UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA
EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

EDUCATIONAL PROJECT

TOPIC:
How to enrich the listening skills.

PROPOSAL:
Design and apply of a booklet with basic fill –in in the
blanks of song lyrics

In Partial Fulfillment of the Requirements for the

DEGREE OF:
LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN
MAJOR IN: LENGUA Y LINGÜÍSTICA INGLES

RESEARCHER:
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GUAYAQUIL – ECUADOR
2017
UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

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De mis consideraciones:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización Lenguas y Lingüística, tengo a bien informar lo siguiente:

Que las estudiantes:
Sanchez Enriquez Ivonne Lisette
Chavez Dumes Paul Johann

Diseño y ejecuto el Proyecto Educativo

Temas:
How to Enrich the Listening Skills
Propuesta:
Design and Apply of a Booklet with Basic Fill-in in the Blanks of Song Lyrics
El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

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

Muy Atentamente

[Signature]

Msc. Eduardo Torres
Profesor – Asesor
DEDICATION

I dedicate this work to my family, the reason why I am in this journey, to my mom and dad, they really knew how to bring me up and knew how to push me in fulfilling my career

Ivonne Sanchez
DEDICATION

To my children, the reason why I struggle for day by day, to my husband my faithful companion, without his patience and push would not have challenged to finish this work.

To my parents undoubtedly the reason of my existence

Paul Chavez
ACKNOWLEDGMENTS

To my parents for their unconditional love and support.

To the students who inspired us to improve our labor and methodologies.

Ivonne Sanchez
Paul Chavez
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TITULO Y SUBTITULO: How to enrich the listening skills. Design and apply of a booklet with basic fill –in in the blanks of song lyrics.

AUTOR/ES: Ivonne Lissette Sanchez Enriquez
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INSTITUCION: Universidad de Guayaquil

FACULTAD: Filosofía

CARRERA: Lenguas y Lingüística

FECHA DE PUBLICACION: 2017
No. DE PAGS: 183

TITULO OBTENIDO:

AREA: ENGLISH

Listening

PALABRAS CLAVE: mother tongue interference, EFL learners, listening and writing skills, interference errors, second language.

The importance of teaching nowadays is sway by many problems affecting the real amply of diverse skills and methods on public schools in our city.

The practice of unverified ways of teaching also called methodology, the deficiency of containing doctrines specially on the English teaching area, let us know how education is not a detach situation or place apart needs.

We were immerse in our teaching practice as English teachers to the students of 7th grade at “Maria Barquet de Isaias” public school and we found that teachers are still using all those old fashionable forms of teaching which ponder in the advantage of students’ education.

We really worry about this situation so we started over a research about this issue and after we socialize the conflict with our fellowship teachers, parents, students, administrative stuff and educational authorities who has helped us to resolve this problematical matter.

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The approaching of the investigation was focused on different search methods as the heuristic and the scientific methods; it also includes investigation techniques as surveys and interviews that provided statistic data represented by graphics and charts of frequency. Throughout the analysis of the results we drew conclusions and made recommendations.

Finally, some evidence as administrative documents, written interviews and pictures were added in the annex section.

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**REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**  
**FICHA DE REGISTRO DE TESIS**

**TITULO Y SUBTITULO:** Como enriquecer la habilidad de escuchar en Inglés. Diseño y aplicación de un folleto con ejercicios básicos de letras de canciones para completar.

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**CARRERA:** CIENCIAS DE LA EDUCACIÓN, ESPECIALIZACIÓN LENGUA INGLESA Y LINGÜÍSTICA

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**TÍTULO OBTENIDO:** LICENCIATURA EN LENGUA INGLESA Y LINGÜÍSTICA

**AREA:**  
PEDAGOGÍA, DIDÁCTICA, EDUCACIÓN, IDIOMA INGLÉS

**PALABRAS CLAVE:**  
CONSTRUCTIVISM LISTENING SKILLS MUSICAL INTELLIGENCE

La importancia de la enseñanza de hoy en día es influenciada por muchos problemas que afectan ampliamente las diversas habilidades y métodos de las escuelas públicas de nuestra ciudad.

Nos sumergimos en nuestra práctica docente como profesores de inglés a los alumnos de séptimo grado en la escuela pública "María Barquet de Isaías" y nos encontramos con que los maestros siguen utilizando todas esas viejas formas de enseñanza que no permite el total desarrollo de los estudiantes.

El propósito de este trabajo es dar a conocer a los alumnos de séptimo año básico en la escuela pública "María Barquet de Isaías" en el estudio del inglés como lengua extranjera especialmente con el uso de un cuaderno de actividades con relleno básico -en los espacios en blanco de la letra de las canciones y actividades de vocabulario para enriquecer la habilidad de escuchar.

La aproximación de la investigación se centró en los diferentes métodos de búsqueda como la heurística y los métodos científicos; también incluyó técnicas de investigación como encuestas y entrevistas que proporcionaron datos estadísticos representados por gráficos y tablas de frecuencia.

Finalmente, se añadieron algunas pruebas como documentos administrativos, entrevistas escritas y fotos en la sección anexo.

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ABSTRACT

One of the biggest problems English learners face is the difficulty of understanding a conversation, a dialogue, a song, a movie; and that is a situation which is faced with great fear.

As students of English, we also had that problem and we realized with great regret the absence of a booklet of listening with fun activities for the development of this skill. Therefore we considered the possibility of developing this material. We used many internet sources; investigated books on how to teach listening but they did not propose activities.

We were really worried about this situation so we started over a research about this issue and we socialized the conflict with our fellowship teachers, parents, students, administrative staff and educational authorities who has helped us to resolve this problematical matter.

The approaching of the investigation was focused on different search methods as the heuristic and the scientific methods; it also includes investigation techniques as surveys and interviews that provided statistic data represented by graphics and charts of frequency. Throughout the analysis of the results we drew conclusions and made recommendations.

Finally, some evidence as administrative documents, written interviews and pictures were added in the annex section.

Knowing the preferences of today's students, we developed a booklet with current songs that they liked, but most important of all was the improvement of the listening skill.
RESUMEN

La importancia de la enseñanza de hoy en día es influenciada por muchos problemas que afectan ampliamente las diversas habilidades y métodos de las escuelas públicas de nuestra ciudad.

Nos sumergimos en nuestra práctica docente como profesores de inglés a los alumnos de séptimo grado en la escuela pública "María Barquet de Isaías" y nos encontramos con que los maestros siguen utilizando todas esas viejas formas de enseñanza que no permite el total desarrollo de los estudiantes.

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Finalmente, se añadieron algunas pruebas como documentos administrativos, entrevistas escritas y fotos en la sección anexo.
INTRODUCTION

The importance of teaching nowadays is sway by many problems affecting the real amplify of diverse skills and methods on public schools in our city.

The practice of unverified ways of teaching also called methodology, the deficiency of containing doctrines specially on the English teaching area, let us know how education is not a detach situation or place apart needs.

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The approaching of the investigation was focused on different search methods as the heuristic and the scientific methods; it also includes investigation techniques as surveys and interviews that provided statistic data represented by graphics and charts of frequency. Throughout the analysis of the results we drew conclusions and made recommendations. Finally, some evidence as administrative documents, written interviews and pictures were added in the annex section.
This work was divided in four chapters:

**CHAPTER ONE:**

Is devoted to THE PROBLEM, which includes several items such as its statements, the contextualized location of the problem, the situation found, the causes and consequences, delimitation, formulation, the variables, evaluation of the problem, objectives of the research, the general questionings into the project and finally the justification and importance of the research.

**CHAPTER TWO:**

Contains THE THEORETICAL FRAME, outlining the antecedents, the diverse theoretical foundations (philosophical, epistemological, Sociological, psychological, pedagogical) follow by the legal, contextual administrative frames, a brief abstract about English learning with a couple of exercises done in class. Finally a group of technical words used in education.

**CHAPTER THREE:**

Proposes an illustration METHODOLOGY used for the investigation; types, levels, procedures, methods, techniques and instruments applied to the samplings (interviews, surveys, etc.). It also refers to the ANALYSIS OF RESULTS, presenting statistical graphics, percentages and comments about the data collected followed by personal conclusions and recommendations.
CHAPTER FOUR:

Shows THE PROPOSAL about chapters dealing basically with the resources of the investigation, the mission and vision of the project and a conclusion with the policies taken in pro of the beneficiaries of the project’s execution. The list of references precedes the appendices, necessary requirements to prove the development of the project.
CHAPTER I
The Problem

Outline of the Problem
Research:

During our research and after careful observations with students from the seventh year of basic education at "Maria Barquet de Isaias" public school, we could detect some deficiencies in the English learning process, among which we can mention the absence of teaching materials, dynamism in the classroom and a teaching methodology for the development of the listening skills. This problem results in students who do not understand basic dialogues.

At the end of our field investigation we decided to find a solution to this situation. Once our project was approved, we started to work on a proposal that benefits students and serves as a teaching model in this school. We felt inspired by contributing with this community of students.

Thesis Statement

Our thesis statement responds to the following criteria:

At "Maria Barquet De Isaias" public school language teaching-learning process in listening COMPREHENSION is a failure due the absence of motivation, interesting material and lack of practice to improve the listening skills.

Location of the Problem in Context:

Our enthusiasm and hope for success depend on what we do and what we aspire to be or to have. These ideas led us to study English as a Foreign Language and eventually become teachers. This equation made us work hard for five years at the school of Languages and Linguistics.
Among the necessary requirements before being ready to obtain our degree of graduates was the completion of the teaching practice. Forty hours dedicated to share our knowledge at the “Maria Barquet de Isaias” located on Colinas del Sol at kilometer 8, 5 on the way to Daule became a struggle for all difficulties we had to overcome with no positive results.

**Causes of the Problem:**

At this point we had already analyzed the reasons for the students’ lack of knowledge and interest. Once we have established the problem, it is convenient to number the causes for the stated situation.

- Traditional education in Public Schools.
- Students do not have Motivation
- Students listen boring stories.
- Students are not assigned to read and listen.
- Difficult exercises and inadequate motivation in the Listening.

**Consequences of the Problem**

Consequence is a result of an action, usually implying that it is a negative one. It can more specifically refer to actions by others in response to an action. A related word is *repercussions.*

The Consequences of the problem are:

- Low listening and reading skills.
- Poor Vocabulary.
- Classes are boring and uninteresting
- Classes do not fulfill neither the teachers nor the students’ expectations.

Students do not receive a financial support to acquire modern material in EFL, in other words, the students, target of the process; do not possess the minimum knowledge of English.
Delimitation of the Problem Investigation

Formal Primary Education

English as a Foreign Language

Public High School

Enrich the listening comprehension skills.

Design of an activity booklet with basic fill –in the blanks of song lyrics and vocabulary activities.

Formulation of the Problem: Hypothesis

What incidence will cause the Design of an activity booklet with fill –in the blanks of song lyrics and vocabulary activities to enrich the listening skills?

VARIABLES

Independent Variable

It is possible for us to clearly identify the independent variable of the investigation, since respond to a need in the educative system trying to solve, partially a significant difficulty through the “Design of an activity booklet with basic fill –in the blanks of song lyrics and vocabulary activities “to be used with the students of 7th grade at “Maria Barquet de Isaias” public elementary school.

Dependent Variable

The dependent variable is also known as the outcome.

It is the factor the experimenter observes and measures to determine the effect of the independent variable.
These are the dependent variables in our research study:

- To enrich the listening comprehension
- To strengthen the interest in the listening
- To increase the motivation for the listening in the students

**Evaluation of the Project's Research**

We found ten aspects that followed us to evaluate the project, for the sake of time and space we will mention only six of them:

**CLEAR:** Our project is clear because we aim to give a concrete solution to the problem presented by students of the school “Maria Barquet De Isaias”, by applying listening activities to solve this weakness.

**EVIDENT:** If the reader visits the “Maria Barquet de Isaias” public school he/she immediately will realize that the assertions made at the beginning of this chapter have an entire support.

**SPECIFIC:** This project is specific because the main priority is to strengthen the listening skill through the application of listening activities.

**FEASIBLE:** This educational project is practical because besides the financial resources to design and distribute booklets and the proposed material we will use in the classroom, we have the support of the Chairwoman, and the enthusiasm of teachers and students to develop this task.
CONCRETE: The non-existence of a teacher of English is a concrete phenomenon that justified a concrete solution for the problem. This problem forced the researchers to embrace solid considerations.

ORIGINAL: This project is original because there is no evidence of a similar work of this nature at this school before, consulting different sources, we found that our proposal has not been applied before in this institution.

Aims of the Investigation:

General

“To enhance communicative skills through the development of interactive and practical activities in order to improve listening and understanding abilities to 7th Basic students of Maria Barquet de Isaias Public Elementary School”.

Specific

To assess understanding through the dictation of elementary vocabulary.
To reinforce basic grammar structures.
To evaluate teachers’ strategies when developing listening tasks.
To analyze the strengths and weaknesses in listening activities.
To motivate the teaching-learning process through the analysis of music preferences in 7th graders.

Inquiry into the Investigation: The Approach to the Problem.

