogue, then act it out in pairs.

A: Hi, Jane. ........................................... ?
B: I’m OK, thanks. ................................... ?
A: Fine, thanks, Dan. This is my friend Monique.
B: .........................................................
C: Hi, Dan. Nice to meet you too.
B: ......................................................... ?
C: I’m from France.
B: ......................................................... ?
C: No, I’m a student at a language school.

Complete the dialogue, then act it out in pairs.

A: ........................................... ?
B: Sandy Linehan.
A: ........................................... ?
B: L-I-N-E-H-A-N.
A: ........................................... ?
B: Fifteen.
A: ........................................... here in Hartfield?
B: 7, Melanie Lane.
A: And ........................................... ?
B: 0982 623 4910.

Complete the dialogue, then act it out in pairs.

A: ........................................... ?
B: Yes, very big. There are six in my family: my mum, my dad, my three sisters and me.
What about you? .........................................
......................................................... ?
A: I’ve got a little sister.
B: ......................................................... ?
A: Her name’s Kerry.
B: ......................................................... ?
A: She’s two years old.
B: ......................................................... ?
A: Yes, I’ve got a dog, Lula, and a cat, Remy.

Complete the dialogue, then act it out in pairs.

A: ........................................... ?
B: No, thanks. I’m not thirsty.
A: ........................................... a chocolate?
B: Yes, please.
A: Can I use your computer, please?
B: .........................................................
A: Where is it?
B: ......................................................... my room.
A: Can I write an email?
B: I’m afraid you can’t. ............................... an email address.
Example questions:

**Talkative** survey

1. Why are some people very talkative?
2. Do you usually like talkative people? Explain.
3. Where do you dislike talkative people?
   - a) classroom  
   - b) cafeteria  
   - c) department store  
   - d) other
4. When are you talkative?
5. What are you talkative about?

Choose one of the words or phrases from below and write 5 survey questions below:

sincere         outgoing        passionate       serious       weird       romantic       easygoing       cheerful
organized       energetic       silly         laid back       reliable       annoying       intelligent      shy       enthusiastic

<table>
<thead>
<tr>
<th>Survey</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
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</thead>
<tbody>
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<td>5.</td>
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</tbody>
</table>

Write a short report after you have talked to five people.

For example: Most students think people are talkative when they are excited. Some students think talkative people are annoying in the classroom. However, a few students like talkative people everywhere. Many students said they are talkative when they get good news. One student said she is talkative when she talks about clothes. Etc........
Perhaps the greatest advantage of residence hall living is the opportunity to live and work closely with all types of people. The key to getting to know your roommate and getting along with them is communication; it’s difficult to get to know one another without talking to each other.

The university has some basic expectations, which govern the special nature of interpersonal relationships in the residence halls. These are reasonable expectations that students should have for one another while sharing space in the residence halls. The Residence Hall Bill of Rights outlines these expectations.

Each student choosing to live on-campus at UNL has . . .

- The right to sleep during the night undisturbed.
- The right to study in one’s room free of noise and distractions during quiet hours.
- The right of access to one’s room and facilities at all times.
- The right to feel secure against physical or emotional harm.
- The right to a clean room.
- The right to have one’s belongings respected.
- The right to have guests in the room when they will not disturb one’s roommates’ right to sleep or study.
- The right to privacy.
- The right to redress grievances.

We believe that a structured opportunity to get acquainted and set some ground rules for your room will enhance the development of your roommate relationship and thus provide you with a more positive experience while living on campus. Use this worksheet as a guide to help you get acquainted with your roommate. A discussion of your intended living situation should include division of housekeeping tasks, sleep and study patterns, methods of conflict resolution, participation in the guest program, visitation, and use of your room and the resources located in it. Policies described in the University Housing Contract Policies and Instructions Booklet should be considered during your discussion when appropriate.

Following your completion of the worksheet and discussion with your roommate, you will complete a roommate agreement which should be turned in to your Resident Assistant (RA). This agreement will be reviewed periodically throughout the fall and at the beginning of the spring semester.

### PERSONAL BELONGINGS

This chart is provided to assist roommates in defining which belongings they are comfortable sharing. For each item listed, choose Yes, No, or Ask First. Share your answers with each other and discuss your reasoning. Add your own items at list’s end.

<table>
<thead>
<tr>
<th>Item</th>
<th>Name</th>
<th>Yes</th>
<th>No</th>
<th>Ask First</th>
<th>Name</th>
<th>Yes</th>
<th>No</th>
<th>Ask First</th>
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<tr>
<td>Stereo/Radio</td>
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<td>VCR/DVD Player</td>
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<td>Hair Dryer</td>
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<td>Clothing</td>
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<td>Food/Beverages</td>
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<td>Cooking Utensils</td>
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<td>School Supplies</td>
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Ask a partner what he/she likes or dislikes about topics concerning sport. Choose from the following or use your own ideas: the Olympics, the marathon, swimming, tennis, boxing, synchronized swimming, diving, gymnastics, badminton, running, table tennis, weight lifting, judo, shooting, cycling, volleyball, training, sports costumes/fashion, sports equipment etc.