“Inquiry learning is not about memorizing facts - it is about formulation questions and finding appropriate resolutions to questions and issues. Inquiry can be a complex undertaking and it therefore requires dedicated instructional design and support to facilitate that students experience the excitement of solving a task or problem on their own. Carefully designed inquiry learning environments can assist students in the process of transforming information and data into useful knowledge” (Computer Supported Inquiry Learning, retrieved 18:31, 28 June 2007 (MEST)).

Inquiry-based learning is often described as a cycle or a spiral, which implies formulation of a question, investigation, creation of a solution or an appropriate response, discussion and reflexing in connection with results (Bishop et al., 2004).
IBL is a student-centered and student-lead process. The purpose is to engage the student in active learning, ideally based on their own questions. Learning activities are organized in a cyclic way, independently of the subject. Each question leads to the creation of new ideas and other questions.

Interrogative expressions determine the status of the case to ask the question: who, what, where, how, when, etc., are the words that indicate a particular issue, for example:

- Why are we promoting the execution of this project?
- Why kind of research are we planning to perform?
- Who will be the academic supporters of this project?
- When will the execution of this project start?
- Where will be the project conducted?
- How will we investigate?
- With what elements are we counting to carry out the research?
- Who will financially support this project?
- What resources are available for our research?

**Justification and Importance of the Research**

“Quality of teaching will come about through the use of instructional material that are based on findings of current theory and research” (Richards, 2013).

As Richards stated in his book “Creativity in Language Teaching”, it is essential the theoretical investigation which will be the base of a meaningful learning process. It
also highlights the priority in the preparation and selection of relevant material
to design tasks which will improve learners’ auditory abilities.

Nowadays, English has been considered as an imperative tool to open doors and it
is necessary to reinforce significant communicative skills as listening since early
ages, taking into consideration that children have the ability to process rapidly
cognitive processes when learning a target language. Therefore, the
development of this educative project which is essential to help learners to improve
listening and understanding abilities.

Additionally, it is important to know that not only the pupils will be benefitted but also
English teachers, since the application of our proposal will contribute to the teaching-
learning process of the students as well as it will provide important strategies that
can help educators to prepare the correct environment by blending the English
knowledge with their students’ interests.

To conclude about the significance of this project, it is important to realize
that everything is correlated with education with an only major goal which is to
support the continuous learning cycle catching the attention of our students making
them feel comfortable with what they are learning and fully aware of the necessity
of English communicative skills in today and future’s world.
CHAPTER II
THEORETICAL FRAMEWORK

BACKGROUND: Problems in Public High Schools

English language learning is vital for high school students’ development; however, the level of knowledge of the language has had problems. Because of this, this study has been carried out to identify and analyze the factors that influence the teaching-learning process of public Ecuadorian high schools. Through the analysis of the factors in this study, it was found that the system has some failures; observations to teachers were useful to confirm these failures and to investigate these problems more deeply. The participants of this study were fifteen teachers from Ecuadorian public high schools located in Guayaquil city.

The analysis was carried out according to the information obtained from the teachers and students’ opinion. Some of the most important aspects found were that teachers have to improve the English language command, that institutions do not supervise teachers correctly, also that the number of students is high in relation to the size of classrooms, and finally that students’ English level is low.

According to a report presented by EF Education First (2011), which is a prestigious international institution that has carried out several examinations not only in the country but also in the region, it states that Ecuador has a low level of English.

This study, however, aims to investigate the influence of the Spanish language on second language listening and writing skills at several Ecuadorian senior high schools in Guayaquil. To achieve this, 351 students and 42 teachers from second year senior high schools (public and private) were asked to participate in this study. The instruments for data collection were student and teacher questionnaires, as well as a written test in which students were asked to write a narrative passage. The information gathered from the instruments was organized and tabulated to determine the various interference variables. Afterwards, the most representative
samples from the narrative texts were analyzed based on their semantic, morphological and syntactical features. The results from this study indicate that English grammar and vocabulary were the linguistic areas that suffered the highest level of language interference. The most common Spanish interference errors were misuse of verbs, omission of personal and object pronouns, misuse of prepositions, overuse of articles, and inappropriate unnatural word order. Finally, some suggestions are given to teachers in order to help students prevent further Spanish interference problems during listening and writing classes.

According to Rani (2006), "English is a language used to reach across the borders and bridge the gaps. It is used to communicate anything from microchip to oil." (p. 96). Nowadays, English is the language of the world, hence, it is mandatory that teachers employ the most appropriate techniques to ensure that their students acquire the language naturally.

Based on what Pinkley (2012) stated, "Language teachers understand how students acquire a second language, have realistic expectations about the length of time and the amount of practice needed, and draw on a repertoire of activities that encourage interaction." (p. 67) That is to say that English teachers have to comprehend the different needs of every student, since not all of them learn in the same way.

According to Crosby and Harden (2000):

A good teacher can be defined as a teacher who helps the student to learn. He or she contributes to this in a number of ways. The teacher’s role goes well beyond information giving, with the teacher having a range of key roles to play in the education process. (p. 4).

Analyzing that, the teacher is the facilitator in a number of different roles, hence the importance of this actor within the educational theatre.
Types of Problems in Public Education

Graddol (1997) states that English language has been adapted as language of globalization, culture and international economy. Therefore it is essential that we as teachers provide the necessary tools to our students in order to make them embrace this global language and develop communicative skills. In Ecuadorian public schools, we can evidence some facts that are affecting the development of this language, one of them is the lack of academic achievement that learners have experienced for decades. Additionally, the psychological outcome and the physical health problems that students present in the different levels of these schools.

Our theoretical framework is a conceptual model of how we theorized and made logical sense of the relationship among the several factors that have been identified as important to the research problem concerned. To put it simply our theoretical framework involves identifying the network of relationship among the variables considered important to the study. It provides the conceptual foundation to proceed further with the research. The theory has been developed based on the documentation of previous research studies undertaken in the observation; therefore, this theoretical framework is a compilation of organized concepts or ideas after the analysis of the information obtained. It guides the research to determine what thing will be measured and what statistical relationship will be looked for. Different theories, models, paradigms, perspective related to the problem and the hypothesis will be presented as we perform our research.

This theoretical framework will play a major role in our research:

a) It introduces the researcher to a new view of research problem. This enables us to understand the total realm of problem.
b) It will enable the researchers to conceptualize the topic. It will help us to acknowledge the problem from a wider perspective and not from a narrow personalized self-interest approach. It enhances our objectivity. This theoretical framework is also important in exploratory studies, where we really do not know much about what is going on, and we are trying to learn more.

**Antecedents of this Study**

Research

Madrid and McLaren (2006) consider listening as a complex process, which needs to be understood in order to be taught it. Subsequently, evaluate it before integrating it with phonological aspects and with the skills of speaking. The idea of this research approach to questions of language teaching and the problems to solve is certainly not as unfamiliar as it was a decade ago. Nevertheless, many language teachers even these days are skeptical about research on language learning. The idea of doing this kind of research is acceptable nowadays, basically for the need of future teachers to getting their college academic degree.

**LOGICAL STRUCTURE**

Expounding

We will expound the structure or framework of this research within the situation that will be investigated.

Validating

This refers to validate the application of this particular logical structure or theoretical framework of the problem in terms of its anticipated advantages and consequences. The structure or framework, therefore, embodies methodological phases of the inquiry such as sampling procedures, choice of research questions, statistical designs, hypotheses, etc.

**Theoretical Foundations**
What is Theory?

Mention that theory explains how some aspect of human behavior or performance is organized. It thus enables us to make predictions about that behavior.

The components of theory are concepts (ideally well defined) and principles. They refer to the basic with which the theory can become explainable and sustainable; it can range from some assumptions which serves to really make the situation simpler. If we do that, then we have to be aware that certain real world conditions must be met for the conclusions the model gives to be right: in short, when we get away from reality, our conclusions are conditional statements, or axioms that are other established principles or a method of inquiry.

Theoretical Foundations (definitions) are common in both philosophy and science, and can be difficult to understand because of their strict and often conceptual uses. The goal is to eliminate vagueness and ambiguity.

Theory is constantly revised as new knowledge is discovered through research. Three stages of theory development in any new "science"

1) Speculative - attempts to explain what is happening.
2) Descriptive - gathers descriptive data to describe what is really happening.
3) Constructive - revises old theories and develops new ones based on continuing research.

Psychological Foundation

Let's briefly connect the psychological science to the EFL teaching-learning process naming some behaviorist mental moments: According to Kerlinger (1965), on her book Foundations of Behavioral Research:

Psychological Foundations focuses on the psychological underpinnings of high-level cognition and learning throughout the
lifespan, particularly in STEM (Science, Technology, Engineering, and Mathematics) domains and reading: scientific reasoning, technologies that support learning, mathematical problem solving, reading, and language comprehension.

Cognitive, developmental, and social approaches are implemented in diverse settings ranging from the laboratory to the classroom. (Kerlinger, 1965: 233)

And also:

a. The human being conducts a set of evolved information-processing mechanisms instantiated in the human nervous system;

b. These mechanisms, and the developmental programs that produce them, are adaptations, produced natural selections over evolutionary time in ancestral environments;

c. Many of these mechanisms are functionally specialized to produce behavior that solves particular adaptive problems, such as make selections, language acquisition, family relations and cooperation;

d. To be functionally specialized, many of these mechanisms must be richly structured in a content-specific way:

e. These mechanisms generate some of the particular contents of human culture, including certain behaviors, artifacts, and linguistically transmitted representations;

f. The cultural content generated by these and other mechanisms is then present to be adopted or modified by psychological mechanisms situated in other members of the population (the students);

g. This sets up epidemiological and historical population-level processes; and,

h. These processes are located in particular ecological, economic, demographic, and intergroup social contexts or environments (to which our students belong).
On this view, culture and consequently, education, are the manufactured products of evolved psychological mechanisms situated on individuals, our students, living and interacting in groups, the classroom.

**Personal Opinion**

Learning is a relatively permanent change in behavior, reflecting an acquisition of knowledge or skills through experience and may include research, observation and practice.

**Pedagogical Foundation:**

Specifically, Cooper (1990) studied and examined the pedagogical foundations of modern educational as (computer video) games. A total of 50 articles and 55 educational games met specified selection criteria. The pedagogical foundations of the games were further investigated by contacting the authors of the games. Twenty-two games were based on established learning theories or instructional strategies and two games included basic instructional events that were not associated with any particular theory or strategy. No information regarding the pedagogical foundations of the 31 games was found or received. Analysis of the games and supporting literature revealed several patterns of practice that may be used to guide future research and development of educational games.

The pedagogical foundation, according to Dewey (1922), who embraced this child-centered pedagogy favored education built upon an experience-based curriculum developed by both students and teachers. Teachers played a special role in the Progressive formulation for education as they merged their deep knowledge of, and affection for, children with the intellectual demands of the subject matter. Contrary to his detractors, then and now, Dewey, while admittedly antiauthoritarian, did not take child-centered curriculum and pedagogy to mean the complete abandonment of traditional subject matter or
instructional guidance and control. In fact, Dewey criticized derivations of those theories that treated education as a mere source of amusement or as a justification for rote vocationalism. Rather, stirred by his desire to reaffirm American democracy, Dewey's time- and resource-exhaustive educational program depended on close student–teacher interactions that, Dewey argued, required nothing less than the utter reorganization of traditional subject matter.

Although the practice of pure Deweyism was rare, his educational ideas were implemented in private and public school systems alike. During his time as head of the Department of Philosophy at the University of Chicago (which also included the fields of psychology and pedagogy), Dewey and his wife Alice established a University Laboratory School. An institutional center for educational experimentation, the Lab School sought to make experience and hands-on learning the heart of the educational enterprise, and Dewey carved out a special place for teachers. Dewey was interested in obtaining psychological insight into the child's individual capacities and interests. Education was ultimately about growth, Dewey argued, and the school played a crucial role in creating an environment that was responsive to the child's interests and needs, and would allow the child to flourish.

Similarly, Colonel Francis W. Parker (1894), a contemporary of Dewey and devout Emersonian, embraced an abiding respect for the beauty and wonder of nature, privileged the happiness of the individual over all else, and linked education and experience in pedagogical practice. During his time as superintendent of schools in Quincy, Massachusetts, and later as the head of the Cook Country Normal School in Chicago, Parker rejected discipline, authority, regimentation, and traditional pedagogical techniques and emphasized warmth, spontaneity, and the joy of learning. Both Dewey and Parker believed in learning by doing, arguing that genuine delight, rather than drudgery, should be the by-product of manual work. By linking the home and school, and viewing both as integral parts of a larger community, Progressive educators sought to create an educational environment wherein children could see that the hands-on work they did had some bearing on society.
While Progressive education has most often been associated with private independent schools such as Dewey's Laboratory School, Margaret Naumburg's Walden School, and Lincoln School of Teacher's College, Progressive ideas were also implemented in large school systems, the most well-known being those in Winnetka, Illinois, and Gary, Indiana. Located some twenty miles north of Chicago on its affluent North Shore, the Winnetka schools, under the leadership of superintendent Carleton Washburne, rejected traditional classroom practice in favor of individualized instruction that let children learn at their own pace. Washburne and his staff in the Winnetka schools believed that all children had a right to be happy and live natural and full lives, and they yoked the needs of the individual to those of the community. They used the child's natural curiosity as the point of departure in the classroom and developed a teacher education program at the Graduate Teachers College of Winnetka to train teachers in this philosophy; in short, the Winnetka schools balanced Progressive ideals with basic skills and academic rigor.

Like the Winnetka schools, the Gary school system was another Progressive school system, led by superintendent William A. Wirt, who studied with Dewey at the University of Chicago. The Gary school system attracted national attention for its platoon and work-study-play systems, which increased the capacity of the schools at the same time that they allowed children to spend considerable time doing hands-on work in laboratories, shops, and on the playground. The schools also stayed open well into the evening hours and offered community-based adult education courses. In short, by focusing on learning-by-doing and adopting an educational program that focused on larger social and community needs, the Winnetka and Gary schools closely mirrored Dewey's own Progressive educational theories.

**Contributors to Pedagogy**

It is important to know that there were many people that contributed to new theories of education, such as Benjamin Bloom with his taxonomy, we can also mention John Dewey and his theory of learning through games as well as
Paulo Freire, Eugenio María de Hostos, Johan Heinrich Pestalozzi and Maria Montessori, important characters in the development of that constructivism.

**Sociological Foundation**

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. It has added a new dimension to education as an interdisciplinary approach. The education cannot be separated from society and so from sociology because the high School is a miniature society with organizational factors, like parents, teachers, students, authorities and they have culture, a society cannot survey without culture, as in every dynamic society, they have problems, so in every high school, these are typical situations. The sociological foundation helps to find the opportunities for the progress and development.

In addition, this foundation changes the negative behavior of students and community for doing that exist the mental change and a positive attitude for solving the problems and finding the solutions in the education, the common problem in society are legal aspect, different opinions or ideas and variety of viewpoints, but with the sociological foundation are finding the solutions and the agreements for these views.

**Philosophical Foundation**

**Origin of the term "philosophy"**

It comes from to Greek words, philein, to love, and sophia, wisdom. The Greek philosopher Pythagoras (c.572-497 B.C.) is said to have called himself a lover of wisdom. In ancient Greece there was a class of traveling teachers called the Sophists, who because of their wisdom claimed they were able to make people wise. Socrates (c.470-399 B.C.) refused to call himself wise, sophist, that is, having wisdom, but only a lover of wisdom, a philosopher. Philosophy is not wisdom, but only the love of wisdom, implying thereby the pursuit of wisdom rather than its attainment:
Practical Philosophy

The division of philosophy into a practical and a theoretical discipline has its origin in Aristotle's moral philosophy and natural philosophy categories. In Denmark, Finland, Poland, and Sweden courses in theoretical and practical philosophy are taught separately, and are separate degrees. Other countries may use a similar scheme— some Scottish universities, for example, divide philosophy into logic, metaphysics, and ethics—but in most universities around the world philosophy is taught as a single subject. There is also a unified philosophy subject in some Swedish universities, such as Södertörns Högskola.

Theoretical philosophy is sometimes confused with Analytic philosophy, but the latter is a philosophical movement, embracing certain ideas and methods but dealing with all philosophical subject matters, while the former is a way of sorting philosophical questions into two different categories in the context of a curriculum.

The goal is to eliminate vagueness and ambiguity. Theoretical definitions specify exactly when the word should and should not be applied. In this regard they are unlike persuasive definitions, which can be both vague and ambiguous. Theoretical definitions do, however, have one thing in common with persuasive definitions: they are normative, and not merely descriptive. To create a theoretical definition is to propose a way of thinking about an issue. Indeed, theoretical definitions contain built-in theories; they cannot be simply reduced to describing a set of observations.

Epistemological Foundation

How do we come to know what we know? What is knowledge? What is truth? What is reality? These are important questions not only for epistemologists or philosophers who study knowledge, but, as well for those interested in science, language, values, educational psychology, and even for computer programmers developing artificial intelligence systems. Whether we see knowledge as absolute, separate from the knower and corresponding to a knowable, external
reality or whether we see it as part of the knower and relative to the individual's experiences with his environment has far-reaching implications.

Wilson (1997) in his description of the evolution of world views notes that, in ancient times, people believed that only God could provide glimpses of the 'real' world. Mathematics and logic had an important role to play in making this knowledge manifest. During the Renaissance, the scientific method evolved as the perceived method of uncovering 'the truth'. The German philosopher Kant later denied this possibility of arriving at a precise grasp of absolute knowledge. Still, the modern view trusted in the ability of science to reveal 'the world'. Postmodernists, argues Wilson, preferred to reject "the idealized view of truth inherited from the ancients and replace it with a dynamic, changing truth bounded by time, space and perspective" (p.2 of online version).

Thus, in the history of epistemology, the trend has been to move from a static, passive view of knowledge towards a more adaptive and active view (Heylighen, 1993). Early theories emphasized knowledge as being the awareness of objects that exist independent of any subject. According to this objectivist view, objects have intrinsic meaning, and knowledge is a reflection of a correspondence to reality. In this tradition, knowledge should represent a real world that is thought of as existing, separate and independent of the knower; and this knowledge should be considered true only if it correctly reflects that independent world. Jonassen (1991) provides a summary of objectivism. Knowledge is stable because the essential properties of objects are knowable and relatively unchanging.

The important metaphysical assumption of objectivism is that the world is real, it is structured, and that structure can be modeled for the learner. Objectivism holds that the purpose of the mind is to "mirror" that reality and its structure through thought processes that are analyzable and decomposable. The meaning that is produced by these thought processes are external to the understander, and it is determined by the structure of the real world.

In contrast, the constructivist view argues that knowledge and reality do not have an objective or absolute value or, at the least, that we have no way of knowing
this reality. Von Glasersfeld (1995) indicates in relation to the concept of reality: "It is made up of the network of things and relationships that we rely on in our living, and on which, we believe, others rely on, too". The knower interprets and constructs a reality based on his experiences and interactions with his environment.

On an epistemological continuum, objectivism and constructivism would represent opposite extremes. Various types of constructivism have emerged. We can distinguish between radical, social, physical, evolutionary, postmodern constructivism, social constructionism, information-processing constructivism and cybernetic systems to name but some types more commonly referred to. Von Glasersfeld (1995) points out that "there are as many varieties of constructivism as there are researchers". Psychologist Ernst Von Glasersfeld whose thinking has been profoundly influenced by the theories of Piaget, is typically associated with radical constructivism, "because it breaks with convention and develops a theory of knowledge in which knowledge does not reflect an objective, ontological reality but exclusively an ordering and organization of a world constituted by our experience". Von Glasersfeld defines radical constructivism according to the conceptions of knowledge. He sees knowledge as being actively received either through the senses or by way of communication. It is actively constructed by the cognizing subject. Cognition is adaptive and allows one to organize the experiential world, not to discover an objective reality (Von Glasersfeld, 1995).

In contrast to Von Glasersfeld's position of radical constructivism, for many, social constructivism has emerged as a more palatable form of the philosophy. Heylighen (2003) explains “social constructivism sees consensus between different subjects as the ultimate criterion to judge knowledge”. (p. 524)

Heylighen (2003) also states:

A recent view is that of constructivism. It assumes that the subject of knowledge builds up all knowledge from scratch. There are no “givens”, neither objective empirical data or facts, nor inborn categories or cognitive structures. The idea of a correspondence or reflection of external reality is
rejected. Because of this lacking connection between models and the things they represent, the danger with constructivism is that it may lead to relativism, to the idea that any model constructed by a subject is as good as any other and that there is no way to distinguish adequate or true knowledge from inadequate or false knowledge. This absolute relativism is avoided by social constructivism. Truth or reality will be accorded only to those constructions on which most people of a social group agree. (p. 525)

So, while the differences between objectivism and constructivism can be clearly delineated, such is not the case for the differences between the varying perspectives on constructivism. Derry (1992) points out that constructivism has been claimed by "various epistemological camps" that do not consider each another "theoretical comrades". There is considerable debate amongst philosophers, researchers and psychologists about which brand of constructivism is....what should we say? About which brand...is true? Right? Viable? Corresponds to reality?

Constructivist epistemology is obviously difficult to label. Depending on who you are reading, you may get a somewhat different interpretation. Nonetheless, many writers, educators and researchers appear to have come to an agreement about how this constructivist epistemology should affect educational practice and learning. The following section of this site considers what constructivism means for learning. It is an important consideration if we take into account the large and increasing volume of literature and numerous discussions about this new theory of learning.

Martin (2009) considers that:

Vygotsky was a social constructivist who believed that learners can and should use the input of other as they formulate their constructions and not rely solely on themselves. In Vygotskian theory: Learning is a social and collaborative activity. Learners must utilize the input of others. These ‘others’ include peers, friends, and many other people, sources of information, such as the Internet, books, videos, and movies. The teacher is the facilitator. (p. 214).
For many, constructivism holds the promise of a remedy for an ailing school system and provides a robust, coherent and convincing alternative to existing paradigms. Can constructivism effectively translate into a learning theory from an epistemology, and from a learning theory to practice? Such is the question that this inquiry cons

**Constructivism: Application**

Nowadays the constructivism is the most applied method. The education in this century has developed so the teacher is not who give the class but who guides to the students in the teaching learning process. The constructivism is used for all the students in the different stage of the life but is most applied in high school or University.

Taber (2011), states that:

The aim of constructivist teaching then is not to provide ‘direct’ instruction, or ‘minimal’ instruction, but optimum levels of instruction. Constructivist pedagogy therefore involves shifts between periods of teacher presentation and exposition, and periods when students engage with a range of individual and particularly group-work, some of which may seem quite open-ended. However, even during these periods, the teacher’s role in monitoring and supporting is fundamental. Constructivism as a learning theory suggests that effective teaching needs to be both student-centered and teacher-directed. (p. 57).

The constructivism is basically a theory and it is based on observation and scientific study about how people learn, so it wants to say that people build their own understanding knowledge of the world, through experiencing things and reflecting on those experiences. Constructivism is a philosophical position that views knowledge as the outcome of experience mediated by one’s own prior knowledge and the experience of others.

Taber (2011), additionally states that:

A lesson taught as a lecture, presented to a class, will be understood and interpreted in as many different ways as there are students in a class. This is inevitable, but the target knowledge set out in the curriculum applies to all the students. Even if it is recognized as unreasonable that
all students should reach the same final knowledge state, it is usually expected that the teacher facilitates all the learners to develop in the same ‘direction.’ (p. 53).

**Importance**

The constructivism is important in the classroom because we can do that students use active techniques like experiments, real world problem solving, giving their own viewpoints. Students develop strong abilities to integrate new information reflecting on their experiences. It usually means encouraging students to reflect of their understanding.

**Characteristics**

The constructivism does the teacher guides to her students helping them to find their own answers, since they use many techniques in the teaching process.

  - Prompt students to formulate their own questions (*inquire*).
  - Allow multiple interpretation and expressions of learning (**multiple intelligences**)
    - Encourage group work and the use of resources (**collaborative learning**)

**Advantages of constructivism**

  - Students learn and enjoy when they are actively involved rather than passive listeners.
  - Education works best when it concentrates on thinking and understanding, rather than on rote memorization.
  - Constructivist learning is transferable.

Students in constructivist classroom learn to question things to apply their natural curiosity to the world.

  - The students are also more likely to retain and transfer the new knowledge to real life.

Constructivism promotes social and communications skills by creating a classroom environment that emphasizes collaboration and exchange of ideas.
In conclusion the constructivism helps to develop the intelligence, attitude, values, autonomy and individual social identify and it promotes the capacities of learning of students and developing the creative and criticism mind, the scientific curiosity is very important for the motivation and the interest.

Legal Regulations of the Proposal

Approved in session of the Board of Directives Council on January 15th 2011 and ratified. The regulations about the design and execution of educative projects were on February 9th of the same year. The Board of Directives also approved the possibility to form a team of two undergraduates for the research and execution of a project.

According to those regulations, this academic-administrative corporation observed the following objectives:

To design and execute the educative projects, by applying the scientific method to contribute the improvement of the education quality.

• To contribute with the integral, harmonic and permanent development of future professionals.
• To guarantee that the project, through technical resources will make an efficient investigation serving as a model for future undergraduates.

This proposal does not invite an unconditional acceptance of its implementation per se. When implementing and executing a proposal, it becomes necessary to observe the legal aspect that limits its boundaries.

The regulations that allow the design and execution of educational projects was approved in the official meeting of the Board of Directives of the School of Graduates on January 15th 1999 and ratified on February 9th of the same year. It was stated that educational projects could be performed up to two undergraduates. Among the objectives of the regulation we have:
a. To design and execute the educational study research applying the technical and scientific methods to contribute to the improvement of the quality of education.

b. Their main purpose is to contribute to integral, harmonic and in permanent professional development of the researchers.

c. - Apply well living as it is in the constitution.

CONTEXTUAL FRAME

Maria Barquet de Isaias Public High School is located at Km.8,5 Via Daule. It is a two story cement building with twenty classrooms, one computer lab, one chemistry lab, a small courtyard, one library and two bars.

The students belong to different social statuses from medium-low to a extremely poor financial condition. The students come to class by urban transportation or private school buses. Students who live in the surrounding areas prefer walking to the institution.

A medical center, a police station and housing neighborhood serve the entire community.

ADMINISTRATIVE FRAME

The administration in this institution is led by a chairman and two chairman's assistants. The discipline is controlled by a general inspector and a staff of several assistants also called inspectors.