<table>
<thead>
<tr>
<th>Me</th>
<th>My Partner</th>
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<tbody>
<tr>
<td><strong>The thing I like most about</strong></td>
<td><strong>the Olympics</strong></td>
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<td><strong>The thing I like least about</strong></td>
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<td><strong>The thing I like least about</strong></td>
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</tbody>
</table>
Ask a partner what he/she likes or dislikes about topics concerning weather. Choose from the following or use your own ideas: summer, the hot season, the wet/rainy season, cloudy weather, windy weather, winter, lightning, thunder, spring, fall, the cool season, freezing weather, storms, floods, heatwaves…..etc.

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<tr>
<th>The thing I like most about</th>
<th>Me</th>
<th>My Partner</th>
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<td>summer</td>
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</table>
Imagine you got to know the man above. Create a story of your first impression of him and how your first impression changed. Follow the time order of the pictures. Then answer the questions below.

1. Who is the person? __________________________________________________________
2. Where and when did you meet? ________________________________________________
3. Why did you meet? __________________________________________________________
4. What was your first impression? ______________________________________________
5. Why did you have this impression? ____________________________________________
6. When did you realise your first impression was wrong? __________________________
7. What happened to change your mind? __________________________________________
8. What do you think about the person now? ______________________________________
I hate it when

a. I have to wait in queues
b. mosquitoes fly around my head at night
c. I am broke
d. noone serves me
e. the coffee pot is empty
f. my car breaks down
g. I forget what I am going to say
h. my mail doesn’t come.
i. I lose a game

Create short conversations about annoyances using the vocabulary above.

A: What really annoys you?
B: ___________________________________
A: Why is that?
B: ___________________________________
A: And what can you do about it?
B: ___________________________________
Booking a hotel picture dialogue

or

TWO

or

ROOM # 9
Interview with a famous celebrity

Sure, go ahead.

Good morning, I’d like to ask you a few questions.

First, what do you feel is your biggest achievement?

What are you passionate about?

Where did you learn to sing, act, model, etc.

Who inspires you?

What’s your biggest challenge?

What is your favorite movie, song, etc.

What do you think about paparazzi?

What would you do if ...............................................................
...............................................................................................

What’s the next step in your career?

Thanks for your time. It was a pleasure to talk to you.
Applying for a job as a chef roleplay

Good morning

I hear you have a vacancy for a chef?

Welcome to 

Yes, but first I'd like to ask you a few questions.

How long ................................ chef?

Where ...................................worked?

What do you like to cook?

What's your favorite ingredient recipe dessert etc.

What do you like to do with garlic egg fish banana etc.

Where did you learn how to stirfry grill bake cook Italian food bake pies etc.

What would you do if a customer complained about 
.................................................................

Finally, do you have any questions?

Yes, what ................................salary?
how many hours.........................?
when.................................?
who.................................work with?

etc.

Thanks for your time. We'll be in touch.
Label the pictures with the vocabulary below and then ask & answer questions with a partner.

shopping, ride, shopping cart, drums, coat, escalator, shampoo, pet, equipment, guitar, mirror, broke
Talking about roommates
speaking exercise

1. I don’t like roommates who are ____________

2. I hate ____________ roommates

3. ____________ roommates really annoy me.

4. I want a roommate who is willing to ____________.

5. I would let my roommate drink _______ sometimes.

6. I would be happy if my roommate’s girl/boy friend stayed _______.

7. I would complain if my roommate ____________.

8. I want my roommate to be a _______ student.

9. I want a roommate who _______ parties.

Complete the sentences with the words below:

snored, alcohol, cruel, enjoys, messy, noisy, diligent, share, overnight

Discuss with a partner whether you agree/disagree with the statements above. Then answer the questions below:

A: What kind of roommate do you want?
B: ________________________________

A: What type of behavior would annoy?
B: ________________________________

A: And what would you be willing to share? (eg, food, clothes, homework, Iphone)
B: ________________________________

A: What things wouldn’t you share?
B: ________________________________

A: What would make you kick out a roommate?
B: ________________________________
Match the words and phrases below to the pictures (more than one phrase can match some pictures):

- go downtown
- buy organic vegetables
- go window shopping
- decorate your house
- read music
- drive to the countryside
- buy plants
- visit temples
- go to crowded places
- relax in the park
- go to nightclubs
- protect the environment
- live in the suburbs
- open spaces
- go to festivals
- live in an apartment
- listen to music
- visit museums

Use the pictures above as cues to write 5 questions to create your own lifestyle survey. Eg. Can you read music? or What kind of music do you like? or How often do you go to a park? Or Do you buy organic vegetables? or Do you like crowded places or open spaces? or create your own questions using your own ideas.

<table>
<thead>
<tr>
<th>Lifestyle Survey</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
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What are your 7 New Year Resolutions? Write them below & explain why you want to make each resolution.

1.

2.

3.

4.

5.

6.

7.
Hey, what do you think about this **audience**?

In my opinion....

**How can we damage her reputation?**

Just tell the boss.....

**Wow, this is so embarrassing!**

Um uh...I'm really sorry that.....

Don't **threaten** me again or I'll .....

**Can we handle all this debt?**

**Yes, if......... ....**

The reason I took this **risk** was...