There are seventy-five teachers, including seven English teachers. In the current year there are one thousand four hundred students registered to attend classes in the morning and afternoon shifts.

ENGLISH LEARNING

Having explained the different foundations of our learning theory, we have considered necessary to put into the reader's consideration, a couple of exercises to show how classes were conducted, what kind of material was
administered to the students, what pedagogical resources were introduced to the class, what technological devices we used, and what was the result of the execution of our project, (handbook).

**INTRODUCTION TO THE LISTENING SKILLS**

Janusik (2004) mentions two themes will wind through this discussion. The first is the necessity of supporting students’ learning. Listening in another language is a hard job, but we can make it easier by applying what we know about activating prior knowledge, helping students organize their learning by thinking about their purposes for listening, and if speaking is also a goal of the classroom, using well-structured speaking tasks informed by research.

Another theme will be motivation. Because listening is so challenging, teachers need to think carefully about making our activities successful and our content interesting.

Both themes are united by a focus on the students. We need to capitalize on the knowledge and interests they already possess. Then we need to help them apply that knowledge and those interests so they can become effective listener.

**ACTIVATION OF PRIOR KNOWLEDGE FOR IMPROVED LISTENING COMPREHENSION**

Steven Brown (2006) mention in one of his articles that one very important idea for teaching listening is that listening courses must make use of students’ prior knowledge in order to improve listening comprehension. To make this idea clear, this section introduces several concepts from the cognitive view of language learning, including schema, scripts, and top-down/bottom-up processing.

This section also considers the similarities and differences between listening and reading, and then looks specifically at why the activation of prior knowledge is perhaps even more important in listening than in reading comprehension. Finally, there is a concrete example of activating prior knowledge in listening materials.
We have known at least since the 1930s that people’s prior knowledge has an effect on their cognition. Prior knowledge is organized in schemata (the plural form of schema): abstract, generalized mental representations of our experience that are available to help us understand new experiences. Another way to look at this phenomenon is the idea of scripts. For example, everyone who has been to a restaurant knows that there is a predictable sequence of questions involved in ordering a meal.

In the United States these have to do with whether you want soup or salad, the kind of dressing on the salad, choice of side dishes, etc. Even if you do not hear a question, perhaps because the restaurant is too noisy, you can guess from your place in the script what the server is probably asking.

Unfortunately, this script does not transfer perfectly from country to country because the routine is slightly different in each place. However, when traveling in another country, and eating in a restaurant, you can make certain assumptions about the kinds of questions that will be asked. If food has been ordered but drinks have not, and the server asks another question, you might fairly predict that the question is about the choice of drinks, based on your prior knowledge of what happens in restaurants. Indeed, successful language learners often can be separated from unsuccessful language learners by their ability to contextualize their guesses and use their prior knowledge in this way.

The idea of prior knowledge is one part of the cognitive model of language processing. That model says that when people listen or read, we process the information we hear both top-down and bottom-up. Top-down means using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand. Bottom-up processing means using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time.
USING SONGS IN THE EFL CLASSROOM

Richard Grünert (2010) in their references about the greatest to use songs in the class, if only to do something a little different beyond using them solely to give your students some 'light relief', there are many other ways songs can be used in EFL classrooms to consolidate what students have already learnt. Here are some ideas for the use of songs in the EFL class:

Listening Comprehension
Instead of doing your usual listening comprehension out of the course books, do a song instead. Get your students thinking about the subject and do any pre-teaching of vocabulary as necessary. As with standard listening comprehension, there are a variety of exercises that you can do with songs: true or false, matching exercises, open comprehension questions, etc.

Strips of Paper
The lyrics you will find on this site can be cut up into strips which then need to be reconstructed as the song unfolds. Alternatively, each student is given a strip to memorize beforehand and the students then work among themselves to 'physically' rebuild the song. Depending on the length of the song, you can cut the lyrics in strips of paper and have a contest. I always divide my classes in two groups. So the group that gets the lyrics with less mistakes after the second time (even after the first time, depending on the level of the class), gets a treat, or whatever you feel like rewarding them with.

Filling in the blanks
Songs are often used in this way in the EFL classroom. You can carefully choose which words to blank out depending on what lexical area you want your students to work on.

Listening Comprehension
Instead of doing your usual listening comprehension out of the course books, do a song instead. Get your students thinking about the subject and do any pre-teaching of vocabulary as necessary. As with standard listening comprehension,
there are a variety of exercises that you can do with songs: true or false, matching exercises, open comprehension questions, etc.

**Phonetics**
You can use a song with a clear rhyme pattern to do some phonetics work on particular phonemes.

**Vocabulary**
Some songs lend themselves well to vocabulary work. When possible, I have noted on the menu pages when vocabulary exercises are possible.

**Blanks**
There are many ways blanks can be used. I give students lyrics with some blanks (specially the parts that have to do with the subject we're covering in class). They listen to song once, at the second time they fill in the blanks as much as possible. Finally, they listen to it another time to check if they got the blanks filled in correctly. This activity takes up to 20 mins.

Blanks can be very helpful when teaching subjects like Simple Past. Pick up a song that has may verbs in the past tense, blank them out and give in parenthesis the verbs in their base form. Have the students complete the song rewriting the past tense of each verb. This will help them memorize the past form of regular and irregular verbs. (Can be used with any verb tense)

Teaching EFL in a non-English speaking country is a challenge. Compared to some jobs, this one needs innovation and creativity for you to be as effective as possible. Even advanced students sometimes tend to go their mother-tongue in the classroom.

So I found a way to keep them in touch with English even outside the classroom: I asked them to bring in a song they liked, a song of the moment. I put some blanks in the lyrics and they didn't get everything after the first time they listened to it.
So I had them take the copies home and try to listen to that song anywhere possible (in the car, CDs, anywhere) and bring it in to me the in the following
week with the blanks filled in. I also told them to try not to look for the lyrics anywhere else but try to listen to the song itself. It worked out pretty well.

**Using songs in an ESL or EFL classroom**

The following is a general procedure that I often use together with the above handouts. Based on what seems appropriate for a given class on a given day, I usually skip two or three or more of the steps listed.

1. Introduce vocabulary that will be new to many students.
2. Ask the class questions that will get students thinking about the themes of the song.
3. Listen to the song all the way through. I usually suggest that students try to enjoy the song rather than trying to fill in all the blanks.
4. Have a very short whole-class or small-group discussion regarding general reaction to the song. Do they like it? Have they heard it before? In what year do they think it was recorded? What is the mood of the song? Etc.
5. Listen again, this time encouraging students to fill in the blanks. Pause every two or three lines. Replay especially difficult-to-understand sections.
6. Give students a chance to compare answers with a partner.
7. Go over the song. Have students supply answers for class, either orally or by writing on the board, etc. (Note: On many of my worksheets, the blanks are not numbered. Going over the answers can be simplified considerably if you have students number all the blanks, right at the start.)

**IN CONCLUSION:**

You can do lots of things with the song lyrics. Fill in blanks, ask and answer questions about the lyrics or about the different situations or characters in the song, write a letter to one of them, send an answer to the person referred to in the song, rewrite it as a story, write a story which began before the story in the song and led to it, write story which will continue after the song, change words (adjectives, adverbs, names, places, feelings, etc.), invent new lyrics for the melody, "draw" the different stanzas and of course enjoy listening to it or singing it.
CHAPTER III

METHODOLOGY

What is Methodology?

Taking the concept from Wikipedia, the free encyclopedia, Methodology is generally a guideline system for solving a problem, with specific components such as phases, tasks, methods, techniques and tools.

It can be defined also as follows:

1. “The analysis of the principles of methods, and postulates employed by a discipline”;
2. “the systematic study of methods that are, can be, or have been applied within a discipline”;
3. “The study or description of methods”.

A methodology can be considered to include multiple methods, each as applied to various facets of the whole scope of the methodology.

TYPES OF INVESTIGATION

This project is planning to be executed with the students of 7th grade at Maria Barquet de Isaias” located on Kilometer 81/2 via Daule area of Colinas al Sol. It is a field research because it tends to fill in a gap in the knowledge of Basic English Language, The problem concerning to the low academic achievements was observed and diagnosed after a careful analysis using reliable assessment tests during our teaching practice classes.
DESIGN OF THE INVESTIGATION

In order to elaborate this project we have chosen appropriate technological and methodological resources to be used sequentially in its three levels:

a. descriptive Approach
b. explorative Approach, and,
c. explicative Approach

TYPES OF INVESTIGATION

This investigation has been developed using the field form as a procedure, since its execution was conducted in situ, where the problem was detected, that is, the Maria Barquet de Isaias Public High School.

For its evidence it is an action investigation based on diagnostic data and the results obtained through quantitative and qualitative assessment tests. The proposal’s goal is to increase the students’ scholastic accomplishments.

For its nature it is exploratory since the information was gathered following certain steps during a period previously determined and descriptive because it was socialized among the components immersed in the problem.

LEVELS OF THE INVESTIGATION

First of all, our research must be defined as exploratory because of its objectives. The concepts were very clear, the information collected allowed us to be in close contact with the individual, subjects of our goals and those circumstances permitted us to formulate the problem
The second level of our investigation describes (it is descriptive) the references and their characteristics, which shows the close relationship with the individuals subject of our research.

The third level explains (it is explanatory) the development of the project, the causes of the problem, its consequences, the analysis of the results of the investigation, and a proposed (although) solution to the problem.

PROCEDURES OF THE INVESTIGATION
The following are the sequential steps used in order to conduct this investigation: Formulation of the Problem

Elaboration of the Theoretical Frame

Design of the Investigation

Application of the Instruments for the Research

Data Processing

Analysis of the Results

Conclusions and Recommendations

Design of the Proposal

METHODOLOGY OF THE INVESTIGATION

The methodology used for the preparation of this project follows the steps and techniques which will be used to conduct a better research in order to reach the proposed target.

Generally speaking, methodology does not describe specific methods despite the attention given to the nature and kind of processes to be followed in a given procedure or in attaining an objective. When proper to a study of methodology, such processes constitute a constructive generic framework, thus they may be broken down in sub- processes, combined, or their sequence changed.
However, in scholarly aspects a section on the methodology of the researchers is typically de rigueur.

TECHNIQUES

What is a Language Learning Technique?
A language learning technique is an explicit procedure or stratagem used to accomplish a particular learning objective or set of objectives.

There are other methods that a researcher may use, but these give reliable information while executing the investigation. Among these we can mention. Deductive, Inductive, Heuristic, Scientific, and Analytic.

Let's now refer to the techniques applied for the accomplishment of this research.

Investigation Techniques: Why is there a need to gather information?
There are several ways of gathering information and usually all or a combination of methods are used: Organization charts, Observation, Interviewing, Questionnaires, Existing Documentation, Record searching, Sampling and Manuals or Handbooks.

Organization Charts help in determining who to contact for interviews and learning the various functions performed in the place of the investigation.

Observation is a useful technique for system analysis to use to become familiar with the user's department. Observation is the purposeful and selective watching of events as they occur.

Advantages:

A. It provides the researchers a check on information gathering during interviews, giving another perspective e.g. a person may say one thing one thing in an interview but do another.

b. Observation also acquaints you with the department or place where you are doing your research.
c. You become a familiar figure in it.
d. You learn how the system really works.

**Disadvantages of Observation as a Fact-finding Technique.**

a. It gives information only on present events and activities.
b. It gives no insight into historical trends.
c. The presence of an observer can affect operations e.g. things may be done strictly “by the book”.
d. Observing is time consuming.

**Interview**

*What is an interview?*

It is a detailed investigation that allows us to collect data according to attitudes, impressions, opinions, etc., by making a poll to a section of the population interviewed. It serves as a means to know the real needs of the students according to their level of knowledge in EFL, matter of our research

**Questionnaires**

*What is a questionnaire?*

It is a document that is used to elicit information from a respondent without an interviewer having to be present.

**Advantages of a Questionnaire**

Its main advantage is that data can be gathered from a large number of respondents in an economical fashion. The information gathered can be easily collated and compiled for statistical purposes.

Questionnaires allow the inclusion of all the individuals in study, giving them the opportunity to give details about their job, responsibilities and suggestions for improving the system.
Disadvantages

Questionnaires are difficult to design. If you word question incorrectly, the data gathered may be useless. Responses may be inadequate. Most people avoid putting their opinion and ideas in writing, although they would verbalize them in an interview. People may object to answering numerous time-consuming and tedious questions. The questionnaire is relatively slow because many people put off answering for some time.

Operationalization of Variable

In this section we are going to present an operational chart which involves general and specific objectives, variables, dimensions and indicators that are immerse in our thesis project. It is good to know that in this map is considered as the spinal cord of this research and the effective elaboration of this chart will guarantee the coherence in the study.

<table>
<thead>
<tr>
<th>TÍTULO: How to enrich the listening skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPECIFIC OBJECTIVE</strong></td>
</tr>
<tr>
<td>To assess understanding through the dictation of elementary vocabulary.</td>
</tr>
<tr>
<td>To reinforce basic grammar structures.</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td>To evaluate teachers’ strategies when developing listening tasks.</td>
</tr>
<tr>
<td>To analyze the strengths and weaknesses in listening activities.</td>
</tr>
<tr>
<td>To motivate the teaching-learning process through the analysis of music preferences in</td>
</tr>
</tbody>
</table>

**Population**

**What is population?**

It is the entire number of individuals that share common characteristics in a determined place where we can collect the data and in a determined period of time.
**Sampling**

What is a sampling?

When there is a high volume of individuals or a number of recurring activities, it may not be necessary or practical to measure the total number. In this instance a sampling is taken to represent the entire population.

**Sample**

What is a Sample?”

The sample is part of the data selection (chosen randomly) that contains a feature to investigate. We chose one sample (with a characteristic common denominator), on representation of the entire population.

For the sake of our investigation we have prepared the following graphic that shows in detail the above mentioned concepts.

**GRAPHIC OF THE POPULATION (UNIVERSE) STRATUM**

<table>
<thead>
<tr>
<th>PERSONNE</th>
<th>POPU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directives</td>
<td>2</td>
</tr>
<tr>
<td>Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Students</td>
<td>220</td>
</tr>
<tr>
<td>Parent’s</td>
<td>220</td>
</tr>
<tr>
<td>Representati</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>451</td>
</tr>
</tbody>
</table>
ANALYSIS OF THE RESULTS

**Question 1:** English is considered an important subject of study.

**Sample 38 pupils**

**FREQUENCY CHART # 1**

<table>
<thead>
<tr>
<th>LIKER SCALE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>26%</td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
<td>18%</td>
</tr>
<tr>
<td>Neutral</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>24%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source "María Barquet de Isaias Public School" 7th Basic year
Elaborated by: Ivonne Sanchez and Paul Chavez

**Graphic # 1**

Source: survey to students question # 1
Elaborated by: Ivonne Sanchez and Paul Chavez

**COMMENT**

In this question the results were very equitable. Only 26% of the students consider English as an important language, and this is because they receive only a couple of hours of English at school and their teacher doesn’t make them understand the importance of this language.
**Question 2:** Mistakes are possible when you speak in English.

**Sample 38 pupils**

**Frequency Chart # 2**

<table>
<thead>
<tr>
<th>LIKER SCALE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>16%</td>
</tr>
<tr>
<td>Neutral</td>
<td>19</td>
<td>50%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: “María Barquet de Isaias Public School” 7th Basic year
Elaborated by: Ivonne Sanchez and Paul Chavez

**GRAPHIC # 2**

Source: survey to students question # 2
Elaborated by: Ivonne Sanchez and Paul Chavez

**COMMENT**

50% of the students remained neutral to this question since they are not given enough time to practice English orally, and the teacher just limit the class to complete written exercises on the board. Therefore the students are not developing their oral skills.
**Question 3**: You feel comfortable when teachers speak only in English the entire class.

**Sample 38 pupils**

**Frequency Chart # 3**

<table>
<thead>
<tr>
<th>LIKER SCALE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>Neutral</td>
<td>17</td>
<td>45%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source “María Barquet de Isaías Public School” 7th Basic year  
Elaborated by: Ivonne Sanchez and Paul Chavez

**GRAPHIC # 3**

Source: survey to students question # 3  
Elaborated by: Ivonne Sanchez and Paul Chavez

**COMMENT**

In-service English teachers are used to speaking in their mother tongue when teaching, that’s the reason why 30% of the students feel uncomfortable when their teacher speaks only in English.
**Question 4:** You understand everything that your teacher says in class.

**Sample 38 pupils**

**Frequency Chart # 4**

<table>
<thead>
<tr>
<th>LIKER SCALE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>Neutral</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>18%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>19</td>
<td>50%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: "María Barquet de Isaias Public School" 7th Basic year
Elaborated by: Ivonne Sanchez and Paul Chavez

**GRAPHIC # 4**

Source: survey to students question # 4
Elaborated by: Ivonne Sanchez and Paul Chavez

**COMMENT**

As it was analyzed before, in-service English teachers spend most of the classes speaking in Spanish, and when they speak in English their students do not understand most of the things the teacher says since the pupils are not used to it.
**Question 5:** Your teacher speaks too much in Spanish.

**Sample 38 pupils**

**Frequency Chart # 5**

<table>
<thead>
<tr>
<th>LIKER SCALE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>23</td>
<td>61%</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>16%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: “María Barquet de Isaias Public School” 7th Basic year
Elaborated by: Ivonne Sanchez and Paul Chavez

**GRAPHIC # 5**

![Pie chart showing percentages](image)

Source: survey to students question # 5
Elaborated by: Ivonne Sanchez and Paul Chavez

**COMMENT**

61% of the students strongly agreed that their teacher uses too much Spanish in their English class, and this is a clear evidence that the students want the teacher speaking mostly in English, which will be beneficial for the students.
Question 6: Your teacher should include music when teaching listening.

Sample 38 pupils

Frequency Chart # 6

<table>
<thead>
<tr>
<th>LIKER SCALE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>22</td>
<td>58%</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Neutral</td>
<td>10</td>
<td>26%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source “María Barquet de Isaias Public School” 7th Basic year
Elaborated by: Ivonne Sanchez and Paul Chavez

GRAPHIC # 6

Source: survey to students question # 6
Elaborated by: Ivonne Sanchez and Paul Chavez

COMMENT

Everybody listens to music regardless the genre, and evidently 58% of the students prefer to have audio didactic classes, which will improve the listening skill of the students.
**Question 7:** Your teacher use enough interactive materials during class.

**Sample 38 pupils**

**Frequency Chart # 7**

<table>
<thead>
<tr>
<th>LIKER SCALE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Neutral</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>33</td>
<td>87%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: “María Barquet de Isaias Public School” 7th Basic year
Elaborated by: Ivonne Sanchez and Paul Chavez

**GRAPHIC # 7**

Source: survey to students question # 7
Elaborated by: Ivonne Sanchez and Paul Chavez

**COMMENT**

87% is a very high percentage when answering this question, and the majority of the students in 7th Basic feel the necessity of using interactive materials in their English class which must be provided either by the institution or the teacher.
**Question 8:** You practice your listening skills with your classmates.

**Sample 38 pupils**

**Frequency Chart # 8**

<table>
<thead>
<tr>
<th>LIKER SCALE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
<td>18%</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>28</td>
<td>74%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>38</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source “María Barquet de Isaias Public School” 7th Basic year
Elaborated by: Ivonne Sanchez and Paul Chavez

**GRAPHIC # 8**

Source: survey to students question # 8
Elaborated by: Ivonne Sanchez and Paul Chavez

**COMMENT**

74% of the students strongly agree that they don’t practice their listening skills in class, which is really concerning since the classroom should encircle the interactive activities for students to increase their listening abilities.
Question 9: Using music can increase your vocabulary.

Sample 38 pupils

Frequency Chart # 9

<table>
<thead>
<tr>
<th>LIKER SCALE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>31</td>
<td>82%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>Neutral</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source “María Barquet de Isaias Public School” 7th Basic year
Elaborated by: Ivonne Sanchez and Paul Chavez

GRAPHIC # 9

Source: survey to students question # 9
Elaborated by: Ivonne Sanchez and Paul Chavez

COMMENT

It is not surprising that 82% of the students were going to agree with this asseveration since, today, human beings especially teens enjoy listening to music, and in a globalized world, where they are exposed to the English culture, they are likely to enrich their vocabulary.
**Question 10:** You need to practice your listening skills at home.

**Sample 38 pupils**

**Frequency Chart # 10**

<table>
<thead>
<tr>
<th>LIKER SCALE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>23</td>
<td>61%</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>32%</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: “María Barquet de Isaias Public School” 7th Basic year  
Elaborated by: Ivonne Sanchez and Paul Chavez

**GRAPHIC # 10**

Source: survey to students question # 10  
Elaborated by: Ivonne Sanchez and Paul Chavez

**COMMENT**

Listening should be practiced in any environment not only at school, that’s why students believe this skill has to be reinforced at home, as an extend of what they do at school.
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

So far, teachers do not feel the real importance of EFL in the children's future studies.

Students do not understand the need they have to learn EFL in order to find better opportunities in their lives.

The institution does not count on electronic devices for the practice of English.

The institution does not provide the teachers and students of audio visual material to be used in an English lab.

The teachers do not perform their classes using modern technology.

Teachers do not perform their classes using modern methodological strategies available for EFL.

Teachers do not provide their students of methodological exercises to put in practice the knowledge of English.

Parents do not feel like being part of the learning process of their children.

Students do not feel interested in learning EFL.

The students’ academic results are extremely low.
**Recommendations**

The entire community should be aware of how important EFL is nowadays. The students should be also aware of the need they have to learn English in order to seek for better opportunities in their future studies.

Students should understand that life is a challenge and only the best survive decently. They will have better chances to succeed only if they are better prepared to compete.

In order to offer better opportunities to the pupils, authorities and teachers should find a way to increase the technological implementation of the institution.

Teachers should encourage the student’s attitude towards English by implementing modern pedagogical strategies in class.

Teachers should also prepare more audio visual material to be used in class. Internet offers an enormous number of activities easy to download and put in practice.

Parents should get involved in their children’s learning process by supervising their academic activities at home.
CHAPTER IV
THE PROPOSAL

“Design and apply of a booklet with basic fill-in in the blanks of song lyrics”

ANTECEDENTS

We have already described this project as a research done in campus and for that reason it may be considered as a field investigation.

We could, then, observe and identify the difficulties the students of 7th basic year at "María Barquet de Isaías" P.S. have when studying EFL due the old fashion way their teacher performs his job. There is no need to point out the "lacks we found, and instead we assumed as a task the implementation of a project with a guide in order to help, not only the students, but also the teacher to do a better job in class.

JUSTIFICATION

The purpose of our project is to interrupt conventional ways of teaching. Motivation should be the key word for both instructor and pupils and for that reason we believe in short-coming objectives, through creativity, modern methodological strategies, modern technology and most importantly an attitude towards the teaching-learning process.

Success should also be a proposed aim. Achievements are the results of using good tools, efficient knowledge, and the most important aspect individual's participation.

Modern language techniques appear almost every day. Why not taking advantage of them by using them?

Our project and its proposal introduce some of those techniques in order to make the teacher and his students feel more comfortable, more confident and produce more in class. We are sure the pupils will increase
their performance in the new language and their teacher will feel proud of them.

SYNTHESIS OF THE DIAGNOSIS

Trying to be more explicit with the problem, allow us to offer a better understanding of it.

Low interest in the target language, boring classes, traditional teaching, low academic achievements and low grades in evaluations are, among others, the main characteristics of the problem. Despite of this hard situation we considered it may be a good idea to offer certain pedagogical tips that may help to solve, although partially, these conflicts.

We would like to put into the reader's consideration the phases we worked on prior the elaboration of our project:

Main concern: Identification of the conflict
Elaboration of a plan in order to diagnose the conflict
Data collection through different technical sources
Classification of the information in order to step the procedures of the investigation
Socialization of the results within the educational community

RESOURCES

Human Resources
Administrators
Teachers
Parents
Students
Advisor of the Project Others
Material Resources

High School Facilities
Classrooms
Board and markers
Didactic Material
Handbook
Charts
Flash Cards
Work sheets
Office supplies
Photocopies
Printings
Textbooks

English Dictionaries

Electronic Resources

Computer
In Focus
Printer
Flash Drive
Scanner
Digital Camera
Internet

Financial Resources

Researcher's financial activities
Sector Location
The proposal is going to be executed at “Maria Barquet de Isaías” geographically situated at Northwest side of the city on Kilometer 8.5 via Daule area of Colinas al Sol its students belong to a lower economic status.

FUNDAMENTAL PROBLEM
“The Lack of Pedagogical Strategies and Listening skills to be used in Class”

MAIN OBJECTIVE OF OUR PROPOSAL
Pedagogy involves the practice of methods and techniques, and therefore, it should be the teacher's domain. The teachers observe the difficulties in the teaching-learning process, consequently, he should sort them out to obtain an accurate reflection of it. Our proposal attempts to orientate teachers and students to produce a good performance in EFL classes at “María Barquet de Isaías P S. is presenting some modern methodological strategies with appropriate exercises.

SPECIFIC OBJECTIVES OF THE PROJECT
Let's name them in brief:

To offer our contribution through an implementation of a handbook of EFL exercises developing modern pedagogical techniques.

To maintain the interest and participation of the pupils in class.

To increase the academic achievements of the students in EFL.

To give the teacher the opportunity to achieve his goal in his classes.

IMPORTANCE OF THE PROPOSAL
To allow the teacher apply modern pedagogical techniques in class.

To implement new didactic material in class.
To eliminate the rejection students feel for the EFL classes.

To increase the students’ participation in class.

To avoid classes be executed in old fashion ways.

**FEASABILITY**

The reality that served as the basis for the execution of our proposal can be summarized as follows:

The administrative support of the administrators of the educational institution.

Enough time to execute the proposal

The academic support of the instructor.

The effective participation of parents and children in the process.

**DESCRIPTION OF THE PROPOSAL**

It consists of implementing and applying a pedagogical handbook that motivates teacher and students to do better performance in EFL sessions.

The execution of the project and its proposal will be carried out in the academic year 2016-2017 with students of 7th grade of basic level at “María Barquet de Isaías P.S”

With this proposal, the students will increase their knowledge of English in different skills by using simple, clear and interesting exercises using modern pedagogical strategies.

The handbook contains 10 exercises in different tenses divided in Units.

This is a list of the exercises developed in demonstrative classes:
(Appendixes)

**What has being planned for the execution of the Project and eventually of the proposal?**

This proposal is the end product of the research. It intends to offer an alternative to solve the problem detected through the diagnostic tests and physical observation. The actions taken are described in sequence:
a) Meeting with the administrators in order to establish the strategies we intend to apply

b) A chat with the teaching staff to explain the procedures to act and the importance of the use of new pedagogical activities through the implementation of a handbook of exercises.

c) To have a conversation with parents and children in order to explain the importance of EFL and our proposal for the English learning process.

**How to implement the application of our proposal?**

This is the description in detail of the steps to be the taken.

**Step 1.**

Introduction of the proposal

**Step 2**

Execution of the proposal

**Step 3**

Evaluation of the proposal

**Step 4**

Socialization of the results

**LEGAL, SOCIOLOGICAL AND PEDAGOGICAL ASPECTS**

The legal foundation consists on the Educational Laws provided by the Ministry of Education and the educational authorities of the Province of Guayas.

There are also some internal regulations in the institution that the community has to observe.

Sociologically speaking this proposal concentrates on the help given to the entire educational community that belongs to the"Maria Barquet de Isaias" P.S.
Its purpose is to create a close relationship among directives, teachers, parents and pupils focusing them on the importance of EFL in modern days and how the knowledge of English would increase the opportunities of their students in the future.

The Pedagogy that had been used was traditional. Teachers performed their classes in an old fashioned way and that aspect was killing the children's interest for the new language.

Our purpose is exactly the opposite The implementation and execution of this project is based on modern technology, modern methodological strategies and new updated ways of teaching, Pedagogy, to incorporate the center of the class (the student) into the learning process.

Needless to name all the “lacks” we found before the implementation of the project. Motivation is the aim of our proposal and we put all our efforts in practice to success, which is our goal to achieve. We are sure that, eventually, we will fulfill our expectations.

VISION

Implementing a more motivational pedagogy especially in the listening skills EFL using modern methodological exercises in order to increase the students' scholastic achievements in EFL.

MISSION

Giving our entire support in order to improve the listening-learning process in EFL. To offer teachers and students a new tool for their performance in class

BENEFICIARIES AND SOCIALIZATION

Directly, the first beneficiaries are the students. They will feel more motivated, more enthusiastic, and more prepared in EFL. They will also feel more confident to compete in an everyday changing world.
The teachers of English will count on more exercises, more didactic material, and updated pedagogical experiences and will feel more motivated to share their knowledge in class.

The institution will increase their prestige, and hopefully, will be ready to implement other kind of initiatives in the future.

The parents will realize how important EFL is, and they will also feel proud of their Children's performance.

Once socialized the results of the project and its proposal the entire community will also know that they count on an Educational Institution that offers them an education of quality.
**GLOSSARY**

Consequence: noun something that happens as a result of a particular action or set of conditions: Many believe that poverty is a direct consequence of overpopulation.

Cause: noun a fact that makes it right or reasonable for you to feel or behave in a particular way: The patient's condition is giving cause for concern.

Analyze: verb to examine or think about something carefully, in order to understand it: You need to sit down and analyses why you feel so upset.

Exercise: noun a set of questions in a book that test a student's knowledge or skill: Do Exercises 3 and 4 on page 51 for homework.

Training: noun the process of teaching or being taught the skills for a particular job or activity: On the course we received training in every aspect of the job.

Laboratory: noun room in a school or college where you can learn to speak a foreign language by listening to tapes and recording your own voice: Let's go to improve our English in the lab.

Evaluation: noun a judgment about how good, useful, or successful something is: They took some samples of products for evaluation.

Develop: verb if you develop a skill or ability, or if it develops, it becomes stronger or more advanced: The course is designed to help students develop their speaking skills.

Academic: adj relating to education, especially at college or university level program to raise academic standards.

Education: noun the process of teaching and learning, usually at school, college, or university: the education system is useless.

Mechanisms: noun a system that is intended to achieve something or deal with a problem: Existing mechanisms for decision making.
Process: noun series of actions that are done in order to achieve a particular result: Repetition can help the learning process.

Culture: noun the beliefs, way of life, art, and customs that are shared and accepted by people in a particular society: We speak Danish at home so that the boys don't lose touch with their language and culture.

Skill: noun an ability to do something well, especially because you have learned and practiced it: Reading and writing are two different skills

Update: verb to add the most recent information to something: The files need updating.

Integration: the process of getting people of different races to live and work together instead of separately: The family unit is supported by its integration into a wider social network.

Strengthening: noun to become stronger or make something stronger: Our friendship has steadily strengthened over the years

Community: noun the people who live in the same area, town etc: We meet once a month to discuss community problems

Techniques: noun a special way of doing something: In mathematics, we use many techniques of problem-solving

Methods: noun a planned way of doing something, especially one that a lot of people know about and use: traditional teaching methods

Information: noun facts or details that tell you something about a situation, person, event etc.: I need more information about Daisy

Research: verb to study a subject in detail, especially in order to discover new facts or test new ideas: He’s been researching material for a documentary Modern: adj belonging to the present time or most recent time: Computers are an essential part of modern life

Confident: adj sure that you have the ability to do things well or deal with situations successfully: Despite her disability, Philippa is very confident

Goals: something that you hope to achieve in the future: They achieved their goal of increasing sales by five percent

Objectives: noun something that you are trying hard to achieve, especially in business or politics: The main objective was to improve children's knowledge of geography.

Contribution: noun something that you give or do in order to help something be successful: Einstein was awarded the Nobel Prize for his contribution to Quantum Theory

Didactic: adj speech or writing that is didactic is intended to teach people a moral lesson: The English teacher brought a new didactic material

Administrative: adj relating to the work of managing a company or organization: The job is mainly administrative.

Proposal: noun a plan or suggestion which is made formally to an official person or group, or the act of making it: His proposal fora change in the law was accepted

Execution: noun a process in which you do something that has been carefully planned: the formulation and execution of urban policy

Lack: noun when there is not enough of something, or none of it: their apparent lack of progress mean they are not doing their job properly

Behave: verb to do things that are good, bad, sensible etc.: She behaved in a very responsible way.

Provide: verb to give something to someone or make it available to them, because they need it or want it: Without work, how can I provide for my children?

Communication: noun the way people express themselves so that other people will understand: Modem communications are enabling more people to work from home
Language: a system of communication by written or spoken words, which is used by the people of a particular country or area: How many languages do you speak?

Purpose: noun the purpose of something is what it is intended to achieve: The purpose of this meeting is to elect a new chairman

Investigation: noun an official attempt to find out the truth about or the causes of something such as a crime, accident, or scientific problem: the investigation of computer fraud

Quality: noun how good or bad something is: The quality of the picture on our television isn't very good.

Contribution: noun something that you do or give to help produce or achieve something together with other people, or to help make something successful: This invention made a major contribution to road safety.

Knowledge: noun the information, skills, and understanding that you have gained through learning or experience: He did not have much knowledge of American history.

Encourage: verb to give someone the courage or confidence to do something: I want to thank everyone who has encouraged and supported me.
BIBLIOGRAPHY


Rani, K. J. Teaching and Learning English as a Foreign/Second language: Importance of Learning Strategies.

WEBSITES


ANNEX 1
The administrative framework
RECURSOS

Recursos Humanos
Los administradores
Los maestros
Los padres
Los estudiantes
Asesor del Proyecto
Otros

Recursos Materiales
Instalaciones de la Escuela
Aulas
Pizarra y marcadores
Material Didáctico
Manual
Gráficos
Carteles
Hojas de trabajo
Material de oficina
Fotocopias
Impresiones
Los libros
Gastos de Materiales

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<td>Handbooks printing and binding</td>
<td>$80</td>
</tr>
<tr>
<td>Didactic material (Flashcards and posters)</td>
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<tr>
<td>Office supplies</td>
<td>$50</td>
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<td>Transportation</td>
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<td>Photocopies</td>
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### CHRONOGRAM OF ACTIVITIES

**Gantt Diagram**

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EDUARDO TORRES V.
PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Cuidado

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: IVONNE LISSETTE SANCHEZ ENRIQUEZ Y PAUL JOHANN CHAVEZ DUMES

TOPIC: “HOW TO ENRICH THE LISTENING SKILLS” PROPOSAL: “DESIGN AND APPLY OF A BOOKLET WITH BASIC FILL-IN IN THE BLANKS OF SONG LYRICS”

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. ALEJANDRO SANCHEZ
DIRECTOR

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<td>Ing. Alejandro Delgado</td>
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<td></td>
<td>Ing. Alejandro Delgado</td>
<td>Supervisora 2</td>
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[Address]

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78
UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

CARRERA: LENGUAS Y LINGÜÍSTICA

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Msc. EDUARDO TORRES, Tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por IVONNE LISSETTE SANCHEZ ENRIQUEZ Y PAUL JOHANN CHAVEZ DUMES, 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: “HOW TO ENRICH THE LISTENING SKILLS” PROPOSAL: “DESIGN AND APPLY OF A BOOKLET WITH BASIC FILL –IN THE BLANKS OF SONG LYRICS“, ha sido orientado durante todo el periodo de ejecución en el programa URKUND, quedando el 9% coincidencia.

Msc. EDUARDO TORRES
Guayaquil, Mayo 2 del 2017

Máster
SILVIA MOY-SANG CASTRO
DECANA DE LA FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
Ciudad.

De mis consideraciones:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización LENGUAS Y LINGÜÍSTICA, tengo a bien informar lo siguiente:

Que las estudiantes:
SANCHEZ ENRIQUEZ IVONNE LISSETTE
CHAVEZ DUMES PAUL JOHANN

Diseño y ejecuto el Proyecto Educativo

TEMA:
HOW TO ENRICH THE LISTENING SKILLS

PROPUESTA:
DESIGN AND APPLY OF A BOOKLET WITH BASIC FILL -IN IN THE BLANKS OF SONG LYRICS

El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

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

Muy Atentamente

[ firma ]

MSc. EDUARDO TORRES
PROFESOR – ASESOR
ANNEX 2

Survey and Interviews
To the Chairman of the Institution

What is your opinion about the importance of English as a Second Language?

Since we are in a changing and competitive world we should be ready to face it and English is a useful tool to do it

How would you like the topic and the proposal we are planning to perform with the students of 7th grade?

Of course it is a good way to help the students to improve their skills in this second language.

In what way would you support the execution of our project?

Providing you all our academic support and the facility to use all you need in behalf our students.

Processing the Information

The chairman was extremely receptive to our inquiry. He encouraged us to continue with our investigation. He offered all his administrative support since he is aware of the importance of the language in the future of the students.
To the English Teachers

Do you think that our project will help your students and teachers to increase their academic achievements in EFL?
Yes, in many ways since this is an important innovative and valuable project not only for the students but for us also.

Are you ready to give your entire support for the execution of this project with your students? In which way?
As a teachers we will give all our academic support to help you to carry on this project providing you our very same rooms to develop this project.

Processing the Information

The teachers showed themselves optimistic with the project and they offered us all their academic support to perform it.
To the Parents' Representative

Would you like your children increase their knowledge in EFL?
Yes, of course! Since we are aware of the important of a second language nowadays, it could become in a source of work for them and will increase their lifestyle in the future.

Once you are aware on our project, are you willing to give us your support? How?
Helping our children with their tasks once they are at home, monitoring their performance at school by asking their teachers.

Processing the Information

Parents were very interested in the project and pledged to offer assistance for the sake of their children, since they were aware about the need their children have to learn good English.
Para el Director de la Institución

• ¿Cuál es su opinión sobre la importancia de Inglés como Segundo Idioma?

Ya que estamos en un mundo cambiante y competitivo se debe estar listo para enfrentarlo, e Inglés es una herramienta útil para hacerlo.

¿Le gusta el tema y la propuesta que estamos planeando llevar a cabo con los alumnos de 7mo grado?

Claro porque es una buena forma de ayudar a los estudiantes a mejorar su nivel de inglés

¿De qué manera apoyará la ejecución de nuestro proyecto?

Con todo nuestro apoyo académico y la facilidad de utilizar todo lo que se necesita en para ayudar a nuestros estudiantes.

Procesamiento de la Información

El director fue muy receptivo a nuestra investigación, y nos animó a continuar con nuestra investigación, nos ofreció todo su apoyo administrativo ya que es consciente de la importancia de una segunda lengua en el futuro de los estudiantes.
Para el profesor de Inglés

¿Cree usted que nuestro proyecto va a ayudar a sus estudiantes y maestros para aumentar sus logros académicos en inglés como lengua extranjera?

Sí, en muchos aspectos ya que este es un importante proyecto innovador y valioso no sólo para los estudiantes, sino también para nosotros.

¿Está usted dispuesto a dar su total apoyo a la ejecución de este proyecto con sus alumnos? ¿De qué manera?

Como maestros vamos a dar todo nuestro apoyo académico para ayudar a llevar a cabo este proyecto pondremos a disposición aulas para que este proyecto se pueda realizar.

Procesamiento de la Información

Los maestros se mostraron optimistas con el proyecto y nos ofrecieron todo su apoyo académico para la realización del mismo.
Para representante de los padres

- ¿Le gustaría que sus hijos incrementar sus conocimientos en el inglés como lengua extranjera?

  Sí, por supuesto que! ya que somos conscientes de la importancia de una segunda lengua hoy en día, esta podría convertirse en una fuente de trabajo para ellos y mejorar su estilo de vida en el futuro

- Una vez que usted está enterado de nuestro proyecto, ¿está usted dispuesto a darnos su apoyo? ¿Cómo?

  Ayudar a los hijos con sus tareas una vez que están en casa, el seguimiento de su desempeño en la escuela preguntando a sus profesores

Procesamiento de la Información

Los padres estaban muy interesados en el proyecto y se comprometió en ofrecer asistencia para el bien de sus hijos ya que ellos están conscientes de la necesidad que tienen sus hijos de aprender un buen inglés
**Survey to the students (sample 38 students)**

**Instructions:**

Read carefully each question and mark an X in the box according to your opinion.

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>1</td>
<td>English is considered an important subject of study.</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Mistakes are possible when you speak in English.</td>
<td></td>
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<td></td>
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<tr>
<td>3</td>
<td>You feel comfortable when teachers speak only in English the entire class.</td>
<td></td>
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<td>4</td>
<td>You understand everything that your teacher says in class.</td>
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<tr>
<td>5</td>
<td>Your teacher speaks too much in Spanish.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Your teacher should include music when teaching listening.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Your teacher use enough interactive materials during class.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>8</td>
<td>You practice your listening skills with your classmates.</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>Using music can increase your vocabulary.</td>
<td></td>
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<tr>
<td>10</td>
<td>You need to practice your listening skills at home.</td>
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</tbody>
</table>
Encuesta

**Instrucciones:**

Lea cada uno de los elementos y definitivamente mucho marque con una X en el cuadro según su opinión.

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Totalmente de Acuerdo</th>
<th>De Acuerdo</th>
<th>Neutral</th>
<th>Desacuerdo</th>
<th>Totalmente en Desacuerdo</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>El inglés es considerado una asignatura importante.</td>
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<td>2</td>
<td>Cuando hablas en inglés es posible cometer errores.</td>
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<tr>
<td>3</td>
<td>Te sientes cómodo cuando tus profesores hablan solamente en inglés toda la clase.</td>
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<td>4</td>
<td>Entiendes todo lo que tu profesor dice en clases.</td>
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<tr>
<td>5</td>
<td>Tu profesor habla demasiado en español.</td>
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<tr>
<td>6</td>
<td>Tu profesor debería incluir música cuando enseña listening.</td>
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<tr>
<td>7</td>
<td>Tu profesor usa suficiente material interactivo durante la clase.</td>
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<tr>
<td>8</td>
<td>Practicas tus habilidades de listening con tus compañeros.</td>
<td></td>
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<tr>
<td>9</td>
<td>Usar música puede incrementar tu vocabulario.</td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>Necesitas practicar tus habilidades de listening en casa.</td>
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</tbody>
</table>
ANNEX 3

Photographs
GETTING READY TO BE IN CLASS
IN CLASS
TEACHING ENGLISH
EXPLAINING ENGLISH GRAMMAR
ANNEX 4

Exercise 01

A CLASSROOM OBSERVATION

The classroom we are about to implement is a course in English as Foreign Language (EFL) at “MARIA BARQUET DE ISAIAS” public school, place, where we performed our teaching practice. This is a beginning level class, students came into the class with minimal survival English proficiency. Their goal in the class is to be able to use English to get some sort of benefits in High School as well to get some sort of better jobs in the near future. They are quite highly motivated to learn.

The course is a” whole language “course integrating the four skills speaking, listening, reading, and writing. At this stage, ten weeks into the course, the students have made good progress. They are able to engage in simple social conversations, numerous practical requests and other routine daily uses of English.
The Proposal in Practice:

Design and apply of a booklet with basic fill –in in the blanks of song lyrics

The lesson we are about to observe is reasonably well planned, efficiently executed, and characteristic of current communicative language teaching methodology. It is not, however, necessarily “perfect” (are there ever any perfect lesson?) and so what you are about to see may have a few elements in it that you or others could take issue with.

The Handbook: What is the Importance of Practice in the Proposal?

Mastery the skills of the language is the end product of the Linguistic Investigation of Competence.

Having this concept in mind, we decided to focus or proposal on Listening skill and apply of a booklet with basic fill –in in the blanks of song lyrics and some examples of phrases as the grammar points we decided to emphasize on it. The proposal is, therefore, based on its practice in order to agree with the pragmatism, philosophical foundation of our research.

The following would be the equation summarizing our foundation:
Theory + Practice = Results

Using songs in an ESL or EFL classroom

The following is a general procedure that I often use together with the above handouts. Based on what seems appropriate for a given class on a given day, I usually skip two or three or more of the steps listed.

1. Introduce vocabulary that will be new to many students.
2. Ask the class questions that will get students thinking about the themes of the song.
3. Listen to the song all the way through. I usually suggest that students try to enjoy the song rather than trying to fill in all the blanks.

4. Have a very short whole-class or small-group discussion regarding general reaction to the song. Do they like it? Have they heard it before? In what year do they think it was recorded? What is the mood of the song? Etc.

5. Listen again, this time encouraging students to fill in the blanks. Pause every two or three lines. Replay especially difficult-to-understand sections.

6. Give students a chance to compare answers with a partner.

7. Go over the song. Have students supply answers for class, either orally or by writing on the board, etc. (Note: On many of my worksheets, the blanks are not numbered. Going over the answers can be simplified considerably if you have students number all the blanks, right at the start.)

8. Discuss any sections of the transcription that you’re not sure about. Explain that you got the lyrics from the Internet and can’t be sure that they are correct.

9. Answer any questions about vocabulary, perhaps after giving students a chance to use dictionaries on their own.

10. Point out any idioms that students haven’t asked about and that you think they might not be picking up on.

11. Have students repeat the song after you, phrase-by-phrase. Give extra attention to parts that are difficult to pronounce or that are fun to try to pronounce very rapidly.

12. Take a little break from the song. Talk for a minute or so about the weather or whatever.

13. Listen to the song again, encouraging students to sing along.

14. Highlight or ask questions about grammar in the song that is relevant to what you have been working on or that is interesting in its own right.

15. Highlight or ask questions about any incorrect grammar or informal language in the song. (Example: “don’t” is almost always used in place of “doesn’t” in pop and rock.)
ANNEX 5

Handbook of the Proposal
“EVERYTIME I LOOK FOR YOU” by BLINK 182

A. LISTEN CAREFULLY AND FILL IN THE EMPTY SPACES.

Never ___________ why you ___________ him,
but this answer ___________ that question,
Too blind to see ________________.
too broke to beg or ________________
__________ and ____________, left wide open
Hearts are wasted, lives are ____________

B. USE THE WORD BANK AND COMPLETE.

One more point of ________________, I need
some ________________
Approached with vague ________________
__________ my short attention span
The distance, ___________ the border
Beg ________________, round the corner

- Forgiveness - betray
- Contention - bridge
- Intentions intervention

C. MATCH THE LINES

chorus
a. Everytime I look for
b. And I stumble when
c. I left another message,
d. But everytime I look for you
e. Will the last one out,

( ) this whole thing runs aground
( ) the sun goes down once more
( ) you the sun goes down
( ) please shut the door
( ) you are never around

D. UNSCRAMBLE

time more will apart you give
a few argue months to more
to live this is through too much
to too drive far seems it always
home the send letters more point
better pray up ends tomorrow

E. LISTEN AND FILL IN THE BLANKS

I never ________ _________ anything that she ____________.
I never ___________ what ____________, ____________ in the past
I never ___________ quite ___________ what she ____________.
In spite of everything, in spite of everything

DESIGNED BY Ivonne Sanchez and Paul Chavez
1. UNSCRAMBLE THE SENTENCES.

through feeling darkness the way my  _________________________________
guided heart a by beating _________________________________
the journey where will can’t I tell end _________________________________
but know where it I starts _________________________________
too understand young I’m tell they _________________________________
in a up caught dream say they _________________________________
well by pass me life will _________________________________
eyes my up open don’t I if _________________________________
well me fine that's by _________________________________

2. USE NUMBERS TO PUT THE LINES IN ORDER.

_____ all this time I was finding myself
_____ So wake me up when it’s all over
_____ and I...didn’t know I was lost (x2)
_____ when I’m wiser and I’m older

3. FILL IN THE BLANKS WITH VERBS IN PRESENT SIMPLE AND TWO IN PAST.

I ______ carrying the weight of the world
but I only _______ two hands

I _______ I _______ the ________ to ________ the world
And I don’t ______ any plans

I _______ that I could _________ forever this young

Not afraid to _________ my eyes

Life’s a game _________ for everyone

And love is a prize

REPEAT CHORUS (X2)

DESIGNED BY Ivonne Sanchez and Paul Chavez

106
I didn't know I was lost (X4)
“WIND OF CHANGE” by SCORPIONS

1. LISTEN CAREFULLY AND FILL IN THE BLANKS.
I _______ the Moskva _______ to Gorky Park _______ to the wind of _______
An _______ summer _______
Soldiers _______ by _______ to the _______ of change

The _______ is closing in
Did you ever _______
That we could be so _______ , like _______
The future’s in the air
I can feel it _______
_________ with the wind of change

2. UNSCRAMBLE THE LINES.

Refrain 1

moment take me magic to the of the
night on glory a
children tomorrow where dream of the away
wind of the in change
down the walking street
memories distant
are buried forever past the in
I Moskva the follow
Park to down Gorky
to the change listening of wind

Refrain 1 (repeat)

3. MATCH THE TWO HALVES.

a. The wind of change… _______ the freedom bell
b. into the face of time… _______ of mind
c. that will ring… _______ balalaika sing
d. For peace… _______ wants to say
e. Let your… _______ blows straight
f. What my guitar… _______ like a storm wind

DESIGNED BY Ivonne Sanchez and Paul Chavez
"ALL STAR" by SMASH MOUTH

A. CIRCLE THE WORD YOU HEAR

Somebody / someone once hold / told me the war / world is gonna / gotta roll me
I ain’t the sharpest cool / tool in the shed / shelf
She was cooking / looking kind of dumb with her finger / toe and her thumb
In the shape of an “L” on her forehead / foreskin
Well, the tears / years start / stare coming and they don’t go / stop coming
Fed to the tools / rules and I hit / lift the ground running
Didn’t made / make sense not to live / leave for fun
Your brain gets smart / wise but your head lets / gets dumb

B. USE THE WORD BANK AND COMPLETE

So __________ to do, so __________ to see
So what’s wrong with taking the __________?
You’ll never __________ if you don’t go
You’ll never __________ if you don’t __________

chorus

Hey, now, you’re an All Star get your __________ go play
Hey, now, you’re a Rock Star get the __________ get paid
And all that __________ is gold
Only __________ break the __________

C. LISTEN CAREFULLY AND COMPLETE

It’s a __________ place and they __________ it gets __________
You’re bundled up __________ but __________’til you get __________
But the __________ men beg to differ
Judging by the __________ in the satellite __________

The ice we __________ is getting pretty __________
The water’s getting __________ so you might as well __________
My __________ on fire. How about __________?
That’s the way I like it and I’ll __________ __________ __________

D. MACTH THE LINES

a. Somebody once asked (________) little fuel myself
b. I need to get (________) use a little change
c. I said yep, (________) myself away from this place
d. I could use a (________) could I spare some change for gas
e. And we could all (________) what a concept

DESIGNED BY Ivonne Sanchez and Paul Chavez
"ALL STAR" by SMASH MOUTH

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Somebody / someone once hold / told me the war / world is gonna / gotta roll me
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So what's wrong with taking the __________?
You'll never __________ if you don't go
You'll never __________ if you don't __________

chorus
Hey, now, you're an All Star get your __________ go play
Hey, now, you're a Rock Star get the __________ get paid
And all that __________ is gold
Only __________ break the __________

C. LISTEN CAREFULLY AND PUT THE NUMBERS FROM 1 TO 8 TO ORDER THE LINES.

( ) But the media man beg to differ
( ) Judging by the hole in the satellite picture
( ) It's a cool place and they say it gets colder
( ) You're bundled up now but wait 'til you get older

( ) The ice we skate is getting pretty thin
( ) My world's on fire. How about yours?
( ) That's the way I like it and I'll never get bored
( ) The water's getting warm so you might as well swim

D. MACTH THE LINES

a. Somebody once asked
b. I need to get
c. I said yep,
d. I could use a
e. And we could all

( ) little fuel myself
( ) use a little change
( ) myself away from this place
( ) could I spare some change for gas
( ) what a concept

DESIGNED BY Ivonne Sanchez and Paul Chavez
“HEY SOUL SISTER” by MR. TRAIN

1. CIRCLE THE WORD YOU HEAR.

Heeey heeeey heeeey
Your lipstick stains / stings on the front lobe of my left / right side brains
I knew I wouldn't forget / forgive you
And so I went and let you blow / flow my mind
Your sweet / sweat moonbeam
The smell of you in every / each single dream I dream
I knew when we collided / decided
you're the one I have decided / selected
Who's one of my kind / mind

Chorus
Hey soul sister, ain't that mister mister on the radio, stereo
The way you move ain't fair you know
Hey soul sister, I don't wanna miss a single thing you do tonight

Heeey heeeey heeeey

2. FILL IN THE BLANKS. USE THE WORD BANK.

Just in __________, I'm so glad you have a one ________ mind like me
You gave my life __________
A game show love __________, we can't deny
I'm so __________
My heart is bound to beat right out my ____________ chest
I believe in you, like a virgin, you're ____________
And I'm __________ gonna wanna blow your mind

Chorus
Hey soul sister, ain't that mister mister on the radio, stereo
The way you move ain't fair you know
Hey soul sister, I don't wanna miss a single thing you do tonight

3. SOME VERBS WERE DELETED. LISTEN AND COMPLETE.

Well you __________________ a rug
________________ you __________ the only drug I __________
So gangster, I'm so thug
You're the only one I'm ____________ of
You __________ I __________ ____________ myself now finally
In fact there's nothing I can't __________
I __________ the world to see you'll __________ with me

CHORUS (x2)

DESIGNED BY Ivonne Sanchez and Paul Chavez
"HEY SOUL SISTER" by MR. TRAIN

1. CIRCLE THE WORD YOU HEAR.

Heeey heeeey heeeey
Your lipstick stings /stains on the front lobe of my left / right side brains
I knew I wouldn’t forget / forgive you
And so I went and let you blow / flow my mind
Your sweet / wet moonbeam
The smell of you in every / each single dream I dream
I knew when we decided/collided
you’re the one I have decided / selected
Who’s one of my kind / mind

Chorus
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The way you move ain’t fair you know
Hey soul sister, I don’t wanna miss a single thing you do tonight

2. FILL IN THE BLANKS. USE THE WORD BANK.

Just in ________, I’m so glad you have a one ________ mind like me
You gave my life ________
A game show love ________, we can’t deny
I’m so ________
My heart is bound to beat right out my ________ chest
I believe in you, like a virgin, you’re ________
And I’m ________ gonna wanna blow your mind

- time
  - always
  - connection
  - direction
  - untrimmed
  - Madonna
  - track
  - obsessed

3. LISTEN AND MATCH THE TWO HALVES.

Well you          I’m so thug Watching
you             one I’m dreaming of So
gangster,        myself now finally You’re
the only        is the only drug I need You
see, I can be    nothing I can’t be
In fact there’s   see you’ll be with me
I want the world to    can cut a rug

THE FOLLOWING PICTURES REFER TO SOME WORDS FROM THE LYRICS. WRITE THEM ACCORDINGLY.

a) __________________________  b) __________________________  c) __________________________

d) __________________________  e) __________________________  f) __________________________

DESIGNED BY Ivonne Sanchez and Paul Chavez
ALL YOU CAN EAT

1. Match the pictures with the words from the box.

a) __________  b) __________  c) __________

d) __________  e) __________  f) __________

2. Listen to the song and fill in the gaps with some of the words from 1.

Chorus (2x):
All you can eat!
$3.99 for all you can eat?
Well, I'm a stuff my face to a funky beat!
We're gonna walk inside, and guess
what's up:
Put some food in my plate, and some
_________1 in my cup
Give me some chicken, franks, and fries
And you can pass me a ________2. I'm a
pass it by
So keep shoveling, (Ha!) onto my plate
Give me some _______3 and lots of
cake
Give me some hot Macaroni and
Cheese!
Give me, some more food PLEASE!!!!
Give me some buloni, salami, and _______4
___________5 and strawberry jam
I love it whether the food is cold or hot
Put a _______6 on the plate, and it'll hit
the spot

We'll eat everything. An incredible feat
$3.99 for all you can eat!
Chorus (4x):
All you can eat!
I'm hungry!
Yo, Buff, man! We ain't got all
night
So home boy, tell 'em what
you like
Give me a...
And some...
I want a...
And give me...
And on the side...
I wanna, I wanna...
And in the front...
And in the back...
I wanna...

3. Write out more ‘food words’ from the lyrics.
BLOWIN' IN THE WIND

by BOB DYLAN

1. Put the words into correct order to make questions.
   A. head / a / many / can / times / his / man / turn / How
   B. many / must / How / man / walk / roads / a / down
   C. How / will / deaths / take / many / it
   D. ears / many / must / have / How / one / man
   E. How / can / a / exist / many / years / mountain

2. Write in sentences from Ex. 1 into the gaps. Listen and check.

Before you call him a man?
How many seas must a white dove sail
Before she sleeps in the sand?
How many times must the cannonballs fly
Before they are forever banned?

Chorus:
The answer, my friend, is blowin'
in the wind,
The answer is blowin' in the wind.

Pretending he just doesn't see?
How many times must a man look up
Before he can see the sky?

Chorus
Before he can hear people cry?

Before it is washed to the sea?
How many years must some people exist
Before they're allowed to be free?

Chorus
'till he knows that too many people have died?

3. Try to make your own verse using the same structure.

How many
Before
How many
Before


EVERYTHING AT ONCE

by LENKA

1. Match the words and the pictures

2. Listen to the song and fill in the gaps. Some of them are given in Ex. 1

As sly as a fox, as strong as an ox
As fast as a hare, as _____ 1 as a bear
As free as a bird, as _____ 2 as a word
As quiet as a mouse, as big as a house

All I wanna be
Oh oh oh ohhhhh I wanna be
Oh oh oh ohhhhh I wanna be
Is everything

As mean as a wolf, as _____ 3 as a tooth
As deep as a bite, as dark as the night
As sweet as a _____ 4, as right as a wrong
As long as a road, as _____ 5 as a toad
As pretty as a picture hanging from a fixture
Strong like a family, strong as I wanna be
Bright as day, as light as play
As hard as nails, as grand as a whale

Oh oh oh I wanna be
Oh oh oh ohhhhh I wanna be

As warm as the sun, as silly as fun
As cool as a tree, as _____ 6 as the sea
As hot as fire, cold as ice
Sweet as sugar and everything nice
As old as _____ 7, as _____ 8 as a line
As royal as a queen, as buzzed as a bee
As stealth as a tiger, smooth as a glider
Pure as a _____ 9, pure as I wanna be

Oh oh oh I wanna be
Oh oh oh ohhhhh I wanna be
Oh oh oh ohhhhh I wanna be
Is everything
Everything at once
Everything at once

Oh oh oh I wanna be
Oh oh oh ohhhhh I wanna be
Oh oh oh ohhhhh I wanna be
Is everything
Everything at once
GREENFIELDS

by SURVIVOR

1. Write the phrases from the box under a proper picture. Listen to the song and order the pictures.

Stalks his prey, face to face, staying hungry

2. Listen to the song and fill in the gaps with the words you hear.

Rising up back on the street
Did my time, took my chances,\(^1\)
Went the _______ now I'm back on my feet\(^8\)
Just a man and his _______ to survive.
So many times it happens too fast,
You trade your passion for glory,
Don't lose your grip\(^c\) on the dreams of the past,
You must _______ just to keep them alive

Chorus: It's the Eye of the Tiger,
It's the thrill of the fight,
Rising up to the _______ of our _______
And the last known survivor
Stalks his prey in the night
And he's watching us all
with the Eye of the Tiger

Face to face, out in the heat,
Hanging tough\(^d\), staying hungry
They stack the odds\(^f\) until we take to the street
For the kill with the skill to survive

Chorus
Rising up straight to the _______
Had the guts\(^f\), got the glory,
Went the _______ now I'm not gonna stop,
Just a man and his _______ to survive

Chorus

3. Match the highlighted expressions with their meaning.
GREENFIELDS  
by THE BROTHERS FOUR

1. Match the words with the pictures. Then listen to the song and arrange the pictures in order you hear.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Sun</th>
<th>Cloud</th>
<th>Valley</th>
<th>Field</th>
<th>River</th>
<th>Skies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order</td>
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</tbody>
</table>

2. Listen to the song and open the brackets.

Once there _____(be)\(^1\) green fields, kissed by the sun.
Once there _____(be)\(^2\) valleys, where rivers used to _____(run)\(^3\).
Once there _____(be)\(^4\) blue skies, with white clouds high above.
Once they _____(be)\(^5\) part of an everlasting love.
We _____(be)\(^6\) the lovers who strolled through green fields.

   Green fields are gone now, parched by the sun.
   Gone from the valleys, where rivers used to _____(run)\(^7\).
   Gone with the cold wind, that swept into my heart.
   Gone with the lovers, who _____(let)\(^8\) their dreams depart.
   Where are the green fields, that we used to _____(roam)\(^9\)?
I'll never know what _____(make)\(^10\) you run away.

How can I keep searching when dark clouds hide the day.
I only know there's nothing here for me.
Nothing in this wide world, left for me to see.
   But I'll keep on waiting, till you return.
   I'll keep on waiting, till the day you learn.
   You can't be happy, while your heart's on the roam,
   You can't be happy until you bring it home.
   Home to the green fields, and me once again
IN THE SHADOWS
by THE RASMUS

1. Listen to the song and open the brackets in Chorus
   Chorus
   I________________ (watch)
   I________________ (wait)
   In the shadows for my time
   I________________ (search)
   I________________ (live)
   For tomorrows all my life
   In the shadows
   In the shadows

2. Match the words with the synonyms.
   turn into medicine
   wonder secure
   walk miracle
   safe treat
   heal go
   cure change into

3. Listen to the song and fill the gaps with the words from Ex. 1.
   No sleep
   No sleep until I am done with finding the answer
   Won’t stop
   Won’t stop before I find a __________ ¹ for this cancer
   Sometimes
   I feel like going down and so disconnected
   Somehow
   I know that I am haunted to be wanted
   Chorus
   They say
   That I must learn to kill before I can feel __________ ²
   But I
   I’d rather kill myself than __________ ³ their slave
   Sometimes
   I feel that I should go and play with the thunder
   Somehow
   I just don’t wanna stay and wait for a __________ ⁴
   Chorus
   Lately I________________ ⁵ walking in circles,
   Watching waiting for something
   Feel me touch me __________ ⁶ me,
   Come take me higher
ANOTHER BRICK IN THE WALL

by PINK FLOYD

Listen to the song and fill in the gaps with appropriate form of the words.

Hurt, grow up, weakness, thrash, go, thought (*2), get, sarcasm (*2)

Well, when we ________\(^1\) and ________\(^2\) to school,
There were certain teachers,
Who would ________\(^3\) the children in any way they could,
By pouring their derision,
Upon anything we did,
Exposing every ________\(^4\),
However carefully hidden by the kids.

But in (but in) the town it was well known,
When they ______\(^5\) home at night,
Their fat and psychopathic wives would ______\(^6\) them,
Within inches of their lives.

Another Brick In The Wall (Part II)

We don’t need no education.
We don’t need no ________\(^7\) control.
No dark ________\(^8\) in the classroom.
Teacher, leave the kids alone.
Hey, Teacher, leave the kids alone!
All in all it's just another brick in the wall.
All in all you're just another brick in the wall.

We don’t need no education.
We don’t need no ________\(^9\) control.
No dark ________\(^10\) in the classroom.
Teachers, leave us kids alone.
Hey, Teacher, leave us kids alone!
All in all you’re just another brick in the wall.
All in all you’re just another brick in the wall.

"Wrong! Do it again!
If you don't eat yer meat, you can't have any pudding! How can you have any pudding if you don't eat yer meat?!"
"You! Yes! You behind the bike sheds! Stand still, laddie!"
WONDERFUL WORLD
by THE FLYING PICKETS

1. Write the words from the box.

| Slide rule, ‘A’ student, science, win, world, claim |

1. ________ 2. ________ 3. ________ 4. ________ 5. ________ 6. ________

2. Listen to the song and fill in the gaps with the words you hear (use the prompt).

1. ________ 1 know much about history
   ________ 2 know much biology
   ________ 3 know much about the science books
   ________ 4 know much about the French I took
   But I ________ 5 know that I love you
   And I know that if you love me too
   What a wonderful world this would be

2. ________ 6 know much about geography
   ________ 7 know much trigonometry
   ________ 8 know much about algebra
   ________ 9 know what ________ 10 slide rule ________ 11 for
   But I ________ 12 know one and one ________ 13 two
   And if this one could be with you
   What a wonderful world this would be

Chorus: I ________ 14 claim to be ________ 15 “A” student
   But I’m trying to be
   Maybe by being ________ 16 “A” student baby
   I ________ 17 win your love for me

Repeat 2 Chorus  Repeat 1

3. Complete the table with the words from the text.

<table>
<thead>
<tr>
<th>(to be)</th>
<th>Modal verb</th>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
<th>Pronoun</th>
<th>Preposition</th>
<th>Article</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
<td>Must</td>
<td>Love</td>
<td>Student</td>
<td>Red</td>
<td>l</td>
<td>in</td>
<td>A (an)</td>
</tr>
<tr>
<td>Are</td>
<td>May</td>
<td>Know</td>
<td>Book</td>
<td>Big</td>
<td>We</td>
<td>on</td>
<td></td>
</tr>
</tbody>
</table>

4. Complete positive or negative sentences.

+ I like history. I ______ like history
He ______ a student. He is not a student.
I ______ read. I can’t read.